



**EQAVET**

European Quality Assurance  
in Vocational Education and Training

# **INFORMATION BRIEFING – EQAVET FORUM 2018**

**QUALITY ASSURANCE OF VOCATIONAL  
EDUCATION AND TRAINING**

**IN AUSTRIA, FINLAND, ROMANIA, THE NETHERLANDS,  
UK (WALES) AND ERASMUS+ PROJECT TRACKTION**



# VOCATIONAL EDUCATION AND TRAINING & QUALITY ASSURANCE IN AUSTRIA

## KEY FEATURES

VET schools and colleges provide initial and continuous vocational education and training (IVET and CVET).

There are full-time VET schools and colleges and part-time VET schools (school-based part of the dual system).

The Federal Ministry of Education, Science and Research (BMBWF) is responsible for QIBB, the VET Quality Initiative: the systematic quality management (QM) in the Austrian VET school sector. According to the QIBB, schools, school supervision (provincial level) and the Ministry (federal level) regularly evaluate activities and tasks to continuously improve provision. Data is systematically collected on qualitative and quantitative indicators and used to check whether the intended objectives have been achieved (data on student success rates, successful school entrance, competence-oriented teaching, learning, testing and examining etc.). For information see: [www.qibb.at](http://www.qibb.at)

QIBB addresses 664 schools, 27,923 teachers and 304.565 students.

Recent reform focused on the enlargement of school autonomy in all Austrian schools (see: [www.schulautonomie.at](http://www.schulautonomie.at)).

---

## QUALITY ASSURANCE (QA) AND VET PROVISION / PROVIDER INSTITUTIONS

QIBB requires close cooperation between all levels. Persons in leading positions assume responsibility for the quality process: headmasters of schools and colleges, school inspectors (regional/provincial level), and the heads of department in the Ministry are responsible for strategic tasks within QIBB. Quality process managers are responsible for operational tasks at school and at regional (provincial) level as well as at federal level.

Every unit submits a quality report to the respective higher management level (school, provincial and federal quality reports). The report comprises a review, development and implementation plan detailing strategic and operational objectives and measures.

In 2016/17, an external evaluation on the implementation of QIBB was commissioned by the Ministry of Education and published in 2017.

---

## LEARNER'S VOICE AND QUALITY ASSURANCE

VET schools are following the quality cycle (Plan-Do-Check-Act). Headteachers are chiefly responsible for the quality management of their school. But the involvement of teachers, trainers and learners is crucial.

Learners in VET schools are asked for their feedback regularly and this forms part of the quality report in QIBB.



# VOCATIONAL EDUCATION AND TRAINING & QUALITY ASSURANCE IN FINLAND

## KEY FEATURES

Vocational education and training (VET) is organised by different types of education providers: municipalities, joint municipal authorities, the state and the private sector.

Education is regulated through a single authorisation license, and providers have autonomy in organising their activities.

Education is competence-based and customer-oriented: each student will be assisted to design an individually educational path towards a qualification or a supplementary skill set. The primary goal is to certify what the student learns and is able to do.

The Finnish education system is grouped into levels of education, without dead ends. Learners can always continue their studies to a higher level of education. It is decentralised system involving the Parliament of Finland, Ministry of Education and Culture, Finnish National Agency for Education and VET providers.

## QUALITY ASSURANCE (QA) AND VET PROVISION / PROVIDER INSTITUTIONS

VET providers are required by law to have a QA and improvement system in place and they are responsible for the further development of same. This includes carrying out self-assessment and participating in the national external evaluations. Providers decide the methods of quality management and self-assessment. There is no inspection system.

## LEARNER'S VOICE AND QUALITY ASSURANCE

There have been Quality Awards for VET since 2000 and the Ministry of Education has appointed a committee (encompassing all key stakeholders) to develop and implement a new strategy for 2020 that builds on previous strategies.

