Supporting the implementation of the European Quality Assurance Reference Framework

Results of the EQAVET Secretariat Survey 2022

Date: 03/05/2023

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Executive summary

Introduction

This report presents the findings of the 2022 survey of the European Quality Assurance in Vocational Education and Training (EQAVET) National Reference Points (NRPs). The survey is carried out on a regular basis to collect information on the multi-annual trends in the implementation of EQAVET Framework. This specifically includes:

❖ Progress with the implementation of the (updated) EQAVET Framework among the EQAVET NRPs.

❖ Developments in strategic priorities and operational improvements.

❖ Key reforms undertaken and planned within the key thematic framework strands at the national level.

The survey collects information from all EU27 countries (including separate responses from Belgium-fr and Belgium-nl); four EFTA countries (Norway, Liechtenstein, Switzerland, Iceland); and seven of the EU Candidate Countries or Potential Candidates (Albania, Turkey, Serbia, Montenegro, North Macedonia, Bosnia and Herzegovina and Kosovo).

The survey received 34 responses, including 26 respondents from 25 EU27 countries, two EFTA countries (Norway and Iceland) and six of the EU Candidate Countries or Potential Candidates. When EU27 countries had not responded to a particular survey question, the findings from the previous survey in 2018 were used instead or, if possible, information from the most recent EQAVET country factsheets[1].

Key findings

Use of EQAVET in VET Quality Assurance

The EQAVET framework continues to be commonly used in national QA systems. Most countries (28) have national QA systems which incorporate the EQAVET quality cycle, while over half (63%) use EQAVET indicative descriptors and around two-thirds use EQAVET indicators. Among EU27 countries, 24 of the 28 countries use the EQAVET quality cycle, 19 use EQAVET indicative descriptors and 21 use EQAVET indicators.

The use of the EQAVET framework has not changed significantly since the 2018. This suggests that after the rapid expansion in the use of the EQAVET framework between 2013-2018, the rate of expansion has slowed. This is perhaps unsurprising, as over 10 years since the introduction of the recommendation it is likely that those countries that had an interest and willingness to incorporate EQAVET indicators into their QA systems have already done so, and other countries are using the EQAVET indicators at the level they feel is necessary.

However, there has been an increase in the coverage of the national QA systems used by EU27 countries since 2018. While PL now has a system for not only IVET, but both IVET and associated work-based learning, two countries (EL, HU) now also have a system for CVET and associated work-based learning (rather than CVET only). Additionally, two new countries reported having a national approach which applies to IVET (ME, RO) and three new countries (EI, PL, SI) reported having a national approach which applies to CVET and associated work-based learning.

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[1] Available at: https://ec.europa.eu/social/main.jsp?catId=1571&langId=en

In addition, the use of a common QA approach at provider-level that used the EQAVET framework has increased. All but one respondent country (except BE (fr)), have a common approach to provider-level QA. This is an increase from 2018 when four EU27 countries did not have a common approach to provider-level QA.

The use of stakeholders in QA systems are relatively common across system-level and provider-level QA. The most commonly involved stakeholders are providers and employers. The least commonly involved are Higher Education Institutions.

Quality Standards for VET and Learning Outcomes

The use of quality standards for VET is relatively common, with around three-quarters of countries having quality standards and procedures for accrediting providers and around half of countries have an external review system in place for IVET and CVET. The use of quality standards and provider accreditation has remained largely the same since 2018. The number of countries with external review systems in place has however declined, with some countries (CZ, LT, ES, DK) only having system in place for one VET area (IVET or CVET) rather than both, or are using other approaches.

There are a broad range of quality standards that are used in the certification process. All of the six standards explored in the survey are used by over half of the countries that responded to the survey. For IVET, the most commonly used standards in the certification process were education standards, followed by assessment standards. For CVET, occupational standards were used as commonly as educational standards in the certification process. In nearly all cases these were built on learning outcomes.

EQAVET National Reference Points

Most (32) countries have National Reference points, with the only exceptions being the non-EU27 countries BA, IS, MK, and the XK. Two of these are currently establishing a National Reference point. The National Referencing Points are most commonly from agencies funded by a Ministry or Ministries or a part of a Ministry. Only three (NL, IT) are currently independent of a Ministry.

The most common responsibilities of NRPs were to undertake European networking for QA and reporting, providing an updated description of the national QA arrangements based on the EQAVET Framework, and in leading developments to implement and further develop the EQAVET framework. Few NRPs are involved in EU level peer reviews of QA to enhance the transparency and consistency of QA arrangements. This is however unsurprising as this component of EQAVET is relatively new as it stemmed from the 2020 VET Recommendation.

The National Reference Points provide good coverage of IVET and CVET. However, less than two thirds cover Adult Education, privately funded organisations, or other public funded courses, and less than a third cover non-formal or informal learning. This has not changed significantly since 2018.

Indicative descriptors

At a system, EQAVET indicative descriptors are far more commonly used in the planning and implementation stage than in review and evaluation. It is also more commonly used in IVET than CVET.

In IVET, the individual indicative descriptors for planning were always used by an average of 61% of countries. For implementation, 58% of responding countries always used each of the EQAVET indicative descriptors and for the review and evaluation phase it was always used by less than half of countries. In CVET, individual planning descriptors were

used by an average of 51% of countries, implementation indicators were used by 44% of countries, while for the evaluation phase they were used by around a third of countries, and less than a third of countries in the review phase.

There is, however, considerable variation in the use of indicative descriptors in IVET. Some, such as 'goals/objectives of VET are described for the medium and long terms' and 'VET qualifications are described using learning outcomes' are always used by 78% (28) of countries. Others such as 'early warning systems are implemented' and 'procedures, mechanisms and instruments for undertaking reviews are used to improve the quality of provision at all levels' are only always used by 31% of providers.

There is similar variation in CVET. Indicative descriptors such as 'VET qualifications are described using learning outcomes' are always used by 61% of countries. In contrast, 'early warning systems are implemented' are only always used by 19% of countries.

At a provider level, there is a similar pattern of EQAVET indicative descriptors being most commonly used in the planning phase. However, a higher proportion of countries use indicative descriptors in the review phase.

There is similar variation in the use of individual indicative descriptors for provider level as there was at system level. Some indicators such as 'goals/objectives of VET are described for the medium and long terms' and 'VET qualifications are described using learning outcomes' are used by over half of countries, while indicators such as 'early warning systems are implemented' are used by less than a fifth of countries.

The use of the EQAVET indicators

The overall use of EQAVET indicators had largely stayed the same between 2018 and 2022. On average, 48% of EU countries always used each of the indicators for the IVET sector (a small decline from 52% in 2018) and 44% use each of the indicators in CVET, which increased from 38% in 2018. However, within this there is some variance by indicator, with the number of EU27 countries that always use Indicator 1 (related to the relevance of QA systems for VET providers) and 2 (related to Investment in training of teachers and trainers) decreased substantially while the number of EU27 countries always using Indicator 5 (placement rate in VET programmes) and 6A (occupation obtained by individuals after completion of training)increased. The latter is likely driven by developments that countries have made as a result of the 2017 Council Recommendation on Tracking Graduates[2].

In IVET, the EQAVET indicators that were most commonly always used by EU27 countries are 3 (number of participants in VET programmes according to the type of programme and the individual criteria) and 4 (number of persons having successfully completed/abandoned VET programmes, according to the type of programme and the individual criteria). In CVET, the most commonly used indicators by EU27 countries are instead 1B (share of accredited VET providers), 3 (number of participants in VET programmes according to the type of programme and the individual criteria), 4 (number of persons having successfully completed/abandoned VET programmes), 7 (unemployment rate according to individual criteria) and 9A (information on mechanisms set up to identify changing demands at different levels).

For both IVET and CVET the indicators that the lowest proportion of countries always used were 10B (evidence of their effectiveness) and 6B (satisfaction rate of individuals

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[2] Available at: EUR-Lex - 32017H1209(01) - EN - EUR-Lex (europa.eu)

and employers with acquired skills/competences). These indicators were always used by less than 25% of countries for IVET and CVET.

In total, nine EU27 countries had arrangements in place to review the national approach to QA, and nine did not. These arrangements include centralised review procedures for monitoring QA and systems to collect VET performance data.

Overall

Overall, the results from the 2022 survey shows that there continues to be strong support and use of the EQAVET framework in both the EU27 and beyond. As such, the situation is largely the same as 2018. There is relatively strong leadership of EQAVET implementation with nearly all countries having NRPs and some aspects of EQAVET, such as the quality cycle and use of learning outcomes, are used nearly universally.

The use of indicative descriptors and indicators are quite common but the number and type that are used continues to vary considerably by country. This suggests that countries use those that they feel are most relevant to their national or provider-level Quality Assurance system. There are clearly some indicators and descriptors which are more commonly used than others.

The use of EQAVET continues to be used more widely for IVET than CVET. However, the gap appears to be decreasing. This is a positive development as it shows QA systems are now being applied more widely to CVET.

There is little evidence of how EQAVET is being used in other VET sectors such as Adult Learning and private training provision. In the few questions where this is asked, the use of EQAVET in these areas appears limited. This could potentially be an area of further exploration moving forward.

1 Introduction

This report presents the findings from a survey of the European Quality Assurance in Vocational Education and Training (EQAVET) National Reference Points (NRPs) conducted in 2022. The results are presented against survey responses in 2012, 2014, 2016 and 2018 to show trends and the direction of travel in the implementation of the EQAVET framework.

1.1 Aims and objectives of the EQAVET survey

The EQAVET survey is carried out every few years to collect information on the multi-annual trends in the implementation of EQAVET Framework. This specifically includes:

❖ Progress with the implementation of the (updated) EQAVET Framework among the EQAVET NRPs.

❖ Developments in strategic priorities and operational improvements.

❖ Key reforms undertaken and planned within the key thematic framework strands at the national level.

Data and analysis from the survey are used to inform the mutual learning activities, the priorities for EQAVET events, the content of the Annual Network Meetings and policy development at a European and national/regional level.

The survey collected information from all EU27 countries (including separate responses from Belgium-fr and Belgium-nl); four EFTA countries (Norway, Liechtenstein, Switzerland, Iceland); and seven of the EU Candidate Countries or Potential Candidates (Albania, Turkey, Serbia, Montenegro, North Macedonia, Bosnia and Herzegovina and Kosovo).

1.2 Background and context

Quality Assurance (QA) is an important component of vocational education and training (VET) policy in Europe. As European economies become more reliant on a highly-skilled workforce, policies related to VET have established measures to improve and communicate quality practice in VET provision both within and between Member States.

A shared approach to QA in VET was established in the 2009 EQAVET Recommendation[3], which proposed a common framework for co-ordinating and evaluating VET provision in Member States. The framework is used at a system-level to encourage greater alignment and transparency between countries, and at a provider-level to ensure that guidelines can and are being fulfilled consistently across institutions.

The EQAVET framework is centred around a QA cycle consisting of four stages: planning, implementation, evaluation, and review. At each stage, the QA activities of VET systems and providers are guided by a set of quality criteria and indicative descriptors. A set of indicators is then used to evaluate the impact of QA approaches on VET provision, using data concerning the delivery and uptake of VET, and its use in employment.

To coordinate use of the common framework, reference networks are established to facilitate communication between local, regional, and national stakeholders. These are operated by National Reference Points in participating countries, which inform

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[3] Recommendation of the European Parliament and of the Council on the establishment of a European QA Reference Framework for Vocational Education and Training, 19th June 2009.

stakeholders of network activities and provide resources to support the implementation of the EQAVET framework.

The content of the survey has been updated to reflect the updated guidance provided in the 2020 Recommendation on VET for sustainable competitiveness, social fairness, and resilience[4]. The Recommendation updated components of the EQAVET framework in order to address shortcomings. This included supplementing self-evaluation with peer-review between Member States and to facilitate greater transparency on QA measures. Likewise, the framework was amended to better incorporate VET provisions outside of the school environment, such as work-based learning. The aim of these changes was to ensure consistent standards of VET delivery and accreditation, which in turn will improve the skills, capacity, and employability needed by the European workforce to transition consistently to a more sustainable economic model.

1.3 The 2022 EQAVET survey

1.3.1 The survey questionnaire

The strategic objectives of the survey and the overarching research questions were developed in consultation with DG EMPL and the programme Steering Committee. It drew on EU policy developments, the EQAVET work programme for 2022-2023 and ongoing discussions in the EQAVET Network.

