



EQAVET

European Quality Assurance
in Vocational Education and Training

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

***The European Quality Assurance Reference
Framework for VET –
Training material for national reference points***

**EQAVET Secretariat/
London Metropolitan College
International (LMCI)**

TABLE of CONTENTS

Introduction	3
Activity 1: Using the indicative descriptors in the EQAVET Recommendation	4
Activity 2: The links between the indicators and the indicative descriptors in the EQAVET Recommendation	10
Activity 3: Six actions to develop the quality assurance cycle	14
Activity 4: Self-monitoring using the EQAVET indicators	18
Activity 5: Collecting and using data	21
Activity 6: Stakeholder analysis for VET providers	25
Annex: List of EQAVET indicators and operational definitions	28



Introduction

These materials are designed to support European, national and regional organisations which are interested in using the European Quality Assurance in vocational education and training Recommendation to monitor and/or develop their quality assurance approaches. (http://europa.eu/legislation_summaries/education_training_youth/lifelong_learning/c11108_en.htm).

They will be useful to national reference points in Member States as well as other organisations that support the development of quality assurance in VET providers. The materials and activities may also be used by national reference points in organising their own training activities for VET providers in their national contexts.

Each of the six activities is based on the work of Member State representatives who led the development of the EQAVET website and resources (<http://www.eqavet.eu/gns/home.aspx>). For each activity the focus is on self-reflection which helps VET providers to identify key features of their own approach to quality assurance. As the activities encourage discussion, they are best completed in small groups in order that common features and different approaches can be identified and debated.

Each activity makes use of materials on the EQAVET website and is illustrated by at least one case study which shows how VET providers have addressed the same issue. The six activities are:

- Using the indicative descriptors in the EQAVET Recommendation;
- The links between the indicative descriptors and the indicators in the EQAVET Recommendation;
- Six actions to develop the quality assurance cycle;
- Self-monitoring using the EQAVET indicators;
- Collecting and using data;
- Stakeholder analysis for VET providers.

Copies of all the activities are available on the EQAVET website at

<http://www.eqavet.eu/qc/gns/home.aspx>

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:

- Planning
- Implementation
- Evaluation
- Review

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

Activity 1 - Using the indicative descriptors in the EQAVET Recommendation

Background

For each of the four phases of the quality assurance cycle, the EQAVET Recommendation identifies a series of indicative descriptors for VET providers. These describe different parts of the EQAVET approach to quality assurance. They enable each VET provider to consider their own quality assurance arrangements and decide whether their approach is compatible. To help VET providers to reflect on their own approach, this activity presents two contrasting statements for each indicative descriptor. VET providers are encouraged to consider which of the two statements offers the better explanation of their practice.

Outcome

At the end of this 45 minute activity participants will have a better understanding of how their quality assurance approach aligns with the indicative descriptors in the EQAVET Recommendation.

Audience

VET providers involved in initial or continuing VET. The activity can be used with groups of up to 32 participants. It can also be used with smaller groups.

Approach

This is a simple exercise and the following approach can be modified to respond to the size of the group and the time available.

5 min	introduction to the EQAVET quality assurance cycle and the indicative descriptors
10 min	working in pairs, participants consider the statements for one stage of the quality cycle (e.g. planning). They discuss how they would assess their own practice
20 min	in groups of eight they discuss common features and strengths
10 min	if there are more than eight participants, comments can be shared between each group of eight
5 min	overall conclusions

Notes

- This can be used with large and small groups
- It can be repeated with each stage in the EQAVET quality assurance cycle
- Participants can repeat the activity within their VET organisation

To support this activity, you may refer to the following **case studies** which show how VET providers in Europe have used indicative indicators to review their practice:

- Kuressaare Regional Training Centre in Estonia at [http://www.eqavet.eu/qc/gns/case-studies/all-case-studies/estonia/12-01-31/Estonia %E2%80%93 Creating a clear line of sight between strategic and personal objectives.aspx](http://www.eqavet.eu/qc/gns/case-studies/all-case-studies/estonia/12-01-31/Estonia%20-%93%20Creating%20a%20clear%20line%20of%20sight%20between%20strategic%20and%20personal%20objectives.aspx)
- Commercial Secondary School in Brno, Czech Republic at [http://www.eqavet.eu/qc/gns/case-studies/all-case-studies/czech-republic/12-01-31/Czech Republic %E2%80%93 Using all four stages of the quality cycle.aspx](http://www.eqavet.eu/qc/gns/case-studies/all-case-studies/czech-republic/12-01-31/Czech%20Republic%20-%93%20Using%20all%20four%20stages%20of%20the%20quality%20cycle.aspx)

Quality criteria for VET providers – Planning phase

EQAVET Indicative descriptor	Would the VET provider describe their approach as one where it is more likely that...	Would the VET provider describe their approach as one where it is more likely that...
European, national and regional VET policy goals/objectives are reflected in the local targets set by the VET providers	...VET provision takes account of European, national and regional goals or objectives	... the goals and objectives of the VET provider are not connected to the European, national and regional VET policy
Explicit goals/objectives and targets are set and monitored	...there is clarity in relation to how goals or objectives are set and monitored	...it is not clear how the organisation’s objectives or goals are set and monitored
Ongoing consultation with relevant stakeholders takes place to identify specific local/ individual needs	...VET provision is based on local / individual needs following consultation with stakeholders	...little consultation takes place to identify the needs or priorities of stakeholders
Responsibilities in quality management and development have been explicitly allocated	... responsibility for each aspect of quality management and development is clear	...there is little clarity over who has responsibility for quality management and development
There is an early involvement of staff in planning, including with regard to quality development	...staff are involved early in planning all aspects of provision.	...staff are informed of planning decisions
Providers plan cooperative initiatives with other VET providers	...VET providers work with other VET providers to plan their activities	... VET providers do not plan cooperative activities
The relevant stakeholders participate in the process of analysing local needs	...the voice of stakeholders is very important in identifying what VET is needed	...stakeholders are informed about what VET provision is available
VET providers have an explicit and transparent quality assurance system in place	...all stakeholders know and understand the VET provider’s quality assurance system	... few individuals are aware of the VET provider’s quality assurance system

