



INNOVATIVE QUALIFICATIONS FOR TECHNOLOGICAL AND
ORGANIZATIONAL INNOVATION IN BUILDING SECTOR



D4.2 – EQAVET Quality Assurance in ICARO

WP4 – THE QUALITY ASSURANCE AND EVALUATION

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LEADER
FORMEDIL (Italy)

PARTNERS
FLC Madrid, FLC Asturias (Spain), VSRC Vilnius, Panevezys CCIC (Lithuania),
Conseil des Architectes d'Europe (Belgium), Alma Mather Studiorum UNIBO, IIPLE Bologna (Italy)



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TABLE OF CONTENTS

1. ABOUT ICARO PROJECT: ANALYSING THE CONTEXT AND IDENTIFYING GOALS AND OBJECTIVES	6
2. EUROPEAN QUALITY ASSURANCE REFERENCE FRAMEWORK FOR VET (EQAVET)	7
3. EQAVET INDICATORS TO BE UTILISED BY ICARO PROJECT	9
4. OPERATIONAL PROCEEDING OF THE INDICATORS TO BE USED BY ICARO VET PROVIDERS	13
5. REFERENCES	18
ANNEX 1. EQAVET+ DESCRIPTORS TO BE USED BY VET PROVIDERS	19
SCHEME 1. COLLECTING AND USING DATA CHECK-LIST	
SCHEME 2. COLLECTING DATA	



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Project Coordinator	Rossella Martino	Email	rossella.martino@formedil.it
Partner	FORMEDIL	Phone	+39 0685261797

Authors (Partner)	Marta Hevia Fano			
Responsible partner	Luis Javier Alonso Méndez		Email	escuela@flc.es
	Organisation	FLC ASTURIAS	Phone	+34985982815

Description of the deliverable (3-5 lines)	According with the model and the tools proposed by the EQAVET recommendation, this document will provide requested guidelines for helping VET providers to assure the quality of the new qualification.
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EXECUTIVE SUMMARY

WP4 aims to contribute to the development of the culture of quality management in vocational education and training through two main activities: the evaluation/assessment of the degree of achievement of the objectives and results of the project by partners (T4.1) and the implementation of the Construction Site Qualification based on the European EQAVET Recommendation (European Quality Assurance for Vocational Education and Training (T4.2).

The document presents the results of the Task 4.2, providing guidelines on quality assurance for VET providers who will introduce the new qualification for the Construction Site Technician. The final goal of these guidelines is to identify the indicators selected by ICARO partners, specifying the main features and the operational proceedings in order to ensure that the path of delivery of the new qualification of Construction Site Technician meets the criteria EQAVET Quality Assurance.



1. ABOUT ICARO PROJECT: ANALYSING THE CONTEXT AND IDENTIFYING GOALS AND OBJECTIVES

As the construction labour market needs to change dynamically to foster innovation, a system for the continuous update and recognition of qualifications has been launched by [ICARO](#) partnership, taking into account the specific skills and competences in the construction sector, developing a combined qualification of “Construction Site Technician”, corresponding to EQF 4, 5 or 6, which refers to a multi-purpose technical profile being able to manage the construction site activities, coordinate the construction and/or refurbishment process, follow the works planning, management and control, while optimizing the human resources involved. The resulting technical professional is capable of performing analysis of the maintenance requirements, planning the activities aimed at improving the built environment and at guaranteeing energy efficiency; using methods of buildings life cycle management starting from the project, through Building Information Modelling – BIM.

ICARO aims are mainly:

- To gain an important role in relation to the revitalization of the construction industry, that needs a generational replacement, orientating young and unemployed towards qualified professions.
- To involve gender issue in the construction sector since a balanced orientation will make the building sector and its professional training activities more attractive also for women - among vocational education graduates, only 10 % are women. A particular attention will be dedicated in reaching women, aiming at contrasting the gender gap segregation that affects STEM and in particular the construction sector.
- To include Work Based Learning (WBL) experiences within companies into the training process, thus achieving higher employment possibilities.
- To consider exchange and mobility experiences of learners, instructors, tutors and designers, as well as of the companies and trade union’s representatives and policy makers.