It was agreed that the 2022 survey would largely follow the format of the previous four waves of EQAVET Network surveys in 2012, 2014, 2016 and 2018.[5] The questions were structured around five thematic headings (as per the 2016 and 2018 surveys), which were:

- ❖ National VET policy and the national approaches to QA in line with the EQAVET Framework
- ❖ Quality standards for VET and learning outcomes
- ❖ QA national reference points (update)
- ❖ The use of EQAVET indicative descriptors
- ❖ The use of the EQAVET indicators

1.3.2 Implementing the survey

The survey was run online from the April to September 2022 using the Qualtrics survey software. A link to the survey and guidance document was sent to EQAVET NCPs. The expectation was that EQAVET NRPs were responsible for completing the survey, but that some of the survey questions might require inputs from other data holders such as government departments, associations of VET providers and others.

The first draft of the online survey was discussed with the Steering Committee in February 2022, and subsequently piloted with its members in March 2022. The feedback received in the piloting exercise was incorporated into the final version of the survey.

The survey was launched on 28 April to the EU/EEA countries and on 17 May it was launched to the Candidate Countries and Potential Candidates after contact details were received from the European Training Foundation.

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[4] Recommendation of the Council on vocational education and training (VET) for sustainable competitiveness, social fairness, and resilience, 24th November 2020.
[5] https://www.eqavet.eu/What-We-Do/Statistics

The following steps were be taken to ensure a high response rate:

❖ Keeping the questions to the minimum length required.

❖ Providing clear guidance materials for respondents, including explanations of any technical terms used and the format of their response.

❖ Being clear about how the survey data will be used – for example in terms of contributing to the specific activities of the EQAVET Network and extending knowledge on certain aspects of quality in VET at the national level more widely.

❖ Sending regular reminders and initiating a dialogue with non-completers to foster ownership and emphasise the importance of the survey.

❖ Operating a telephone and email 'helpline', where respondents can contact the core team with their questions or queries.

By the initial deadline of 31 May, only 10 responses were received. Reminders were sent and the deadline was extended initially to 22 June. By that date, 19 responses were received. The team reached out non-completers to initiate a dialogue and inquire about any issues. To emphasise the importance of the survey and the goal to achieve a 100% response rate, DG EMPL and ETF also sent individual reminders to non-completers.

1.3.3   Responses received

In total, 34 responses were received from the 37 countries that have EQAVET NRPs. This included responses from 25 of the EU27 countries, and 31 of the 33 countries that are engaged in the EQAVET network. The table below (Table 1) represents the responses received directly from the individuals completing the survey on behalf of their country.

Table 1.   General information about national authorities/institutions in EU27; EFTA; Candidate Countries and Potential Candidates

Country	Country code	Name of Institution involved in the completion of the survey
Austria	AT	OeAD | RQB - Austrian Reference Point for QA in General and Vocational Education and Training
Bosnia and Herzegovina	BA	Ministry of Civil Affairs of BiH/ Education Sector
Belgium (French speaking)	BE(fr)	Fédération Wallonie-Bruxelles - AEF-Europe
Belgium (Dutch speaking)	BE(nl)	AHOVOKS
Cyprus	CY	Ministry of Education Culture Sports and Youth
Czechia	CZ	National Pedagogical Institute
Germany	DE	BIBB, Bonn
Denmark	DK	The Danish Ministry of Education
Estonia	EE	Estonian Quality Agency for Higher and Vocational Education/The Education and Youth Board

Greece	EL	National Organisation for the Certification of Qualifications and Vocational Guidance (EOPPEP)
Spain	ES	Ministry of Education and Vocational Training
France	FR	France compétences
Croatia	HR	Agency for VET and Adult Education
Hungary	HU	Nemzeti Szakképzési és Felnőttképzési Hivatal
Ireland	IE	QQI
Iceland	IS	The Icelandic hotel- and culinary school
Italy	IT	INAPP
Lithuania	LT	Qualifications and VET Development Centre (KPMPC)
Luxembourg	LU	Ministry of Education, Children and Youth
Latvia	LV	State Education Quality Service
Montenegro	ME	Centre for vocational education and training
North Macedonia	MK	VET Centre
Malta	MT	MALTA FURTHER AND HIGHER EDUCATION AUTHORITY
Netherlands	NL	CINOP NRP EQAVET
Norway	NO	Norwegian Directorate for Education and Training
Poland	PL	Centre for Education Development
Portugal	PT	ANQEP - National Agency for Qualification and Vocational Education and Training
Romania	RO	National Centre for TVET Development, Ministry of Labour and Social Solidarity
Serbia	RS	Ministry of education, science and technological development, NRP Serbia
Sweden	SE	Swedish National Agency For Education
Slovenia	SI	Institute of the Republic of Slovenia for Vocational Education and Training
Slovakia	SK	Ministry of Education, Science, Research and Sport
Turkey	TR	Ministry of National Education
Kosovo	XK	National Qualification Authority - NQA

Source: EQAVET survey among national reference points (2022) (n=34)

For the two EU27 countries that did not respond to the survey (Finland and Bulgaria), the results from the 2018 EQAVET survey were used instead.

Comparisons to data from the 2013, 2016 and 2018 survey reports are included in this report. It should be noted that the surveys before 2018 included UK country responses (Eng, Wls, Nir, Sct). In most chapters we were able to remove the UK responses from

previous surveys to allow for a more like-for-like comparison. However this was not
possible for Chapter 5 where only percentages were presented.

1.4   Structure of the report

The remainder of this report is structures as follows:

- ❖ **Chapter 2: National VET Policy and the approaches to QA in line with the
  EQVET Framework** including the alignment of EQAVET with National VET policy,
  the QA approach at system level and the stakeholders involved in the
  establishment of a common QA approach for VET providers.

- ❖ **Chapter 3: Quality Standards for VET and Learning Outcomes** including
  Registration systems and external review for VET institutions in national VET
  systems and national quality standards.

- ❖ **Chapter 4: QA National Reference Points** including the profile of National
  Reference Points and their responsibilities and functions.

- ❖ **Chapter 5: Country use of the EQAVET indicative descriptors** at system and
  VET provider level for IVET and CVET.

- ❖ **Chapter 6: Country use of the EQAVET indicators** for IVET and CVET and
  European cooperation and the EQAVET indicators

- ❖ **Chapter 7: Conclusions** on key trends and reflections

Unlike the previous survey and report this survey did not include separate questions
specifically relating to EQAVET+, as they were incorporated in the updated EQAVET
framework.

2 Incorporation of EQAVET framework in national VET Policy

This chapter presents the findings from survey questions on how national QA systems are organised at a national level. This includes the governance approach, the VET sectors covered by national QA systems, and what quality standards that countries have in place.

2.1 Use of EQAVET in system-level VET QA approaches

2.1.1 VET governance in participating countries

As shown in Figure 1 below, VET governance is mostly undertaken at a national level (done in 24 or 67% of countries) or at a national and regional level (done in 10 or 28% of countries). The only exception was in Belgium. This shows that even countries with federal VET systems (e.g. DE, IT, ES) have a mix of regional and national actors responsible for setting and managing VET policies.

There were some minor changes from the 2018 survey. VET in BE(nl) was previously managed at a both a regional and national level but is now only managed at a regional level. VET in EL and FR was previously managed at a national level but is now managed at both a national and regional level.

Figure 1. Level of VET policy and institutions' primary domain
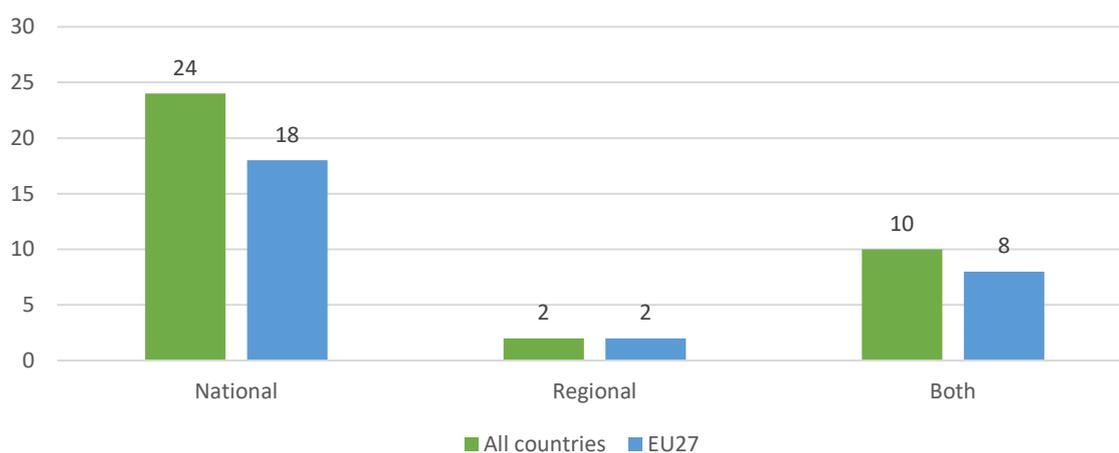
Source: EQAVET survey among EQAVET national reference points (2022); Draft results of EQAVET Secretariat survey (2018). *Responses carried over from the 2018 survey (BG, FI). N=36. For EU countries

2.1.2 National system-level QA approaches and the EQAVET Framework

As shown in Figure 2, in most of countries with national QA systems that responded to the survey the QA system was aligned to the EQAVET Framework. Overall, 31 countries (or 89% of respondents) have national QA systems which incorporate the EQAVET quality cycle, while over half (22) use EQAVET indicative descriptors and 24 use EQAVET indicators. In the EU27, 24 countries use the EQAVET quality cycle, 19 use EQAVET indicative descriptors and 21 use EQAVET indicators. This is largely consistent with the findings from the survey in 2018[6].

There have been some changes in country alignment to the EQAVET framework. In the 2022 survey the national QA systems in BG and PL align with all features for the first time.

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[6] BE(fr) were excluded from the EU27 data as they did not respond to this question in 2018 or 2022

However, there were some countries that were less aligned to the EQAVET framework in 2022 compared to 2018l. The MT and NL national approaches to QA no longer align with the EQAVET Quality cycle and the QA system in EL, HR, and LV no longer aligns with the EQAVET indicative descriptors. In addition, the QA systems in EL, MT and NL no longer align with the EQAVET indicators.

Figure 2.   The national approaches to QA in line with the EQAVET Framework
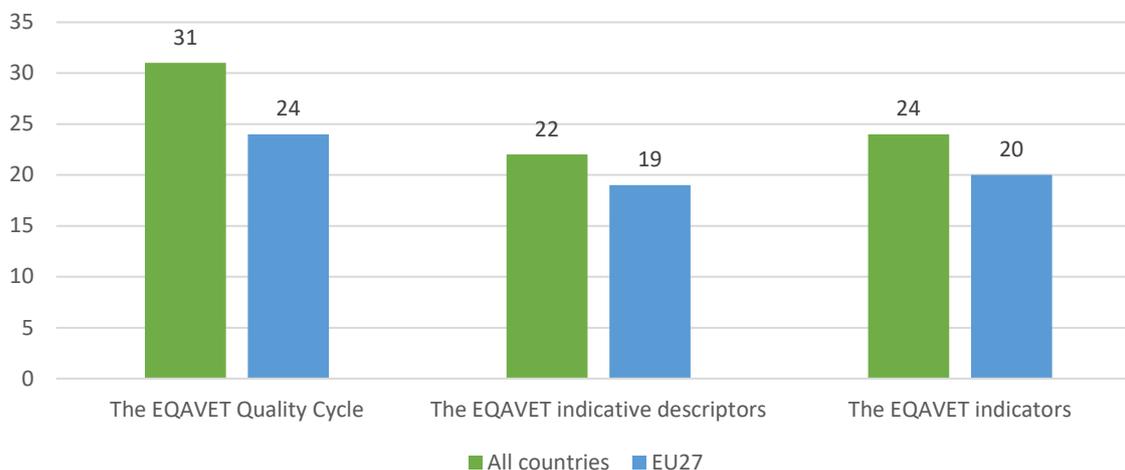
*Source: EQAVET survey among EQAVET national reference points (2022); Draft results of EQAVET Secretariat survey (2018). *Responses carried over from the 2018 survey (BG, FI, FR). N=35. BE(fr) excluded from the total because they did not respond to this question in the survey in 2018 or 2022*

2.1.3   Progress towards full implementation of the national approach to QA

A further five new EU27 countries have fully implemented a national approach to QA since 2018 (BE(nl), CY, FR, IE, and LT). Overall, 16 countries have a fully implemented a national approach to QA (BE(nl), CY, DE, DK, EE, FI, FR, IE, IS, LT, LV, MT, NL, NO, SE, TR). This includes 13 EU27 countries. Six countries (AT, CZ, IT, LU, ME, XK) have partially implemented a national approach. Only four countries were at the development stage (EL, ES, HR, MK) and four countries were in the formally agreed stage (e.g in law or regulation, or other form of agreement) - BA, BG, HU, PL, SI, SK.

