



European Quality Assurance
in Vocational Education and Training

Supporting the implementation of the
European Quality Assurance Reference Framework
for Vocational Education and Training

The EQAVET Framework and approaches to self evaluation by VET Providers

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Farmleigh 6 April 2016

Why quality assurance of VET?

Increase transparency & mobility

- More efficient VET, adapted to the labour market
- More attractive VET in the continuum of LLL and progression pathways

More effective and better VET

- Responsiveness to societal needs and social inclusion

European cooperation in VET

- Education and Training policy context
- Mutual learning and consensus building
- Tools to support QA at national/regional levels
- Common principles, reference criteria and instruments

EU cooperation in VET

- Copenhagen Process
- Bruges Communiqué 2010 and its short term deliverables 2010-20
- Riga Conclusions 2015 reduced set of short term deliverables for 2015-20
- Monitored by the COM, undertaken by CEDEFOP (the importance of the EQAVET Secretariat survey)

Short term deliverables for VET

Bruges Communiqué and short term deliverables 2010-2015 related to EQAVET

Participating countries were invited to establish at national level a:

- QA frameworks in accordance with the EQAVET Recommendation by 2013;
- Common QA framework for VET providers compatible with the EQAVET framework which also applies to WBL by 2015

Riga Conclusions and short term deliverables 2015-2020

1. Promote WBL in all its forms
2. Further develop QA mechanisms in VET in line with the EQAVET, and establish continuous information and feedback loops in IVET and CVET based on LO
3. Enhance access to VET and qualifications for all through more flexible and permeable systems
4. Further strengthen key competences in VET curricula
5. Introduce systematic approaches and opportunities for initial and continuous professional development of VET teachers, trainers and mentors in both school and WBL settings



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Recommendation of the European Parliament and of the Council on the establishment of a **European Quality Assurance Reference Framework for Vocational Education and Training – *June 2009***

- *EQARF-EQAVET*

EQAVET model, deepening a culture of QA

THE QUALITY CYCLE

of the European Quality Assurance Reference
Framework for Vocational Education and Training

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 organisational or operational procedures).



4. Review

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

3. Assessment and Evaluation

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

The EQAVET Framework – QA management tool

- **Designed to promote better VET**
- **A reference instrument to help authorities of MS and providers to evaluate and improve; and promote and monitor the improvement of their VET systems**
- **Uses QA as a systematic approach to modernising education systems, especially by improving the effectiveness of training**
- **MS and providers are invited to develop/use this instrument on a voluntary basis.**
- **Main users are national/regional authorities, VET providers, public /private bodies responsible for ensuring and improving the quality of VET**
- **Complements the work of EQF and ECVET**

