

THE EQAVET+ INDICATIVE DESCRIPTORS

INDICATIVE DESCRIPTORS WITH ADDITIONS (ADDITIONS ARE HIGHLIGHTED IN CHANGE)

SYSTEM LEVEL	
Planning Phase	<ul style="list-style-type: none"> - Social partners and all other relevant stakeholders participate in setting VET goals and objectives at the different levels - Mechanisms and procedures have been established to identify the training needs of the labour market and society - Explicit goals/objectives and targets are set and monitored, and programmes are designed to meet them - Ongoing consultation with social partners and all other relevant stakeholders takes place to identify specific local/ individual needs - Providers plan cooperative initiatives with other VET providers and all other relevant stakeholders
Implementation Phase	- Guidelines and standards have been devised for implementation at different levels. These guidelines and standards include assessment, validation and certification of qualifications
Evaluation Phase	—
Review Phase	- Procedures, mechanisms and instruments for undertaking reviews are defined and used to improve the quality of provision at all levels
PROVIDER LEVEL	
Planning Phase	—
Implementation Phase	- Relevant and inclusive partnerships, including those between teachers and trainers , are explicitly supported to implement the actions planned
Evaluation Phase	- Evaluation and review includes the collection and use of data , and adequate and effective mechanisms to involve internal and external stakeholders
Review Phase	<ul style="list-style-type: none"> - Learners' feedback is gathered on their individual learning experience and on the learning and teaching environment. Together with teachers', trainers' and all other relevant stakeholders' feedback this is used to inform further actions - Procedures on feedback and review are part of a strategic learning process in the organisation, support the development of high quality provision, and improve opportunities for learners

CALL TO ACTION – SUGGESTING NEW WAYS FORWARD

This additional text provides a complementary focus for each indicative descriptor – there are no changes to the ideas underlying the original indicative descriptors. The additional text encourages those with responsibility for quality assurance to consider some aspects of provision which may not have been seen as central to the Recommendation e.g. for the first indicative descriptor in this list, the EQAVET Recommendation referred to the role of stakeholders in setting VET goals and objectives. This implies the involvement of social partners, which the EQAVET+ version makes explicit.



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EQAVET+ case studies

The preparation of these indicative descriptors was undertaken by a working group of Network members in 2015. In 2017 a second working group of Network members looked at how these indicative descriptors were already being used to support quality assurance. This working group identified 29 case studies which illustrated effective practice. For each case study, the working group considered connections to the EQAVET indicators and identified what lessons had been learnt from using the EQAVET+ indicative descriptors.

For more information on any aspect of the EQAVET+ process, please contact the EQAVET secretariat at info@eqavet.eu.

CONTACT

For further information please visit www.eqavet.eu or contact the EQAVET Secretariat.

EQAVET Secretariat
Quality and Qualifications Ireland (QQI)
26-27 Denzille Lane, Dublin 2,
D02 P266, Ireland

T 00353 1 905 81 77
E info@eqavet.eu
www.eqavet.eu

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EQAVET+ INDICATIVE DESCRIPTORS



INTRODUCTION

The indicative descriptors identified as part of the EQAVET+ process highlight the importance of continued reflection on the effectiveness and relevance of the approaches used for quality assurance. As VET changes, and new legislation introduces new priorities and practice, the EQAVET Network is committed to supporting its members by producing up-to-date guidance on quality assurance.

Since 2009 the EQAVET Recommendation has supported improvements in quality assurance and the development of a culture of quality management in vocational education and training. This continued work has enabled the Network to identify the following areas which are important in ensuring that the Recommendation continues to support a culture of quality assurance in the context the evolving priorities for VET:

- quality assurance of apprenticeship/work-based learning provision and in company training;
- quality assurance aspects of the processes of defining, describing and assessing learning outcomes;
- quality assurance for qualification design, assessment and certification;
- the pedagogical elements related to learning outcomes;
- teachers and trainers;
- quality assurance procedures in the validation of non-formal and informal learning in line with the European Qualifications Framework/National Qualifications Frameworks;
- planning and improving the review phase of the quality assurance cycle.

THE WORK OF THE EQAVET NETWORK – ENSURING RELEVANCE

Between 2015 and 2017 new indicative descriptors and additional text to complement the existing indicative descriptors in the EQAVET Recommendation have been developed by members of the Network. These indicative descriptors and the associated guidelines are often referred to as EQAVET+.

The additional text developed as part of the EQAVET+ process has introduced new ideas, responded to emerging quality assurance priorities; and strengthened the references to learning outcomes. As with the EQAVET Recommendation, the Network's creation of the EQAVET+ indicative descriptors is a 'call to action' and an invitation to those responsible for quality assurance to consider good practices when developing their national approaches to implementing the Recommendation. More information on all aspects of EQAVET+ can be found on the EQAVET website at www.eqavet.eu.



The Network has prepared two types of indicative descriptors as part of the EQAVET+ process:

- five new indicative descriptors which are not covered in the Recommendation;
- eleven indicative descriptors, based on the Recommendation, where additional text highlights emerging quality assurance priorities.

These indicative descriptors help those with responsibility for quality assurance to gauge the effectiveness of their current practice and identify what more can be achieved. The work of the Network has been based on current practice in Member States and consequently there are many examples of how these new and amended indicative descriptors are already being used to support national or VET providers' approaches to quality assurance.

THE EQAVET+ INDICATIVE DESCRIPTORS

NEW INDICATIVE DESCRIPTORS

SYSTEM LEVEL

Planning Phase	- VET qualifications are described using learning outcomes - Mechanisms are established for the quality assurance of the design, assessment, certification and review of qualifications
Implementation Phase	---
Evaluation Phase	---
Review Phase	---

PROVIDER LEVEL

Planning Phase	---
Implementation Phase	- VET providers' programmes enable learners to meet the expected learning outcomes and become involved in the learning process - VET providers respond to the learning needs of individuals by using approaches to pedagogy and assessment which enable learners to achieve the expected learning outcomes - VET providers use valid, accurate and reliable methods to assess individuals' learning outcomes
Evaluation Phase	---
Review Phase	---

CALL TO ACTION – SUGGESTING NEW WAYS FORWARD

Each of the five indicative descriptors invites those in charge of quality assurance to ask themselves a series of questions about their own practice e.g. for the first indicative descriptor, it may be useful to consider to what extent:

- all VET qualifications (school-based, work-based, apprenticeships, initial and continuing provision etc.) are described using learning outcomes?
- learners, teachers, trainers, recruitment teams in higher education, employers etc. know about and understand how learning outcomes are used in VET qualifications?
- marketing and publicity materials for VET qualifications and programmes explain the learning outcomes based approach?
- approaches to the accreditation and recognition of prior learning in VET are based on learning outcomes?
- non-formal and informal VET learning is based on learning outcomes?

These questions can be supplemented by others which are relevant to different contexts.

