

TWG on Quality in VET

“Strengthening European Cooperation in Vocational Education
and Training”

The Common Quality Assurance Framework CQAF

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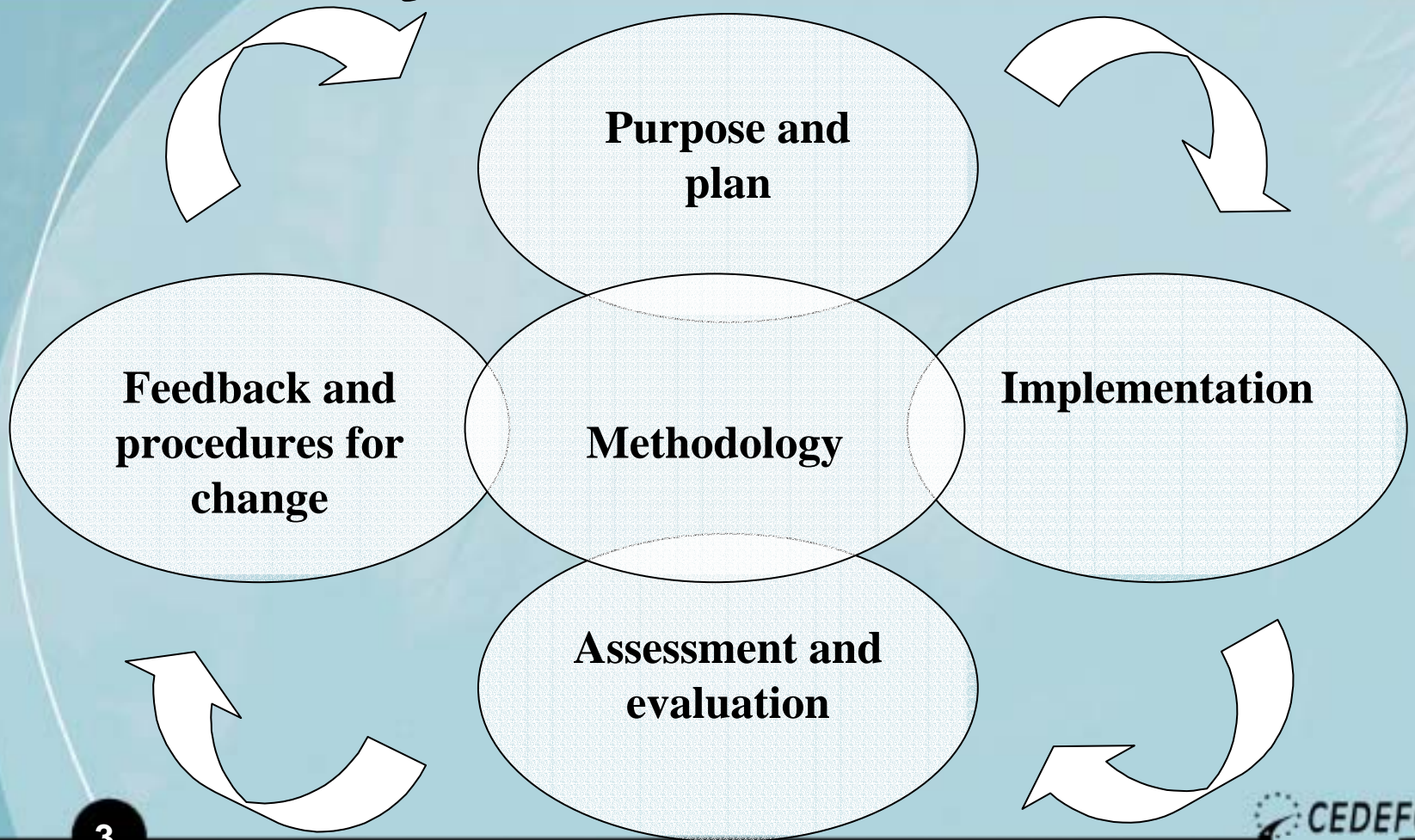
Denmark

Definition of quality

- Quality is a construction.