This strategy to 2020 reflects on the work of national and regional quality networks on a voluntary basis and the goal has been to make education and training transparent and based on performance data publicly available to all at <https://vipunen.fi/en-gb/>

### WHAT WILL CHANGE FOR THE STUDENT IN VOCATIONAL EDUCATION AND TRAINING?

#### Current state

- everyone in vocational upper secondary education and training studies for 3 years and proceeds at the same pace
- a total of 351 vocational qualifications
- joint application process for those completing comprehensive school
- continuous application process for adults
- the planned study path is different in vocational upper secondary education, competence-based qualifications and apprenticeship training
- all competence needs are mainly met with a qualification
- the content of studies is mainly the same for everyone
- studying in the education institution and at the workplace
- apprenticeship
- on-the-job learning
- vocational upper secondary education: demonstrations of skills, other assessment and participation in instruction
- competence-based qualifications: competence-based examinations
- the teacher and the working life representative together or separately in vocational upper secondary education
- representatives of employers, the teacher and the working life representative together

#### New VET 2018

##### MORE FLEXIBILITY IN STUDYING

- competence counts - the time used for the studies is not important
- each student progresses flexibly at his or her own pace

##### FEWER AND MORE BROAD-BASED QUALIFICATIONS

- a total of 164 vocational qualifications
- more optional studies
- specialisation within the qualification

##### FLEXIBLE ADMISSIONS THROUGHOUT THE YEAR

- continuous application process throughout the year is the principal channel
- joint application process for those who completed comprehensive school in the spring and those who have no upper secondary qualification

##### INDIVIDUAL STUDY PATH

- all students have a personal competence development plan (HOS), which also includes guidance and support services

##### COMPETENCE TO MEET THE NEEDS

- a whole qualification for those who have completed comprehensive school and have no qualification
- other competence needs are increasingly met with parts of qualifications

##### FOCUS ON ACQUIRING MISSING COMPETENCE

- each student only studies areas in which he or she has no prior competence

##### MORE VERSATILE LEARNING ENVIRONMENTS

- studying flexibly at the workplace, at the education institution and increasingly also in virtual environments

##### MORE LEARNING AT WORKPLACES - THRESHOLD FOR FINDING EMPLOYMENT LOWERS

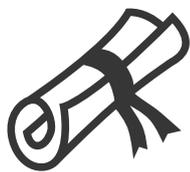
- apprenticeship
- training agreement
- flexible combination of training agreement and apprenticeship

##### A SINGLE WAY TO COMPLETE A QUALIFICATION - DEMONSTRATION OF SKILLS

- demonstrations of skills - vocational competence is demonstrated in practical work tasks mainly at workplaces

##### WORKING LIFE A STRONG PARTICIPANT IN THE ASSESSMENT OF VOCATIONAL COMPETENCE

- employees and the field of teaching together in competence-based qualifications



# VOCATIONAL EDUCATION AND TRAINING & QUALITY ASSURANCE IN ROMANIA

## KEY FEATURES

The quality assurance (QA) system for initial vocational education and training (VET) is regulated by law. It includes:

- Compulsory accreditation for all VET provider and programmes, which includes the provisional authorisation; and subsequent accreditation. This grants the right to issue diplomas or certificates recognised by the Ministry of Education and Research; and to organise graduation / certification exams.
- Providers must carry out an Annual Self-assessment process and set up a Quality Assurance and Evaluation Committees.
- A National Framework for QA in initial VET, based on EQAVET, was developed and implemented in 2016-2017; and an Integrated Information System of Education. This national database contains key data and information for the pre-university education system. It is regularly updated by the schools. In the IVET sector, this information supports providers' self-assessment process and report.
- The number of learners taking IVET programmes in 2017/2018 school year:
- EQF level 3: 90.310 learners, 2.573 in dual system
- EQF level 4: 263.421 learners
- EQF level 5: 91.271 learners

---

## QUALITY ASSURANCE (QA) AND VET PROVISION / PROVIDER INSTITUTIONS

- Ministry of National Education has the legislative role regarding all QA matters in all sectors of education and training.
- The National Agency for QA in Pre-university Education authorises, accredits and conducts the external evaluation of providers.
- The National Centre for TVET Development develops and implement support measures for the improvement of QA. It has developed a Quality Self-Assessment Manual and Manual for External Quality Monitoring.
- County school inspectorates monitors QA.
- VET schools set up and implement the QA mechanisms: the school management team is legally responsible for these and approves the Self-Assessment Reports, the Improvement Plans and develops the QA processes.
- Qualifications
- The National Authority for Qualification sets up and updates the National Qualifications Register.
- Sectoral Committees (encompassing representatives of employers' associations and companies of all industrial sectors) validates the Training Standards for each qualification.
- Sectors' representatives and teachers with expertise in the sector participate in the development of Standards

---

## LEARNER'S VOICE AND QUALITY ASSURANCE

As part of the QA system, learners are represented in the National Council of Students (with a consultative role in the process of designing training programs) and the student Council (at provider level) involved in: establishing the teaching / learning methods; and elaborating the optional programs, the self-assessment process and measures for improvement.