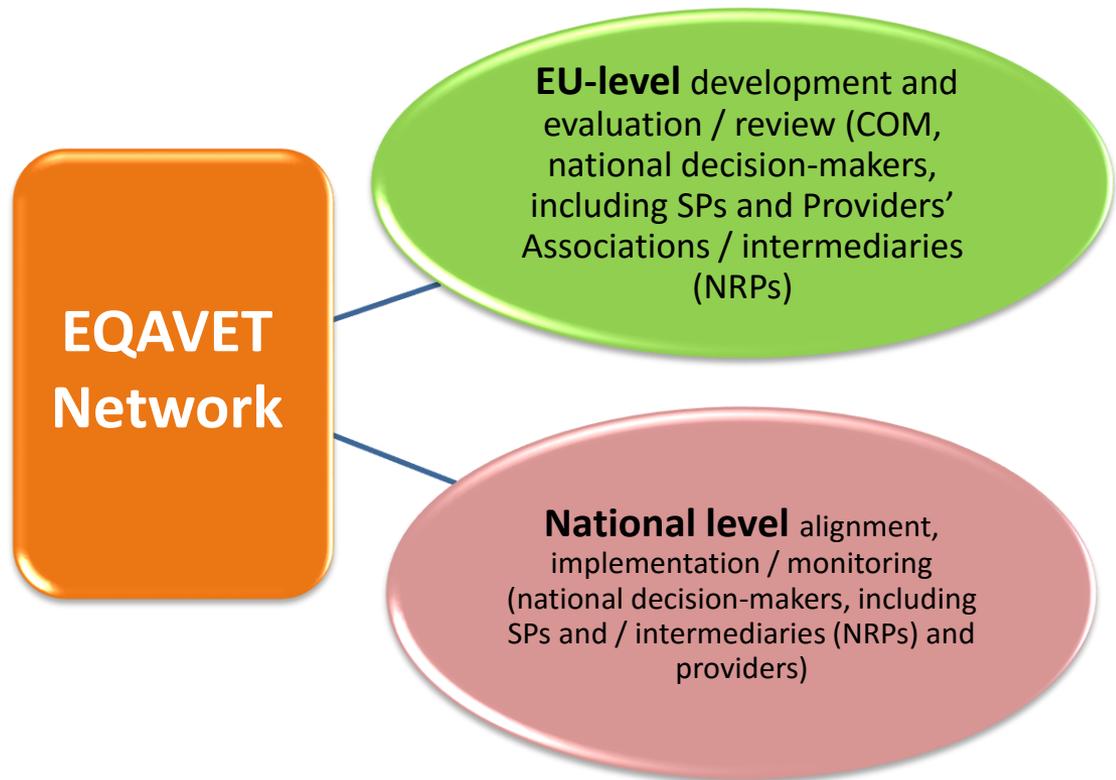
EQAVET model, deepening a culture of QA

Quality indicators – tool box

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

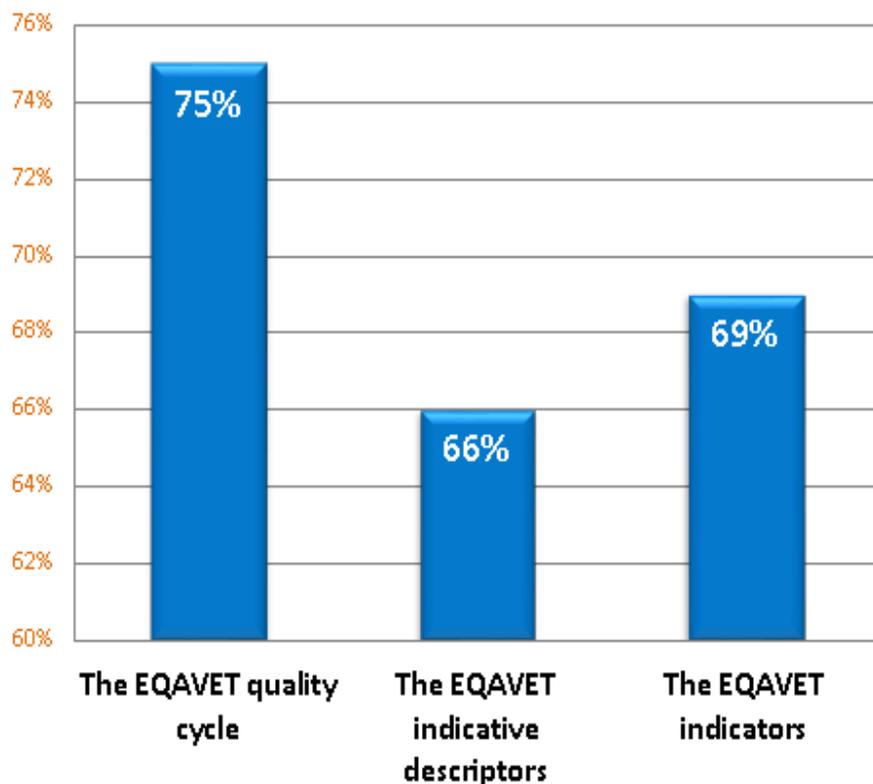
EQAVET, Supporting the process of QA and the development of a culture of QA

- **Builds on a history of EU cooperation in QA quality assurance in VET for almost 10 years**
- **A partnership process – a community of practice**
- **Takes place within a wider context of ET 2020 and the need to improve education and training systems**