- Quality =
$$\frac{\text{Experience}}{\text{Expectations}}$$

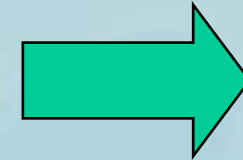
The Common Core Criteria of Quality Assurance in VET



From quality criteria to quality

Degree of Meeting the Quality criteria,
Our organisation has:

- a clear purpose
- an implementation plan
- an assessment system
- a systematic evaluation strategy
- a visible and documented connection between feedback mechanisms and the planning process
- a systematic approach to quality



Perceived
and
delivered
quality

The steps of the European Reference Framework and the common core criteria for quality in VET – an overview

Reference model step	Common core criteria for quality in VET
Purpose and plan	Clear purpose and consistent planning addressed to achieve the set aims. Existence of a systematic quality approach (in a broad sense).
Implementation	Existence of an implementation plan; allocation of resources and clear responsibility.
Assessment and evaluation	Existence of a well-described assessment system and a systematic evaluation strategy. Use of a consistent and accountable methodology for both assessment and evaluation.
Feedback and procedures for change	Visible and documented connection between feedback mechanisms (evaluation results) and planning process.
Methodology	Description of methodology (kind of 'standard procedure') exists. Actors, activities, responsibilities, procedures, structures etc.

Purpose and plan

Key Questions	Possible answers at system level – core quality criteria	Possible answers at VET-provider level – core quality criteria
Are your goals/objectives clear and measurable?	The European and national goals or purposes for VET are known throughout society. We have systematic procedures to identify future needs.	The European, national and local goals are all known throughout the whole organisation.
Are the European goals* and objectives included in the goals you have set?	We have made an action plan to achieve the European goals.	We focus on few of the European goals in cooperation with VET providers from other Member States.
Describe the procedure for the planning process within the quality approach in use.	(Description of the procedure)	(Description of the procedure)

Implementation

Key Questions	Possible answers at system level – core quality criteria	Possible answers at VET-provider level – core quality criteria
How do you implement a planned action?	<p>By legislation Broad and narrow regulations, laws, rules National quality approach Demand for a quality approach at provider level</p> <p>By funding Based on input Based on output</p> <p>By the contribution of the Social Partners</p> <p>By the work of the VET providers</p>	<p>Existence of a systematic quality approach and plan. Sharing this with the other actors. Involvement of local actors and adaptation to local needs. Investment in training of staff.</p> <p>By developing and communicating a strategy policy based on the strategies and the planning of the VET provider organisation.</p> <p>Aligning tasks, authority and responsibilities.</p>
Describe the key principles in the procedure of the implementation process.	<p>Giving the full responsibility for implementation to VET-providers. Setting up a number of minimum criteria the providers have to meet. Given a specific quality approach to be used by all providers.</p>	<p>By organising and by allocating funds to</p> <p>Finance and resources Partnership Leadership Process management Training of trainers</p>

Assessment and evaluation

Key Questions	Possible answers at system level – core quality criteria	Possible answers at VET-provider level – core quality criteria
<p>Describe your process for assessing:</p> <p>Input?</p> <p>Processes?</p> <p>Output?</p> <p>Outcome results?</p>	<p>By the use of:</p> <p>Control systems</p> <p>Inspectorates</p> <p>Public access to the Web</p> <p>Benchmarking (with other providers)</p> <p>By national standards on input, processes and output.</p> <p>By assessing coherence between results and policy priorities.</p>	<p>By the use of:</p> <p>Self-evaluation</p> <p>External inspection</p> <p>Internal quality control</p> <p>The actual results compared to the expected results.</p> <p>Results of teaching and learning.</p> <p>Staff-oriented results.</p> <p>Key performance results.</p> <p>Societal results.</p>
<p>How do you ensure that your assessment and evaluation is relevant and systematic?</p>	<p>By systematic procedures for data collection:</p> <p>Use of indicators</p> <p>Measurements</p>	<p>By asking the users.</p>
<p>When do you assess and evaluate (frequency)?</p>	<p>On the occasion of VET reforms, every third to fifth year.</p>	<p>After completing education.</p> <p>During the period when the students attend school.</p>

