



*European Quality Assurance Reference Framework for
Vocational Education and Training*



European Credit system for Vocational Education and Training

Moving from Principles to Implementation Launching Conference

Brussels 17-18 November 2009

EQARF Workshops
Name: Maria Emília Galvão
Organisation: ENQA-VET

EQARF Workshop C: The challenge of measuring quality of VET

**Two complementary ENQA-VET activities :
the work of the Thematic Group on
Indicators(TGI) and the Study on the set of
indicators proposed in the EQARF**

TGI: mandate and objectives

- **TGI mandate and objectives for the period 2008/09**
- ✓ **Mandate** : a reflection on the feasibility of the indicators [...]; [...] an examination of the feasibility of the longer standing VET related indicators developed by SGIB.
- ✓ **Objective**: to arrive by July 2009 at a clear understanding of concepts/ terms used and at a shared/joint definition of each of the ten indicators.



ENQA-VET

European Network for Quality Assurance
in Vocational Education and Training

Methodology adopted by the Study: main features

- **Scope and methodology of the Study**
 - ✓ Description of the current situation regarding the use of VET quality assurance indicators in EU Member States; assessment of the impact on the use and future development of the EQARF indicators.
 - ✓ Survey in selected EU member states to provide insights into specific aspects; case studies to illustrate a range of current situations in detail.

Methodology adopted by the TGI: a consensus-building process

- **Four working phases:** uncovering meanings, paving the way towards consensus, refining the indicators' definitions and **delivering results, i.e. offering a definition for each one of the ten EQARF indicators**
- **Regular meetings** of the TGI to support coherence to the work developed at a distance
- **Strategy meetings** of Thematic Group chairs and experts with the ENQA-VET Board Chair, Vice- Chair and Director to ensure policy relevance



ENQA-VET

European Network for Quality Assurance
in Vocational Education and Training

Main conventions used to describe the EQARF indicators

- **Indicator name:** identifies the primary indicator name used in the EQARF Recommendation
- **Definition:** describes/defines the indicator and may include a proposal for a **supplementary indicator**
- **Requirements:** provides suggestions for the appropriate use of the indicator
- **Recommendation:** introduces specific issues to be considered when implementing the indicator



Illustration of a definition

Indicator n° 2

Investment in training of teachers and trainers:

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



ENQA-VET

European Network for Quality Assurance
in Vocational Education and Training

Illustration of a definition (cont.)

Definition

- **Investment in training of teachers and trainers:**
 - a) Percentage of teachers and trainers participating in 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.



ENQA-VET

European Network for Quality Assurance
in Vocational Education and Training

Illustration of a definition (cont.)

- **Proposed Supplementary Indicator:**
Percentage of total education expenditure.
- **Requirements**
 - a) **Share of teachers and trainers participating in further training:**
 - **Universe of teachers and trainers:** registered teachers and trainers participating in any formally recognized in-service training programme, which may include the recognition of non- formal learning;



ENQA-VET

European Network for Quality Assurance
in Vocational Education and Training

Illustration of a definition (cont.)

- **Type of programme:** programmes which allow accumulation of a minimum number of credits or hours accepted at national, regional or local level will be taken into account;
- **Scope:** national, regional or sector levels, IVET and CVET, public and private, excluding informal but integrating non formal VET – recognition of prior experience;



Illustration of a definition (cont.)

- **Coverage:** registered, accredited or certified teachers and trainers (for in-service training programmes).

b) Amount of funds invested:

- **Scope:** national, regional, or sector levels, IVET and CVET, public and private, excluding informal but integrating non formal VET, recognition of prior experience;
- **Coverage:** formally recognized in-service training programmes, i.e. accredited or certified programmes that may include the recognition of non-formal learning



Illustration of a definition (cont.)

- **Amount of investment:** Annual total expenditure per number of trained teachers and trainers.
- **Recommendation:** Impact analysis of teachers' and trainers' participation in in- service training programmes on the quality of the teaching and learning process

Main findings of the Study on the EQARF indicators

- **Broad agreement** on the relevance and importance of the EQARF indicators, particularly indicators 3-5. Opinions were most varied about indicator 10
- **Most feasible** EQARF indicators appear to be n° 3, 4 and 7, while the **least feasible ones** seem to be indicators n° 6, 9 and 10
- **Data collection** may be one of the main issues in implementing some of the EQARF indicators



Main findings of the Study on the EQARF indicators (cont.)

- **Potential barriers** : “misfit” between EU Member State priorities and those at European level; possible administrative, financial and operational burden in data collection; lack of awareness of the EQARF indicators among non- ministry/national agencies stakeholders

Main findings of the Study on the EQARF indicators (cont.)

- **Increased use** of quality assurance indicators by Member States
- **Use of alternative indicators:** those based on the principles of the EQARF indicators (using different calculations); those based on national conditions

Implementation process: issues to be addressed pro-actively

- Approach the use of indicators as an **iterative** process
- Promote the **active ownership** of the indicators
- **Bridge the gap** between measurement, understanding and improvement
- **Use the right** indicator, at the right time, in the right context



Avoid the “**balloon effect**”

ENQA-VET

European Network for Quality Assurance
in Vocational Education and Training

Implementation process: issues to be addressed pro-actively (cont.)

- Consider **the context** and make it **explicit**
- **Appraise the quality** of the available data
- Demonstrate that the risk of not changing **outweighs** the risk of changing
- Make **tradeoffs**, if necessary, without compromising an indicator's feasibility
- Avoid the “**backlash effect**” of unintended consequences



Main Recommendations on the implementation of the EQARF indicators

- **At European level**

- ✓ Organically integrate the set of ten indicators into the E&T2010 and ET2020 work programmes
- ✓ Further strengthen synergies between ENQA-VET/ future Network and SGBI
- ✓ Continuation of ENQA-VET/ Network model as a privileged platform to support and further develop the use of the EQARF



Main Recommendations on the implementation of the EQARF indicators

- **At Member State level**
 - ✓ Design and implement a good communication plan
 - ✓ Quality Assurance National Reference Points (QANRPs) to act as key facilitators
 - ✓ Include relevant stakeholders in discussion on the use of EQARF indicators and further development



ENQA-VET

European Network for Quality Assurance
in Vocational Education and Training

Implementation challenges: what next?

1. What implications do stakeholders' expectations(and the contexts in which VET operates) have for any national approach to the implementation of the EQARF indicators?
2. Is a “one size fits all” approach sufficient? Should any approach to implement the EQARF indicators target particular groups? If so, who and how?



Implementation challenges: what next? (cont.)

3. How to build up ownership with those who are responsible for implementing the EQARF indicators and will be crucial to making and sustaining any subsequent improvements to the system?

Quoting *Alice in the Wonderland*...

‘Would you tell me, please, which way I ought to go from here?’

‘That depends a good deal on where you want to get to,’ said the Cat.

‘ I don’t much care where---’ said Alice.

‘ Then it doesn’t matter which way you go,’ said the Cat.

‘---so long as I get *somewhere*,’ Alice added as an explanation.

‘Oh, you’re sure to do that,’ said the Cat, ‘ if you only walk long enough’.



ENQA-VET

European Network for Quality Assurance
in Vocational Education and Training