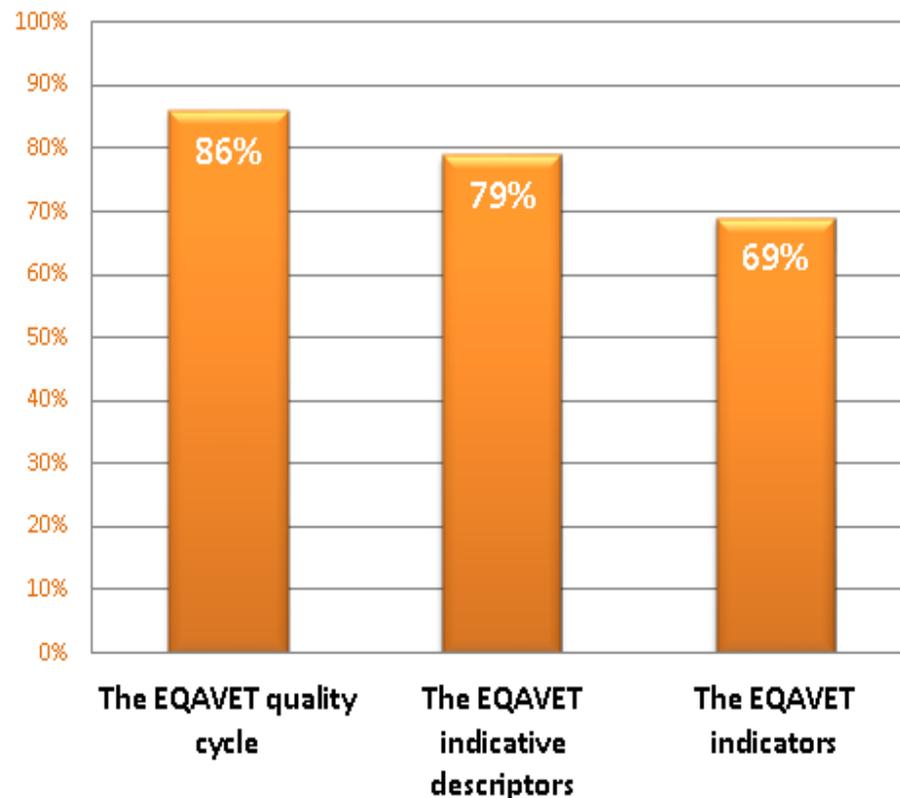


Monitoring implementation of Bruges deliverables

Is the national quality assurance system or approach aligned with?

