



QALLL
Recommendations

The QALLL Recommendations complement two other main products of the QALLL thematic network:

- the **QALLLitative Report** and
- the **QALLL Project Compendium**

QALLL

Recommendations

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The QALLL project consortium is composed by:

15 European national agencies

- OeAD-GmbH National Agency for Lifelong Learning, Austria (coordinator)
- Agency for European Education Programmes VoG, Belgium
- DZS, Academic Information Agency, Czech Republic
- National Agency - Education for Europe at BIBB, Germany
- CIMO, Centre for International Mobility, Finland
- Léargas, The Exchange Bureau, Ireland
- Research Liaison Office, University of Iceland, Iceland
- ISFOL, National Agency for LLP - Leonardo da Vinci Sectoral Programme, Italy
- ANEFORÉ a.s.b.l., National Agency for the Lifelong Learning Programme, Luxembourg
- CINOP, National Agency for Lifelong Learning, Netherlands
- SIU, Norwegian Centre for International Cooperation in Higher Education, Norway
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- CMEPIUS, Center of the Republic of Slovenia for Mobility and European Educational and Training Programmes – CMEPIUS, Slovenia
- SAAIC - Slovak Academic Association for International Cooperation, Slovakia
- The Centre for European Union Education and Youth Programmes, Turkey

and two silent partners:

- frse – The Foundation for the Development of the Education System, Poland
- The Education, Audiovisual and Culture Executive Agency (EACEA), Brussels





The publication at hand offers a set of recommendations for the realisation of quality assurance (QA) in vocational education & training (VET) and adult education (AE). They are the outcome of the European thematic network on Quality Assurance in LifeLong Learning (QALLL) which has been carried out by 15 National Agencies for Lifelong Learning.

The recommendations are based on:

- 39 good practice projects which have been subjected to a comparative analysis, fleshing out in detail how they contribute to key issues in European quality assurance policy,
- the outcomes of two QALLL conferences and eleven QALLL national expert panels carried out in the partner countries as well as
- a survey on sustainability of project results which was conducted among the 39 good practice projects.

QA is a meaningful and effective cause supporting the further development of VET and AE. It helps to establish and improve mutual trust, which constitutes the basis of international cooperation and European transparency instruments such as the EQF.

The importance of QA in VET and AE is reflected by its increasing adoption on both the policy and implementation level, e. g. the set-up of a European Network of Reference Points for Quality Assurance in Vocational Education and Training, Thematic Working or the creation of a European Thematic Working group on QA in AE.

QALLL results showed that commonalities in QA between VET and AE prevail. Hence the recommendations developed in the framework of QALLL generally address both educational sectors. In the few cases where this is not possible it is mentioned explicitly in the recommendation.

Building the recommendations on a broad data foundation QALLL aims to reach a wide audience. European QALLL conferences and the national events involved a large variety of stakeholders, i. e. policy makers, social

partners, project promoters and their partners as well as representatives from national authorities, national agencies and the European Commission involved in VET and adult education. The 39 Leonardo da Vinci and Grundtvig projects that were selected as QALLL good practice largely target educational providers. Yet the projects also showed interesting approaches that could stimulate and support activities on a supra-institutional, if not system level.

Similarly the recommendations address both the:

- **level of implementation**, i. e. VET and AE institutions and practitioners that develop and implement projects as well as national agencies, indicated with a yellow arrow ➡
- and
- **the policy level**, i. e. European, national and regional authorities involved in VET and adult education, social partners and policy makers, indicated with a blue arrow ➡

Those recommendations that work at both levels are indicated with a gray arrow ➡

Please refer to the QALLL project compendium to find good practice examples that substantiate the QALLL recommendations and provide practical solutions. The table 'project overview' on page 6 and 7 of the compendium helps you to easily find projects matching QALLL key issues put forward by the recommendations.

Finally, the 10 QALLL recommendations should not be seen in isolation but as interrelated parts of a coherent framework. Ultimately they are meant as a set of guidelines for a diverse landscape of VET and AE institutions rather than a standardised checklist.

1 Joint approaches in AE and VET

Recommendations addressed to:

- the level of implementation
- the policy level
- both levels

1 Joint approaches in AE and VET

Enhance exchange and cooperation between AE and VET for mutual benefit.

