The EQAVET Network

Strengthening the culture of quality assurance in VET

Sean Feerick
EQAVET Secretariat
Rome 6 December 2018
Supporting the development of a culture of quality assurance

- Quality assurance of VET – almost 20 years of years of EU cooperation
- A partnership process – a community of practice
- The Recommendation establishing a European Quality Assurance Reference Framework for VET was agreed in June 2009
The objectives of the EQAVET Recommendation

Promote better (higher quality) VET

Help MS and VET providers to promote and monitor the improvement of their provision

QA to systematically modernise education systems with a focus on improving the effectiveness of VET

-Supporting a quality assurance culture of VET
The EQAVET Framework

THE QUALITY CYCLE

1. Purpose and Plan
Set up clear, appropriate and measurable goals and objectives in terms of policies, procedures, tasks and human resources.

2. Implementation
Establish procedures to ensure the achievement of goals and objectives (e.g. development of partnerships, involvement of stakeholders, allocation of resources, and organizational or operational procedures).

3. Assessment and Evaluation
Design mechanisms for the evaluation of achievements and outcomes by collecting and processing data in order to make informed assessment.

4. Review
Develop procedures in order to achieve the targeted outcomes and/or new objectives; after processing feedback, key stakeholders, conduct discussions and analysis in order to devise procedures for change.

of the European Quality Assurance Reference Framework for Vocational Education and Training
EQAVET: deepening the QA culture - Holistic approach

**CYCLE – Stages**

**PLANNING:**
set up clear, appropriate and measurable goals and objectives

**IMPLEMENTATION:**
establish procedures to ensure the achievement of goals and objectives

**ASSESSMENT and EVALUATION:**
design mechanisms for the evaluation of achievements by collecting and processing data to assess

**FEEDBACK and PROCEDURES for CHANGE:**
develop operations in order to achieve the targeted after discussion with key stakeholders

**INDICATORS**

1. Relevance of quality assurance systems for VET providers
2. Investment in training of teachers and trainers
3. Participation rate in VET programmes
4. Completion rate in VET programmes
5. Placement rate in VET programmes
6. Utilisation of acquired skills at the workplace
7. Unemployment rate
8. Prevalence of vulnerable groups
9. Mechanisms to identify training needs in the labour market
10. Schemes used to promote better access to VET
Indicators – tool box

INPUT
1. Relevance of quality assurance systems for VET providers
2. Investment in training of teachers and trainers
9. Mechanisms to identify training needs in the labour market

CONTEXT/PROCESS
1. Relevance of quality assurance systems for VET providers
3. Participation rate in VET programmes (Outcome)
4. Completion rate in VET programmes (Outcome)
7. Unemployment rate
8. Prevalence of vulnerable groups
10. Schemes used to promote better access to VET

OUTPUT
5. Placement rate in VET programmes
6. Utilisation of acquired skills at the workplace
IMPLEMENTATION
Challenges faced by Member States

- Evolving labour market
- Social context for VET
- Migration
- Review phase
- IVET and system focus
- Skills obsolescence and mismatch
- New forms of learning and course delivery
Evolving European Policy Context

- European Area for Education and Training
- Learner and worker mobility – easy mechanisms for the recognition of qualifications
- Recognition of experience and qualifications
- Centrality of quality assurance
Quality assurance in the EU policy context

- Recommendation on Quality and Effective Apprenticeships
- Recommendation on VET and HE graduate tracking
- European Pillar of Social Rights
- Revision of the EQF
- Recommendation on promoting automatic mutual recognition of HE and upper secondary education diplomas and the LOs periods abroad
Evolving a community of practice

- Confidence building
- Responsiveness to policy development
- Evidence based
- Successive surveys and external evaluation

EQAVET Secretariat, Rome - Dec 2018
BUILDING YOUR SYSTEM
Stage 1: PLANNING. Set up clear, appropriate and measureable goals and objectives in terms of policies, procedures, tasks and human resources.
- Link between the quality cycle, indicative descriptors and indicators
- Online guidelines
- Based on case studies from MS
- **Member States who focus on this indicative descriptor are more likely to make progress on the following indicator(s)**
Same approach
Linkages based on case studies
‘Member States who focus on this EQAVET+ indicative descriptor are more likely to make progress on the following EQAVET indicator(s)’
Quality cycle and the Indicative descriptors

- Description of a quality criteria for each of the 4 phases
- Structuring an approach to quality assurance
- Focusing on dimension and scope
- What should be addressed
Enhancing the EQAVET Framework

• Addressing topics not (sufficiently) addressed in EQAVET Recommendation, e.g.
  - work based learning
  - learning outcomes
  - pedagogy
  - qualification design and certification
What is added in EQAVET +?

