



Erasmus+ Project Quality Assurance in Higher Vocational Education and Training QA HiVETnet

EQAVET PLA

Higher VET and the role of quality

Larnaca, 21 March 2018





UEAPME

- ◆ European Association of Craft, Small and Medium-sized Enterprises
- ◆ 39 member organizations from 26 EU member states

ZDH

- ◆ German Confederation of Skilled Crafts
 - ◇ 1 million craft companies
 - ◇ 5,5 million employees
 - ◇ 370.000 apprentices





The Project

- ◆ Three-year Erasmus+ project (09/2014 – 08/2017)
- ◆ Six partners – strong involvement of UEAPME and its members: ibw (coordinator), ZDH, APCMA, UEAPME, IFAPME, IME GSEVEE
- ◆ Main aims:
 - ◇ More visibility of higher VET (qualifications)
 - ◇ More transparency and a better understanding
 - ◇ Parity of esteem with qualifications from academic/research-oriented tertiary educational area
- ◆ Main outcome:
 - ◇ European Guidelines on Quality Assurance in Higher VET





Higher VET qualifications (1/2)

- ◆ Vocational qualifications allocated to EQF Levels 5 to 8
- ◆ Qualifications acquired outside the academic higher education (“Bologna qualifications”)
- ◆ HVET comprises further and higher VET of people who actively pursue a professional career > learners with an IVET qualification and/or several years of experience with company-based practice
- ◆ Focus of HVET:
 - ◇ to deepen and/or expand specialist competence to enable graduates to perform complex tasks at their own responsibility
 - ◇ to acquire managerial competences enabling graduates to lead larger project teams, organisational units and entire companies and to take on responsibility for the staff
 - ◇ to encourage and strengthen key soft skills to further support professional activity orientation



Higher VET qualifications (2/2)

- ◆ Governance structure with close ties to the economy > professional associations and chambers are the driving forces behind HVET and are responsible for qualifications
- ◆ HVET is demand-driven > qualifications meet the demands of companies, graduates have competences they can apply directly on the labour market
- ◆ HVET qualifications open up to graduates a wide activity field in the economy
- ◆ Direct involvement of professional practitioners who contribute with their know-how throughout the entire qualification process – from the development of a qualification up to its evaluation





Objectives of Higher VET

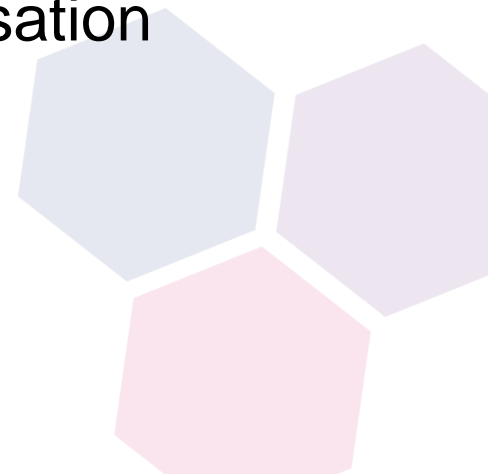
- ◆ Meet the companies' demand for qualifications
- ◆ Secure the employability of individuals
- ◆ Acquire and further develop management and leadership skills (particularly with a view to founding a new company as well)





Quality features (QF) of HVET (1/3)

- ◆ QF 1: Structured process for the identification of skill needs
- ◆ QF 2: Skill needs analysis with involvement of professional practitioners
- ◆ QF 3: Structured process for developing or modernising qualifications
- ◆ QF 4: Steering of the development/modernisation process by business associations





Quality features of HVET (2/3)

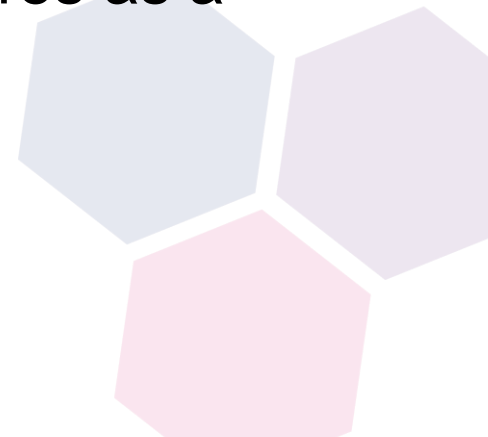
- ◆ QF 5: Transparency in the presentation of qualifications
- ◆ QF 6: Orientation towards learners with professional experience
- ◆ QF 7: Securing high labour market relevance
- ◆ QF 8: Qualified educational staff with experience from company-based practice





Quality features of HVET (3/3)

- ◆ QF 9: Structured and transparent process for the assessment procedure
- ◆ QF 10: Valid assessment procedure with examiners from professional practice
- ◆ QF 11: Systematic process for the evaluation of the qualification offer
- ◆ QF 12: Identification of improvement measures as a result of the evaluation





UEAPME Network in HVET

- ◆ Network of UEAPME members
- ◆ Main aims:
 - ◇ Further development of QA Guidelines after the end of the project
 - ◇ Further development of HVET in general
 - ◇ Keep the subject on the political agenda
 - ◇ Networking among HVET actors
- ◆ **More information:** www.qa-hivet.net