Quality criteria for VET providers – Implementation phase

Indicative descriptor	Would the VET provider describe their approach as one where it is more likely that...		Would the VET provider describe their approach as one where it is more likely that...	
Resources are appropriately internally aligned/assigned with a view to achieving the targets set in the implementation plans	... staff and other resources are assigned effectively	✓	...resources are not assigned in line with the VET provider's targets as set out in an implementation plan	
Relevant and inclusive partnerships are explicitly supported to implement the actions planned	...collaboration is strong and supports the implementation plan		...there is little support for partnership working	
The strategic plan for staff competence development specifies the need for training for teachers and trainers	...it is clear what development will be available for teachers and trainers		...training is not linked to the development of staff competence	
Staff undertake regular training and develop cooperation with relevant external stakeholders to support capacity building and quality improvement, and to enhance performance	...staff receive regular training and work with external stakeholders to develop their practice and enhance performance		...staff training is ad hoc and staff tend to be isolated from external stakeholders	

Quality criteria for VET providers – Evaluation phase

Indicative descriptor	Would the VET provider describe their approach as one where it is more likely that...	Would the VET provider describe their approach as one where it is more likely that...
<p>Self-assessment/self-evaluation is periodically carried out under national and regional regulations/frameworks or at the initiative of VET providers</p>	<p>... periodic evaluation uses an agreed framework and identifies where improvements can be made</p>	<p>...self-evaluation is rare</p>
<p>Evaluation and review covers processes and results/outcomes of education including the assessment of learner satisfaction as well as staff performance and satisfaction</p>	<p>...evaluation and review takes account of a full range of views including learners' satisfaction and staff performance</p>	<p>...evaluation and review only considers a limited range of views and processes</p>
<p>Evaluation and review includes adequate and effective mechanisms to involve internal and external stakeholders</p>	<p>...the views of internal and external stakeholders are reflected</p>	<p>...the evaluation and review focuses mainly on the VET provider's perspective</p>
<p>Early warning systems are implemented</p>	<p>...the VET provider has systems in place to predict problems or issues</p>	<p>...the VET provider does not identify problems or issues at an early stage</p>

Quality criteria for VET providers – Review phase

Indicative descriptor	Would the VET provider describe their approach as one where it is more likely that...		Would the VET provider describe their approach as one where it is more likely that...	
Learners' feedback is gathered on their individual learning experience and on the learning and teaching environment. Together with teachers' feedback this is used to inform further actions	...full account is taken of learners' and teachers' feedback in the review of practice	√	...any review is less likely to take account of learners' and teachers' feedback	
Information on the outcomes of the review is widely and publicly available	...outcomes of any review are in the public domain		...review outcomes are unlikely to be in the public domain	
Procedures on feedback and review are part of a strategic learning process in the organisation	...reviews are planned and inform the regular updating of practice		...the outcomes of a review are unlikely to change practice	
Results/outcomes of the evaluation process are discussed with relevant stakeholders and appropriate action plans are put in place	...the outcomes of the reviews are shared widely in order to appropriate action plans to be put in place		...reviews are usually only considered by the management team	

Activity 2: the links between the indicative descriptors and the indicators in the EQAVET Recommendation (at VET provider level)

Linking EQAVET indicative descriptors and indicators – *Relationship mapping exercise*

Prior knowledge necessary to complete the activity:

Awareness of the EQAVET indicators and indicative descriptors for VET providers.

The activity requires knowledge of the EQAVET Indicative Descriptors and Indicators. For more information **please visit 'Building your QA approach' and the 'Monitoring your QA approach' sections of the on-line tool** as it is specified below:



Within the 'Monitoring your QA approach' section, visit the 'Evaluation' section at http://www.eqavet.eu/qc/tns/monitoring-your-system/evaluation/EQAVET_indicators.aspx to support your discussion

Evaluation

Introduction
Organising The Work
How Data is Collected
EQAVET Indicators

Review

EQAVET Indicators

The EQAVET indicators are interlinked and each one impacts on all of the others. So the indicators will enable you to adopt a holistic approach to evaluating your quality assurance arrangements while taking into consideration your own contextual needs.

Measure of data

EQAVET Indicators	VET area
Indicator 1, 2	CONTEXT/INPUT
Indicator 2	INPUT/PROCESS
Indicator 3	INPUT/PROCESS/OUTPUT
Indicator 4	PROCESS/OUTPUT/OUTCOME
Indicator 5, 6	OUTCOME
Indicator 7, 8	CONTEXT
Indicator 10	PROCESS

The EQAVET approach of [open quality systems](#) provides a way of forming what might be an ad hoc collection of data into [indicators](#) (since the key aspects of VET are related to each other and assist in both the interpretation of data and its use as [evidence](#)).