The number of countries in the development phase has also declined from eight in 2018 to four in 2022. The EU27 countries still in the development phase are EL (for IVET), ES and HR. All these countries reported that they would have a fully implemented national approach to QA in place by 2024.

Other changes observed since the 2018 survey are:

❖ BE(nl), EE, FR, IE and LV moved from development stage to fully implemented.

❖ CZ moved from development stage to partially implement (by 2030).

❖ SK moved from formally agreed to partially implemented.

❖ LU was classified as being in both the development and formally agreed stage in 2018 is now in the partially implemented stage.

In 2018, nine countries reported that they would have a national approach in place by 2020. This included BE (nl), BG, CY, CZ, EE, FI, LU, LT and SK[7]. The results from the 2022 survey indicates that most of these countries met this milestone, with only three countries missing this target (CZ and LU stated they had partially implemented, and SK had formally agreed a national approach).

Additionally, BG's EQAVET National Reference Point country factsheet illustrated that the National Inspectorate of Education was set up in 2018. Therefore, given that BG did not respond to the survey, it has been surmised that BG is in the partially implemented stage.

Qualitative responses were received from two EU countries:

❖ PT, which is currently in the formally agreed stage, stated that by the end of 2021, 90% of the private and public VET Schools a further 277 (of 312) voluntary sector providers were awarded the 'EQAVET Seal'.

❖ BE (fr) confirmed that there is no national approach devised, and that they are in the process of comparing the existing QA systems in place to EQAVET.

Figure 3.   Progress towards implementation of a national approach to QA between 2018 and 2022 for EU27 countries

Source: EQAVET survey among national reference points (2022); Draft results of EQAVET Secretariat survey (2018). *Response carried over from the 2018 survey (FI). **In the 2018 survey, some countries had formally agreed the approach but it had not been fully implemented (i.e. it was at the developmental stage), so these countries ticked more than one option in the question. In 2022, countries only selected one appropriate response. ***The EQAVET BG National Reference Point country factsheet was used to determine BG's response. N=36.

2.1.4   Areas of VET supported by the national approach to QA

Table 2 shows that national QA systems are commonly applied to IVET and associated work-based learning. This was in place in 28 countries (80% of respondents) including 23 (85% of) EU27 countries. Around half (17 countries including 15 EU27 countries) also have QA systems that apply to continuing VET and associated work-based learning. Relatively few countries have QA systems that apply to IVET only or CVET only.

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[7] European Commission, Draft results of EQAVET Secretariat survey, 2018, p. 19.

Table 2.   The national approaches to QA applying to IVET, CVET and/or associated WBL, 2022

The national approach applies to:	No (%)	Countries 2022
IVET only	Overall: 7 (20%) EU27: 4 (15%)	BG*, LT, LV, ME, NO, RO, TR
IVET & associated work-based learning	Overall: 28 (80%) EU27: 23 (85%)	AT, BA, BE(nl), CY, CZ, DE, DK, EE, EL, ES, FI*, FR, HR, HU, IE, IS, IT, LU, NL*, MK, MT, PL, PT, RS, SE, SI, SK, XK
CVET only	Overall: 6 (17%) EU27: 5 (19%)	BG*, CZ, LT, LV, ME, RO
CVET & associated work-based learning	Overall: 17 (49%) EU27: 15 (56%)	BE(nl), CY, DE, DK, EL, FR, HU, IE, IT, NL*, FI*, MK, MT, PL, SE, SI, XK

*Source: EQAVET survey among national reference points (2022); Draft results of EQAVET Secretariat survey (2018). *Responses carried over from the 2018 survey (BG, FI, NL). N=35. BE(fr) were not included in the responses as they did not respond to this question in 2022 or in 2018.*

When one removes the four UK nations, the number of countries that have QA systems which cover IVET or CVET and associated work-based learning has increased by one for each since 2018 (as seen in Table 3). The main changes were:

❖ PL has moved from having national QA systems for IVET only to having a system for both IVET and associated work-based learning.

❖ EL and HU have moved from having a national QA system for continuing VET only to having a system for both continuing VET and associated work-based learning.

❖ Two new countries reported having a national approach for IVET (ME, RO).

❖ Likewise, three new countries (EL, PL, SI) reported having a national approach which applies to continuing VET and associated work-based learning.

Figure 4.   The national approaches to QA applying to IVET, CVET and/or associated WBL in EU27 countries
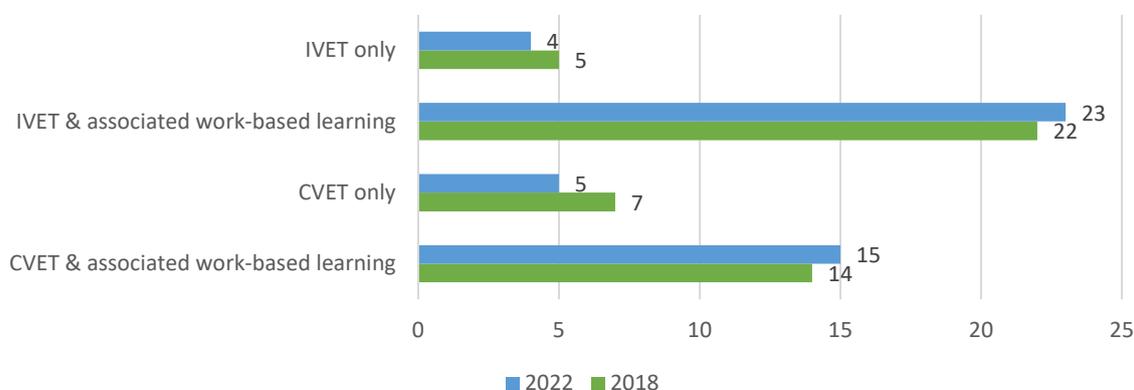
*Source: EQAVET survey among national reference points (2022); Draft results of EQAVET Secretariat survey (2018). *Responses carried over from the 2018 survey (BG, FI, NL). N=27. BE(fr) were not included in the responses as they did not respond to this question in 2022 or in 2018.*

2.1.5 VET programmes covered in national QA systems

Figure 5 shows that all countries' national QA systems cover flexible learning pathways, of which 69% (22) of all countries and 69% (18) of EU27 countries cover flexible learning pathways in both IVET and CVET. A further 25% (8) of all countries and 17% (4) of EU27 countries cover IVET only.

Similarly, all countries' national QA systems cover the issuing of qualifications, of which 75% (24) of all countries and 83% (20) of EU countries include qualifications for IVET and CVET. A further 22% (7) of all countries and 13% (2) of EU27 countries cover IVET only.

Other components of VET programmes such as re-skilling and up-skilling programmes, the validation of non-formal and informal learning, qualification design, digital learning experience and learning mobility are covered by between 75% (24) and 97% (31) of all countries' national QA systems. They are most commonly covered for both IVET and CVET. This survey question changed since 2018 and so direct comparisons cannot be made.

Figure 5. Use of the national approach to QA for particular aspects of VET programmes
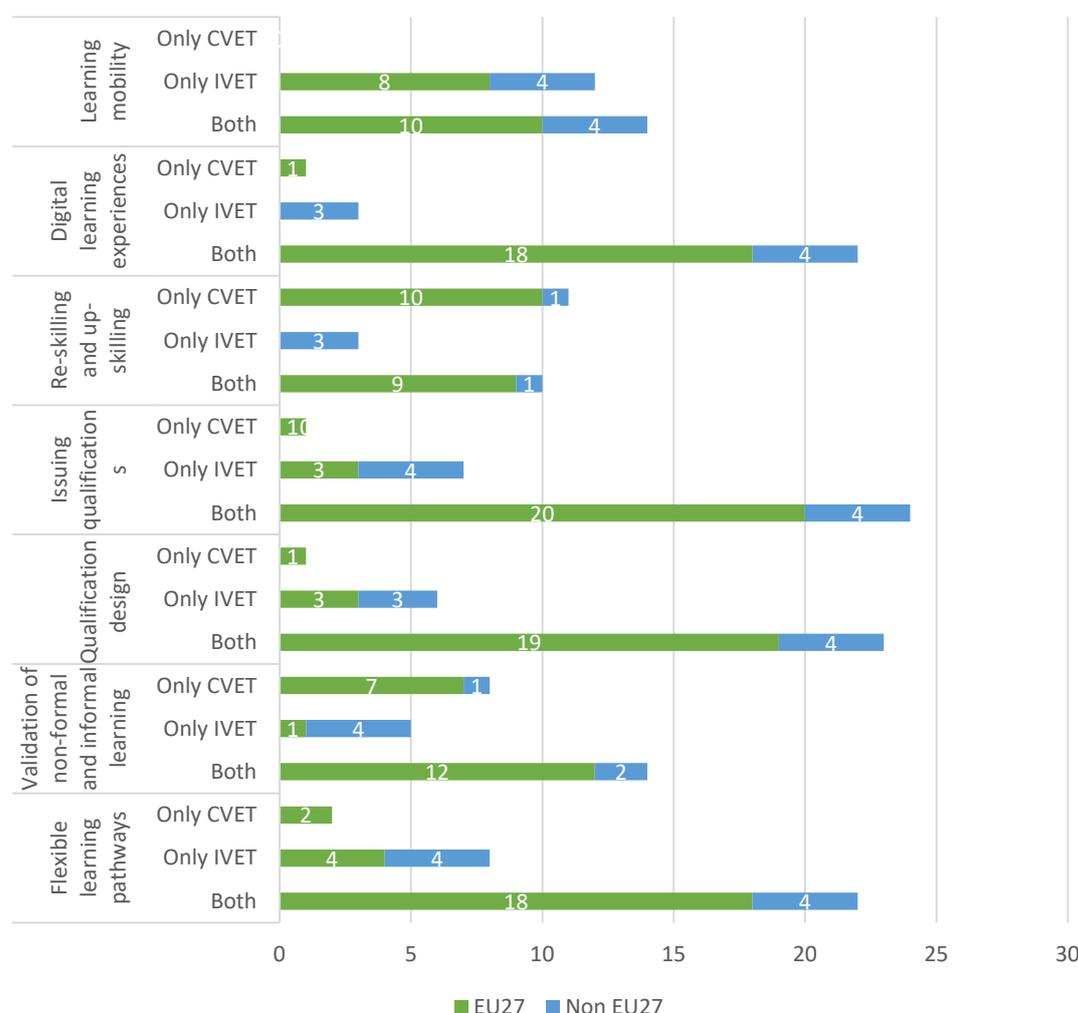
Source: EQAVET survey among EQAVET national reference points (2022); BG and FI responses were not included in this question as the question in 2018 had changed in 2022. N=32 (BE(fr) and NL did not respond).

2.1.6 Systems for tracking VET graduates

Table 3 shows that most countries (30, or 86% of countries) collect information on graduates of IVET, whilst half collect information on graduates of CVET. XK is the sole respondent country that collects information on graduates of CVET only. Similarly, 22 EU27 countries collect information on graduates of IVET, while 14 collect information on graduates of CVET. This has decreased from 2018 when 27 EU27 countries collected information on IVET graduates, although the number of EU27 countries collecting information on CVET graduates has stayed consistent (at 14).

Since 2018, four additional EU27 countries are collecting information on graduates of CVET. These were CZ, DK, LV, and PL. LV and PL are also collecting information on IVET for the first time.[8] However, three countries (HR, IE, SI) no longer collect information on IVET graduates and two countries (IE and IT) no longer collect information on CVET graduates.

Table 3.   The collection of information on graduates of IVET and CVET among EU27, EFTA, and potential candidate countries, 2022

National approach collects information on VET graduates	IVET		CVET	
Yes	Overall: 30 (86%) EU27: 22 (81%)	AT, BA, BG*, CY, CZ, DE, DK, EE, EL, ES, FI*, FR, HU, IS, IT, LT, LU, LV, ME, MK, MT, NL*, NO, PL, PT, RO, RS, SE, SK, TR	Overall: 18 (51%) EU27: 14 (52%)	CY, CZ, DE, DK, EE, ES, FI*, FR, HU, LT, LV, ME, MK, MT, PL, SE, TR, XK
No	Overall: 6 (17%) EU27: 5 (19%)	BE(fr)*, BE(nl), HR, IE, SI, XK	Overall: 15 (43%) EU27: 11 (41%)	AT, BA, BE(fr)*, BE(nl), BG*, EL, HR, IE, IS, IT, LU, NO, RS, SI, SK

*Source: EQAVET survey among national reference points (2022); Draft results of EQAVET Secretariat survey (2018). *Responses carried over from the 2018 survey (BE(fr), BG, FI, NL). N=35.*

2.1.7 Stakeholders involved in the QA cycle - IVET

When undertaking the QA cycle, stakeholders are more frequently involved in the planning stage (reported by 22 countries overall and 18 EU27 countries) and implementing stage (reported by 21 countries overall and 15 EU27 countries) than evaluation or review. These numbers are fairly consistent with 2018, where 18 EU27 countries involved stakeholders in the planning stage and 15 EU27 countries on average involved stakeholders in the implementation stage.