The QALL findings showed that despite some differences in institutional settings, target groups or training goals between the educational sectors, in quality assurance VET and AE approaches work in similar patterns:

- The core principles for setting up and maintaining a quality assurance system hold good for both VET and AE, i. e. QA models and methodologies developed in Leonardo da Vinci and Grundtvig projects can – with small adaptations – be employed in both sectors.
- The EQAVET quality cycle can be used to guide quality assurance in adult education, if the specifics of the sector are addressed in the indicative descriptors and the reference set of quality indicators

Drawing on the QALL experiences, high benefits of exchange and cooperation around the issues of quality assurance between VET and AE are expected. Given the common challenges, joint efforts in VET and AE should be enhanced:

- Raise awareness for QA in both sectors and on all levels. Further work is required to achieve a common understanding of QA concepts, standards, methodologies and tools and how they can be applied in adult education and VET across Europe.
- Promote systematic exchange on all levels to support further cross-fertilisation of QA practices.
- Establish a sustainable cooperation between EQAVET, the European Commissions' Thematic Working Group on Adult learning and other current European efforts to develop quality assurance in VET and AE in order to form close ties among the two sectors on the European level.
 - For AE it is strongly recommended to adopt the EQAVET framework. Otherwise a "reinvention" necessitating a lot of extra time and energy is required.

2 Quality Culture

Develop and nurture a quality culture.

Developing a quality culture is at the heart of quality assurance policies. Yet, the concept still remains rather vague. In the QALLL thematic network “quality culture” was understood as an encompassing organisational culture that supports quality assurance and quality improvement at all levels. Developing such a quality culture takes time, dedication and resources. It goes beyond formal and bureaucratic structures and procedures and affects the daily practice of the education and training institution. Fostering a quality culture with its focus on improvement helps to close the quality cycle in institutional QA. Bottom-up qualitative approaches allow to thoroughly examine the learning process and to complement the usual quantitative measurements.

So far, many quality assurance approaches and models have put a focus on the managerial perspective; professional and cultural aspects remained in the background. The future challenge thus lies in designing quality systems that ensure accountability and promote a quality culture at the same time, combining a top-down management approach with bottom-up engagement.

In the QALLL sample some projects promoted a quality culture through individual and collective self-evaluation, teamwork, stakeholder involvement, peer review, etc. These good practices could be used as a starting point for further development.

2 Quality Culture

Recommendations addressed to:

- the level of implementation
- the policy level
- both levels

- Place quality culture at the core of QA endeavours. Continue the exploration of what quality culture means and how it contributes to quality assurance and improvement.
- Appreciate strengths and foster the desire to improve. Clarify and communicate the benefits of QA.
- Create ownership by involving all stakeholders right from the very start. Integrate all levels of your institution, the management as well as the teachers/trainers and other staff.
- Foster a strong commitment of management to create a collaborative culture that promotes constructive evaluation and feedback.
- Allow for a balance between standardisation and creativity/innovation.
- Follow a participatory approach. Promote the active participation of practitioners in QA and give leeway for self-determination and self-regulation.
- Balance confidentiality and transparency and build trust.
- Instil QA and evaluation into the daily practice of VET and AE professionals; promote collaboration and reflective practice.
 - Support exchange and teamwork between teachers/trainers – within the institution and with other institutions.
 - Provide for internal and external feedback that directly addresses teaching and learning.
 - Enhance reflective practices using a (self-)evaluation culture and peer review methodologies as a central tool.
- Facilitate opportunities for professional development with a focus on QA and evaluation.
- Provide appropriate, simple and transparent QA tools to support practitioners.
- Discuss, further develop and revise the QA system continuously.

3 The EQAVET Quality Cycle

Recommendations addressed to:

- the level of implementation
- ➡ the policy level
- ➡ both levels

3 The EQAVET Quality Cycle

For constant development make sure to employ the whole quality cycle.

The EQAVET is constructed on a quality assurance and quality improvement cycle. It aims to develop a systematic approach to quality assurance of VET systems and VET provision both at European and national levels.

Following the quality cycle is useful both for VET and AE. In all phases of the cycle specific challenges surface. In QALL a special focus was placed on the application of the whole quality cycle – especially the review phase, which has repeatedly been found to present a weak spot in QA. The following recommendations deal with the four phases individually and the quality cycle as a whole.

Planning

- ➡ Facilitate 'bottom-up' development from the start.
 - Involve staff in setting up the QM system; QA relies on teamwork and leadership and should result in a detailed and transparent action plan.
 - ➡ Involve VET providers in setting up the QM system.
- ➡ Set realistic goals.
- ➡ Adopt a consistent terminology.
- ➡ Respond to and anticipate training needs by fostering dialogue between training providers, companies and learners.