The end users and stakeholders of ICARO new VET programme are young people, students and unemployed interested in working in the construction industry; teachers, tutors, instructors operating within the VET framework, that have the important role to create and/or improve new professional qualifications and to introduce flexibility elements in the curricula, making the professional training more attractive; as well as construction companies and employers’ and trade unions’ associations operating in the construction industry.

The main objective and goal applying the AQAVET Recommendation is to enhance the implementation of the ICARO new qualification for Construction Site Technician, as well as development of the culture of quality management in vocational education and training. So this document provides guidelines on quality assurance for VET providers who will introduce the new qualification. Obviously, during the life of the project, since this is a new qualification to be introduced among the training activities, the VET providers will have, at best, just the time to equip themselves and start collecting data to build the indicators. If necessary, by the end of the project it will be possible to ask the VET providers that will adopt the new qualification to provide some evidence of the start of the collection of indicators.

2. EUROPEAN QUALITY ASSURANCE REFERENCE FRAMEWORK FOR VET (EQAVET)

In 2009 the European Parliament and the Council approved the Recommendation on the establishment of a European Quality Assurance Reference Framework for Vocational Education and Training (EQAVET). EQAVET is a tool of support to be used on a voluntary basis by the Member States and all stakeholders to promote and monitor continuous improvement of Education and Vocational Training, according to common criteria and principles. The European Recommendation requires Member States to establish a national strategy fitting with the European Framework of Reference.

EQAVET comprises a quality assurance and improvement cycle consisting of four phases: Planning, Implementation, Evaluation/Assessment and Review/Revision.

The first phase (**planning**) consists in the establishment of clear, appropriate and measurable goals and objectives in term of policies, procedures, tasks and human resources. In this phase the involvement of stakeholders is crucial.

The second phase (**implementation**) consists in the execution of the planned actions to ensure the achievement of the objectives. It is necessary that the rules and procedural steps are clear to all stakeholders.

The third phase (**evaluation**) provides a combination of mechanisms of internal and external evaluation. The effectiveness of the assessment depends on the definition of a clear methodology and by the coherence between the predetermined objectives and indicators and data collected.

In the fourth phase (**review**) the data collected through the assessment are used to provide the necessary feedback and the implementation of appropriate changes. In fact, the improvement is a continuous and systematic process.



Fig. 1. The quality cycle of the European Quality Assurance Reference Framework for VET.

The four phases of the model are described by the Recommendation through a list of criteria and quality descriptors, exemplifying the actions to be performed for each phase. These are very useful information because they give more substance to a model that might otherwise be perceived as mainly theoretical.



These indicative descriptors aim to support Member States, as they deem appropriate, when implementing the EQAVET Framework. As set out in the Recommendation this invitation is based on a toolbox approach which can support initial and/or continuing vocational training. Decisions on how to use the following information will depend on the characteristics of each Member State's system and how VET provision is organized.

In 2016 the EQAVET network developed an integration to the framework of the recommendation, introducing the so-called **EQAVET+ indicative descriptors**; these descriptors may be applied at all levels of VET provision and in a range of situations including work-based learning which involves the acquisition of knowledge and skills through carrying out and reflecting on tasks in a vocational context in the workplace or in a VET institution. They can also be applied to school based provision; apprenticeships, lifelong learning programmes, in-company training, and non-formal and informal learning. The list of indicative descriptors (just those addressed to VET providers) is presented in Annex 1, and it should be understood as a tool to guide the VET providers when implementing the activities connected to the new qualification.

In addition, the Recommendation proposes a set of **indicators** relating to different aspects of the training. The use of indicators is not compulsory, but it is a useful reference point to compare some strategic aspects of the educational process, such as the levels of participation, the educational success, the employment rate, the use of acquired skills, the inclusion for disadvantaged people, etc.