As shown in Figure 6, public authorities and VET providers are the stakeholders most frequently involved in the QA cycle and are included by an average of 28 countries across all phases. The higher education sector is least commonly involved, included by an average of 11 countries across all phases.

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[8] 8 European Commission, Draft results of EQAVET Secretariat survey, 2018, p. 34.

Figure 6.   Stakeholders involved in devising the national approach in the four phases of the QA cycle – IVET
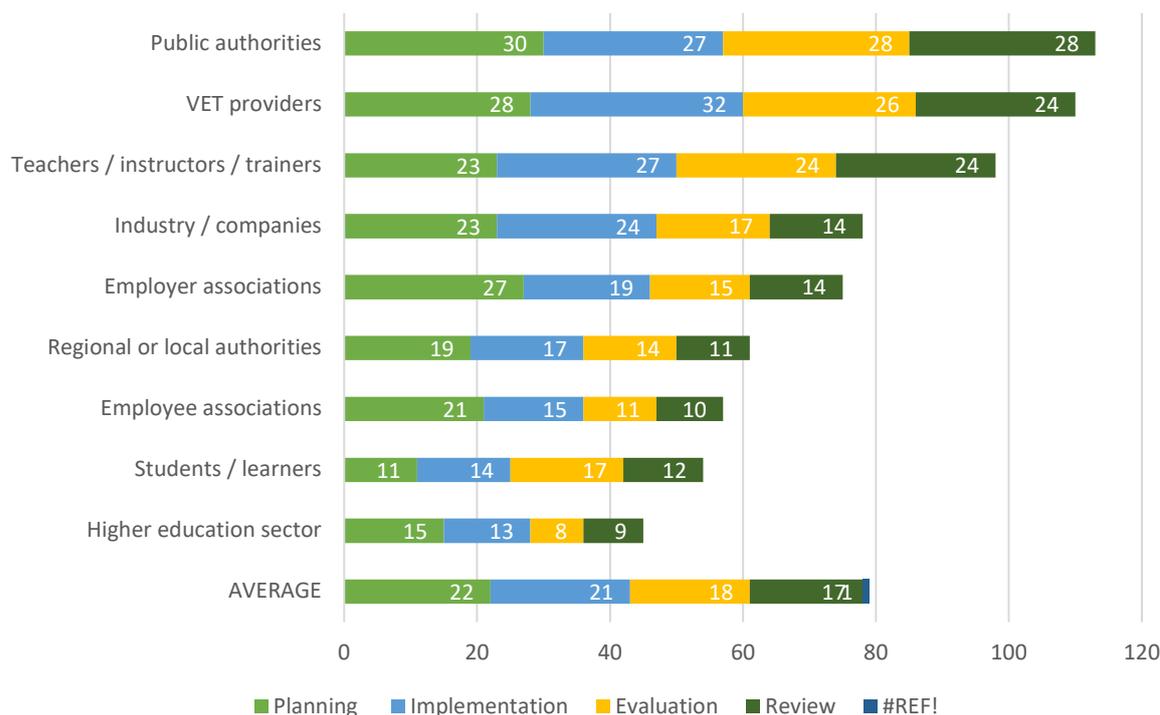
Source: EQAVET survey among national reference points (2022); Draft results of EQAVET Secretariat survey (2018). *Responses carried over from the 2018 survey (FI, BG, NL, SE). N=36.

2.1.8   Stakeholders involved in the QA cycle - CVET

Overall countries involve fewer stakeholders in the QA cycle for CVET than IVET. An average of between 12 and 16 countries (including 10 to 13 EU27 countries) engage each of the stakeholder groups in the CVET QA cycle for each phase, compared to 17 to 22 countries (including 13 to 16 EU27 countries) for IVET. The level of stakeholder involvement in the CVET QA cycle is largely unchanged from 2018, when between 10 and 15 EU27 countries engaged each of the stakeholder groups in the CVET QA cycle for each phase on average.

As with IVET, stakeholders are most commonly involved in planning and implementing phase of the QA cycle. An average of 16 countries, and 13 EU27 countries, engaged each of the stakeholder groups in these stages of the QA cycle. This is similar to 2018, with an average of 14 EU27 countries involving each of the stakeholder groups in the planning stage, and 11 EU27 countries involved each of the stakeholders in the implementation phase.

As shown in Figure 7, VET providers are the stakeholders most commonly involved in the CVET QA cycle. This is the same as for IVET. They are included by an average of 23 countries across all phases. Students are the least commonly included in the CVET QA cycle, included on average by 9 countries across each stage of the quality cycle.

Figure 7. Stakeholders involved in devising the national approach in the four phases of the QA cycle – CVET (2022)
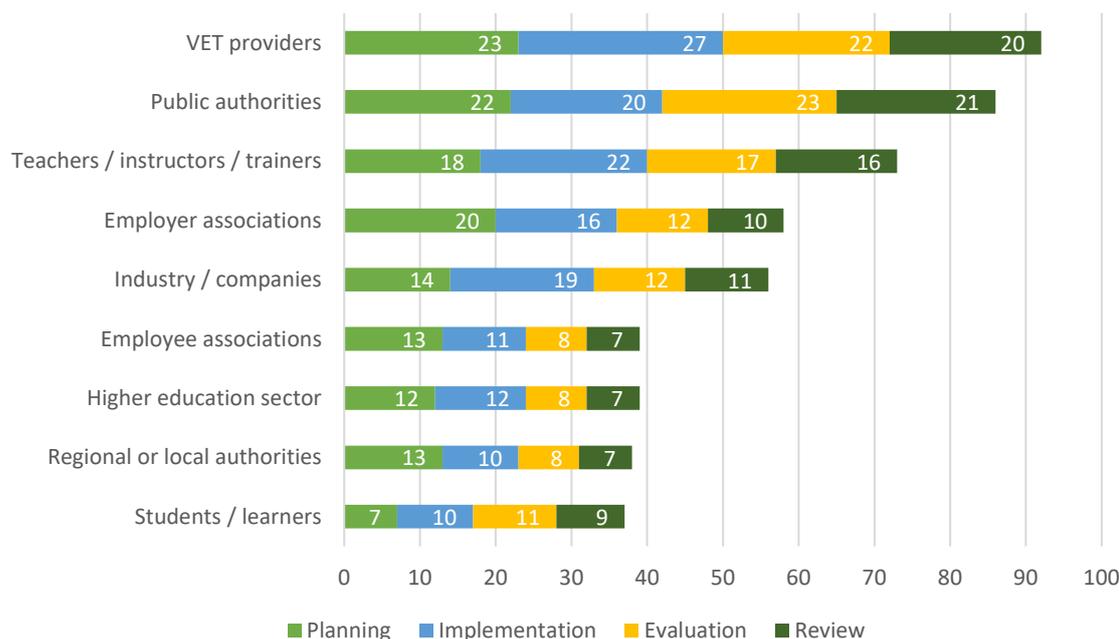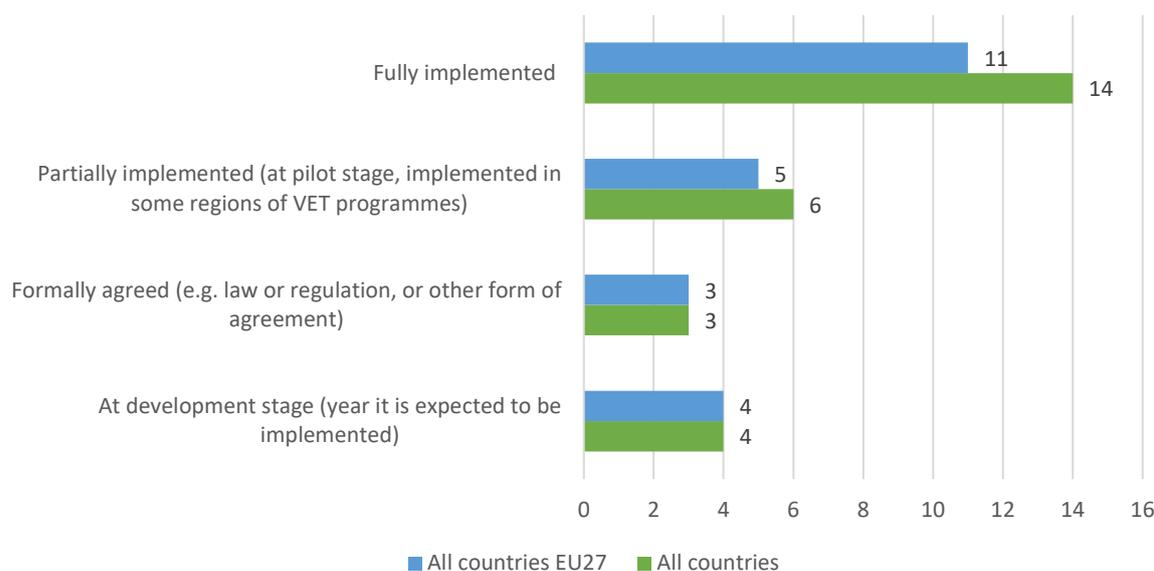

Source: EQAVET survey among national reference points (2022). Draft results of EQAVET Secretariat survey (2018). *Responses carried over from the 2018 survey (FI, NL, SE, BG, AT, LU, PT, RO). N=34.

The qualitative survey responses provided more detail on the way in which stakeholders are involved in the QA cycle. This showed:

❖ In a just under one third of countries (CZ, EL, FR, IT, LU, MT, NO, PT, RO and XK) stakeholders were involved in providing an advisory role, or consultation and feedback to Ministries and other bodies about the development of quality standards, policies and processes.

❖ In five countries (CZ, DE, LU, MK and XK) stakeholders were involved in the development of occupational standards, qualification standards and curriculum design

❖ In five countries (CZ, PT, RO, SK and TR) stakeholders were engaged directly for policy development.

In CZ and EL there were specific legislative requirements for stakeholder involvement.

2.2 Use of EQAVET framework in provider-level QA

2.2.1 The development of a common approach to QA for VET providers in participating countries

Table 11 shows that most countries (29 or 81%) have devised a common approach to QA for VET providers that is in line with the EQAVET framework (including 26 or 96% of EU27 countries). However, over half (16 of all countries and 14 EU27 countries) of these have been developed independently of EQAVET but is compatible with the EQAVET framework, in that they follow the same principles of the quality cycle and have similar performance indicators.

Of the six countries without a common approach to QA aligned to EQAVET, three reported that a common approach is in preparation (BA, MK and RS). However, two

countries (NO and LU) reported that a common approach to QA for VET providers aligned to EQAVET is not needed, since alternative arrangements already exist.

In EU27 countries, the number of countries that have a common approach to QA for VET providers aligned to EQAVET remained largely consistent. Since 2018, BE(nl) gained a common approach, while LU no longer have a common approach (as they no longer need it).

Table 4. Establishment of a common QA approach for VET providers compatible with the EQAVET Framework, 2022

Common approaches to QA for VET providers	No (%)	Countries
Yes		
But the common approach for VET providers has been developed independently of EQAVET; but it is compatible with the EQAVET Framework	Overall: 16 (44%) EU27: 14 (52%)	BG*, BE(nl), CY, CZ, DE, DK, FI*, FR, HR, IS, IT, LT, ME, NL*, PL, SE
The common approach for VET providers has been developed utilising the EQAVET Framework	Overall: 13 (36%) EU27: 13 (48%)	AT, EE, EL, ES, HU, IE, LV, MT, PT, RO, SK, SI, TR
Totals	**Overall: 29 (81%) EU27: 26 (96%)**	**AT, BE(nl), BG*, CY, CZ, DE, DK, EE, EL, ES, FI*, FR, HR, HU, IE, IS, IT, LT, LV, NL*, ME, MT, PL, PT, RO, SE, SK, SI, TR**
No		
It is still in preparation	Overall: 3 (8%) EU27: 3 (11%)	BA, MK, RS,
We need more time to devise	Overall: 1 (3%) EU27: 1 (4%)	BE(fr)*
We do not need it	Overall: 1 (3%) EU27: 1 (4%)	LU, NO
Totals	**Overall: 6 (17%) EU27: 2 (7%)**	**BA, BE(fr)*, LU, MK, NO, RS**

*Source: EQAVET survey among national reference points (2022); Draft results of EQAVET Secretariat survey (2018). *Responses carried over from the 2018 survey (BE(fr), BG, FI, NL). N=36.*

2.2.2 Progress to full implementation

The use of a common QA system for VET is relatively common. Figure 8 shows that over a third of countries and nearly half of EU27 countries (17, or 56%) have a common QA system in place. A further four countries (EL, ES, HR and SK) have a system in development, while BG, HU and PL have reached formal agreement on a common QA approach.

