



*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 Workshop B

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**EQARF Workshop B:  
Implementation steps of EQARF, what does it  
mean for VET providers?**

**Towards a culture of learning**

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- The EQARF-Recommendation is addressed to Member States
- but
- Quality is delivered mainly by the VET Providers:
- How can VET providers make the EQARF work?

## Indicative descriptors for VET providers according to the Recommendation

- European, national and regional VET policy objectives are reflected in the targets set by the providers
- A quality assurance system is in place
- Responsibilities in quality management are allocated
- Staff and stakeholders are involved in planning
- Early warning systems are implemented
- Staff undertake regular training
- Self-assessment is periodically carried out

Quality indicators focussed on output and outcome

- Participation rates, according to individual criteria
- Graduation rates, drop-out rates
- Destination: Placement rates in employment, transfer rates to further training and to higher education
- Satisfaction with training (learners and their employers)

## A monitoring and evaluation culture

- Objectives, targets and indicators are clearly defined...
- ... and monitored with appropriate instruments
- Methodologies for coherent data collection are in place
- Achievement of results and outcomes are assessed ...
- ... and evaluated including the relevant stakeholders
- A combination of internal and external evaluation is applied

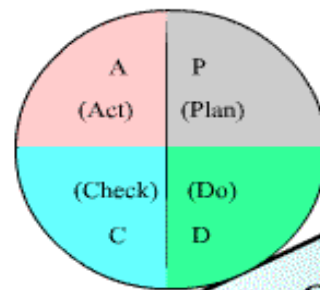
## An improvement culture

- Monitoring and evaluation feedback is used to inform further actions
- Consultation with internal and external stakeholders on change and further development is put in place
- Action plans for improvement are devised
- ... and implemented
- The PDCA-cycle is moving.

Moving the full quality cycle - a Sisyphean task?

### The Deming (PDCA) Cycle

- ▶ play
- stop
- ▶▶ step
- ◀ rew



## The providers' perspective

- Improvement is not a one-way road
- Quality needs room for experimentation and innovation
- Quality needs self-motivated people with widely shared common objectives
- Quality needs room for shaping own quality objectives
- Quality improvement faces individual and organisational resistance
- Quality improvement needs management of conflicts

## Partnership and new governance

- From external control to dialogue with VET providers
- From accreditation of minimum standards to provision of advice and support of improvement capacities
- Focus on quality improvement plans
- Creation of incentives schemes for good quality
- Encourage creativity and innovation

## A culture of learning

- Focus on the learning needs of users
- Focus on the learning needs of teachers and trainers
- Strengthen the quality of internal quality management systems
- Strengthen the links between quality management and the learning process

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**ECVET** *European Credit system for Vocational Education and Training*

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