Indicators utilized to check the consistency with EQAVET

- Indicator 1. Relevance of quality assurance systems for VET providers
- Indicator 2. Investment in training of teachers and trainers
- Indicator 3. Participation rate in VET programmes
- Indicator 4. Completion rate in VET programmes
- Indicator 5. Placement rate in VET programmes
- Indicator 6. Utilisation of acquired skills at the workplace
- Indicator 7. Unemployment rate
- Indicator 8. Prevalence of vulnerable groups
- Indicator 9. Mechanisms to identify training needs in the labour market
- Indicator 10. Schemes used to promote better access to VET

The use of indicators for setting goals to be reached has many positive aspects. In particular, the following advantages can be listed:

- It obliges policy-makers to establish their goals and their priorities: sometimes the objectives of the political action are not expressed; the political action is just conceived as a process, and not as an activity aimed at achieving a result. But the use of the indicator forces the policy-maker to declare and make clear the objectives of its political action.
- It forces decision-makers to operationalize the objectives, so that they can be measured: often, even when goals are defined, they are general and do not give the opportunity to citizens to verify whether they have been achieved or not. The indicator consists of a precise and not general figure; this is useful for citizens and policy-makers.



- It allows comparison and benchmarking: the indicator allows to compare different situations identifying reference points which are set as goals to be achieved.
- It allows an impartial monitoring: the identification of precise reference parameters is able to prevent (or to reduce) the subjectivity of judgment.
- It allows to encourage those who achieve better results and to support those who have difficulty: the transparency ensured by the indicator allows to more easily identify the areas of excellence and the critical areas and to decide which are the most suitable policies to be implemented.
- It provides a solid starting point for the assessment. Without a quantitative base any assessment activity is at risk of subjectivity. It should be reminded that the assessment does not end with the quantitative analysis since it must always be integrated with a qualitative analysis.

There are many ways to use the indicators in public policy: for example they can be used for monitoring, for the comparison or for control.

Two approaches to their use can be identified: a “soft” approach, since its application is not preparatory to the adoption of particular initiatives, and a “rigid” approach, when the application of the indicator is preparatory to the intervention.

Examples of “soft” approach come from the use of the indicators:

- for internal monitoring of the processes launched;
- for comparison with other institutions, especially with those presenting similar characteristics;
- for the definition of the benchmarks, or reference points to be reached or to be taken as an example;
- for self-assessment.

It would be appropriate if during the policy-making process the indicators were used by integrating the two approaches: it is necessary to establish measurable goals which everyone can verify, with the awareness that the indicator is a tool and not an end, and that the complexity of the education system requires a great attention to the different contexts, avoiding improper comparisons between different individuals or organizations.

3. SELECTING EQAVET INDICATORS TO BE UTILISED BY ICARO PROJECT

According with the model and the tools proposed by the EQAVET recommendation, the development of the qualification of "construction site technician" will be integrated by guidelines which will help VET providers to assure the quality of the new qualification. The list of indicators is designed according to the VET providers who will introduce the new qualification, to ensure that the path of delivery of the qualification meets the criteria EQAVET Quality Assurance. In particular the ICARO project has proposed the following indicators to be utilized for checking the consistency of the new programme with EQAVET requirements:



Indicator 1: Relevance of quality assurance systems for VET providers

Operational definition:

- a) Share of providers applying internal quality assurance systems defined by law/at own initiative;
- b) Share of accredited VET providers.

Definition

Relevance of quality assurance systems for VET providers:

- a) Percentage of VET providers showing evidence of applying the EQAVET 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%.

Indicator 2: Investment in training of teachers and trainers

Operational definition:

- a) Share of teachers and trainers participating in further training;
- b) Amount of funds invested.

Definition

Investment in training of teachers and trainers:

- a) Percentage of teachers and trainers participating in accredited 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.