For more information on the EQAVET indicators click the following links:

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

Activity 2 - the links between the indicative descriptors and the indicators in the EQAVET Recommendation

Background

The EQAVET Recommendation includes a set of indicative descriptors for VET providers. These identify the type of actions that each VET provider could undertake. Those VET providers that address the indicative descriptors are likely to find they are able to improve their performance in terms of the EQAVET indicators. This exercise encourages discussion on the relationship between the EQAVET indicative descriptors and indicators.

Outcome

At the end of this 45 minute activity participants will have a better understanding of the relationship between the EQAVET indicative descriptors and the EQAVET indicators.

Audience

VET providers involved in initial or continuing VET. The activity can be used with groups of up to 32 participants. It can also be used with smaller groups.

Approach

This is a complex exercise which requires a good understanding of the EQAVET indicators and indicative descriptors. The following approach can be modified to respond to the size of the group and the time available.

- | | |
|---------------|---|
| 10 min | introduction to the indicative descriptors for VET providers and the EQAVET indicators |
| 10 min | working in pairs, participants consider the likely consequences for the indicators if they make progress on each of the indicative descriptors (because of time constraints it may be better to focus on one stage of the EQAVET quality cycle such as planning). They discuss how this would apply to their own practice |
| 15 min | in groups of eight they discuss whether there is a consensus |
| 10 min | if there are more than eight participants, comments can be shared between each group of eight |
| 5 min | overall conclusions |

Notes

- This can be used with large and small groups
- It can be repeated with each stage in the EQAVET quality assurance cycle
- Participants can repeat the activity within their VET organisation

To support this activity, you may refer to the following **case studies** which show how VET providers in Europe have used indicators to inform their practice:

- Tiempos Modernos high school in Zaragoza, Spain at <http://www.eqavet.eu/qc/gns/case-studies/all-case-studies/spain.aspx>
- Linhardt GmbH & Co. KG -a packaging manufacturer- in Bavaria, Germany at http://www.eqavet.eu/qc/gns/case-studies/all-case-studies/germany/12-03-20/Germany_-_Developing_high_quality_apprentices.aspx

The links between the indicative descriptors and the indicators¹ in the EQAVET Recommendation

VET providers who focus on This EQAVET indicative descriptorare more likely to make progress on the following EQAVET indicator/s
Planning phase	
European, national and regional VET policy goals/objectives are reflected in the local targets set by the VET providers	
Explicit goals/objectives and targets are set and monitored	
Ongoing consultation with relevant stakeholders takes place to identify specific local/ individual needs	
Responsibilities in quality management and development have been explicitly allocated	
There is an early involvement of staff in planning, including with regard to quality development	
Providers plan cooperative initiatives with other VET providers	
The relevant stakeholders participate in the process of analysing local needs	
VET providers have an explicit and transparent quality assurance system in place	
Implementation Phase	
Resources are appropriately internally aligned/assigned with a view to achieving the targets set in the implementation plans	
Relevant and inclusive partnerships are explicitly supported to implement the actions planned	
The strategic plan for staff competence development specifies the need for training for teachers and trainers	
Staff undertake regular training and develop cooperation with relevant external stakeholders to support capacity building and quality improvement, and to enhance performance	
Evaluation Phase	
Self-assessment/self-evaluation is periodically carried out under national and regional regulations/frameworks or at the initiative of VET providers	
Evaluation and review covers processes and results/outcomes of education including the assessment of learner satisfaction as well as staff performance and satisfaction	
Evaluation and review includes adequate and effective mechanisms to involve internal and external stakeholders	
Early warning systems are implemented	
Review Phase	
Learners' feedback is gathered on their individual learning experience and on the learning and teaching environment. Together with teachers' feedback this is used to inform further actions	
(Information on the outcomes of the review is widely and publicly available	
Procedures on feedback and review are part of a strategic learning process in the organisation	
Results/outcomes of the evaluation process are discussed with relevant stakeholders and appropriate action plans are put in place	

¹ EQAVET indicators: Indicator 1: **Relevance of quality assurance systems for VET providers**; Indicator 2: **Investment in training of teachers and trainers**; Indicator 3: **Participation rate in VET programmes**; Indicator 4: **Completion rate in VET programmes**; Indicator 5: **Placement rate in VET programmes**; Indicator 6: **Utilisation of acquired skills at the workplace**; Indicator 7: **Unemployment rate**; Indicator 8: **Prevalence of vulnerable groups**; Indicator 9: **Mechanisms to identify training needs in the labour market**; Indicator 10: **Schemes used to promote better access to VET**. Check the annex (page 27) for more information on the indicators.

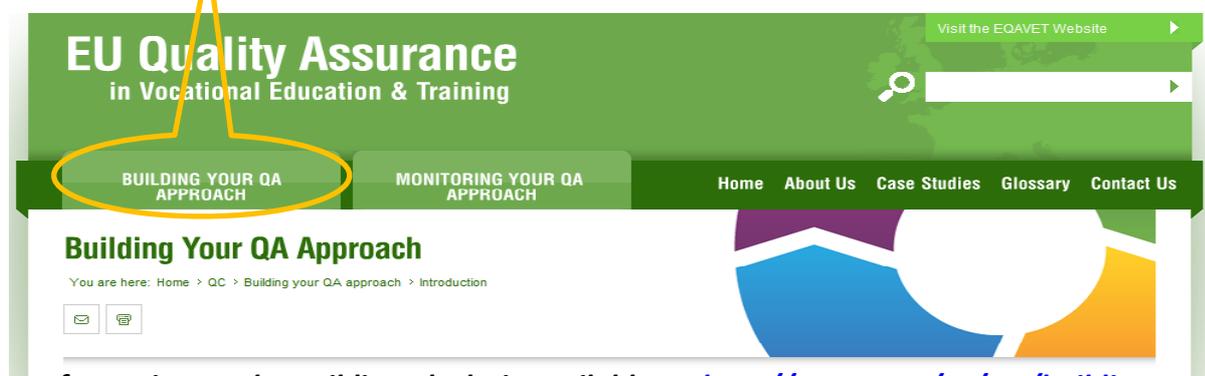
Activity 3: Six actions to develop quality assurance (at VET provider level)