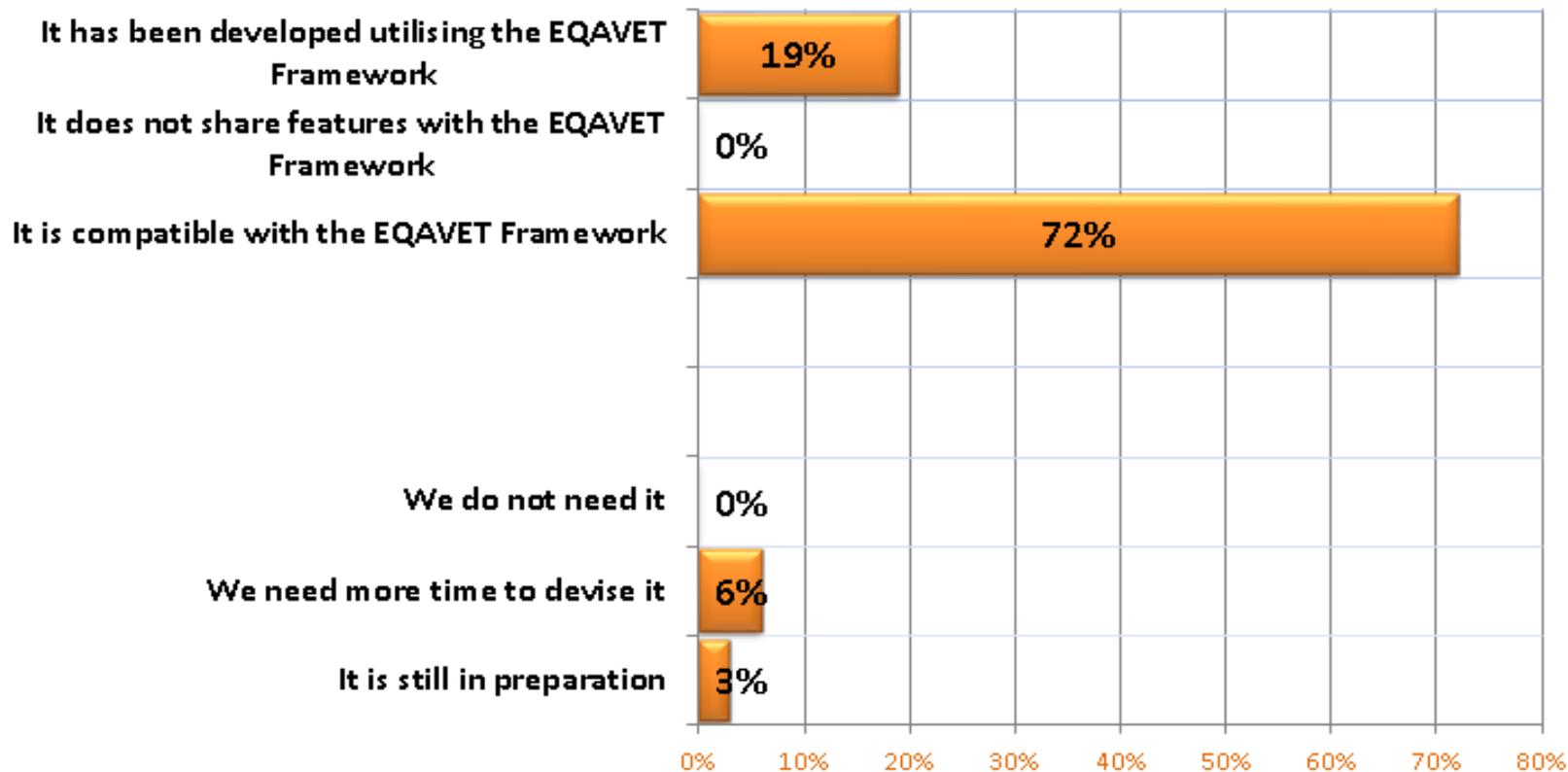


Are the VET providers using a quality assurance approach aligned with?



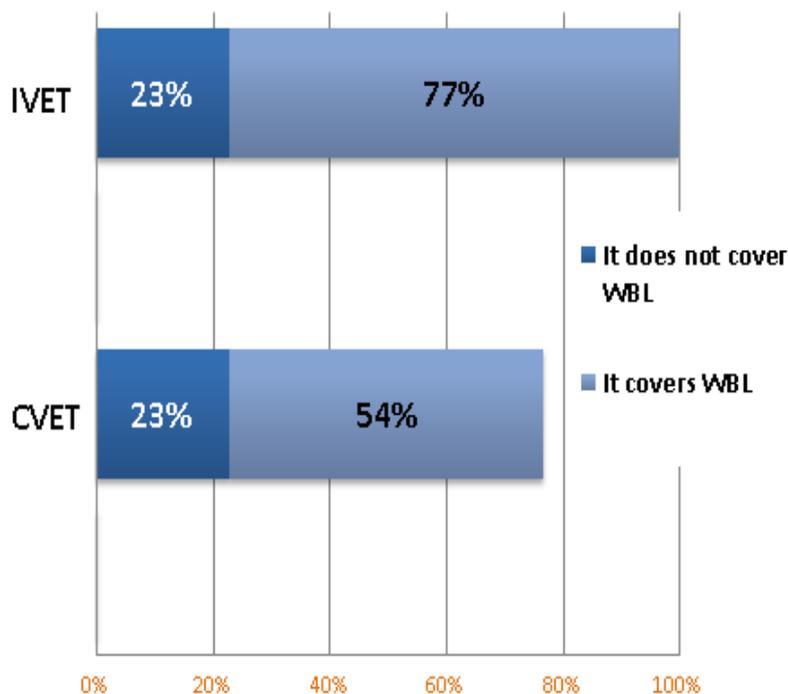
Monitoring implementation

Is there a common quality assurance approach for VET providers aligned to the EQAVET Reference Framework?