There have been positive developments since the 2018 survey. LT and EE have progressed to full implementation and HR and ES have entered the development stage.

Figure 8. Progress towards full implementation of the common approach to QA for VET providers in EU27

Source: EQAVET survey among national reference points (2022); Draft results of EQAVET Secretariat survey (2018). *Responses carried over from the 2018 survey (BG, FI, LU, NL, SE). N=30.

2.2.3   Areas of VET supported by the common approach to provider-level QA

All but one respondent country (BE (fr)), have a common approach to provider-level QA. This is an increase from 2018 when four EU27 countries did not have a common approach to provider-level QA. The three countries that have developed common approaches to provider-level QA since 2018 are BE(nl), CY and PL.

Table 5 shows that all these countries provider-level QA systems cover IVET, with 24 of all countries and 22 EU27 countries covering IVET and associated work-based learning and seven countries (five EU27 countries) covering IVET only. CVET is less frequently supported across countries, with only 22 (reporting that their common provider level QA approach for CVET. of which most (16) cover CVET and associated work-based learning).

As seen in Figure 9, five new countries support CVET and/or associated work-based learning since 2018. These are BE (nl), EE, EL, PL, and SI. Three new countries cover IVET or IVET and associated work-based learning. These are BE (nl), CY and PL.

Table 5.   The common approaches to QA for VET providers applying to IVET, CVET and/or associated work-based learning

VET sector covered by common provider level QA approach	No (%)	Countries
IVET only	Overall: 7 (22%) EU27: 5 (18%)	BG*, LT, LV, ME, MT, RO, TR
IVET and associated work-based learning	Overall: 24 (75%) EU27: 22 (79%)	AT, BE(nl), CY, CZ, DE, DK, EE, EL, ES, FI*, FR, HR, HU, IE, IS, IT, LU*, NL*, PL, PT, SE, SI, SK, XK

| CVET only | Overall: 6 (19%) | BG*, CZ, LT, LV, ME, MT |
	EU27: 5 (18%)	
CVET and associated work-based learning	Overall: 16 (52%)	BE(nl), CY, DE, DK, EE, EL, FR, HU, IE, IT, NL*, PL, FI*, SE, SI, XK
	EU27: 15 (56%)	

*Source: EQAVET survey among national reference points (2022); Draft results of EQAVET Secretariat survey (2018). *Responses carried over from the 2018 survey (BG, FI, LU, NL). N=31.*

Figure 9. VET sector coverage of EU27 country common approaches to QA for VET providers
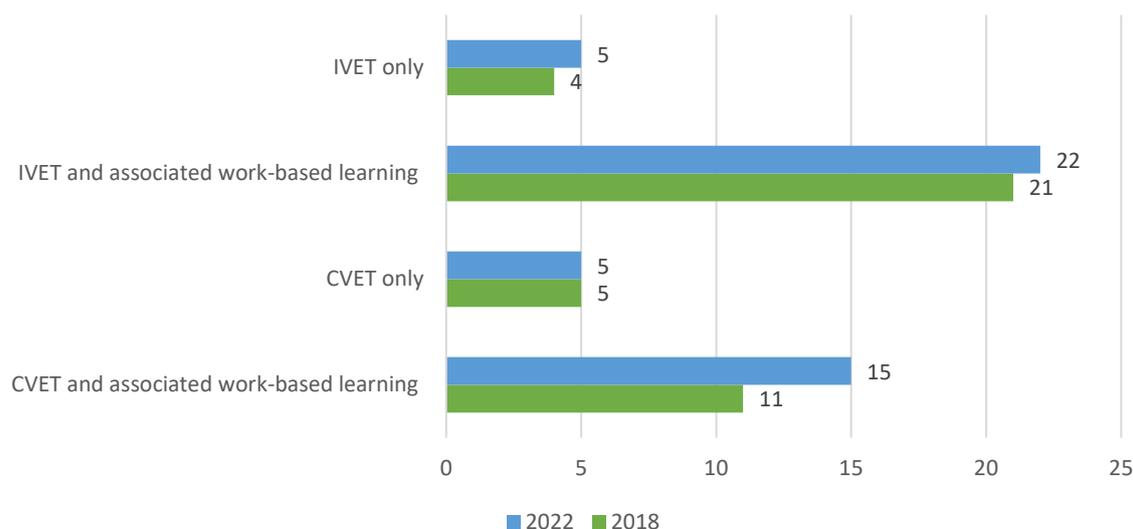
*Source: EQAVET survey among national reference points (2022); Draft results of EQAVET Secretariat survey (2018). *Responses carried over from the 2018 survey (BG, FI, LU, NL). N=31.*

2.2.4   Stakeholders involved in the common approach to QA for VET providers - IVET

As shown in Figure 10, stakeholders involved in national common approaches to QA for VET providers in IVET are most commonly engaged at the early stages of the quality cycle (planning and implementation). This is the same as for national system-level QA approaches. An average of 20 countries involve stakeholders in both the planning and implementation stages (including on average 15 EU27 countries in the planning stage and 14 EU27 countries in the implementation stage). This has decreased slightly from 2018, when 18 EU27 countries involved on average each of the stakeholder groups in the implementation phase and 18 did so in the planning stage.

Most stakeholders groups are less likely to be involved in the review and evaluation stage than in the planning and implementation phase. The exceptions are VET providers, public authorities, and teachers/instructors/trainers, which are included in evaluating and reviewing the common approach at a similar level to their engagement in the implementation and planning stages.

VET providers are the most frequently involved stakeholder group, taking part in the common QA approaches for VET providers in IVET. Overall, 30 countries involve them in the QA cycle. Stakeholders from the higher education sector are least engaged

stakeholder group, engaged by only 11 countries. This is similar to the situation for national system-level QA systems.

Figure 10. Stakeholders involved in implementation of the common approach for VET providers by stage of the quality cycle – IVET
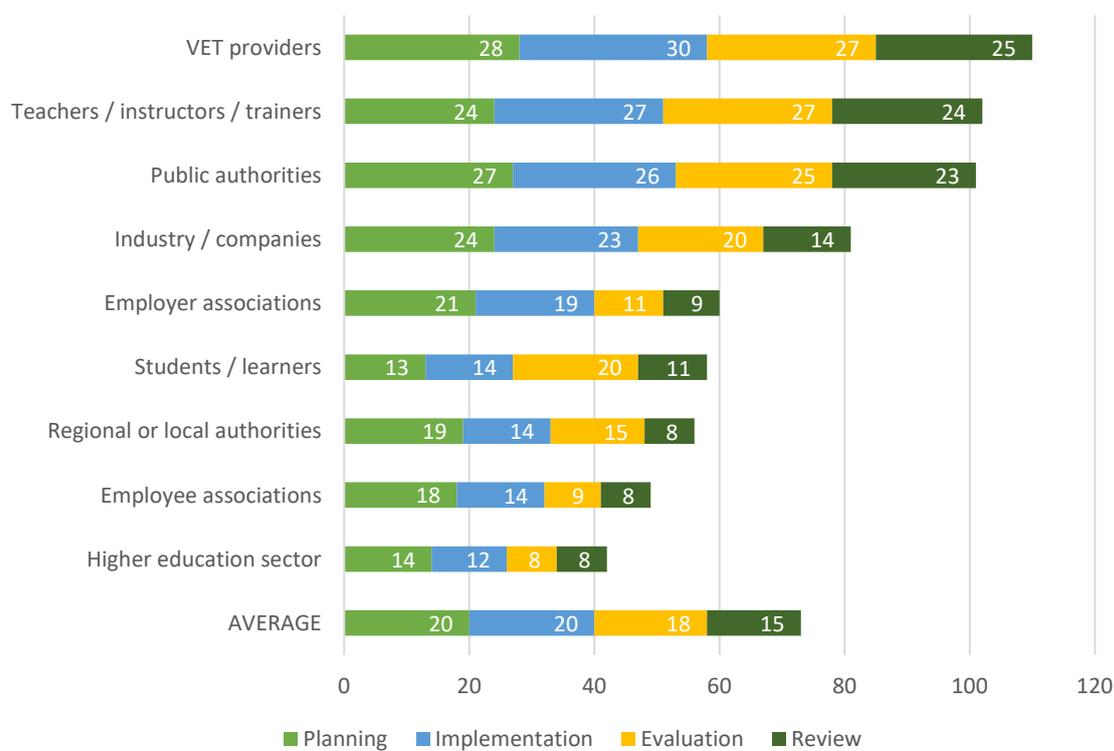
Source: EQAVET survey among national reference points (2022); Draft results of EQAVET Secretariat survey (2018). *Responses carried over from the 2018 survey (BG, FI, LU, NL). N=34.

2.2.5   Stakeholders involved in the common QA approach for VET providers - CVET

In total, 15 countries involve stakeholders in implementing CVET, while an average of 14 countries involve stakeholders in both the planning and evaluations stages. Among EU27 countries, 12 countries involved stakeholders in the evaluation stage, 11 countries involved stakeholders in the implementation and 10 countries involved stakeholders in the planning stage. This is a slight decrease from 2018 when 12 countries involved stakeholders in the evaluation stage, 13 countries involved stakeholders in the implementation stage, and 15 countries involves stakeholders in the planning stage.

As shown in Figure 11, VET providers are the stakeholders most commonly involved in common provider-level QA approaches for VET. Overall, 22 countries on average involved VET providers across all stages. Higher education sector stakeholders are least likely to participate in the QA cycle for CVET, with only nine countries on average involving higher education stakeholders across the stages. This mirrors the findings for IVET.

Figure 11. Stakeholders involved in implementation of the common approach for VET providers by stages of the QA cycle – CVET
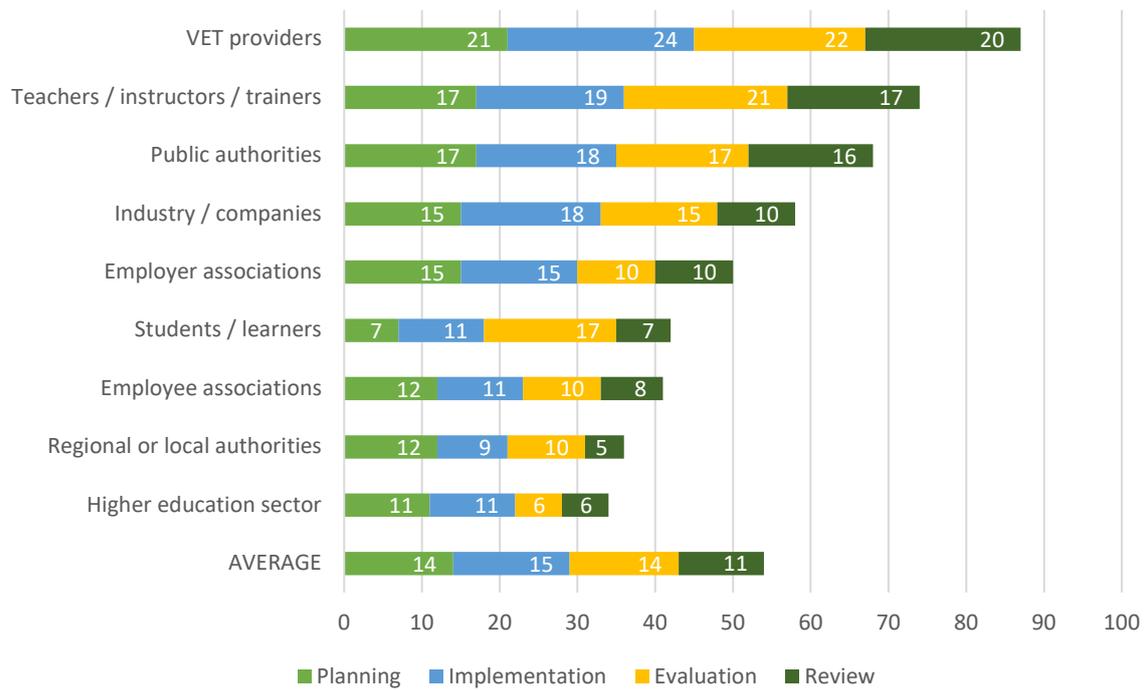
Source: EQAVET survey among national reference points (2022); Draft results of EQAVET Secretariat survey (2018). *Responses carried over from the 2018 survey (AT, BG, FI, LU, NL, PT, RO). N=32.

