



EQAVET

European Quality Assurance
in Vocational Education and Training

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

INFORMATION GATHERING EXERCISE

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European context and rationale

Context:

- the Recommendation on the establishment of a Reference Framework;
- the EQAVET network;
- other relevant initiatives: notably EQF and ECVET;
- the Bruges Communiqué on enhanced European Cooperation in Vocational Education and Training

Rationale:

- present common QA processes, in specific areas;
- involve the NRP in order to advise on the information gaps and the latest developments and trends;
- foster transparency and mutual trust by informing on policies and trends;
- facilitate common understanding of issues of shared concern with EQF and ECVET and strengthen cooperation and synergies with their work.



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The main topics studied and presented are the QA processes in VET systems, underpinning:

- The **certification** (assessment, validation and recognition) and qualifications processes:
 - institutions / instances accountable, levels of action, stakeholders' involvement.
- The **curricula settings** and implementation of programmes:
 - underling standards / frameworks, levels of actions (for setting standards and development), correspondence with NQF, the use of competencies and of credit systems, the role of practice (including WBL).
- The **accreditation** of VET providers:
 - institutions / instances accountable, levels of action, stakeholders' involvement.
- The **position and training of trainers/trainers/teachers**:
 - definitions, training standards, institutions in charge, proportion of pedagogical training, accreditation.

The methodology

What is this exercise? ...

and

...What this exercise is not?

The methodology:

- The information gathering exercise is based on the understanding and acceptance of the terms as understood by CEDEFOP.
- Stage 1: the design and the development of a draft form of the matrix.
- Stage 2: the draft shape of the exercise was sent to the National Reference Points to check if there are gaps of information.
- Stage 3: devising conclusions and possible ways to use this working tool at European and national levels.

TRENDS emerging from the gathered information on quality assurance issues listed above are:

- All countries have systems for assessment, validation and recognition of the learning outcomes, acquired in formal settings, especially for IVET.
- Such systems for assessment, validation and recognition of the learning outcomes, acquired in nonformal / informal settings are developing in almost all countries.
- The assessment systems are operating with learning outcomes – even if, sometimes, there is not clear what learning outcomes are envisaged.
- All IVET subsystems are well established and regulated; and the State has an increasing role in regulating and funding VET – not discretionary but standard based.

TRENDS emerging from the gathered information on quality assurance issues listed above are:

- NQFs are the main references for VET and the correlation with EQF is a policy goal for most of the EU VET systems.
- The role played by social partners is increasing and the trend is to switch from a consultative to a deliberative role in the decision making process.
- The trend is to “think globally” but to “act locally” by making the VET more flexible and centered on the individual and labour market needs.
- The role of ‘learning by doing’ is increasing and, learning in real work conditions is becoming more and more important.

RECOMMENDATIONS: the analysis of the information gathered suggests that, there is a need to:

1. Develop common vocabulary and common agreed definitions for the VET sector at EU level.
2. Increase coherence and mobility among subsystems (IVET / CVET) and levels (“secondary” and “tertiary”).
3. Increase the role of National Reference Points and national standards especially for CVET.
4. Create comprehensive accreditation systems, based on standards.
5. Enhance the common EU dimension in defining VET “teacher” and VET “trainer” and increasing the quality of their initial and continuous training (especially for trainers – many of them having no pedagogical education or training).



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Thank you for your attention !