Indicator 3: Participation rate in VET programmes

Operational definition:

Number of participants in VET programmes (1), according to the type of programme and the individual criteria (2)

- **(1)** For Initial VET (IVET): a period of 6 weeks of training is needed before a learner is counted as a participant for LLL (Lifelong learning): percentage of population admitted to formal VET programmes.
- **(2)** Besides basic information on gender and age, other social criteria might be applied, e.g. early school leavers, highest educational achievement, migrant, handicapped persons, length of unemployment, etc.

Definition

- 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 VET (CVET) programmes (which lead to recognition).



Indicator 5: Placement rate in VET programmes

Operational definition:

- a) Destination of VET learners at designated point in time after completion of training, according to the type of programme and the individual criteria (1);
- b) Share of employed learners at designated point in time after completion of training, according to the type of programme and the individual criteria.

(1) For Initial VET: including information on the destination of dropout.

Definition

Placement rate in VET programmes:

- 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;
- b) Percentage of VET programme completers who are employed one year after the end of training.

Indicator 6: Utilisation of acquired skills at the workplace

Operational definition:

- a) Information on occupation obtained by individuals after completion of training, according to type of training and individual criteria;
- b) Satisfaction rate of individuals and employers with acquired skills/competences.

Definition

Utilisation of acquired skills at the workplace:

- a) Percentage of VET programme completers working in relevant occupations;
 - b1) 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;
 - b2) 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;
 - b3) Percentage of employers of a given sector who are satisfied with programme completers.

Indicator 9: Mechanisms to identify training needs in the labour market

Operational definition:

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

Definition

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 labor market.



Indicator 10: Schemes used to promote better access to VET

Operational definition:

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

Definition

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.

It could be appropriate to add to the seven indicators chosen in the initial phase another EQAVET indicator, **Indicator 4. Completion rate in VET programmes**. The purpose of collecting this information is to obtain basic information on educational achievements, calculating success rates, to support successful completion and adapted training provision. This information appears necessary, since Vet programmes are often abandoned by a substantial number of pupils: therefore it is important to monitor the evolution of this phenomenon in the new qualification.

Indicator 4: Completion rate in VET programmes

Operational definition:

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

Definition

Completion rate in VET programmes:

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



4. OPERATIONAL PROCEEDING OF THE INDICATORS TO BE USED BY ICARO VET PROVIDERS

The following box summarizes the main features and the operational proceedings of the indicators which will be used by the Vet providers introducing the new qualification:

- In the first column the eight indicators are presented (the numbers refer to the number of the same indicators in the EQAVET recommendation).
- The second column presents the rationale, which explains why it is important to collect the indicator.
- The third column explains how to create the indicator; it should be noted that indicator n.3 (Participation rate in VET programmes) is focused on the Vet provision launched by the project, Therefore the indicator will be created by calculating the percentage of pupils entering the new qualification on those entering VET programmes at post-secondary or tertiary level.
- The fourth column presents the criteria to say whether the result of the indicator may be considered positive or not. It should be nevertheless noted that, especially at the beginning of the new Vet provision, it is not possible to speak about failure or success, as the adoption of the indicators will be useful to monitor the progress of the activity.



