



EQARF indicators



European Network for Quality Assurance
in Vocational Education and Training

Background

Indicators can provide useful indication of the current performance of a country's vocational education and training (VET) sector at national, regional and/or local level. The new European Quality Assurance Reference Framework for VET (EQARF) proposes a set of indicators which Member States can use to assess the quality of their VET provision.

This brochure presents a set of operational definitions of the EQARF indicators which were agreed by the ENQA-VET thematic group on indicators. The group's work aimed to identify what constitutes quality in the VET sector and how indicators can contribute to monitoring quality assurance.

European context

Quality assurance underpins every policy initiative in vocational education and training and, consequently, reference instruments are of the greatest importance to help authorities in Member States promote and monitor the improvement of their VET systems in achieving the Copenhagen objectives. A number of instruments such as the European Qualifications Framework (EQF), the European Credit System for VET (ECVET) and the EQARF have been developed to support national reforms and enhance transparency, recognition and quality in the provision of competences and qualifications.

The adoption of the EQARF Recommendation and in particular the encouragement to use the ten indicators as a toolbox to support quality, creates a new context for supporting quality assurance processes at both system and provider levels in the Member States.

Indicators' contribution to quality assurance

While it is recognised that indicators give an indication of the quality of a VET system, this data alone does not describe a sector in its entirety. It is a set of information that needs to be elaborated on and refined to suit the context. Establishing a reasonably robust time-based performance measurement and reporting system against those definitions will therefore be quite a significant achievement.

In any event, the correct application of the ten EQARF indicators, will be instrumental for Member States' systems and providers at national, regional and local level. Stakeholders should be cautioned however against collecting data simply because the data is available. The indicators should instead be used to describe organisational performance, direction and accomplishments, to answer to specific policy questions, and above all to improve the quality of VET provision.

EQARF INDICATORS

OPERATIONAL DEFINITIONS

<p>Indicator n°1</p> <p>Relevance of quality assurance systems for VET providers:</p> <ul style="list-style-type: none">a) Share of providers applying internal quality assurance systems defined by law/at own initiative;b) Share of accredited VET providers.	<p>Relevance of quality assurance systems for VET providers:</p> <ul style="list-style-type: none">a) Percentage of VET providers showing evidence of applying the EQARF principles within a defined quality assurance system, where the number of registered VET providers= 100%;b) Percentage of VET providers who are accredited, where the number of registered VET providers= 100%.
<p>Indicator n° 2</p> <p>Investment in training of teachers and trainers:</p> <ul style="list-style-type: none">a) Share of teachers and trainers participating in further training;b) Amount of funds invested.	<p>Investment in training of teachers and trainers:</p> <ul style="list-style-type: none">a) Percentage of teachers and trainers participating at accredited in-service training programmes, from the total number of registered teachers and trainers;b) Total amount of funds annually invested per teacher and trainer in teachers' and trainers' further education and training.

EQARF INDICATORS

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Indicator n° 3

Participation rate in VET programmes:

Number of participants in VET programmes, according to the type of programme and the individual criteria.

Participation rate in VET programmes:

- a) Percentage of annual cohort completing lower secondary school/compulsory education participating in IVET programmes at upper secondary level (which lead to a formal qualification);
- b) Percentage of active population (15-74 years old) entering continuing education and training (CVET) programmes (which lead to recognition).

Indicator n° 4

Completion rate in VET programmes:

Number of successfully completed/abandoned VET programmes, according to the type of programme and the individual criteria.

Completion rate in VET programmes:

- a) Percentage of those completing (i.e. attaining a formal qualification) IVET programme(s) (which lead to a formal qualification), compared to those entering IVET programme(s);
- b) Percentage of those completing (i.e. attaining a formal qualification) CVET programme(s) (which lead to recognition), compared to those entering CVET programme(s).