3 Quality Standards for VET and Learning Outcomes

This chapter presents the quality standards that countries have in place for VET, It specifically examines the registration systems that countries have in place, whether they have quality standards in place and how these quality standards are used.

3.1 Registration systems for VET institutions in national VET systems

As shown in Figure 12, 27 countries, including 22 EU27 countries, have procedures for accrediting providers in both IVET and CVET (BE(nl), BG*, CY, DK, EE, EL, FI*, FR, HR, HU, IE, IS, IT, LT, LV, ME, MK, MT, NL*, PL, PT, RO, RS, SE, SI, SK, XK). This has increased from 2018, when 26 EU27 countries had procedures for accrediting providers in both IVET and CVET. A further three countries (AT, CZ, TR) have accreditation systems for IVET providers and ES has an accreditation system for CVET providers only.

Since 2018, CZ now has a registration system for IVET only and, CY and HU have progressed from having a procedure for accrediting providers in CVET only to having procedures for both IVET and CVET. However, ES has gone from having procedures for both IVET and CVET to instead having a procedure for CVET providers only.

Only one country (NO) stated they had no accreditation process in place and four countries stated they employ other approaches instead of a provider accreditation process. In BE(fr), both IVET and CVET institutions have legal obligations as public bodies, which is articulated in legislation. In LU, IVET institutions must apply to deliver the centrally designed VET curricula and therefore meet certain criteria. In DE, there are checks in place on the aptitude of training organisations, which is then verified by competent bodies (typically chambers of commerce).

Figure 12. Presence of procedure for the accreditation or approval of VET providers at national level
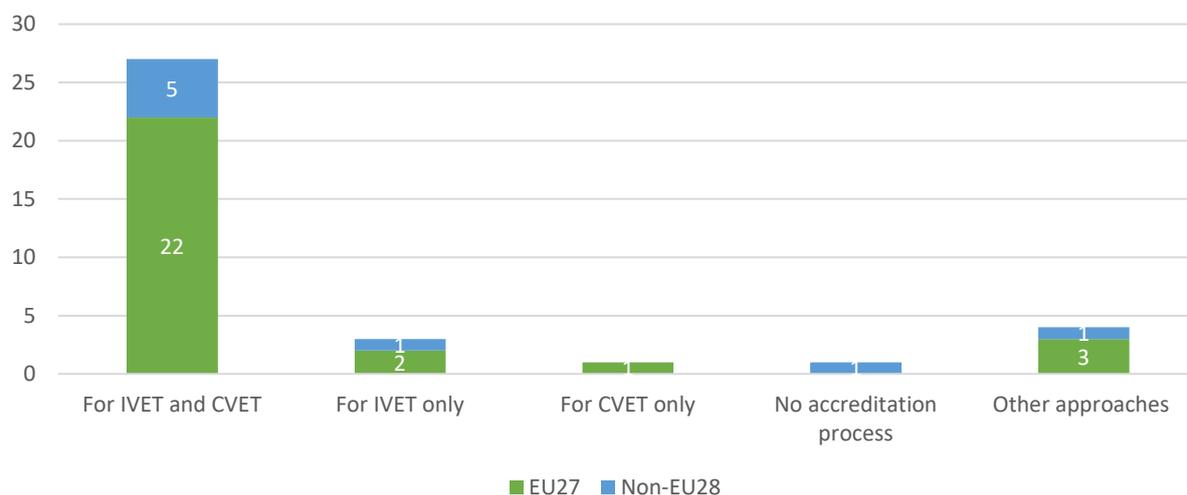
*Source: EQAVET survey among EQAVET national reference points (2022); Draft results of EQAVET Secretariat survey (2018). *Responses carried over from the 2018 survey (BG, NL, FI). N=36.*

3.2 National systems for external review

As shown in Figure 13, around half of survey respondents and 16 of the EU27 countries (BA, BE(nl), BG*, CY, DE, EE, EL, FI*, FR, HU, IE, IS, IT, LV, MK, MT, NL*, PL, SE, XK) have an external review system in place for IVET and CVET. This is lower than in 2018, when 20 of the EU27 had a review system in place for IVET and CVET. Some of the countries that previously had a review system in place for both sectors now only complete external reviews for one

sector (CZ and LT which both only have a review system for IVET and ES which only has a review system for CVET). In addition, one country (DK) also went from having an external review system for both sectors to instead using other approaches.

Three EU countries reported having other national systems in place. In BE(fr) the National Qualification Framework (NQF) defines a list of quality principles in line with the EQAVET. External review is part of these principles. In SI there is an accreditation scheme for adult education (the Green Logo) which requires providers to commit to internal review and QA, as well as ad hoc monitoring by the EQAVET NRP.

Figure 13. The national approach makes provision for external review of VET providers
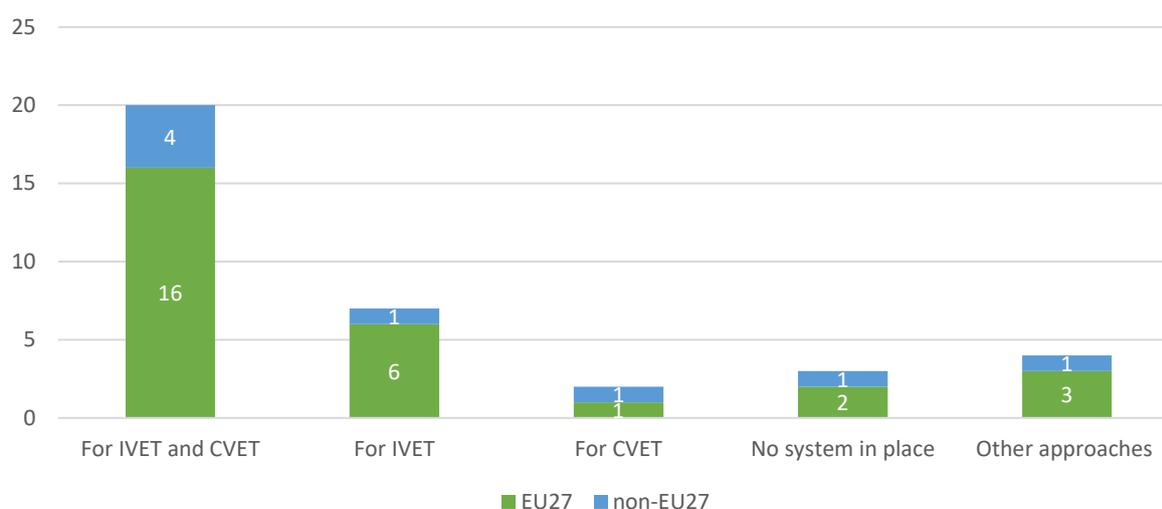
Source: EQAVET survey among EQAVET national reference points (2022). Draft results of EQAVET Secretariat survey (2018). *Responses carried over from the 2018 survey (BG, NL, FI). N=36;

3.3   National quality standards

Table 19 shows that most (78% of) countries have national QA for VET providers, including 22 countries from the EU27. This has remained relatively static since 2018. Some countries that responded in 2018 to having national quality standards for VET providers changed their responses in the 2022 survey. LU, LV and Be(fr) now state they use other approaches, and HR is no longer using national quality standards in any form. However, DK and EE have started using national quality standards since 2018.

Five (18%) EU27 countries employed other approaches instead of national quality standards for VET. In Be (fr) quality standards for qualifications are included in their NQF. In DE the BMBF and the BIBB report and conducting research on VET and thereby contribute to QA. In LU VET providers are bound by regulation on several criteria (e.g. staff, teacher training, curricula, deigning a guidance approach, support and socio-pedagogical accompaniment to learners).

Table 6.   National quality standards for VET providers

National Quality Standards for VET	Response count	Response percentage	Countries
Yes	Overall: 28 EU27: 22	Overall: 78% EU27: 79%	AT, BA, BE(nl), BG*, CY, CZ, DK, EE, EL, ES, FR, HU, IE, IS, IT, LT, ME, MT, NL*, PL, PT, RO, RS, SE, SI, SK, TR, XK

No	Overall: 2	Overall: 6%	HR, NO
	EU27: 1	EU27: 4%	
Other approaches	Overall: 6	Overall: 17%	BE(fr), DE, FI*, LU, LV, MK
	EU27: 5	EU27: 18%	

*Source: EQAVET survey among EQAVET national reference points (2022); Draft results of EQAVET Secretariat survey (2018). *Responses carried over from the 2018 survey (BG, NL, FI). N=36.*

## 3.4 How national quality standards are used

Figure 14 shows that quality standards for IVET are most commonly required as part of legislation (in place in 27 countries including 23 EU27 countries) and/or as a condition of accreditation or approval (in place in 23 countries including 20 EU27 countries). In 12 EU27 countries it is also a condition of funding. In only two EU27 countries (AT, ES, BE(fr)) is it used for guidance only.

The survey responses show that quality standards are more commonly used in IVET than in CVET in 2022. This was also the case in 2018 as well. The only exception is that it is more commonly used as a condition of funding for CVET (38%) rather than IVET (35%).

The use of national quality standards for VET has slightly decreased since 2018. The number of countries using national quality standards as a condition of accreditation/approval for IVET has increased from 20 to 23 and for CVET decreased from 20 current EU27 countries to 17. The use of quality standards as required as part of legislation by current EU27 countries has also increased slightly. For IVET it has increased from 22 EU27 countries in 2018 to 23 EU27 countries in 2022. For CVET it has increased from 17 EU27 countries in 2018 for CVET to 18 EU27 countries in 2022.

One of the other purposes for the use of national quality standards that were reported by survey respondents included CZ's school inspectorate using them for external monitoring (IVET). Additionally, SL (CVET) uses them as part of 'The Green Logo', an external approach for systematic work on the development of quality systems internally, in adult education organisations.

Figure 14. How national quality standards for VET providers were used in 2022
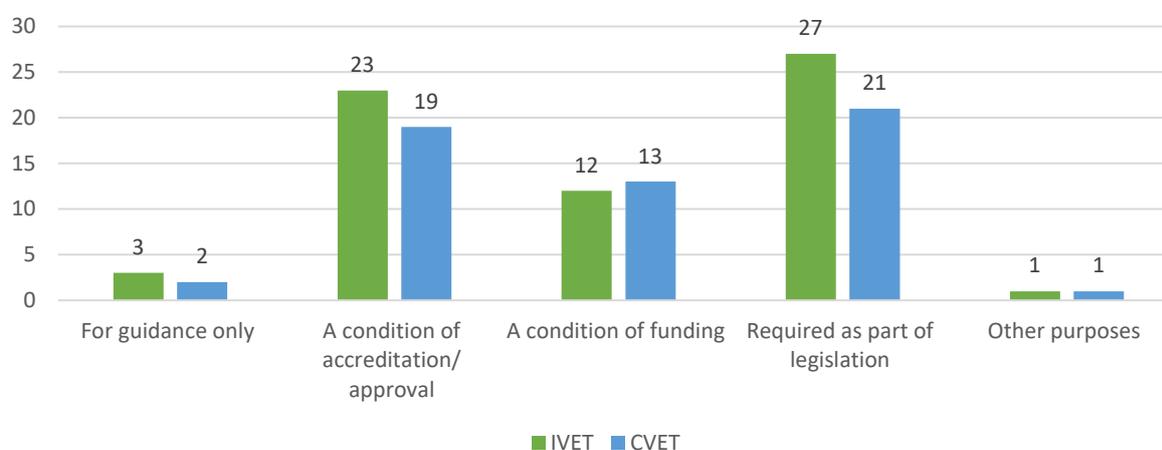
*Source: EQAVET survey among EQAVET national reference points (2022); Draft results of EQAVET Secretariat survey (2018). *Responses carried over from the 2018 survey (BG, NL, BE(fr), DE, HR, LU, LV). Entry for FI was updated from the 'EQAVET Country Information Finland 2021 EN' report. N=34.*

3.5 Use of quality standards in VET

Figure 15 examines the use of the following quality standards in VET certification process:

- ❖ Competence standards: Standards and guidelines for recognition, validation and certification of competences of individuals

- ❖ Occupational standards: The professional tasks and activities that qualification holders should be able to carry out

- ❖ Educational standards: The expected impact of the learning process that leads to a qualification

- ❖ Assessment standards: Performance criteria

- ❖ Validation standards: Validation process in place to gain a qualification

- ❖ Certification standards; standards for certifying qualifications

It shows that all of the six standards are used by over half of the countries. The most commonly used standards were education standards (used for IVET by 25 of all countries, including 19 EU27 countries, and for CVET by 19 countries including 16 EU27 countries), followed by assessment standards (used by 20 countries including 16 EU27 countries for IVET and 18 countries including 16 EU27 countries for CVET) and competency standards (used by 22 countries including 16 EU27 countries for IVET and 19 countries including 15 EU27 countries for CVET). This is largely unchanged from 2018.