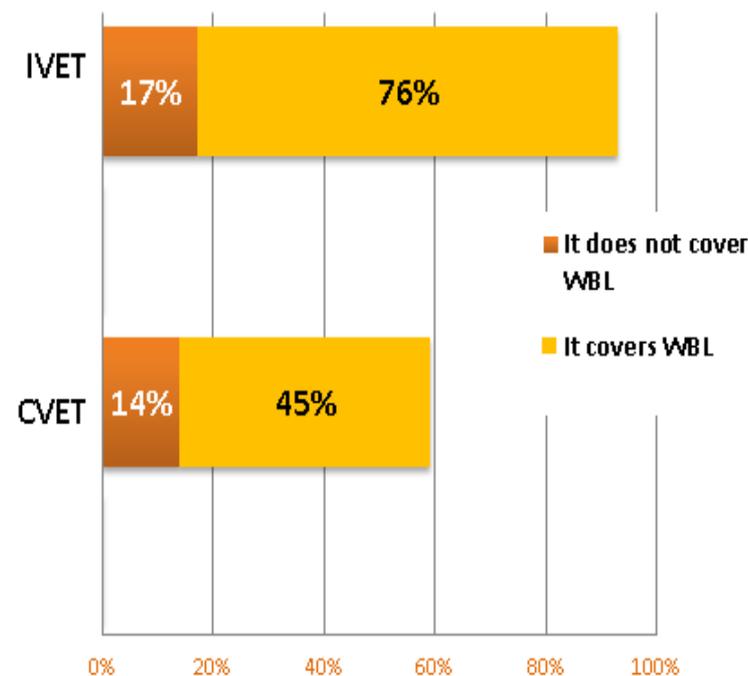


Monitoring implementation

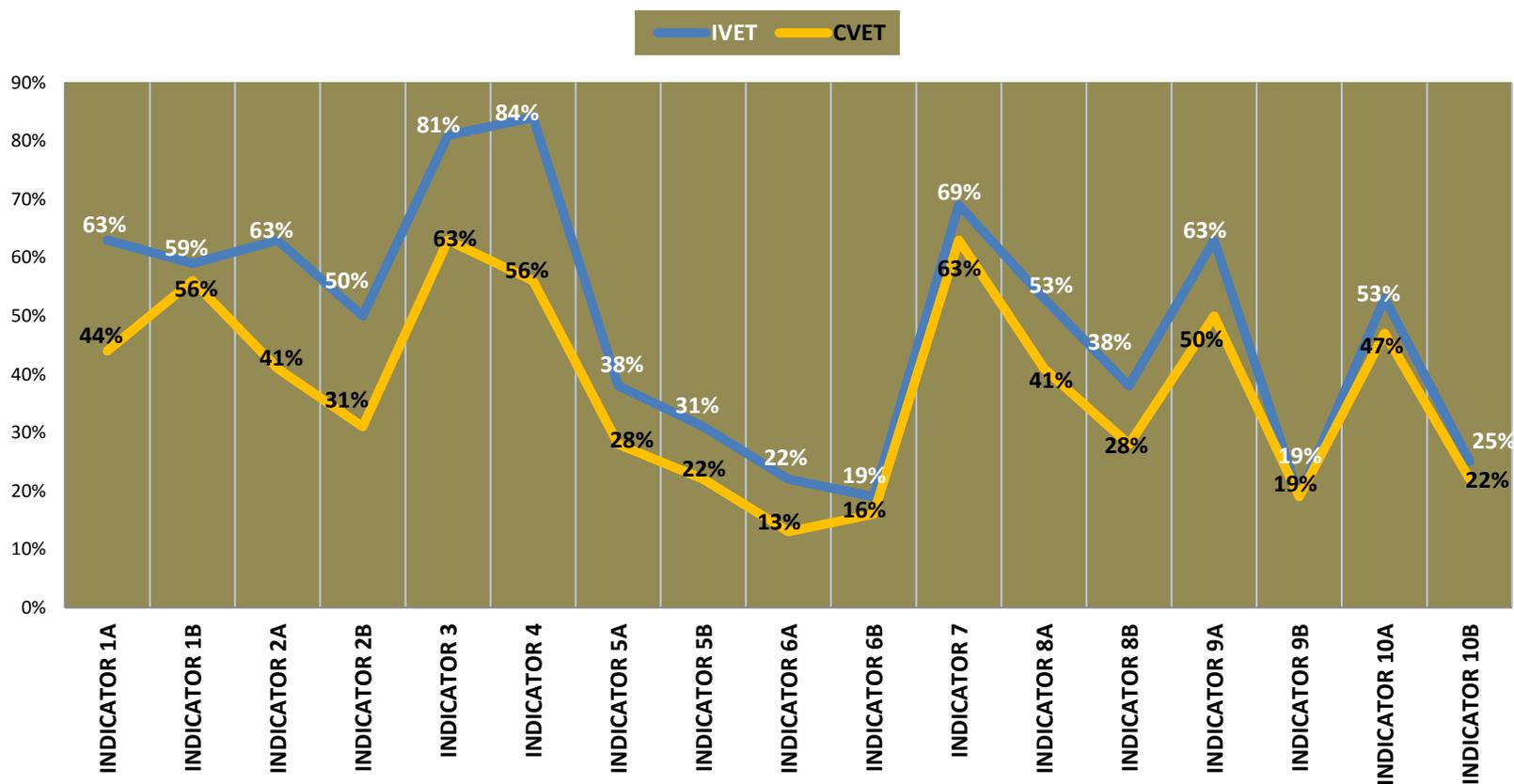
Does the national system or approach include work-based learning (WBL)?