EQARF INDICATORS

OPERATIONAL DEFINITIONS

<p>Indicator n° 5</p> <p>Placement rate in VET programmes:</p> <p>a) Destination of VET learners at designated point in time after completion of training, according to the type of programme and the individual criteria;</p> <p>b) Share of employed learners at designated point in time after completion of training, according to the type of programme and the individual criteria.</p>	<p>Placement rate in VET programmes:</p> <p>a) Proportion of VET programme completers who are placed either in the labour market, further education or training (including university) or other destination within 12-36 months after the end of programme;</p> <p>b) Percentage of VET programme completers who are employed one year after the end of training.</p>
<p>Indicator n° 6</p> <p>Utilisation of acquired skills at the workplace:</p> <p>a) Information on occupation obtained by individuals after completion of training, according to type of training and individual criteria;</p> <p>b) Satisfaction rate of individuals and employers with acquired skills/competences.</p>	<p>Utilisation of acquired skills at the workplace:</p> <p>a) Percentage of VET programme completers working in relevant occupations;</p> <p>b 1) Percentage of employees of a given sector who, within a period of 12-36 months from completing the VET programme, find that their training is relevant for their current occupation;</p> <p>b 2) Percentage of employers of a given sector who are satisfied to find VET programme completers with relevant qualifications and competences required for the work place;</p> <p>b 3) Percentage of employers of a given sector who are satisfied with programme completers.</p>
<p>Indicator n° 7</p> <p>Unemployment rate according to individual criteria.</p>	<p>Unemployment rate:</p> <p>The number of people unemployed as a percentage of the labour force. The labour force is the total number of people employed plus unemployed.</p>

EQARF INDICATORS

OPERATIONAL DEFINITIONS

Indicator n° 8

Prevalence of vulnerable groups:

- a) Percentage of participants in VET classified as disadvantaged groups (in a defined region or catchment area) according to age and gender;
- b) Success rate of disadvantaged groups according to age and gender.

Prevalence of vulnerable groups:

- a) Percentage of participants and of programme completers from disadvantaged groups, defined at European and national level, from the total number of participants and VET programme completers;
- b) Percentage of programme completers, from disadvantaged groups defined at European and national level, compared to the number of those entering.

Indicator n° 9

Mechanisms to identify training needs in the labour market:

- a) Information on mechanisms set up to identify changing demands at different levels;
- b) Evidence of their effectiveness.

Mechanisms to identify training needs in the labour market:

- a) Type of mechanisms used to update the VET offer to the future labour market needs;
- b) Information on mechanisms used to provide stakeholders with the most recent information on the future needs of the labour market.

Indicator n° 10

Schemes used to promote better access to VET:

- a) Information on existing schemes at different levels;
- b) Evidence of their effectiveness.

Schemes used to promote better access to VET:

- a) Type of schemes used to improve access to VET
- b) Information demonstrating the capacity of the VET system to increase access to VET.

Issues for reflection

- **Indicators are only one form of measurement** and many stakeholders remain to be convinced of their benefits. They need to understand the role measurement has in the process of improvement and that the risk of not changing out-weighs the risk of changing.
- **Indicators need to be presented in ways that are easy to understand.** If used appropriately, they will help to better understand how systems can be improved and then changes to the systems are seen as possible and compelling. It is crucial, to that end, that the gap between measurement, understanding and improvement is bridged.
- **Indicators must relate to the objectives of the provider or the system in question.** A good communication plan at national level is advisable in order to debate, interpret and implement the set of ten indicators in the context of the diverse organisational realities.
- **The implementation of indicators has to be an iterative process** at both system and provider level in order to improve the national measurement system, including statistics and the collection of data. This will only be possible through active ownership of the indicators by stakeholders involved.
- **The set of ten indicators at European level will need to be streamlined** by organically integrating them into the *Education and Training 2010* and *Education and Training 2020* work programmes and strengthening synergies between ENQA-VET and the Standing Group on Indicators and Benchmarks.

Further information

For more information on this topic please see the full report “EQARF indicators, reviewing and agreeing definitions” available for download from the ENQA-VET website www.enqavet.eu



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