For CVET, occupational standards are used as commonly as educational standards (80%) in the certification process when considering all countries. However, educational standards and assessment standards are used more by EU27 countries compared to occupational standards .

For both IVET and CVET, validation standards are least likely to be used in the certification process. For IVET, only 15 countries (including 12 EU27 countries) use validation standards in the certification process. Slightly more (17 countries including 16 EU27 countries) use validation standards in the certification process for CVET.

The types of standards used in the certification process often do not vary much between the IVET and CVET sectors. For most quality standards, there is less than a 15 percentage point difference between figures. The exception was educational standards which was far more likely (by over 20 percentage points) to be used for IVET than CVET. significant Countries that selected 'other purposes' did not provide additional text.

Figure 15. Standards used in the certification process for IVET and CVET
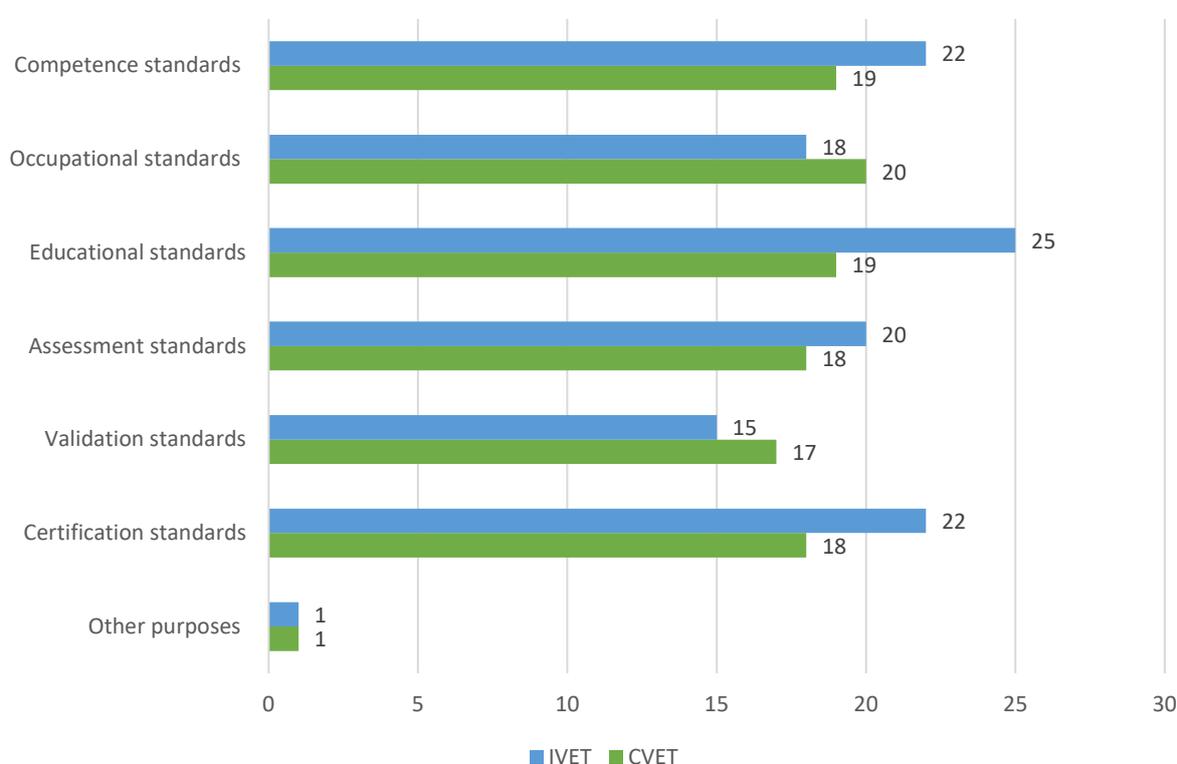
Source: EQAVET survey among EQAVET national reference points (2022). Draft results of EQAVET Secretariat survey (2018). Only countries which responded in 2022 were included in this question as the question in 2018 had changed in 2022. N=26 (BG, NL, FI, BE(fr), DE, HR, LU, LV did not respond).

3.6   Use of learning outcomes

Figure 16 shows that learning outcomes are commonly used in a range of standards. Over half of the countries used learning outcomes in each of the standards, including over half of the EU27 countries. This is broadly similar to 2018.

The quality standards that were most commonly based on learning outcomes were education standards. In IVET, 24 of the 26 countries that had education standards used learning outcomes, including 18 EU27 countries. For CVET, 17 of the 21 countries that had education standards used learning outcomes, including 15 EU27 countries. This were followed by competence standards, which were used by 22 countries (including 16 EU27 countries) for IVET and 19 countries for CVET (including 15 EU27 countries).

The quality standards that were least likely to be based on learning outcomes were validation standards. In IVET, only 13 of the 26 countries that used these standards used learning outcomes (including 10 EU27 countries). However, learning outcomes were more widely used in CVET validation standards, where 16 countries used these standards used learning outcomes (including 13 EU27 countries).

Figure 16. Use of learning outcomes within quality standards
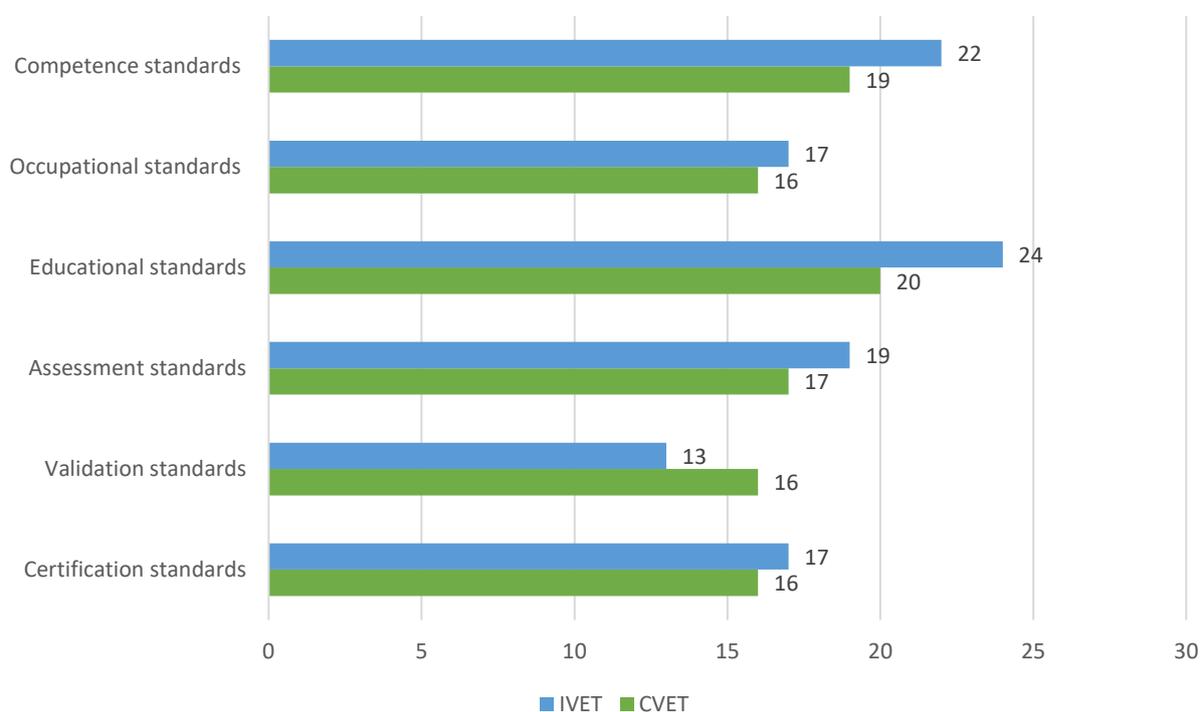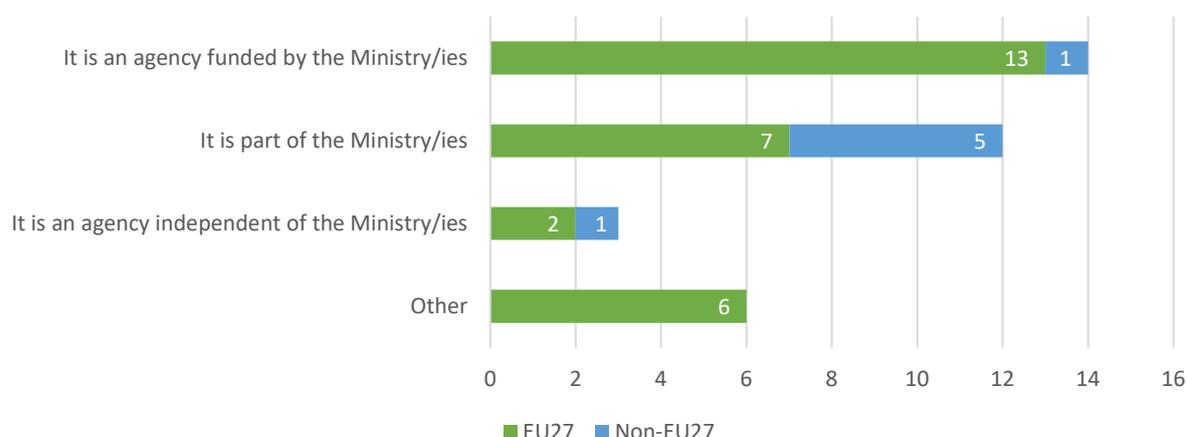

Figure 16. Use of learning outcomes within quality standards

Source: EQAVET survey among EQAVET national reference points (2022). Draft results of EQAVET Secretariat survey (2018). Only countries which responded in 2022 were included in this question as the question in 2018 had changed in 2022. N=26 (BE(fr), BG, DE, FI, HR,LU, LV, MK, NL, NO did not respond).

There were different ways in which learning outcomes were used in quality standards. In the open responses to the survey, some countries (HU, EL, ES, PL, SE) stated that learning outcomes are used because they form the basis of the curriculum/training. Four countries also use the learning outcomes that relate to National Qualification Framework (NQF) levels (IE, EL, PT, XK).

Two countries (CZ and HU) referred to the formal legislation regarding the validation of learning utilising learning outcomes.

4 QA National Reference Points

This chapter provides an overview of the national reference points (NRPs) established across Member States. It includes data on the status, responsibilities, and roles of national reference points in the national VET systems of EU27, EFTA, and potential candidate countries.

4.1   Number of NRPs

Of the 36 EU27, Candidate Countries and Potential Candidates that were sent the survey, 32 had established NRPs, including all the EU27 countries (see Table 23). In non-EU countries, national reference points have been established in ME, NO, RO, RS and TR. They are not in place in BA, IS, MK and the XK.

Two of the four countries that did not have NRPs, BA and the XK, stated that they are establishing an NRP. MK stated that they did not have an NRP because vocational education policies are implemented by two institutions – the VET Centre and Adult Education Centre.

Table 7.   Establishment of national reference points in EU27 Countries

Establishment of NRPs	Response count	Response percentage	Countries
Yes	Overall: 32 EU27: 28	Overall: 89% EU27: 100%	AT, BE(fr), BE(nl), BG*, CY, CZ, DE, DK, EE, EL, ES, FI*, FR, HR, HU, IE, IT, LT, LU, LV, ME, MT, NL, NO, PL, PT, RO, RS, SE, SI, SK, TR
No	Overall: 4 EU27: 0	Overall: 11% EU27: 0%	BA, IS, MK, XK

*Source: EQAVET survey among EQAVET national reference points (2022); Draft results of EQAVET Secretariat survey (2018). *Responses carried over from the 2018 survey (BG, FI). N=36.*

Since the last survey in 2018, there have been new NRPs established in RS, FR, ES, ME, PL and BE(fr).

4.2   Characteristics of NRPs

Table 7 shows that NRPs are most commonly from agencies funded by a Ministry or Ministries or are part of a Ministry. Only two countries (NL, IT) currently have NRPs that are independent of a Ministry, and XK stated that the NRP they are establishing will be independent of a Ministry. There are also six countries that have other systems in place. In most of these countries, the NRP is an independent organisation funded by a Ministry. The exception is RO, where the NRP is an inter-institutional coordination consultative structure, comprising representatives of: the Ministry of Education, the Ministry of Labour and Social Solidarity, National Centre for TVET Development, the Agency for QA in Pre-University Education, National Authority for Qualifications.