Review: Feedback and procedures for change

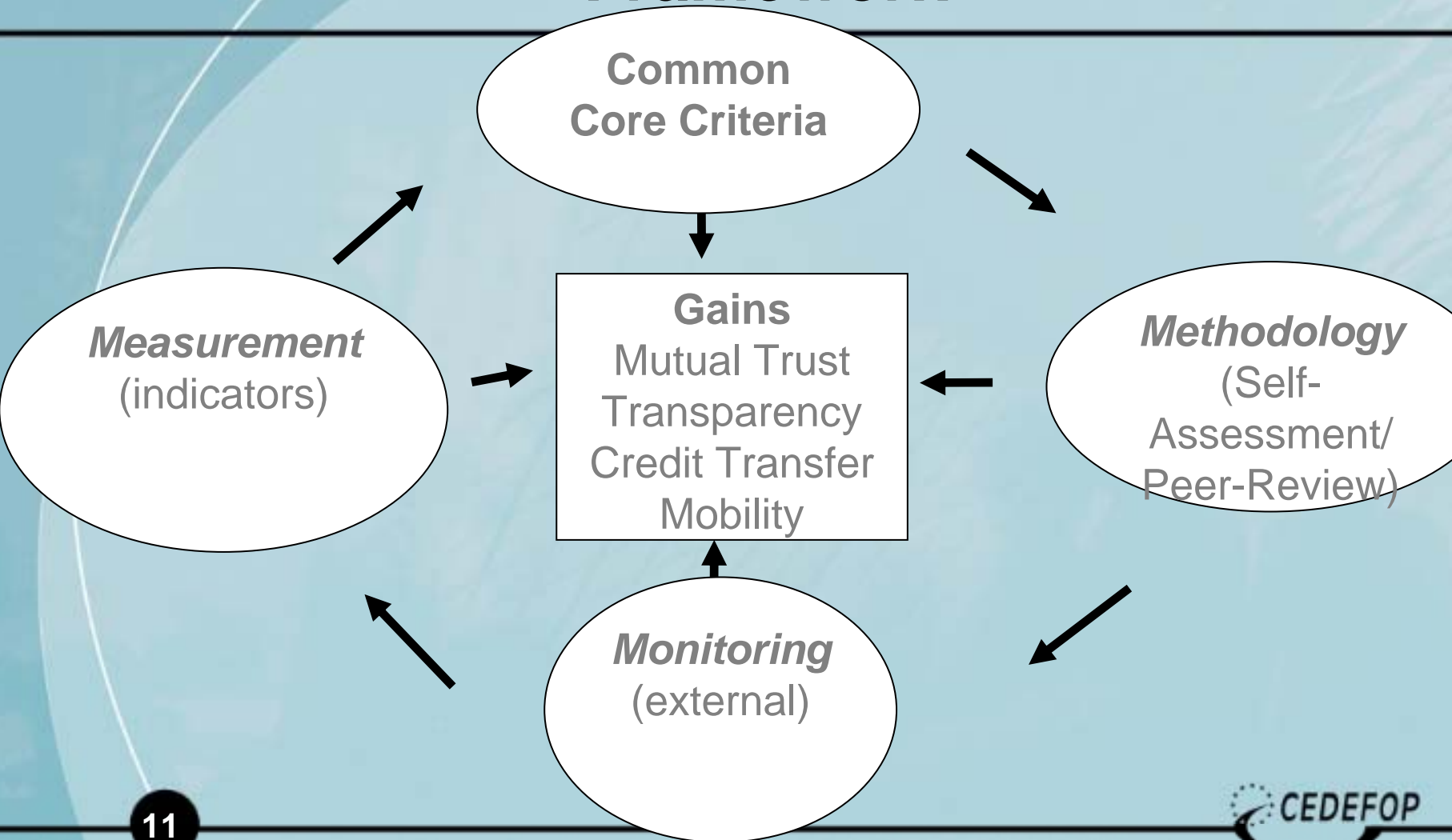
Key Questions	Possible answers at system level – core quality criteria	Possible answers at VET-provider level – core quality criteria
How do you organise feedback and the procedures for change in your organisation?	The feedback procedures are defined by regulations and revised and changed through reforms of the VET system e.g. every 3 to 5 years .	Feedback and the procedures for change are an integral part of the provider's own learning organisation.
How do you ensure systematic feedback?	Feedback follows a predefined plan. Feedback takes place on an ad hoc basis.	Each department has to report to management in accordance with a fixed plan.
How do you make the feedback on quality in VET transparent?	By placing the data and the conclusions on the homepage. By arranging a number of seminars /conferences on quality in VET.	All the information is accessible on the provider's homepage or on paper.