Implementation

- ➡ Adapt curricula to training needs.
- Assess learner competences at the beginning and throughout the learning process to support individual learning.
- ➡ Provide professional development opportunities to pedagogical staff.

Evaluation

- ➡ Develop and nurture the spirit of self-assessment/evaluation and utilise peer review.
- ➡ Measure learning outcomes.
- ➡ Implement an 'early warning system' to reduce risk of drop-outs.
- ➡ Collect comprehensive feedback.
- ➡ Focus the assessment on actual improvements with respect to past performance.

Review

- ➡ Keep in mind that the review phase is the "litmus test" for the QA.
- ➡ Close the cycle and make sure that the review phase takes place: reflect on and make use of evaluation results.
- ➡ Recognise, reward and build on the positive outcomes and gradually create a positive 'failure culture', i. e. an organisation where failure is allowed on the way to improvement.
- ➡ Plan the review phase in advance and reserve time and resources.
 - Consider how your review fits into the (yearly) schedule of your organisation
 - Take a participatory approach: engage staff by making evaluation results available, fostering discussion and providing support for improvement and change.
 - Share and discuss feedback with stakeholders, i. e. learners and other external stakeholders like companies (where appropriate).
- ➡ Act fast in areas where this is necessary, i. e. drop-out intervention, change of training needs, etc.
- ➡ Keep your quality system dynamic: Use the review phase to revise and further develop your quality system. Regularly revise indicators as to whether or not they are still meaningful and comply with your strategic objectives.

The Quality Cycle as a whole

- ➡ Set up a quality assurance system comprising all phases of the quality cycle.
- ➡ Develop a positive attitude towards QA:
 - ➡ within the VET and AE system
 - within the organisation
- ➡ QA is a transversal matter: integrate it into the organisational/educational strategy.
- ➡ Create a quality culture and inspire the desire for improvement in your organisation/ the educational system.
- ➡ Put the focus on the learners and on learning outcomes.
- ➡ Use qualification frameworks/skills frameworks as basis for quality cycle (from planning to evaluation to review).
- ➡ Integrate QA training in the professional development of management and human resource development.
- ➡ View QA in AE and VET as a flexible and dynamic tool that constantly has to be adapted to the needs of your organisation/ educational system.

4 Quality Management Models and Indicators

Recommendations addressed to:

- the level of implementation
- the policy level
- both levels

4 Quality Management Models and Indicators

Adopt easy-to-use and flexible QM models and develop/choose meaningful indicators.

To meet the evolving and rapidly changing needs, expectations and requirements of society the effectiveness and efficiency of training provision have to be regularly evaluated, monitored and improved, on the basis of evidence. A quality management system is a means to achieve this. It should be seen as an instrument for continuous improvement of adult education and VET, based on a quality cycle establishing the appropriate interrelation between planning, implementation, evaluation/assessment and review of VET and AE.

A wealth of tailored QM systems and tools exist for VET and AE. Instead of inviting proposals for yet new models existing products should be used, adapted and refined. This holds good for quality management systems at provider level in particular, which at the core are very much alike (with some variation).

Sets of quality standards, criteria and indicators for education and training provision on an institutional level have been developed on a large scale, providing a good basis for further developments which could focus on exchange, comparison, convergence and refinement.

QM systems

- Choose a transparent, easy-to-use and non-bureaucratic QM system and tailor it to your needs and purposes.
 - Make sure it reflects the work processes and goals of the organisation.
- Balance top-down and bottom-up approaches.
 - Build upon the commitment of the management and involve staff throughout the process. Benefits to stakeholders, especially staff, must be made clear.
- Strengthen the focus on learners and learning outcomes.
- Document your QM system: as much as necessary, as little as possible. Use documentation as a chance for reflection.
- Keep your QA system dynamic, revise and adapt it when needed.

Indicators

- Develop a limited set of meaningful indicators – less is more – that:
 - comply to an interest, objective or need,
 - are practical in that they allow to quickly collect relevant, up-to-date and reliable data,
 - are sensitive in that they are able to reflect a change that has occurred in the measured variable and
 - are easy to interpret and use.
- When it comes to qualitative data try to identify effective indicators that are able to assess “intangible” factors linked to AE and VET performance.
- Allow for the development and use of local/national descriptors and indicators.
- Foster cooperation and working together in networks to establish indicators that are easy to compare over time and between geographical areas.
- The analysis of indicators presents a snap-shot in time you need to continuously measure to draw conclusions. On the other hand, indicators need to be revised at appropriate intervals to match developments.