INDICATOR	RATIONALE	HOW TO CREATE THE INDICATOR	SUCCESS CRITERIA (THRESHOLD OF ACCEPTABILITY)
<p>1) Share of providers applying internal quality assurance systems defined by law/at own initiative</p>	<p>The purpose of collecting this information is to promote a quality improvement culture at VET provider level, to increase the transparency of quality of training and to improve mutual trust on training provision; as well as to assure the real implementation at national/regional level.</p>	<p>The VET providers must show evidence of applying the EQAVET principles within a defined quality assurance system, as well as guaranteeing to have been activated all mechanisms needed to implement de new qualification at national/regional level.</p>	<p>All VET providers introducing the new qualification must respect this criterion and show evidence of applying the EQAVET principles within a defined quality assurance system; and show evidence of the request of implementation at national/regional level of the new qualification: therefore the threshold is set at 100%.</p>
<p>2) Investment in training of teachers and trainers</p>	<p>The investment in training of teachers and trainers is essential for making the trainers able to dominate their cultural and technological changes in that sector, so they are able to interact effectively and efficiently with the company and with labor policies (in particular in their organization and in the qualitative monitoring of the work-based learning).</p>	<p>This indicator will be created by calculating the percentage of teachers and trainers participating in accredited training programmes, on the total number of registered teachers and trainers.</p>	<p>All VET providers introducing the new qualification must respect this criterion: therefore the threshold is set at 100% of trainers participating in accredited training programmes for at least the minimum established by the rules of the country/region of origin.</p>



INDICATOR	RATIONALE	HOW TO CREATE THE INDICATOR	SUCCESS CRITERIA (THRESHOLD OF ACCEPTABILITY)
<p>3) Participation rate in VET programmes</p>	<p>The purpose of this indicator is to obtain basic information at system and provider levels on the attractiveness of the new qualification.</p>	<p>This indicator will be created by calculating the percentage of pupils entering the new qualification on those entering VET programmes at post-secondary or tertiary level (which lead to a formal qualification).</p>	<p>Since this is a new training programme, at the beginning each VET provider must set ¹the acceptability threshold regarding the participation in this programme. ²An increasing rate (from one year to another) of participation will be also an indicator of success.</p>
<p>4) Completion rate in VET programmes</p>	<p>The purpose of collecting this information is to obtain basic information on educational achievements, calculating success rates, to support successful completion and adapted training provision.</p>	<p>The number of pupils which successfully completed the new qualification programme, compared to the number of pupils beginning the programme 2 or 3 years before should be calculated.</p> <p>Need to consider vulnerable groups.</p>	<p>A 100% of pupils completing the qualification programme is the final objective but, considering the characteristic of the pupils attending VET, a percentage of 80%, including disadvantaged groups, could be satisfied.</p> <p>This indicator may be analysed also comparing different VET providers at regional or national level.</p>



INDICATOR	RATIONALE	HOW TO CREATE THE INDICATOR	SUCCESS CRITERIA (THRESHOLD OF ACCEPTABILITY)
<p>5) Placement rate in VET programmes</p>	<p>The purpose of collecting this information is to support employability, to improve responsiveness of the new qualification to the changing demands in the labour market and to support adapted training provision.</p>	<p>This indicator could be created by calculating the percentage of the new qualification programme completers who are placed in the labour market, within 12-36 months after the end of programme; the indicator should consider also pupils entering further education or training (including university) or other destinations. Data collection could also contain basic job features: full time–part time; permanent – temporary.</p>	<p>The placement rate is considerably affected by the conditions of local labour market. Therefore, instead of setting for everyone a standard criterion of success, it is advisable to compare the indicator with the average placement rate of other VET programmes completers in local labour market. ¹A higher placement rate will be considered an indicator of success. ²An increasing rate (from one year to another) of placement rate will be considered also an indicator of success.</p>
<p>6) Utilisation of acquired skills at the workplace</p>	<p>The purpose of collecting this information is to improve responsiveness of VET to changing demands in the labour market as well as to support adapted training provision, checking the consistency of the new qualification with the competences required for the relevant workplace.</p>	<p>This indicator may be collected through 3 different calculations. a) Percentage of VET programme completers working in relevant occupations; b) Percentage of employees of a given sector who, within a period of 12-36 months from completing the VET programme, consider their training relevant for their current occupation; c) Percentage of employers of the relevant sector who are satisfied with programme completers.</p>	<p>As the placement rate, also this indicator is very affected by the conditions of local labour market. Therefore, instead of setting for everybody a standard criterion of success, it is advisable to compare this indicator with other qualifications achieved in the local labour market. ¹A higher utilisation of acquired skills at the workplace will be an indicator of success. ²A growing rate of utilisation of acquired skills at the workplace (from one year to another) will be considered also an indicator of success</p>