New indicative descriptors

AT SYSTEM LEVEL:
- VET qualifications are described using learning outcomes
- Mechanisms are established for the QA of the design, assessment, certification and review of qualifications

AT PROVIDER LEVEL:
- VET providers’ programmes enable learners to meet the expected learning outcomes and become involved in the learning process
- VET providers respond to the learning needs of individuals by using approaches to pedagogy and assessment which enable learners to achieve the expected learning outcomes
- VET providers use valid, accurate and reliable methods to assess individuals’ learning outcomes

PLA on QA process for defining qualification based on the learning outcomes approach
Include shared QA procedures at all levels of the process: learning outcomes definition and planning, curriculum design and implementation, LOs assessment, validation and certification and when reviewing the overall process at system and provider levels
Deepen the work of QA on VET

- Sharing of experiences/knowledge
- Build the bank of resources and insights
- Identification of methodology and topics by EQAVET NRPs
- Subsequent questionnaire by Secretariat
- Informed by the SEC Survey
- Build on accumulated experience
- Work on complementing EQAVET
- Enable the Network to contribute to the developing policy context
- Include site visit
Peer Learning Activities 2017-2019

Support the deepening of a culture of continuous QA improvement by addressing needs of individual MS

- How quality assurance processes can be used to make VET more attractive Berlin Autumn 2019
- Approaches to self-assessment for WBL in line with EQAVET Göteborg 27-29 March 2019
- Involving teacher and trainers in the QA processes Prague 9-10 Oct 2018
- Higher VET and the role of QA Larnaca 20-21 March 2018
- Using the EQAVET indicators to accredit VET providers Tallinn 13-14 Sept 2017.
- Supporting training providers to identify areas and implement actions for improvement in line with EQAVET Lisbon, 29-30 March 2017
ERASMUS+ NRP work programmes

- Peer learning
- Peer Review
- Collaborative work on shared challenges
- Dissemination and embedding culture of quality assurance at various levels in Member State
Study visit EU level - “Peer Review as a tool for quality assurance”
Rome May 2018

- INAPP and NRPs from EL, FI, RO, NL
- How to ensure the quality of VET, self assessment and external evaluation and the role of peer review
- The Italian experience
- Site visit: CIOFS-FP Lazio school - Why has Peer Review been useful for the school, and what about the impact on quality improvement?
 Incremental approach to improving and strengthening approach to QA of VET in the EU-28 countries

Increasingly ‘utilising’ the EQAVET Framework; which is used as the basis for developing the QA of VET

While progress is observed, data indicates that change in policy takes time but the EQAVET process seems to be the anchor and impetus that keeps developments on track and focus on QA in the policy agenda of Member States

The work of the NRPs is strengthened by collaborative actions at EU level which is being embedded in national and regional systems

Importance of stakeholder collaboration to develop a culture of QA at both system and provider levels

Importance of continuing to work on the evaluation and review phases of QA cycle and the EQAVET indicators, particularly those which focus on ‘outcomes’

Key areas of QA: 1) work-based learning and continuing VET; 2) addressing the needs of learners in a LLL context; and 3) defining and assessing learning outcomes
Network – supporting culture of quality assurance at all levels of VET

Effective quality assurance:

- includes a set of principles for VET
- covers all types of VET
- needs to cover all areas of the education and training processes
- sets out a clear view on strategic issues affecting the implementation, evaluation and effectiveness of any quality assurance approach
- covers the provider and the system level
- includes synergies with recent and forthcoming European developments affecting VET
Thank you

Sean Feerick
EQAVET Secretariat