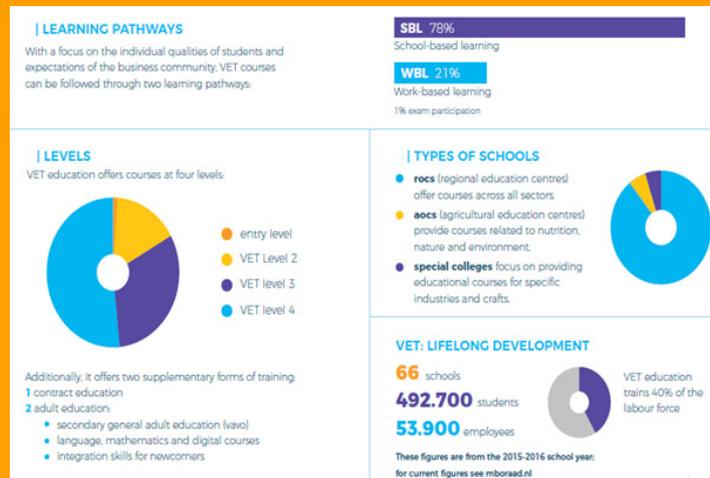


# VOCATIONAL EDUCATION AND TRAINING & QUALITY ASSURANCE IN THE NETHERLANDS

## KEY FEATURES

The education system in The Netherlands is coordinated by the Dutch Ministry of Education, Culture and Science at national level, and at regional level by municipalities.

The Ministry sets standards which prescribe: the subjects to be studied, expected learning outcomes, the content of national examinations, the number of teaching days/hours per year, required teacher qualifications and planning and reporting obligations. They also give parents and students a voice in school matters. Education is compulsory between the ages 5 to 16; and between the ages 16 and 18 there is what is called a 'qualification duty'.



## QUALITY ASSURANCE (QA) AND VET PROVISION / PROVIDER INSTITUTIONS

A legislative framework on education provides a broad framework outlining the core elements.

Public and private vocational education and training (VET) providers are funded by a lump sum from the ministry of education. Additional funds are provided based on quality agreements between providers and the ministry. The system applies equally to IVET and CVET.

The quality assurance system applies to all forms of VET provision. Within this VET providers are obliged to set up an autonomous quality assurance system to ensure that regular assessments are undertaken including measures and instruments to ensure that teaching staff maintain their competences.

VET providers comply with their own and internal quality assurance system and conduct self-assessment.

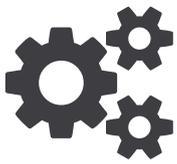
External supervision is also carried out by the national education inspectorate. This supervision is proportional in nature: i.e. very strict where deficiencies are found. The inspectorate monitors and follow up on improvements that are requested where deficiencies have been identified.

## LEARNER'S VOICE AND QUALITY ASSURANCE

VET providers involve students and graduates to improve quality of provision. They have autonomy on how to do this but the formation and involvement of a student board in all schools is required by law.

Student satisfaction is monitored and analysed at national level every two years. A new indicator has been introduced within the inspection framework on graduate's success after completion of programme (as part of rate of return). This indicator is on a pilot stage and VET providers and the inspectorate are investigating together how best to use the indicator.

In 2017 VET providers, supported by the board of VET providers, initiated a pilot that collects graduates' views on a regular basis.



# VOCATIONAL EDUCATION AND TRAINING & QUALITY ASSURANCE IN UK (WALES)

## KEY FEATURES

- The Department for Education and Skills (DfES) in Wales is responsible for education, training and children's services under powers devolved from the UK government.
- Most of the VET education is provided by not-for-profit further education colleges. More than half of their funding is received from the Welsh Government. They also receive income from their work with businesses, contracted services, and international activity.
- CollegesWales is a charity and limited company that raises the profile of further education among decision-makers. It is a member-led body, representing all 13 further education colleges and institutions.

---

## QUALITY ASSURANCE (QA) AND VET PROVISION / PROVIDER INSTITUTIONS

Quality assurance for VET providers is based on the requirements of the Common Inspection Framework and the Quality Effectiveness Framework.