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/qc/tns/building-blocks/introduction.aspx>

Building Blocks

You are here: Home > QC > Building Blocks > Introduction

Introduction

- 01** Management culture
- 02** Approaches which reflect the provider's circumstances
- 03** A culture of self-assessment
- 04** Support staff training
- 05** Use data and feedback to improve VET
- 06** Involvement of stakeholders

The six VET providers develop their approach to quality assurance. Six Building Blocks have been identified. These are practical activities for the design of an approach that aligns with the EQAVET Recommendation. Each Building Block contains a specific 'core action' which helps VET providers to develop or enhance their existing arrangements. There are a series of [guides](#) from other VET providers which offer examples of how each of the Building Blocks have been used.

1. Ensure there is a management culture which commits to quality assurance	Central providers' implementation is a policy which supports and values quality assurance.
2. Develop approaches which reflect the provider's circumstances	The EQAVET Recommendation covers all aspects of VET provision. VET can be supported by building on existing quality assurance arrangements.
3. Develop a culture of self-assessment	A culture which encourages reflection and self-assessment will lead to improved quality of provision.
4. Support staff training in relation to quality assurance	VET is dependent on the knowledge, skills and competences of staff. VET can be enhanced if staff have an increased awareness of quality assurance .
5. Use data and feedback to improve VET	VET has to both meet employers' and learners' needs. Key to any quality assurance system is the way data on performance is systematically collected and used by VET providers to modify and improve provision.
6. Ensure VET is based on the participation of external and internal stakeholders	VET is based on a partnership . There are between government, social partners and national governments , employers and VET providers and learners and society. They create the foundation of the VET system which gives it credibility and acceptability .

Activity 3 - Six actions to develop quality assurance

Background

For those VET providers who are new to quality assurance, the EQAVET Working Group identified six Building Blocks which could be used to get started. These are not part of the EQAVET Recommendation; rather they are techniques which can help VET providers think about how to introduce quality assurance.

Outcome

This exercise is in two parts: an introduction to the Building Blocks and consideration of how they could be linked to the four stages of the quality cycle.

At the end of the first part of the activity (45 minutes) participants will have a better understanding of how to introduce a quality assurance approach that aligns with the EQAVET Recommendation. At the end of the second part (30 minutes) participants will have discussed how the Building Blocks align with the four stages of the quality cycle.

Audience

VET providers involved in initial or continuing VET. The activity can be used with groups of up to 32 participants. It can also be used with smaller groups.

Approach

The first part of this exercise is simple. The approach can be modified to respond to the size of the group and the time available.

5 min	introduction and explanation of the six Building Blocks
15 min	working in pairs, participants consider whether each Building Block could form the basis of a quality assurance process. They discuss whether they could be useful in their own context.
10 min	in groups of eight they discuss whether there is consensus
10 min	if there are more than eight participants, comments can be shared between each group of eight
5 min	conclusions

The second part of the exercise is likely to lead to more discussion and the importance of context and local circumstances will be important. 30 minutes is needed for this second part. In some contexts trainers may choose to only use the first part of the exercise.

10 min	working in pairs, participants consider whether each Building Block is linked to one or more of the four stages of the quality assurance cycle. They are invited to complete the grid on the following page
10 min	in groups of eight they discuss whether there is consensus
5 min	if there are more than eight participants, comments can be shared between each group of eight
5 min	overall conclusions

Notes

- This can be used with large and small groups
- Participants can repeat the activity within their VET organisation

To support this activity, you may refer to the following **case studies** which show how VET providers in Europe have implicitly made use of the Building Blocks:

- Vocational Institute of Industry and Handicrafts in Rome at http://www.eqavet.eu/qc/gns/case-studies/all-case-studies/12-01-31/Italy_%E2%80%93_Changing_an_organisation_s_culture.aspx
- Biotechnology Educational Centre of Ljubljana, Slovenia at http://www.eqavet.eu/qc/gns/case-studies/all-case-studies/slovenia/12-01-31/Slovenia_%E2%80%93_A_focus_on_employability.aspx

Six actions to develop the quality assurance cycle²

Building Blocks at provider level	Plan	Implement	Evaluate and assess	Review and revise
Ensure there is a management culture which is committed to quality assurance				
Develop approaches which reflect the provider's circumstances				
Develop a culture of self-assessment				
Support staff training in relation to quality assurance				
Use data and feedback to improve VET				
Ensure VET is based on the involvement of external and internal stakeholders				

² The building blocks support and complement each other and build on the quality assurance cycle of the European Quality Assurance Reference Framework for VET as set out in the EQAVET Recommendation

