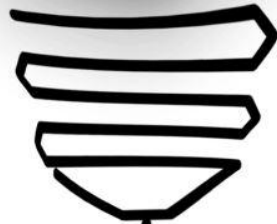




EQAVET  
FRAMEWOR  
K

Intensive  
Course

keeping  
employees  
on board





What can we learn from the EQAVET Framework for the development of our train the trainer trajectories on the 21st century skills at the workplace?

- learning material will be uploaded into the online toolbox
- we translate the learning material into Dutch, German, Slovak





- What
- Why
- Vocational Education and Training (VET) in Employment
  - Supporting quality assurance in work-based learning
    - Building blocks for work-based learning
- Evaluation and Quality Improvement Culture
- EQAVET building blocks : checklist

# Intensive Course



# European Quality Assurance Reference Framework

- designed to promote better vocational education and training by providing authorities with common tools for the management of quality
- forms part of a series of European initiatives which aim is to recognise qualifications and competences received by learners across different countries or learning environments, thereby promoting modernisation, mutual trust and mobility in vocational education and training (VET)
- developed by Member States in cooperation with the European Commission
- adopted by the European Parliament and the Council
- a key element in the follow-up of the Copenhagen Declaration and the ongoing work in renewing Europe's education and training systems
- adoption and implementation of the Framework in the participating countries is voluntary





- Tools, methodologies, insights, courses, trajectories,... All that we develop during this project, needs to be as ready as it can be for dissemination and replication
  - In other EU countries
  - Into certified vocational training schemes within the countries of participating organizations
  - In other projects
- We want to make sure that we have a high standard for the intellectual output that we produce.
  - This course on EQAVET together with the intensive course on 'Course Design and Course Built' from Future Learn, will support a high quality standard

# Why?

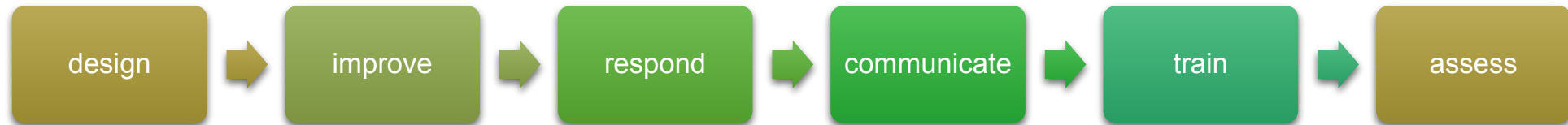


# Vocational Education & Training in Employment

- Supporting Quality Assurance in work-based learning



Building Blocks for Work-based learning



Work with  
partner  
organisations to  
ensure the  
relevance of  
learners' training  
during periods of  
work-based  
learning

Key Questions - have you decided:

- which organisations to work with in order to provide high quality training?
- which courses/qualifications should learners follow?

design

# Key issues

- The quality of work-based learning can be enhanced if quality assurance is considered **during the planning phase**. In some situations, this can be part of a **formal arrangement** between partner organisations.
- It is important to ensure each partner organisation links the content of their training to the learner's qualification.
- Quality assurance is strengthened if each partner organisation has an opportunity to evaluate and review their working relationship.





Agree with  
partner  
organisations  
when the quality  
of training will be  
monitored and  
how  
improvements  
will be made.

**Key Questions** – is there an agreement  
on:

- how organisation(s) should take responsibility for monitoring quality?
- when and how improvements will be made?

improve

# Key issues

- The quality of training is improved when it is monitored and reviewed on **an on-going basis** (not only when the learners have finished their course or qualification).
- **Identifying staff** with responsibility for quality assurance can be a core part of an improvement plan.





Continue to be  
aware of the  
specific needs of  
learners  
throughout their  
work-based  
learning

**Key Questions** –have you decided:

- how to respond to learners' on-going or emerging training needs?
- how to fix any problem experienced by a learner?

respond

# Key issues

- Learners are more confident and feel more secure when there is **a named member of staff to support them** during work-based learning.
- Quality is enhanced when VET schools **keep in touch** with learners during periods of work-based learning (and employers keep in touch with learners when they attend a VET school).
- Quality is strengthened when learners are given the time and opportunity to provide **feedback** on their experiences, training and learning.





Ensure learners  
and partner  
organisations  
are kept well  
informed and  
receive frequent  
updates on all  
aspects of  
training.

Key Questions –have you agreed:

- the ways in which organisations involved in the training will **communicate**?
- how each partner involved in the training keeps **in touch with each other and the learners**?

communicate

# Key issues

- Communication between partner organisations is **one of the most important aspects** of work-based learning.
- The quality of training is enhanced when partner organisations work on the basis of '**no surprises**'.
- Learners should be as well informed as the organisations that are managing their learning.





Ensure staff are  
well prepared for  
their training role  
which includes  
quality  
assurance

## Key Questions –have you agreed:

- how all staff will be made **aware** of how quality is assured?
- **which staff** will need training in relation to quality assurance?

train

# Key issues

- Quality is improved when all members of staff know that training is **evaluated and reviewed** regularly
- **Identifying** those with responsibility for quality assurance helps – but it is not enough. Quality assurance should be seen as a **shared responsibility**.
- Staff training should include **guidance** on how to manage a quality assurance process.