Do the VET providers include work-based learning (WBL) in their approach to quality assurance?



EQAVET indicators used at system level for the IVET and CVET sectors



A culture of QA shared by all stakeholders



- Underpinning an evidence-based and outcomes focused approach to QA in VET
- Support continued improvement
- VET adheres to principles of access and equity and maximizes outcomes
- Respond to the need of the labour market and society

EQAVET work in key areas

2010-2015

EQAVET Indicators – improving the labour market relevance of VET systems

PLAs and Policy briefs on EQAVET
indicator 6, 9 and 2

Supporting an evaluation and quality improvement culture

PLAs and Policy brief on Self-evaluation
for VET providers; the impact of QA
systems in IVET systems; and on Early
warning system, averting drop-outs

VET in employment – supporting QA in WBL and CVET

- Symposium on learning from sectoral approach to QA of VET
- Building blocks on quality assuring WBL
- Supporting AL, CVET and soft skills development by using quality assurance descriptors and indicators

Supporting learning outcomes – a partnership approach

- Information Gathering Exercise on *QA procedures in the processes of certification, curricula setting, accreditation and training of trainers*
- Using ECVET and EQAVET principles: some early experiences at national level
- *Joint activities* EQAVET, ECVET, EQF; and with HE

Training material for National Reference Points

Activities to support VET providers identify key features of their own approach to QA through self-reflection; utilising the EQAVET IT tool for systems and providers (case studies and a glossary of terms)

Self-assessment for VET providers and EQAVET

Self-assessment as part of QA is about

- 1. learning organisations and learning individuals**
- 2. and needs self-reflection at all levels (not just school level)**
- 3. being an integral part of everyday life of schools**
- 4. There should be continuous discussion about QA and what it comprises**
- 5. Developing a shared understanding of quality**
- 6. The involvement of all stakeholders**
- 7. Implementation of self assessment at all levels**
- 8. The „right” balance between development and control**
- 9. EQAVET can be used at a framework that encourages self-assessment and autonomy of VET providers**

See information policy- brief of the PLA on Self-evaluation for VET providers (2013)

Guidelines to support VET systems and providers



Guidelines to support VET systems and providers

Online guidance on



**Aligning a QA approach
with EQAVET**



**QA for work-based learning
in line with EQAVET**



in line with EQAVET



Training material - 6 training activities to help VET providers identify key features of their own approach to QA through discussion and self-reflection

Activity 1: Using the indicative descriptors in the EQAVET Recommendation (at VET provider level)

Building the quality assurance system: using contrasting statements to reflect on your own practice – *Self-assessment exercise to compare current practice with EQAVET indicative descriptors*

Prior knowledge necessary to complete the activity:

Awareness of the four phases of the EQAVET quality assurance cycle and the EQAVET Indicative Descriptors.

The activity will use the 'contrasting statement' approach to the EQAVET Indicative Descriptors. For more information please visit the 'Building your QA approach' section of the on-line tool as it is specified below:



and each of 4 phases of the QA cycle, at:

<http://www.eqavet.eu/gc/tns/building-your-system/introduction.aspx>
to support your discussion



Activity 3: Six actions to develop quality assurance (at VET provider level)

Introduction to the building blocks.

Prior knowledge necessary to complete the activity:

This activity is in two parts: an introduction to the six Building Blocks and an exercise to look at their relationship with the four phases of the EQAVET quality assurance cycle.

The activity introduces the Building Blocks and requires knowledge of the four phases of the EQAVET quality cycle. For more information please visit the 'Building your QA approach' section of the on-line tool as it is specified below:



Information on the Building Blocks is available at: <http://eqavet.eu/gc/tns/building-blocks/introduction.aspx>



The European Quality Assurance Reference Framework for VET –
TRAINING MATERIAL FOR NATIONAL REFERENCE POINTS

Strategic directions for deepening EQAVET work 2016-2017

Extending EQAVET

EQAVET+ model

Adaptability &
relevance

Strengthening mutual cooperation

NRPs

Implementation &
VET providers

Deepening the culture of QA

Feedback loops and
review phase

Improvement of VET
provision



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Thank you!

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