Suggestion*

<u>The building blocks and their relationship to the four stages of the quality assurance cycle</u>	Plan	Implement	Evaluate and assess	Review and revise
1. Ensure there is a management culture which is committed to quality assurance	√	√	√	√
2. Develop approaches which reflect the provider's circumstances	√	√		
3. Develop a culture of self-assessment			√	√
4. Support staff training in relation to quality assurance	√	√		
5. Use data and feedback to improve VET			√	√
6. Ensure VET is based on the involvement of external and internal stakeholders	√	√	√	

*This suggestion is indicative. It is based on discussions in one of the EQAVET working groups. It is important to bear in mind that there is not a unique response to the exercise, as each VET provider is invited to consider their own requirements, needs and circumstances. Learn more about EQAVET working group from our website at www.eqavet.eu or www.eqavet.eu/gns/what-we-do/working-groups.aspx

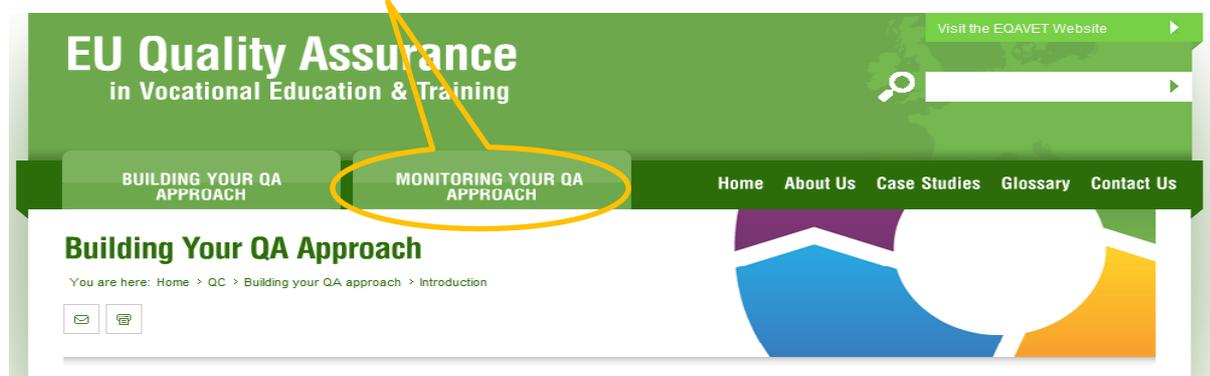
Activity 4: Self-monitoring using the EQAVET indicators (at VET provider level)

Organising the self-monitoring process – *Working with a methodology using EQAVET indicators and data*

Prior knowledge necessary to complete the activity:

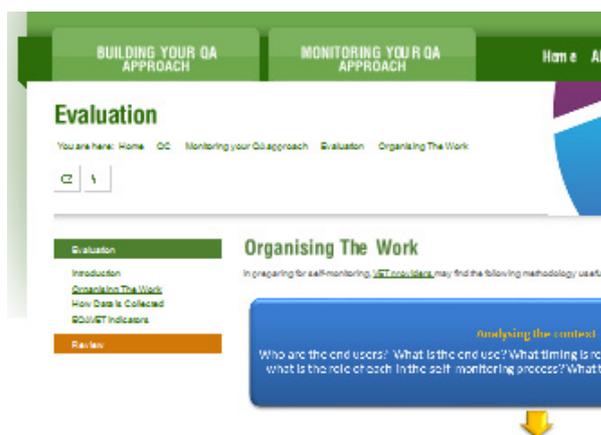
Awareness of the EQAVET quality assurance cycle and the EQAVET indicators.

The activity requires knowledge of the set of the ten EQAVET indicators. For more information **please visit the 'Monitoring your QA approach' section of the on-line tool** as it is specified below:



and then 'Evaluation' section and 'Organising the Work', at:

http://www.eqavet.eu/qc/tns/monitoring-your-system/evaluation/organising_the_work.aspx
to support your discussion



Activity 4: Self-monitoring using the EQAVET indicators

Background

There is no blueprint or recipe to conduct a “good” self-monitoring exercise. It is always a point of departure for reviewing and improving VET provision and/or for continued development future types of VET provision.

The EQAVET Recommendation exploits VET monitoring and evaluation by using a set of ten indicators. Given that VET providers’ contexts, needs and circumstances are not identical or homogeneous, this activity presents an 8 – step approach supported by guiding questions to the organisation of a self-monitoring exercise. VET providers are invited to reflect on the planning of their own self-monitoring exercise and consider a) which steps are most adequate in their context and b) which indicators they are using.

Outcome

At the end of this 45 minute activity participants will have a better understanding of whether a) their self- monitoring is organized in line with the EQAVET quality cycle b) the indicators they are using, are in line with the EQAVET indicators.

Audience

VET providers involved in initial or continuing VET. The activity can be used with a) groups of up to 32 participants and b) smaller groups.

Approach

This is a simple exercise and the following approach can be modified to respond to the size of the group and the time available.

5 min	introduction to the EQAVET quality assurance cycle with a focus on the evaluation phase and the EQAVET indicators
10 min	working in pairs, participants consider the 8 -step approach (either the flowchart or the checklist format) and the respective questions. They discuss how they would assess their own practice in organizing self-monitoring
20 min	in groups of eight they discuss common features and strengths
10 min	if there are more than eight participants, comments should be shared between each group of eight
5 min	overall conclusions

Notes

- This can be used with large and small groups
- It can be repeated as frequently as necessary/planned
- Participants can repeat the activity within their VET organisation

To support this activity, you may refer to the following **case studies** which show how VET providers in Europe have used indicators to review their practice:

- The Intercollege in Nicosia, Cyprus at <http://www.eqavet.eu/qc/gns/case-studies/all-case-studies/12-02-01/Cyprus - Self-assessment.aspx>
- The Tartu Vocational Education Centre in Estonia at <http://www.eqavet.eu/qc/gns/case-studies/all-case-studies/estonia/12-01-31/Estonia %e2%80%93 A five year development plan.aspx>

Self-monitoring using the EQAVET indicators

Analysing the context

Who are the end users? What is the end use? What timing is required? Who are the stakeholders and what is the role of each in the self-monitoring process? What type and precision of data is required?



