



*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

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EQARF Workshops

Name: Darko Mali

Organisation: National Institute for VET
(Slovenia)

EQARF Workshop C:
The challenge of measuring quality of VET

DEVELOPING QUALITY IN VET
WITH INDICATORS –
SLOVENIAN EXPERIENCE

Quality rules in Slovenia

Schools must have a system of quality assurance management system (according to EQARF)

Schools must have a “quality group” composed by teachers, students, companies representatives, parents

Schools must annually present “quality report” on website (based on self-evaluation)

Quality indicators must be defined and monitored

National institute for VET (CPI) is responsible for monitoring and reporting

Quality indicators in Slovenia

1. share of schools applying internal quality assurance system (*input indicator*)
2. share of teachers with suitable formal qualifications (*input indicator*)
3. resources dedicated to staff development (*input i.*)
4. completion rate and time (*output indicator*)
5. success of pupils in final examination (*output i.*)
6. placements in working life and transitions to higher education (*outcome indicator*)
7. share of means that schools gains with training for employees in companies (*process indicator*)

Advantages of using indicators

Using the indicators

- the monitoring on annual basis become more systematic,
- data are using for evaluation,
- quality assessment have a better foundation.

The indicators for schools are becoming a challenge, and thus encourage them to develop new solutions.

EQARF: promoting quality through cooperation

»The framework should be a basis
for further development through cooperation
at European, national, regional and local levels.«

**Whether this “principle of cooperation” can be a good
reason for using common indicators?**

**Can using the indicators provide trust between
stakeholders in situation of granting schools
greater autonomy in adapting curricula to local
needs?**

Cooperation through the use of indicators

Not just at European but also at national level.

Most of EQARF indicators are directed to the input and output/ outcome dimensions...

... we plan to combine them with some more process dimensions...

... to analyse systematically the process' development at schools level.

In this way schools' quality reports become complementary to national indicators.

More process indicators for better use of indicators

1. share of schools applying internal quality assurance system (*input indicator*)
 - + cooperation of stakeholders in quality assurance in assessment
 - + measures make by “quality group” and other school groups
 - + peer reviews and external reviews

More process indicators for better use of indicators

2. share of teachers with suitable formal qualifications (*input indicator*)
 3. resources dedicated to staff development (*input i.*)
- + number of students per teacher
 - + objectives and measures for improvement of teachers' structure
 - + in-service teacher training
 - + quality management training

Conclusions and some challenges

Proposed EQARF indicators are useful for the debate at national level

More process indicators at national/ school level: to have better insight into the development

How to use data:

- How to prepare useful report (we can not display the data for each school)**
- How to provide some feed-back system for schools?**

How to promote quality (quality award...)?