INDICATOR	RATIONALE	HOW TO CREATE THE INDICATOR	SUCCESS CRITERIA (THRESHOLD OF ACCEPTABILITY)
<p>9) Mechanisms to identify training needs in the labour market</p>	<p>The purpose of collecting this information is to improve responsiveness of VET to changing demands in the labour market focusing the attention at system and VET providers level on the need to continually monitor the needs of the labor market, so as to set up a training activity in line with the demands.</p>	<p>This is a qualitative indicator. It can be created by collecting information on mechanisms set up by the VET providers releasing the new qualification to identify changing demands at different levels. VET providers must show evidence of the effectiveness of these mechanisms.</p>	<p>As indicator n. 1, all Vet providers introducing the new qualification must respect this criterion: therefore the acceptability threshold is set at 100%</p>
<p>10) Schemes used to promote better access to VET</p>	<p>The purpose of collecting this information is to promote access to VET, including for disadvantaged groups, and to support adapted training provision.</p>	<p>This is a qualitative indicator. It can be created by collecting information on schemes used by the Vet providers releasing the new qualification to promote better access to the programme. VET providers must show evidence of the effectiveness of them.</p>	<p>As indicator n. 1, all VET providers introducing the new qualification must respect this criterion: therefore the acceptability threshold is set at 100%.</p>



5. REFERENCES

Recommendation of the European Parliament and of the Council of 18 June 2009 on the establishment of a European Quality Assurance Reference Framework for Vocational Education and Training: <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A32009H0708%2801%29>

The European Quality Assurance Reference Framework for VET – Training material for national reference points. EQAVET Secretariat: <https://www.eqavet.eu/Eqavet2017/media/Documents/Booklet-training-activities-PDF-file.pdf>

EQAVET Work Programme 2018-2019: <https://www.eqavet.eu/Eqavet2017/media/publications/EQAVET-Work-Programme-2018-2019-FINAL.pdf?ext=.pdf>

VET providers' self-monitoring by using the EQAVET toolbox of indicators (A Guide for National Reference Points): <https://www.eqavet.eu/Eqavet2017/media/Documents/GUIDE-VET-providers-self-monitoring-by-using-the-EQAVET-toolbox-of-indicators.pdf>

ANNEX 1-THE EUROPEAN QUALITY ASSURANCE REFERENCE FRAMEWORK: QUALITY CRITERIA AND INDICATIVE EQAVET DESCRIPTORS

Quality Criteria	Indicative descriptors at VET-provider level
<p>Planning reflects a strategic vision shared by the relevant stakeholders and includes explicit goals/objectives, actions and indicators</p>	<ul style="list-style-type: none"> • European, national and regional VET policy goals/objectives are reflected in the local targets set by the VET providers. • 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. • Responsibilities in quality management and development have been explicitly allocated. • There is an early involvement of staff in planning, including with regard to quality development. • Providers plan cooperative initiatives with other VET providers and all other relevant stakeholders. • The relevant stakeholders participate in the process of analysing local needs. • VET providers have an explicit and transparent quality assurance system in place.
<p>Implementation plans are devised in consultation with stakeholders and include explicit principles</p>	<ul style="list-style-type: none"> • Resources are appropriately internally aligned/ assigned with a view to achieving the targets set in the implementation plans. • Relevant and inclusive partnerships including those between teachers and trainers, are explicitly supported to implement the actions planned. • The strategic plan for staff competence development specifies the need for training for teachers and trainers. • Staff undertake regular training and develop cooperation with relevant external stakeholders to support capacity building and quality improvement, and to enhance performance. • 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.
<p>Evaluation of outcomes and processes is regularly carried out and supported by measurement</p>	<ul style="list-style-type: none"> • Self-assessment/self-evaluation is periodically carried out under national and regional regulations/frameworks or at the initiative of VET providers. • Evaluation and review covers processes and results/outcomes of education including the assessment of learner satisfaction as well as staff performance and satisfaction. • Evaluation and review includes the collection and use of data, and adequate and effective mechanisms to involve internal and external stakeholders. • Early warning systems are implemented.
<p>Review</p>	<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. • Information on the outcomes of the review is widely and publicly available. • 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. • Results/outcomes of the evaluation process are discussed with relevant stakeholders and appropriate action plans are put in place.