Identifying goals/objectives

What are the main objectives of the VET provider in self-monitoring its provision goals, performance, outputs/outcomes? What are the priorities (drawn from stated mission, national/ regional mandates, intended outcomes)?



Selecting indicators

Which EQAVET indicators should we use? Which data source(s) is/are available for those indicators?



Outlining inputs/activities and outputs/outcomes

What are the inputs/activities? What are the expected outputs and outcomes? Are there different timelines for the different activities and if so, what are they? What are the roles of the different actors? What are the deliverables (quality reports, fact sheets, newsletters, website)?



Collecting data

Which figures and facts should be collected? By whom? When? How? How frequently?



Analysing data

Which data analysis techniques and data presentation formats should we use? How will actual performance data be compared with a) past performance, b) planned or targeted performance or c) other relevant internal benchmarks?



Checking for correlations

How do outputs link to the goals/ objectives and outputs/outcomes based on available information?



Converting the implementation effort into evidence-based reports and taking action

What information does the VET provider generate? Do strategies, programmes or plans change as a result of the evidence generated by the data collected by the VET provider?

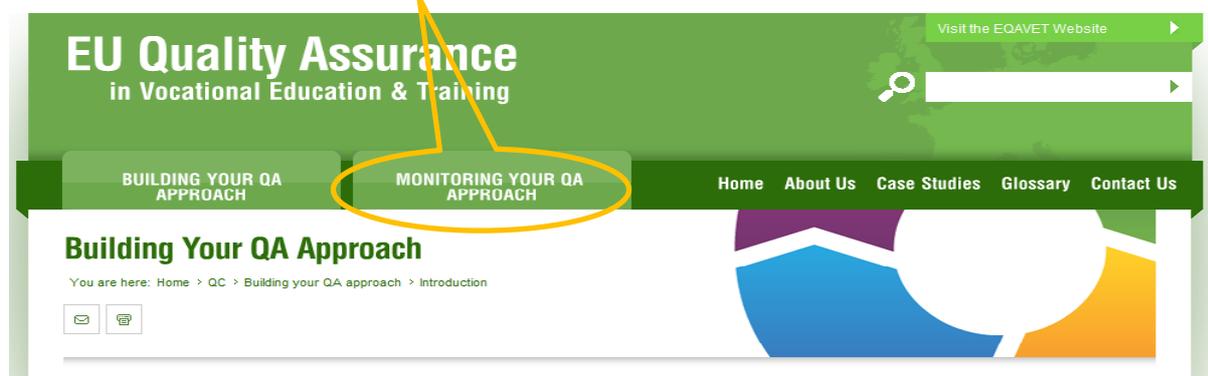
Activity 5: Collecting and using data (at VET provider level)

Addressing actions when collecting data – *Exercise on identification of sound processes and the use of EQAVET indicators*

Prior knowledge necessary to complete the activity:

Awareness of the EQAVET indicators.

The activity requires knowledge of the set of the ten EQAVET indicators. For more information **please visit the 'Monitoring your QA approach' section of the on-line tool** as it is specified below:



and then 'Evaluation' section and 'Organising the Work' , at:

http://www.eqavet.eu/qc/tns/monitoring-your-system/evaluation/how_data_is_collected/Designing_a_data_collection_plan.aspx



to support your discussion

Collecting and using data - *The key is to get the raw data, to analyse, use and store them, so that you will be able to ensure that the data are of high quality. Consider the following questions for designing a data-collection plan:*

PROCESS	QUESTIONS YOU NEED TO ASK	CHECK LIST
1. DATA GATHERING	Where will the data be collected from?	√
	How will the data be collected?	
	At what point in time will data collection begin?	
	How often will the data be collected?	
	What will be the cost of collecting the data?	
	Who will collect the data?	
2. DATA STORAGE	What type of data storage system will we use?	
	How will we set it up?	
	What possible IT solutions are available?	
	How best can we meet stakeholder needs and benefit learners /trainees?	
	Will the system contain data that span many years or will it only contain recent data?	
	Will the system help stakeholders maximize the usefulness of the information?	
3. DATA ANALYSIS	What type of data analysis will be used?	
	Who will analyse the collected data?	
	How will actual data be compared with past performance data and the relevant benchmarks?	
4. DATA USE	Who will report the information?	
	To whom will the information be reported?	
	Who will use the information?	

You can use the table ‘EQAVET indicators – table’: issues when collecting data which might help you when working with EQAVET indicators³ on the following page:

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

Check the annex (page 27) for more information on the indicators.