5 Methodologies

Recommendations addressed to:

- the level of implementation
- the policy level
- both levels

5 Methodologies

Make use of the rich repertoire and choose the methodology that suits your requirements.

On the one hand QALLL projects have focused on evaluation methodologies, i. e. self-evaluation and external evaluation, on the other hand on accreditation. Evaluation methodologies and accreditation have also been at the centre of attention of national and European quality assurance policies.

Methodologies can be used (and analysed) individually but in practice are highly intertwined: Self-evaluation usually is the basis for any further external evaluation and accreditation; in peer review internal and external evaluation are combined in a procedure encompassing several steps. Evaluation methodologies and accreditation apply to any kind of educational provider, for QALLL this means that they are highly relevant both for vocational education and training and adult education.

Leonardo da Vinci and Grundtvig projects have developed a number of transparent, easy-to-use and state-of-the-art procedures for self-evaluation, external evaluation and accreditation. These tools at hand can be put to further use and/or transferred to other sectors or countries. They cover both vocational education and training and adult education.

- Prior to the implementation and use of a QA methodology clearly distinguish between different methodologies and their functions and base your choice on the current needs of your organisation/the educational system.
- Use bottom-up self-evaluation as an important element of quality culture; raise awareness for its benefits and do not restrict it to a bureaucratic procedure for compliance with formal requirements.
- Include qualitative data collection approaches and qualitative indicators.
- Balance internal and external evaluation. Usually more frequent internal self-evaluation is accompanied by less frequent external assessment.
- Consider external evaluation as an approach in its own right: it can be used both as support for internal improvement and external control.
- Use Peer Review as a variant of external evaluation that fosters professionalisation, exchange and mutual learning.
- Employ existing well-developed transnational accreditation schemes for VET and AE which also include non-formal and informal learning and find state-of-the-art accreditation tools amongst QALLL good practice projects.

6 Work-based learning

Recommendations addressed to:

- the level of implementation
- the policy level
- both levels

6 Work-based learning

Develop QA for work-based learning involving enterprises.

Work-based learning has a historically long tradition and is a major part of lifelong learning with dominance within vocational education and training. Some work-based elements are part of most vocational education and training offers. Work-based training has very strong links to employability and labour market strategies.

According to the findings of the QALLL thematic network quality assurance of work-based learning remains a challenge. Within the analysed projects quality management systems, procedures, standards and indicators are missing. This would suggest that there is great demand for the development of new methods and good practice in the field. However, in certain sectors and European countries regulations and a number of well-functioning tools and instruments for QA in work-based learning already exist. Hence it might be advisable to use these as models and customise them according to national requirements.

- Use quality assurance instruments and mechanisms of transnational placements and projects as models/starting point.
- Identify and learn from good practices in countries where quality assurance of work-based learning exists.
- Involve and support enterprises, especially SMEs, in QA development for work-based learning.
- Intensify cooperation between education and training institutions and companies providing work-based learning to develop common approaches to QA.
- Make sure that evaluation also covers experiences arising from work-based learning.
- Support professionalisation of in-company trainers by upgrading their pedagogical competences.
- Foster cooperation between in-company trainers, teachers and learners. Build up professional ties e. g. by regularly having in-company trainers at schools and teachers in enterprises.
- Enable regular company experiences of teachers.
- Put web portals in place to share good practice, tools and experiences and consider establishing an on-line community of practice for QA in work-based learning.



7
Guidance

Recommendations addressed to:

- ➔ the level of implementation
- ➔ the policy level
- ➔ both levels

7 Guidance

Build upon existing QA models for Guidance and Counselling.

Accessible, up-to-date and high-quality guidance provision is an important prerequisite for lifelong learning and a key component for education, training and employability strategies.

QALLL projects have shown that a lot of development has taken place in quality assurance for guidance and counselling. The models and tools developed fit in well with the reference points and selected indicators of the European Lifelong Guidance Policy Network (ELGPN 2010) and could be used for underpinning European developments in this area. Also, most of the quality models for guidance follow the EQAVET quality criteria.