D4.2. EQAVET QUALITY ASSURANCE IN ICARO SCHEME 1: COLLECTING AND USING DATA

Collecting data on the EQAVET indicators can offer VET providers credible, compelling information when communicating with key stakeholders in order to support policies, programmes or initiatives. This activity presents a series of questions which are meant to help VET providers to identify the main issues and key steps in collecting data. **Please, take into account that it is only an indicative checklist, which is not mandatory to respect point by point.** The key is to get the raw data, to analyse, use and store them, so that you will be able to ensure that the data are of high quality.

Consider the following questions for designing a data-collection plan:

PROCESS	QUESTIONS YOU NEED TO ASK	CHECK LIST
1. DATA GATHERING	Where will the data be collected from?	
	How will the data be collected?	
	At what point in time will data collection begin?	
	How often will the data be collected?	
	What will be the cost of collecting the data?	
	Who will collect the data?	
2. DATA STORAGE	What type of data storage system will we use?	
	How will we set it up?	
	What possible IT solutions are available?	
	How best can we meet stakeholder needs and benefit learners /trainees?	
	Will the system contain data that span many years or will it only contain recent data?	
	Will the system help stakeholders maximize the usefulness of the information?	
3. DATA ANALYSIS	What type of data analysis will be used?	
	Who will analyse the collected data?	
	How will actual data be compared with past performance data and the relevant benchmarks?	
4. DATA USE	Who will report the information?	
	To whom will the information be reported?	
	Who will use the information?	

EQAVET INDICATORS	Where will the data be collected from?	How will the data be collected?	Starting point and frequency of data collection?	What will be the cost of collecting the data?	Who will collect the data?	What type of data analysis will be used?	Who will analyse the data?	Who will report the information and to whom?	Who will use the information?
Indicator 1 Relevance of quality assurance systems for VET providers									
Indicator 2 Investment in training of teachers and trainers									
Indicator 3 Participation rate in VET programmes									
Indicator 4 Completion rate in VET programmes									
Indicator 5 Placement rate in VET programmes									
Indicator 6 Utilisation of acquired skills at the workplace									
Indicator 9 Mechanisms to identify training needs in the labour market									
Indicator 10 Schemes used to promote better access to VET									

D4.2. EQAVET QUALITY ASSURANCE IN ICARO

SCHEME 2. COLLECTING DATA

Name of the VET provider introducing the new qualification: _____

Country: _____ Date: ____ / ____ / ____

EQAVET Indicator	Definition/Objective	Measurement method	Frequency	Success criteria	VET provider feedback Achieved value
Indicator 1 Share of providers applying internal quality assurance systems defined by law/at own initiative	The purpose of collecting this information is to promote a quality improvement culture at VET provider level, to increase the transparency of quality of training and to improve mutual trust on training provision; as well as to assure the real implementation at national/regional level.	a) Percentage of VET providers applying the EQAVET principles within a defined quality assurance system, on the total of VET providers introducing the new qualification. Show evidences (Certification, Quality planning, Quality assurance Quality control, Continuous improvement...) b) Percentage of VET providers having been activated all mechanisms needed to implement the new qualification at national/regional level, on the total of VET providers introducing the new qualification. Show evidences.	Annual	100% of VET providers	% VET providers applying quality assurance systems: _____
					% VET providers having activated mechanisms to implement the new qualification: _____
Indicator 2 Investment in training of teachers and trainers	The investment in training of teachers and trainers is essential for making the trainers able to dominate their cultural and technological changes in that sector, so they are able to interact effectively and efficiently with the company and with labour policies (in particular in their organization and in the qualitative monitoring of the work-based learning)	Percentage of teachers and trainers participating in accredited training programmes, for at least the minimum established by the rules of the country/region of origin, on the total number of registered teachers and trainers.	Annual	100% of trainers	% teachers/trainers in programmes: _____
Indicator 3 Participation rate in VET programmes	The purpose of this indicator is to obtain basic information at system and provider levels on the attractiveness of the new qualification.	Percentage of pupils/trainees entering the new qualification on those entering VET programmes at post-secondary or tertiary level (which lead to a formal qualification)	Annual	Increasing rate of participation from one year to another	% pupils/trainees entering new qualification: _____