Methodology

Key Questions	Possible answers at system level – core quality criteria	Possible answers at VET-provider level – core quality criteria
<p>In what way do you use a systematic quality assurance approach?</p>	<p>Following the usual procedures of the Ministry.</p>	<p>Choice of the quality approach on the basis of a standard quality system, e.g. ISO or EFQM.</p>
<p>Which stakeholders are involved in the different steps of your quality approach and in which roles?</p>	<p>At national level the social partners play a major role together with the political actors. Accreditation agencies plays a major role</p>	<p>A number of different actors - from Social Partners, to parents and students (clients) - are involved. External consultants participate in some parts of the activities.</p>
<p>Which tools and procedures do you use for data collection, measurement, analysis, conclusions and implementation?</p>	<p>A number of tools and procedures at system level have been developed e.g. common questionnaires and scales for measurement. Indicators are used.</p>	<p>Development of common questionnaires, instruments for measuring quality, benchmarking, etc. together with a selected group of other VET-providers.</p>

The European Common Quality Assurance

Framework



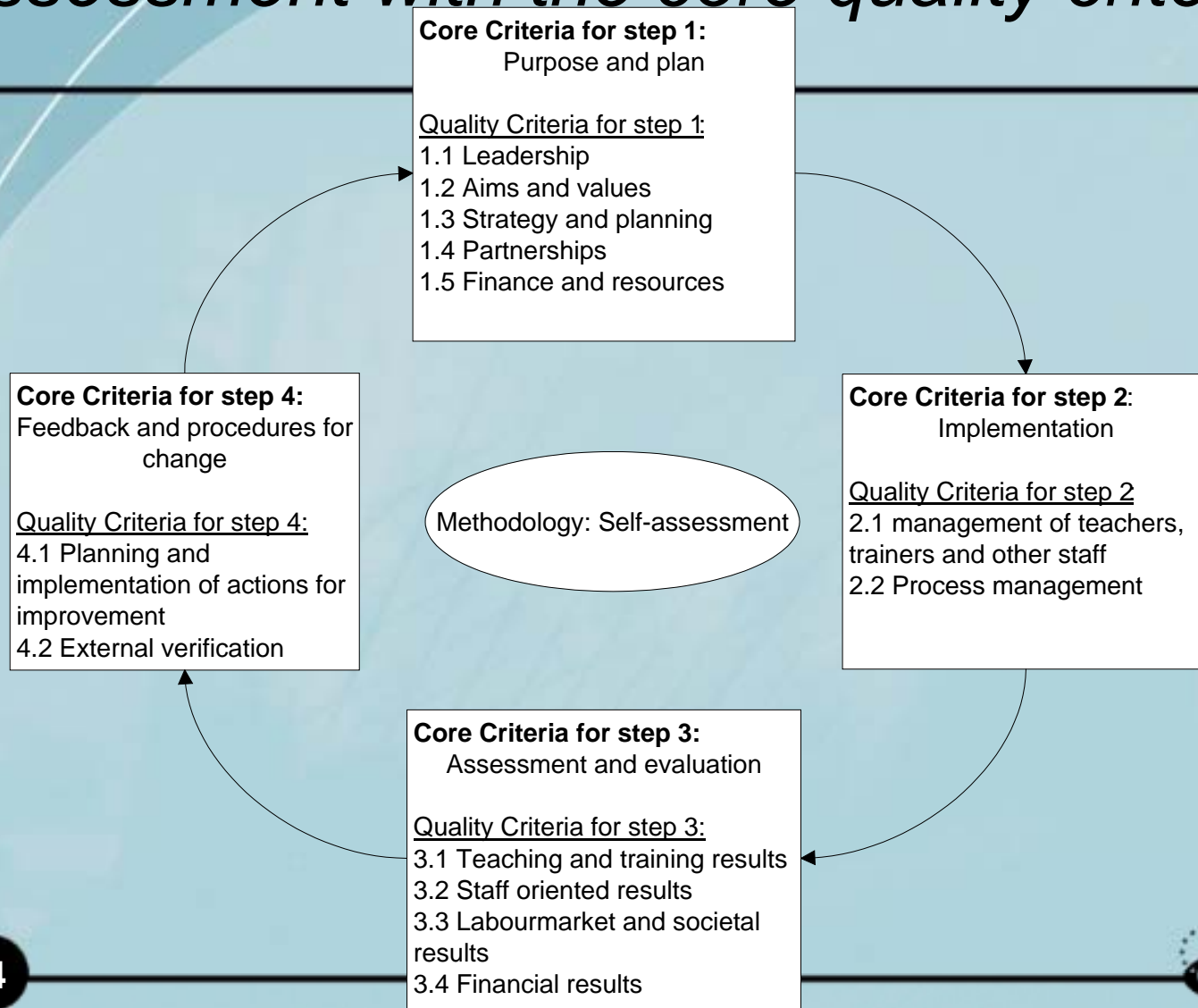
Self Assessment

- a systematic and general overview of all the activities in the VET institution;
- the possibility to acknowledge the coherence between what the organisation does and the results achieved;
- an impact on learning;
- a list of priority areas for improvement;
- continuity in quality improvement, as evaluation is part of planning activities and progress of events;
- shared participation in the process allowing for increasing motivation for change;
- flexibility and adequacy of action as it focuses on local needs.

From a system-level point of view, self-assessment provides:

- a systematic and general view of all the activities performed by all VET-providers;
- continuity, since evaluation is a natural part of planning and activities;
- effectiveness, since decisions are taken at grassroots level and the evaluation data are relatively easily utilised;
- flexibility and appropriateness, since activities can be tailored to local needs from the beginning.

The European Reference Model for self-assessment with the core quality criteria



Characteristic features of a self-assessment organisation

- The workplace community's activities are based on cooperation and constant interaction.