Work with partner organisations to review the work based training programme, assess and certify individual learner's achievement, where appropriate.

**Key Questions** –is there an agreement on:

- what type of assessment will be completed **by the learner?**
- who will assess each learner – and **has the learner been informed?**
- what a learner has to demonstrate to “pass” or complete the training?

assess

# Key issues

- Views on an individual learner's achievement can vary – quality is improved when there is **an agreed process** for resolving any differences before they occur.
- The quality of the learner's experiences and the accuracy and validity of their assessment is strengthened when there is **a clear statement of which learning outcomes, standards or competences need to be demonstrated.**
- The quality of work-based learning can be enhanced if quality assurance is considered during the planning phase. In some situations, this can be part of **a formal arrangement** between partner organisations.





We can apply the four steps of quality assurance monitoring that are prescribed by EQAVET:

**Step 1:** organising your own monitoring process by focusing on the goals of VET provision

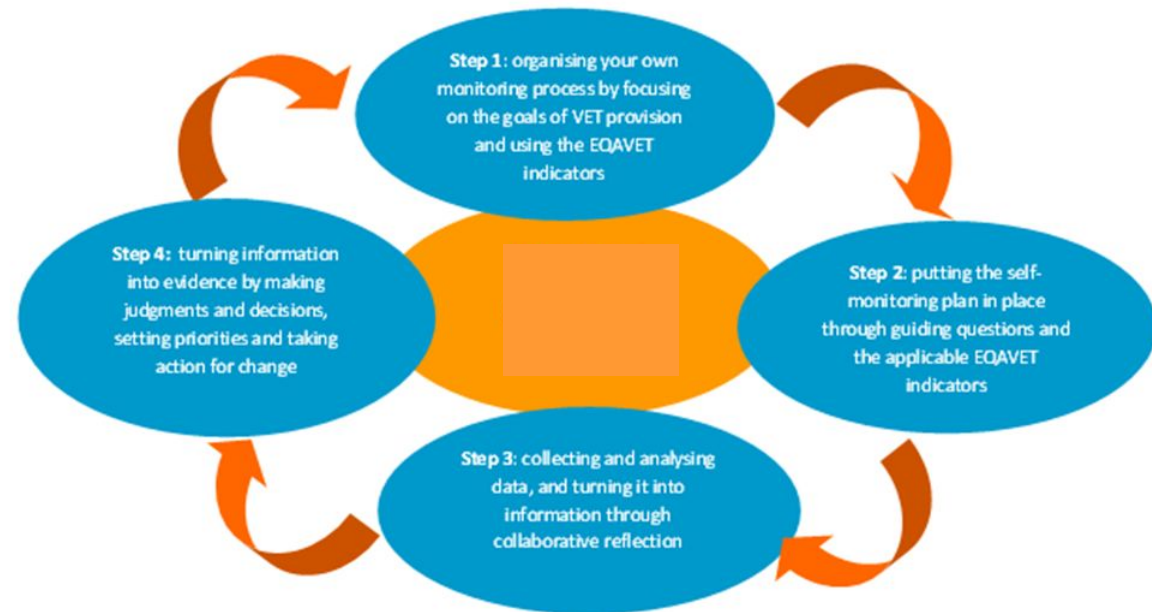
**Step 2:** putting self-monitoring in place through guiding questions

**Step 3:** collecting and analysing data, and turning it into information through collaborative reflection

**Step 4:** Turning information into evidence by making judgements and decisions, setting priorities and taking action for change

# Evaluation and Quality Improvement Culture

keeping track of learner data gives us the opportunity to compare between the trajectories in Belgium, the Netherlands, Austria and Slovakia





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?	

# Building blocks : checklist

## 1. Design

	Which organizations?
	Which skills?
	Formal arrangement?
	Quality assurance included in formal agreement?
	Can learners review the process?

## 2. Improve

	Who is responsible for monitoring quality?
	Improvements: when and how?
	Reviewing on an ongoing basis?
	Identify staff for quality assurance?
	Clear expectations in formal agreement?

## 3. Respond

	How to respond to needs on-the-go?
	How to fix any problem experienced by learner?
	Indicate a number of staff support?
	How do you keep in touch with learners during work-based learning?
	How can learners and employers provide their feedback?

## 4. Communicate

	How will we communicate with involved organizations?
	How learners in connection with each other?
	Any surprises?
	Learners equally informed as organizations?
	IT system?

## 5. Train

	Staff aware of quality assurance? How?
	Which staff needs training in quality assurance?
	Quality assurance as shared responsibility?
	Guidance for quality assurance?
	Stakeholders involved in assessment?

## 6. Assess

	What type of assessment by learner?
	Who assesses learner? And is learner informed?
	When is the training complete?
	Is there an agreed process for resolving differences before they occur?
	Clear statement in formal agreement?



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What can we learn from the EQAVET Framework for the development of our train the trainer trajectories on the 21st century skills at the workplace?

- Building blocks
- Data collection
- Formal agreement
  - By next steering group meeting?