Lifelong guidance encompasses all sectors of education and training and includes a very wide range of different activities, target groups, institutional settings, etc. This extraordinary diversity and fragmentation constitutes one of the main challenges in advancing and developing guidance provision. Due to the comprehensive nature of guidance in lifelong learning quality assurance in guidance equally applies to adult education and vocational education and training.

Given the large variety of guidance activities and providers, exchange and networking seem prerequisites of any attempts to strike up formal cooperation and coordination between different service providers (regionally or nationally, let alone on a European level). Further activities on the European level could make use of existing networks and QA systems developed in European partnerships.

- ➔ Make use and build on the various good QA models for Guidance and Counselling that have been developed by the QALLL projects – including QA systems and networks.
- ➔ Enhance cooperation and coherence of approach across different institutions and countries
- ➔ Assess the efficacy of guidance and counselling activities.
- ➔ Link projects to the European Lifelong Guidance Policy Network (ELGPN 2010).
- ➔ Ensure cooperation with QA policy development in VET and AE.
- ➔ Set up quality standards for guidance services.
- ➔ Integrate external evaluation to complement self-assessment/evaluation in QA of guidance and counselling.
- ➔ Create competence and skills profiles for guidance practitioners.

8 Professionalisation and staff development

Recommendations addressed to:

- the level of implementation
- the policy level
- both levels

8 Professionalisation and staff development

Establish QA as an integral part of professionalisation and staff development.

Meaningful internal quality assurance and evaluation require new skills and competences of staff: On the one hand there is a need for specialised qualification of key personnel like quality managers and the commitment of the general management to QA, which must be undergirded by thorough QA knowledge and competences. On the other hand, QA and evaluation capacity building has to include educational staff as key actors for quality improvement of the learning process. This is a prerequisite for the integration of "quality work" into teachers' and trainers' daily practice. Otherwise QA and evaluation will remain superficial and bureaucratic processes with little impact on the core process of education and training.

There is, however, still little awareness of the need for some basic quality assurance and evaluation competences as part of the general professional profile of teachers and trainers in VET and AE. Hence, tailored training for this group is largely missing.

As far as external evaluation and accreditation are concerned assessment procedures and criteria are usually spelt out in detail in handbooks, guidelines and forms. Yet, the competence requirements for evaluators/assessors – the key personnel – usually are not defined; specialised training is not foreseen or replaced by a short briefing on procedures.

- Raise awareness for necessary competences in QA and evaluation as part of the professional profile of teachers and trainers in AE and VET.
- Create the necessary infrastructure such as training centres for educational QA.
- Initiate compulsory QA trainings for teachers, trainers and practitioners.
- Establish a QA information and advisory network for the Leonardo da Vinci and Grundtvig programme development. If applicable this could be supported by the EQAVET reference points.
- Provide support for the introduction, maintenance and further development of QA and evaluation in VET and AE institutions.
- Incorporate a commitment to QA in the recruitment of new staff. Make it one of the key preconditions for employment.
- Develop competence profiles and implement capacity building for educational staff in QA and (self-)evaluation to enable them to contribute to the improvement of the education and training provision and organisational learning: Knowledge and competences for quality assurance and evaluation need to be part of initial professional training and available for existing staff as part of continuous training.
- Include cooperative elements in training in order to support teamwork in quality assurance and evaluation.
- Use self-evaluation and peer review to enhance professional standards and collegiality.
- Define competence profiles and devise training schemes for external evaluators and assessors.
- Share good practices between institutions, educational sectors and countries.

9 Dissemination and Valorisation

Ensure dissemination and valorisation to enhance the impact of your project.

The increasing importance of dissemination and valorisation of results reflects a growing awareness amongst policy-makers of the need to secure maximum impact of projects funded by the LLP. Both project promoters and the LLP programme administration need to make efforts towards transfer and sustainability of results.

The research undertaken in QALLL has shown that it is hardly possible to develop, test and fully disseminate a product within the usual span of a European project. The notion that products are taken up immediately does not hold up in practice. Usually it takes a "series of projects" to disseminate and valorise project results. So, more time and the possibility of project extensions or follow-up projects are needed.