Qualifications Wales regulates qualifications; and owns and manages the QiW database which contains details of all qualifications that are approved or designated for teaching for learners aged under 19, excluding higher education. Only qualifications approved or designated by Qualifications Wales are eligible for funding by a Local Authority or the Welsh Government. Awarding bodies who provide and certify the qualifications must comply with the Standard Conditions of Recognition. These include assessment standards and external QA processes. The Welsh Government has published annual performance indicators of VET providers since 2011. The reports are part of the Quality and Effectiveness Framework for post-16 learning. They show colour-coded information on success rates and learner progressions into employment or further learning. For Further Education (FE) and framework Adult Community Learning (ACL) the performance measures are Completion, Attainment and Success. Work-based learning is measured on overall framework success and learning activity success:

- In 2016/17, the overall learning activity success rate for FE was 87 per cent, up one percentage point from 2015/16.
- The overall WBL apprenticeship framework success rate was 81 per cent, the same rate as in 2015/16.
- The overall learning activity success rate for ACL was 90 per cent, up four percentage points from 2015/16.
- Consultation is currently taking place to develop consistent performance measures for post-16 learner outcomes in FE and sixth forms. The aim is to replace the existing performance measures with a new set of consistent measures which will be based on: achievement; post-16 value added, learner destinations.

---

## LEARNER'S VOICE AND QUALITY ASSURANCE

Estyn is the education and training inspectorate for Wales and inspects quality and standards in providers using the Common Inspection Framework (CIF), common to all schools (independent specialist colleges, pupil referral units and work-based learning providers, etc). Estyn inspects all providers at least once during a seven-year period and publishes the results on their website. Providers are judged under 5 areas: Standards; Wellbeing and attitudes to learning; Teaching and learning experiences; Care, support and guidance; Leadership and management. All providers are required to produce an annual self-assessment report (SAR) and a quality development plan. Between 2013-2015 FE colleges and work-based providers were required to conduct, publish Learner Voice surveys. Since then SARs should focus primarily on learners' experiences and achievements and take account of the views of learners.



# TRACKTION ERASMUS+ PROJECT

TRACKTION is a 3-year Erasmus + Project focused on improving VET graduate tracking at institutional level. Six organisations are involved in the TRACKTION project: Spain, Estonia, Italy, Netherlands and the UK. The organisations are:

- three VET Schools: Alfa College, PKHK, Cometa Formazione/Oliver Twist School);
- two intermediary organisations bridging policy and practice at regional level (Valnalona, Tknika) and
- a research-focused organisation (Education & Employers Taskforce)

Tracking is understood as all systematic approaches that VET institutions put in place to record information on graduates, regarding their:

- learning progress
- skills acquired,
- routes into employment, self-employment, or further training.

---

## GOALS OF THE PROJECT

To establish a more coordinated and appropriate set of VET Graduate Tracking measures at VET-provider level.

To increase institutional capacity to act on and use results for a variety of purposes, such as enhancing study programmes and alumni services

To strengthen Alumni Culture in VET Schools.

These support the establishment of continuous information and feedback loops relating to EQAVET Indicators 5 - Placement rate in VET Programmes and 6 - Utilisation of acquired skills at the workplace; and the European Council Recommendation on the tracking of graduates.

---

## SO FAR...

The project kicked off in September 2017. A survey was circulated among partners to take stock of tracking initiatives and tools currently in use, obstacles and challenges ahead. Results have been collated in a baseline study completed in October 2018.

---

## WHAT'S NEXT...

Baseline study insights informed the development of a new graduate tracking protocol that we have just started piloting with a sample of students in our partner VET Schools. Simultaneously, the spotlight will be on creating and/or reinforcing VET Alumni Culture bearing in mind that “the ability to communicate with graduates is a precondition for tracking”.

The participation in the EQAVET Forum provides an opportunity to share with participants some preliminary insights and discuss the features of the new graduate tracking protocol.

Website: [www.tracktionerasmus.eu](http://www.tracktionerasmus.eu)



**EQAVET**

European Quality Assurance  
in Vocational Education and Training

EQAVET Secretariat  
Quality and Qualifications Ireland (QQI)

26/27 Denzille Lane,  
Dublin 2, D02 P266, Ireland.

**Tel:** 00353 1 905 81 46  
**E-mail:** [info@eqavet.eu](mailto:info@eqavet.eu)  
**Website:** [www.eqavet.eu](http://www.eqavet.eu)