EQAVET INDICATORS	Where will the data be collected from?	How will the data be collected?	Starting point and frequency of data collection?	What will be the cost of collecting the data?	Who will collect the data?	What type of data analysis will be used?	Who will analyse the data?	Who will report the information and to whom?	Who will use the information?
Indicator 1									
Indicator 2									
Indicator 3									
Indicator 4									
Indicator 5									
Indicator 6									
Indicator 7									
Indicator 8									
Indicator 9									
Indicator 10									

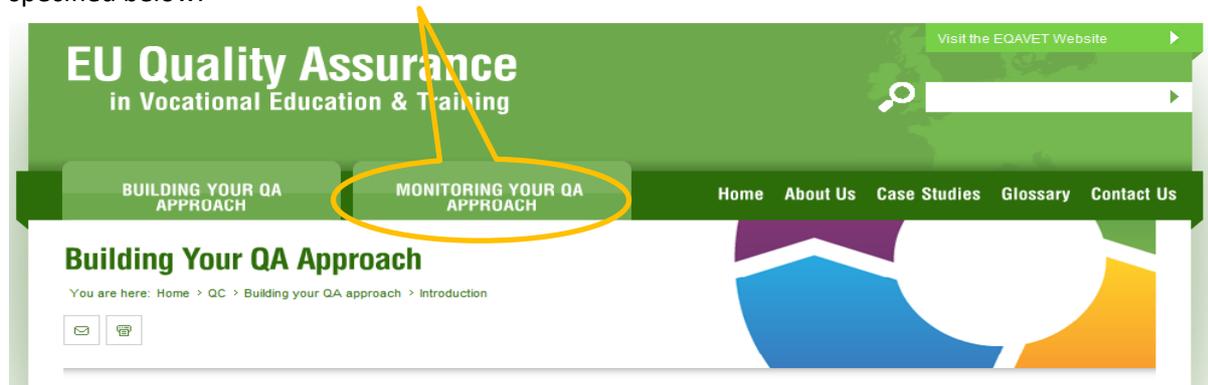
Activity 6: Stakeholder analysis for VET providers (at VET provider level)

Exercise on turning information into evidence and taking action – Using a “stakeholder matrix”

Prior knowledge necessary to complete the activity:

Awareness of the four phases of the EQAVET cycle.

The activity requires knowledge the four phases of the EQAVET quality assurance cycle. For more information **please visit the ‘Monitoring your QA approach’ section of the on-line tool** as it is specified below:



and then Review’ section and ‘Procedures for change’- ‘Who are the target audiences’, at: http://eqavet.eu/qc/tns/monitoring-your-system/review/procedures_for_change/Who_are_the_target_audiences.aspx



to support your discussion

Activity 6: Stakeholder analysis for VET providers

Background

Participatory methods can be used to create consensus and ownership for a change process. Dialogue with stakeholders improves understanding and responsiveness to their needs and priorities but their participation must be managed due to the costs and time constraints. The EQAVET Recommendation states that VET providers should consult with the “relevant stakeholders” at the different stages of the quality cycle. To help VET providers identify who their “relevant stakeholders” are, this activity presents a matrix with six key questions that may be useful to assess potential stakeholders. VET providers are invited to fill out row 4 ‘other/s’ with other potentially relevant stakeholder(s) and complete columns 3-6 in accordance with the examples provided.

Outcome

At the end of this 45 minute activity participants will have a better understanding of who their stakeholders are, what their stake is, what impact they may have on the VET provision, what is expected from their participation, what their perceived attitudes are, what management strategy should be used.

Audience

VET providers involved in initial or continuing VET. The activity can be used with groups of up to 32 participants. It can also be used with smaller groups.

Approach

This is a simple exercise and the following approach can be modified to respond to the size of the group and the time available.

- 5 min** introduction to the EQAVET quality cycle by focusing on the evaluation stage
Presentation of a matrix to identify the relevant stakeholders
- 10 min** working in pairs, participants consider potential stakeholders by answering a set of key questions. They discuss how they assess their own practice in identifying their stakeholders.
- 20 min** in groups of eight they discuss common features and strengths
- 10 min** if there are more than eight participants, comments should be shared between each group of eight
- 5 min** overall conclusions

Notes

- This can be used with large and small groups
- Other questions may be added to the matrix in line with local needs
- Participants can repeat the activity within their VET organisation

To support this activity, you may refer to the following **case studies** which show how VET providers in Europe have involved stakeholders to review their practice:

- The Secondary Technical and Vocational Building School in Czech Republic at http://www.eqavet.eu/qc/gns/case-studies/all-case-studies/12-01-31/Czech_Republic_%E2%80%93_Involving_internal_and_external_stakeholders.aspx
- The Vocational Institute of Industry and Handicrafts in Italy at http://www.eqavet.eu/qc/gns/case-studies/all-case-studies/12-01-31/Italy_%E2%80%93_Changing_an_organisation_s_culture.aspx

Activity 6: Stakeholder analysis for VET providers

This is a template. It identifies potential stakeholders (i.e. National authority, Employers, Employment services) which may be relevant to you. Please fill out row 4 'Other/s' with other potentially relevant stakeholder/s and complete columns 3-6 in accordance with the examples provided in rows 1-3.