- The community questions its own values, its objectives and its action modes and examines them together from different points of view.
- Different operating modes are tried out within the community and experiences are analysed together.
- The community estimates its own functioning continuously and tries to make it transparent.
- The community develops its members' know-how continuously and tries to promote motivation to work and develop oneself.

Indicators – policy aims

- (1) better employability of the labor force;**
- (2) better match between training supply and demand;**
- (3) better access to vocational training, in particular for vulnerable groups on the labor market.**

Set of indicators

Context/input:

share of VET-providers applying QM-systems

Input/process:

investment in training of trainers

Outcome:

destination of trainees (sixth month after training)

Utilisation of acquired skills at the work place (in perspective of both trainee and employer)

A coherent set of quality indicators

level	no	OVERARCHING INDICATORS FOR QUALITY ASSURANCE			source
context/input	1	share of VET-providers applying QM-systems respecting the Common Quality Assurance Framework by type of used approach (for example: ISO, EFQM)			new
input/process	2	investment in training of trainers			new
		INDICATORS ACCORDING TO QUALITY OBJECTIVES			
		employability	access	matching	
context	3	unemployment according to groups	unemployment according to groups	-	Eurostat
context	4	-	prevalence of vulnerable groups	-	Eurostat
input/process output	5	participation rates in IVT and LLL	participation rates in IVT and LLL (compared to prev. of vuln. groups)	participation rates in IVT and LLL	Eurostat LFS/CVT
output /outcome	6	successful completion of training	successful completion of training (compared to prev. of vuln. groups)	-	LFS
outcome	7	destination of trainees six months after training: further training, employed (in job related to training), unemployed, etc.	-	destination of trainees six months after training: further training, employed (in job related to training), unemployed, etc.	New
outcome	8	utilisation of acquired skills at the workplace	-	utilisation of acquired skills at the workplace	New
		QUALITATIVE INFORMATION			
context/input	9	-	-	mechanisms to relate developments in labour market to VET-systems	to be included in core criteria
process	10	-	schemes to promote better access (orientation, guidance, support)	-	to be included in core criteria

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