Secretariat Report on implementation of activities 2013-2014

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Strategic Objectives & priorities 2013-2015

Support actions at **national level** encouraging the development of a culture of QA

Group targeted: system level authorities, policymakers, NRPs, VET providers, social partners

Support actions at **EU level** contributing to the overall EU goal of ‘Making LLL and mobility a reality’

Group targeted: ECVET and EQF networks, LLL programme, HE, social partners

Encouraging, stimulating and supporting national implementation processes

EQAVET Annual Forum 2014, Athens
Activities in 2013

Support actions at national level

- Working with VET providers
- Tailored support to NRPs
- Addressing the sectoral approach to QA in cooperation with social partners

Support actions at EU level contributing to the overall goal of “Making LLL and mobility a reality”

- Fostering cooperation with higher education
- Increasing synergies with EQF and ECVET

- Working Groups
- Peer Learning Activities
- Sectoral Seminars
- VET-HE activities
- Reflection Group
Working Groups 2013

- **WG 1** on facilitating the development of a QA approach for Work Based Learning in line with EQAVET
  - The focus is to advance the strategic objective 2b of the Bruges Communiqué: *establish a national common QA framework for VET providers - which also applies to work based learning - compatible with the EQAVET Framework by 2015*

- **WG 2** on supporting VET systems to address the interrelation between the EQAVET Framework and existing quality management systems/instruments in order to guarantee quality, increased transparency, mobility and mutual trust
  - The focus is to advance the strategic objective 2a of the Bruges Communiqué: *establish a national QA framework in accordance with the EQAVET Framework by 2014*
New IT tool – on WBL and aligning a QA approach to EQAVET
Peer Learning Activities 2013 & 2014

The topics of PLA have been selected from a list of eleven topics identified by NRPs on issue of shared concern, ensuring tailored support.

- May 2013 on Self-assessment for system and providers (Budapest)
- December 2013 on Indicator 6 in the IVET and CVET sectors (Belfast)
- May 2014 on the impact of QA system in IVET (Vienna)
- Autumn 2014 on indicator 9
Publication of policy briefs as a result of PLAs

Self-assessment in vocational education training

Summary

Self-assessment is a tool for quality assurance and quality management in education. It is not only a tool for quality assurance, but also a tool for continuous improvement and development. It can be used to identify areas for improvement and to set goals for future development. The policy brief is based on the EQAVET peer learning activity (PLA) on self-assessment in vocational education training. It provides a framework for self-assessment that can be adapted to different contexts and purposes. The policy brief aims to support the implementation of self-assessment in vocational education training.

EQAVET Indicator 6: Utilisation of acquired skills at the workplace

Summary

The EQAVET Indicator 6 is focused on the utilisation of acquired skills at the workplace. It aims to support the implementation of skills development and the use of acquired skills in the workplace. The policy brief is based on the EQAVET peer learning activity (PLA) on the utilisation of acquired skills at the workplace. It provides a framework for the utilisation of acquired skills and a tool for continuous improvement.

POLICY CONTEXT

Self-assessment is a key component of quality assurance and quality management in education. It is a continuous process that involves the collection and analysis of data to monitor the quality of education and training. The policy brief is based on the EQAVET peer learning activity (PLA) on self-assessment in vocational education training. It provides a framework for self-assessment that can be adapted to different contexts and purposes. The policy brief aims to support the implementation of self-assessment in vocational education training.

POLICY CONTEXT and EQAVET Indicator 6

The utilisation of acquired skills at the workplace is a key component of vocational education and training. It aims to support the implementation of skills development and the use of acquired skills in the workplace. The policy brief is based on the EQAVET peer learning activity (PLA) on the utilisation of acquired skills at the workplace. It provides a framework for the utilisation of acquired skills and a tool for continuous improvement.

POLICY BRIEF

Self-assessment in vocational education training

System and provider approaches to self-assessment

Self-assessment is a tool for quality assurance and quality management in education. It is not only a tool for quality assurance, but also a tool for continuous improvement and development. It can be used to identify areas for improvement and to set goals for future development.

POLICY BRIEF

EQAVET Indicator 6: Utilisation of acquired skills at the workplace

In initial and continuing VET

Participating countries: AT, BE, DK, EL, ES, FR, IT, LT, LU, NL, PL, SE

The policy brief is based on the EQAVET peer learning activity (PLA) on EQAVET Indicator 6: Utilisation of acquired skills at the workplace. It aims to support the implementation of skills development and the use of acquired skills in the workplace. The policy brief is based on the EQAVET peer learning activity (PLA) on the utilisation of acquired skills at the workplace. It provides a framework for the utilisation of acquired skills and a tool for continuous improvement.

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Sectoral Seminars and Dissemination Conference

**Sectoral Seminar on the Healthcare sector**, Stavanger - May 2011

**Sectoral Seminar on the Catering & Tourism sector**, Dortmund - Dec. 2011

**Sectoral Seminar on the Constructions sector**, Rome - June 2012

**Sectoral Seminar on the ICT sector**, Berlin - Oct 2013

Dissemination Conference capitalising on the results of the Sectoral Seminars
Autumn 2014
Publication of policy briefs as a results of Sectoral Seminars
Joint expert seminar on QA in VET and HE organised in conjunction with Cedefop
New layout

Focus

Issue 07 on responding to Rethinking Education and the role of QA of VET; and WBL

Issue 08 on results of the external evaluation and the report to the EP and the work of the WGs
It provides a basis for assessing the degree of progress in the national approaches to the implementation of the Recommendation and the deepening of the culture of QA in VET

Exercise builds on earlier survey undertaken in 2011

Increasingly used by the European Commission in the follow-up of the EQAVET related STD of the BC (carried out by CEDEFOP)

In 2012 the survey was used as part of the Commission’s review of the implementation of the EQAVET Recommendation to the EP along with the results of the external evaluation

In order to continue this process, the Secretariat, following consultation with the steering committee earlier in the Summer, asked members of the EQAVET network to review the survey questionnaire

Following this consultation process, the Secretariat modified the survey,
Deadline Jan 6, 2014

28 of the 28-EU Countries have completed the survey, which described 32 VET systems: BE(fr, nl), BG, CZ, DK, DE, HR, EE, EL, IE, ES, FR, IT, CY, LT, LV, LU, HU, MT, NL, AT, RO, PL, PT, SI, SK, FI, SE, UK(Eng, Nir, Sct, Wls)

Plus: NO and CH

New information in re to the national approach and the common QA approach for VET providers. Supporting the clarification and equivalence of terms QA approach – used in the EQAVET Recommendation- and QA Framework - used in the BC-

A new section has been added providing info ‘Quality standards’

More open questions have been introduced
Thank you for attention!