9 Dissemination and Valorisation

Recommendations addressed to:

- the level of implementation
- ➡ the policy level
- ➦ both levels

- ➡ Many projects and products: Don't produce more projects – transfer, adapt and use them.
- ➡ Support follow-up of projects, dissemination, valorisation:
 - ➡ On EU level put the emphasis on TOI projects both in VET and AE and valorise activities like thematic networks in the next programme.
 - ➡ on the national level provide targeted support for project promoters.
 - ➡ National agencies should act as facilitators between project promoters and policy makers.
 - ➡ Foster co-operation with national reference points for QA in VET.
- ➡ Support measures like conferences, platforms and workshops.
- ➡ Make the contributions of European projects visible, use common creative licensing or similar licensing systems to be able to show the "roots" of projects (otherwise good projects, which are often free of charge and available to the public, are copied without reference to the original projects).
- ➡ Track, analyse and make available good practices around themes, e. g. through thematic networks.
- ➡ Place emphasis on partner selection: Consider common interests, faith in the products, confidence and broad networks.
- ➡ In dissemination, focus on attractive, high quality results instead of the entire project. Customers are not interested in the project but in the products.
- ➡ Allow for an adaptability of products, free availability and open sources.
- ➡ Provide several language versions of the most important outcomes.
- ➡ Involve professional networks, important stakeholders and end users directly e. g. for creating the dissemination strategy, or for getting feedback on the products.
- ➡ Target dissemination: Define target groups, supply specific information and use suitable and diverse dissemination methods to reach a specific target group taking national circumstances. Possible activities include:
 - ➡ workshops, which can be national (smaller groups, mother tongue) or expert workshops (high commitment and interest),
 - ➡ face-to-face meetings and dialogue-oriented approaches to reach and build relationships with target groups,
 - ➡ a combination of diverse methods: e. g. brochures accompanied by personal contact, or publications in print and on-line,
 - ➡ well-designed communication campaigns and web-based resources
 - ➡ the involvement of the National Agencies to facilitate dissemination.
- ➡ Consider policy makers as an important target group for effective dissemination.
- ➡ Be aware of the right timing: create interest early, present outcomes continuously, be present in relevant events, seminars and continue dissemination until the end of the project (and possibly also beyond).
- ➡ Dissemination is time-consuming: Devote adequate budget and resources from the start. Keep dissemination on the agenda at all times and make all partners responsible.
- ➡ Consider making a business case, or e. g. creating an association to support future users of your products. Make a plan how dissemination and marketing will be dealt with after the end of the project. Professional publishers or public administration could have a role to play. A study visit, or a new project, could be used for further dissemination.
- ➡ Evaluate the impact of your dissemination activities.

10 Innovation in QA

Recommendations addressed to:

- the level of implementation
- the policy level
- both levels

10 Innovation in QA

Support further innovation of quality assurance in AE and VET.

Apart from enhanced dissemination and further use of good practice from Leonardo da Vinci and Grundtvig projects a number of areas for further innovation on the European level have been identified by the QALL network. The following list of possible project priorities for development of innovation resulting from the previous recommendations relates to both adult education and VET and is not exhaustive. According to the findings and experiences further innovation is required in the following areas.

- Develop a quality culture in VET and AE institutions.
 - Move from top-down QM to a quality culture shared by professionals.
 - Establish quality assurance as part of the professional profile and tasks of VET & AE staff.
 - Develop quality assurance supported by teams, cooperation among professionals and collegial feedback.
 - Promote professional development for staff in evaluation and quality assurance (see below).
- Integrate a learner focus in all aspects of QA.
- Focus on learning outcomes and develop strategies and models on how to integrate learning outcomes in QA including also non-formal and informal settings.
- Make sure that quality development is as important as quality control.
- Focus on efficiency and efficacy of quality assurance.
- Strengthen stakeholder involvement in QA and devise models for a sustainable cooperation.
- Extend involvement also to important external stakeholders.
- Emphasise special areas and topics:
 - Develop quality assurance of work-based learning, including involvement of companies, esp. SMEs.
 - Establish a training infrastructure and develop training schemes and programmes for quality assurance for VET and AE professionals.
 - Promote cooperation and external evaluation/accreditation for guidance and counselling in VET and AE.
 - Design competence profiles and pertinent training for (external) evaluators and assessors (external evaluations, accreditations) for VET and AE.
- Research and develop schemes for motivating institutions that have not started QA ("latecomers" to QA).
- On the European level put attention on these further issues that require analysis and discussion:
 - The purposeful application of different evaluation methodologies according to their diverse purposes and functions, in particular of self-evaluation, external evaluation and accreditation.
 - The question of efficacy of (different models of) QA in terms of maintaining and improving the quality of education and training provision.

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