EQAVET Indicator	Definition	Would the VET provider...	Frequency	Success criteria	VET provider feedback Achieved value
Indicator 4 Completion rate in VET programmes	The purpose of collecting this information is to obtain basic information on educational achievements, calculating success rates, to support successful completion and adapted training provision.	Number of pupils/trainees which successfully completed the new qualification programme, compared to the number of pupils/trainees beginning the programme 2/3 years before. Need to consider vulnerable groups.	Annual	80% pupils completing the qualification programme	% of pupils/trainees completed new qualification: _____
Indicator 5 Placement rate in VET programmes	The purpose of collecting this information is to support employability, to improve responsiveness of the new qualification to the changing demands in the labour market and to support adapted training provision.	a) Percentage of the new qualification programme completers who are placed in the labour market, within 12-36 months after the end of programme. Data collection could also contain basic job features: full time –part time; permanent – temporary. b) Pupils acceding to further education or training (including university) or other destination.	Annual	Increasing rate of placement from one year to another	Total% placed in companies: _____ Full time: _____ Part time: _____ Permanent: _____ Temporary: _____
			Annual		% pupils/trainees to further education: _____

EQAVET Indicator	Definition	Would the VET provider...	Frequency	Success criteria	VET provider feedback...
Indicator 6 Utilisation of acquired skills at the workplace	The purpose of collecting this information is to improve responsiveness of VET to changing demands in the labour market as well as to support adapted training provision, checking the consistency of the new qualification with the competences required for the relevant workplace.	<p>a) Percentage of VET programme completers working in relevant occupations;</p> <p>b) 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>c) Percentage of employers of the relevant sector who are satisfied with programme completers.</p>	Annual	Growing rate of utilisation of acquired skills at the workplace (from one year to another)	<p>% completers working: _____</p> <p>% employees having completed the VET programme finding relevant their training for its occupation: _____</p> <p>Satisfaction level of employers: 5. Very satisfied 4. Somewhat satisfied 3. Neither satisfied nor dissatisfied 2. Dissatisfied 1. Very dissatisfied</p>
Indicator 9 Mechanisms to identify training needs in the labour market	The purpose of collecting this information is to improve responsiveness of VET to changing demands in the labour market focusing the attention at system and VET providers' level on the need to continually monitor the needs of the labour market, so as to set up a training activity in line with the demands.	Mechanisms set up by the Vet providers releasing the new qualification to identify changing demands at different levels. VET providers must show evidence of the effectiveness of this mechanisms.	Annual	100% of VET providers	Mechanisms set up by VET providers to identify changing demands listed below:
Indicator 10 Schemes used to promote better access to VET	The purpose of collecting this information is to promote access to VET, including for disadvantaged groups, and to support adapted training provision.	Schemes used by the Vet providers releasing the new qualification to promote better access to the programme. VET providers must show evidence of the effectiveness of this mechanisms.	Annual	100% of VET providers	<p>Schemes used by the VET providers to promote the programme listed below:</p> <ul style="list-style-type: none"> - Included in training offer - Dissemination campaigns - Social networks - Others