STAKEHOLDER TYPE	STAKEHOLDER	Stake in the VET provision	Potential impact on VET provision (high, medium, low)	What does the VET provider expect from the stakeholder?	Perceived attitudes and/or risks	Stakeholder management strategy	Responsibility in the VET provision
Key stakeholder	National authority	Policy & process owner who determines institutional policy and procedures	High	Commitment to implementing change	Lack of clarity about approach	Regular updating meetings with representatives of national authority	Policy maker
Key stakeholder	Employers	Avoid mismatch between labour market needs and VET delivery	High	Input on what skills employers seek and the levels of skills they expect	Risk of seeking narrowly tailored programmes	Close coordination to develop strong institutional links and work in partnership	Stake in employability skills development of learners/trainees
Secondary stakeholder	Employment services	Brokerage functions: matching jobs and job seekers	Medium	Assistance in Identifying labour market needs	Positive link between services and (local) labour market	Regular exchange of information on available jobs	Mediating role between demand and supply
Other/s	Other/s						

Annex: list of EQAVET indicators and operational definitions

The operational definitions were developed by the EQAVET working groups in 2009 for the purpose of facilitating understanding and use of the EQAVET indicators. More information at: http://www.eqavet.eu/qc/tns/monitoring-your-system/evaluation/EQAVET_indicators.aspx

Indicator 1: Relevance of quality assurance systems for VET providers

Operational definition:

- a) Share of providers applying internal quality assurance systems defined by law/at own initiative;**
- b) Share of accredited VET providers.**

Definition

Relevance of quality assurance systems for VET providers:

- a) Percentage of VET providers showing evidence of applying the EQAVET principles within a defined quality assurance system, where the number of registered VET providers =100%;
- b) Percentage of VET providers who are accredited, where the number of registered VET providers = 100%

Indicator 2: Investment in training of teachers and trainers

Operational definition:

- a) Share of teachers and trainers participating in further training;**
- b) Amount of funds invested.**

Definition

Investment in training of teachers and trainers:

- a) Percentage of teachers and trainers participating in accredited training programmes, from the total number of registered teachers and trainers;
- b) Total amount of funds annually invested per teacher and trainer in teachers' and trainers' further education and training

Indicator 3: Participation rate in VET programmes

Operational definition:

Number of participants in VET programmes (1), according to the type of programme and the individual criteria (2)

- **(1) For Initial VET (IVET):** a period of 6 weeks of training is needed before a learner is counted as a participant for LLL (Lifelong learning): percentage of population admitted to formal VET programmes.
- **(2) Besides basic information on gender and age, other social criteria might be applied, e.g. early school leavers, highest educational achievement, migrant, handicapped persons, length of unemployment, etc.**

Definition

- a) Percentage of annual cohort completing lower secondary school/compulsory education participating in IVET programmes at upper secondary level (which lead to a formal qualification);
- b) Percentage of active population (15-74 years old) entering Continuing VET (CVET) programmes (which lead to recognition)

Indicator 4: Completion rate in VET programmes

Operational definition:

Number of successfully completed/abandoned VET programmes, according to the type of programme and the individual criteria

Definition

Completion rate in VET programmes:

- a) Percentage of those completing (i.e. attaining a formal qualification) Initial VET (IVET) programme(s) (which lead to a formal qualification), compared to those entering IVET programme(s);
- b) Percentage of those completing (i.e. attaining a formal qualification) Continuing VET (CVET) programme(s) (which lead to recognition), compared to those entering CVET programme(s)

Indicator 5: Placement rate in VET programmes

Operational definition:

- a) Destination of VET learners at designated point in time after completion of training, according to the type of programme and the individual criteria (1);**
- b) Share of employed learners at designated point in time after completion of training, according to the type of programme and the individual criteria.**

(1) For Initial VET: including information on the destination of dropout

Definition

Placement rate in VET programmes:

- a) Proportion of VET programme completers who are placed either in the labour market, further education or training (including university) or other destination within 12-36 months after the end of programme;
- b) Percentage of VET programme completers who are employed one year after the end of training

Indicator 6: Utilisation of acquired skills at the workplace

Operational definition:

- a) Information on occupation obtained by individuals after completion of training, according to type of training and individual criteria;
- b) Satisfaction rate of individuals and employers with acquired skills/competences

Definition

Utilisation of acquired skills at the workplace:

- a) Percentage of VET programme completers working in relevant occupations;
- b1) Percentage of employees of a given sector who, within a period of 12-36 months from completing the VET programme, find that their training is relevant for their current occupation;
- b2) Percentage of employers of a given sector who are satisfied to find VET programme completers with relevant qualifications and competences required for the work place;
- b3) Percentage of employers of a given sector who are satisfied with programme completers

Indicator 7: Unemployment rate

Operational definition:

Definition according to ILO and OECD: individuals 15-74 without work, actively seeking employment and ready to start work

Definition

Unemployment rate: the number of people unemployed as a percentage of the labour force. The labour force is the total number of people employed plus unemployed

Indicator 8: Prevalence of vulnerable groups

Operational definition:

- a) Percentage of participants in VET classified as disadvantaged groups (in a defined region or catchment area) according to age and gender;
- b) Success rate of disadvantaged groups according to age and gender.

Definition

Prevalence of vulnerable groups:

- a) Percentage of participants and of programme completers from disadvantaged groups, defined at European and national level, from the total number of participants and VET programme completers;
- b) Percentage of programme completers, from disadvantaged groups defined at European and national level, compared to the number of those entering

Indicator 9: Mechanisms to identify training needs in the labour market

Operational definition:

- a) Information on mechanisms set up to identify changing demands at different levels;
- b) Evidence of their effectiveness.

Definition

Mechanisms to identify training needs in the labour market:

- a) Type of mechanisms used to update the VET offer to the future labour market needs;
- b) Information on mechanisms used to provide stakeholders with the most recent information on the future needs of the labour market

Indicator 10: Schemes used to promote better access to VET

Operational definition:

- a) Information on existing schemes at different levels;
- b) Evidence of their effectiveness.

Definition

Schemes used to promote better access to VET:

- a) Type of schemes used to improve access to VET;
- b) Information demonstrating the capacity of the VET system to increase access to VET.