Figure 17. Organisational arrangements used by national VET systems in EU27 to establish the national reference point

*Source: EQAVET survey among EQAVET national reference points (2022); Draft results of EQAVET Secretariat survey (2018). *Responses carried over from the 2018 survey (BG, FI). N=35, MK did not respond.*

The ministries involved in operating NRPs are included in Table 8 below.

Table 8. Relevant ministry/ies involved in the establishment of the national reference point

Countries	Relevant ministry/ies involved in the establishment of the national reference point, 2022
AT	Federal Ministry of Education, Science and Research.
BA	Ministry of Civil Affairs
BE(fr)	Minister of Education; Minister of Life Long Learning; Ministers of Vocational Training
BE(nl)	Ministry of Education and Training
BG*	Ministry of Education and Science
CY	Ministry of Education Culture Sport and Youth; Ministry of Labour and Social insurance
CZ	Ministry of Education, Youth and Sports
DE	The Federal Ministry for Education and Research (BMBF)
DK	The Danish Ministry of Children and Education.
EE	Ministry of Education and Research
EL	Ministry of Education and Religious Affairs
ES	Ministry of Education and Vocational Training
FI*	Finnish National Agency for Education
FR	Labor Ministry ; Ministry of National Education, Youth and Sports
HR	Ministry of Science and Education
HU	Ministry for Innovation and Technology

IE	The Department of Further and Higher Education, Research, Innovation and Science
IS	Ministry of Education
IT	Ministry of Labour and Social Policies
LT	Ministry of Education, Science and Sports
LU	Ministry of Education, Children and Youth
LV	The Ministry of Education and Science
ME	Ministry of Education
MT	Ministry of Education
NL	Ministry of Education
NO	Ministry of Education and Research
PL	Ministry of Education and Science
PT	Ministry of Education; Ministry of Work, Solidarity and Social Security
RO	Ministry of Education; Ministry of Labor and Social Solidarity
RS	Ministry of Education, Science and Technological Development.
SE	Ministry of Education and Research
SI	Ministry of Education, Science and Sport
SK	Ministry of Education, Science, Research and Sport
TR	Ministry of National Education
XK	Ministry of Education, Science, Technology and Innovation.

*Source: EQAVET survey among EQAVET national reference points (2022); Draft results of EQAVET Secretariat survey (2018). *Responses carried over from the 2018 survey (BG, FI). N=35, MK did not respond.*

4.3 Responsibilities and functions undertaken by NRPs

Figure 18 shows that NRPs are carrying out a range of responsibilities, with 22 countries having over five responsibilities. However, these are primarily responsibilities related to EQAVET. Only four respondents (DE, HU, RS, SI) stated that their NRPs had non-EQAVET responsibilities.

The most common responsibilities of NRPs were to undertake European networking for QA and reporting, providing an updated description of the national QA arrangements based on the EQAVET Framework, and in leading developments to implement and further develop the EQAVET framework. These were reported by over 29 countries (88% of respondents).

A smaller proportion of NRPs engaged in EU level peer reviews of QA to enhance the transparency and consistency of QA arrangements. This is however unsurprising as this component of EQAVET is relatively new as it stemmed from the 2020 VET Recommendation.

The four countries that provided qualitative responses (DE, HU, SI, and RS) stated that their NRPs responsibilities included cooperation with other networks (EPALE, Euroguidance, Europass, EQF/NQF, AI Agenda), providing expert support to the development of the national approaches of QA and the quality management of VET.

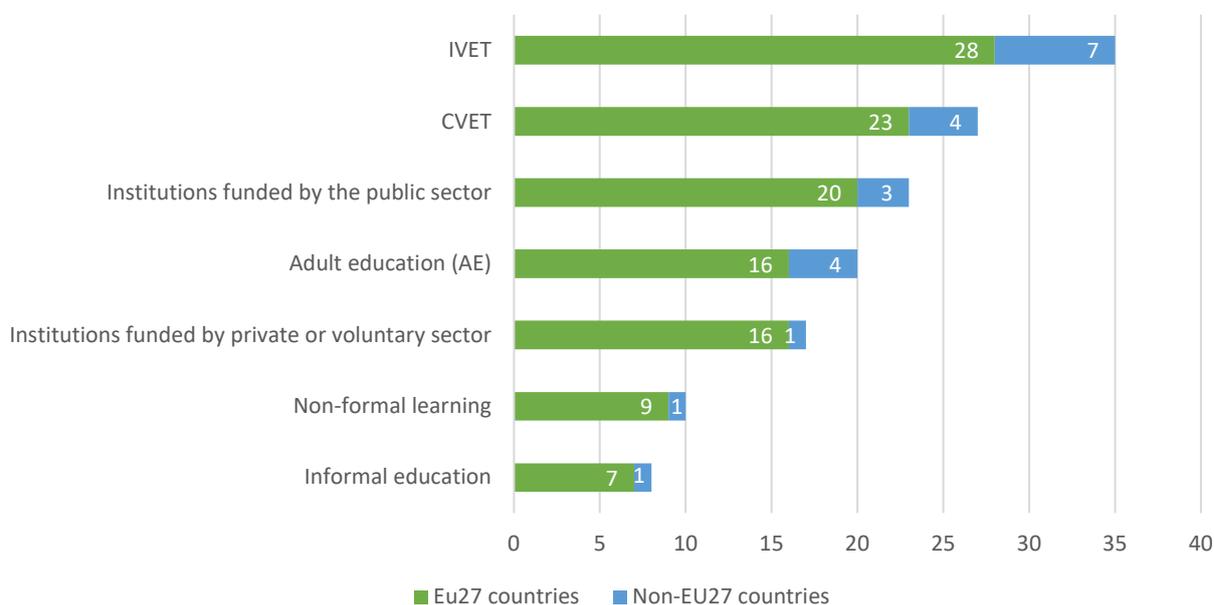# Figure 18. Responsibilities of EQAVET national reference points

Taking concrete initiatives to implement and further develop the EQAVET Framework: 23 | 4

Informing and mobilising a wide range of stakeholders, including Centres of Vocational Excellence, to contribute to implementing the EQAVET framework: 21 | 4

Supporting self-evaluation as a complementary and effective means of QA to allow the measurement of success and the identification of areas for improvement, including with respect to digital readiness of VET systems and institutions: 23 | 2

Participating actively in the European network for QA in vocational education and training: 23 | 6

Providing an updated description of the national QA arrangements based on the EQAVET Framework: 24 | 4

Engaging in EU level peer reviews of QA to enhance the transparency and consistency of QA arrangements, and to reinforce trust between the Member States: 20 | 2

Undertaking other activities: 3 | 1

■ EU27 countries   ■ Non EU27 countries

Source: EQAVET survey among EQAVET national reference points (2022); BG and FI responses were not included in this question as the question in 2018 had changed in 2022. N=32, MK and IS did not respond.

The specific roles of NRPs are presented in Annex A.

4.4 Areas of VET supported by NRPs

Figure 19 shows that all NRPs cover IVET and most (27 countries, including 23 from the EU27) cover CVET. However, the coverage of other VET sectors is more mixed. Less than two thirds cover Adult Education (20 countries, including 16 from the EU27), privately or voluntary funded organisations (17 countries including 16 form the EU27), or other public funded institutions (23 countries, including 20 from the EU27). Fewer than 10 cover non-formal or informal learning.

Figure 19. Areas of VET supported by national reference points regarding the implementation of the EQAVET Framework
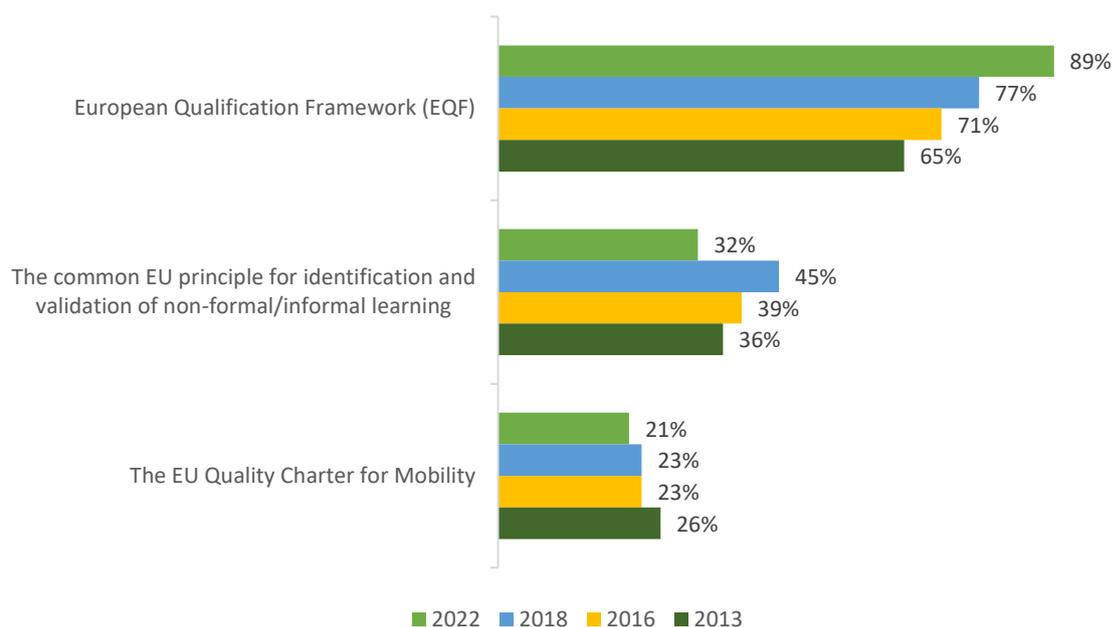
*Source: EQAVET survey among EQAVET national reference points (2022); Draft results of EQAVET Secretariat survey (2018). *Responses carried over from the 2018 survey (BG, FI). N=35, MK did not respond.*

As shown in Figure 20, the proportion of NRPs in EU27 countries that have responsibility from non-IVET programmes has declined since 2018. The most significant decrease is in non-formal learning. The number of NRPs with responsibility for non-formal learning dropped from 17 in 2018 to nine in 2022. Similarly, the percentage of national reference points supporting informal education decreased from 14 in 2018 to seven in 2022.

Figure 20. Observed changes between 2013, 2016, 2018 and 2022 in EU27 countries – Areas of VET supported by national reference points
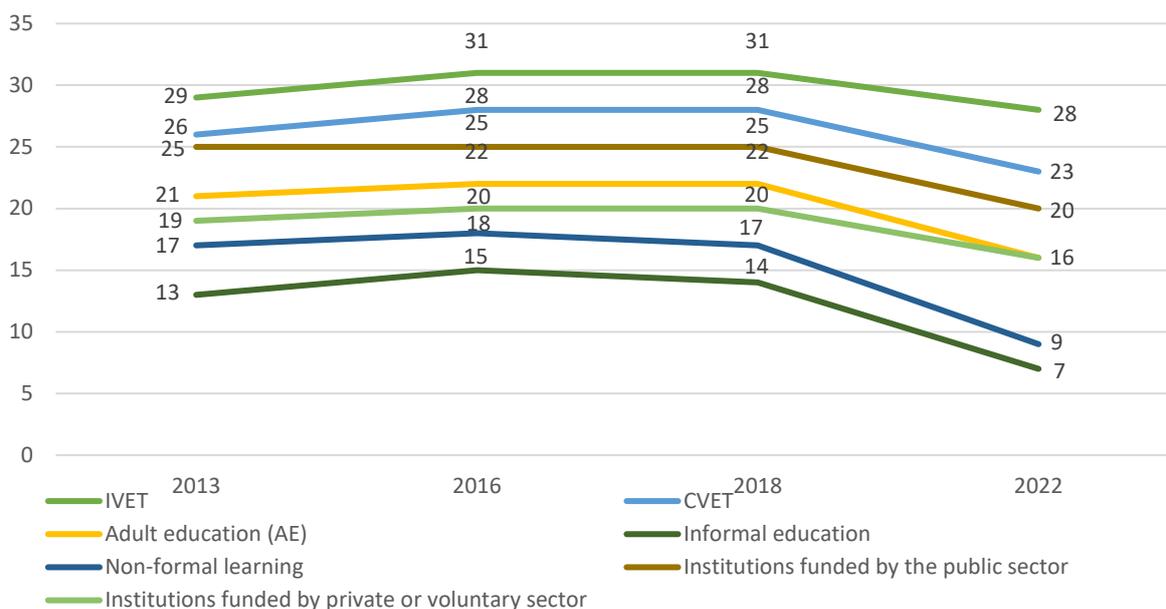
Source: EQAVET survey among EQAVET national reference points (2022); Draft results of EQAVET Secretariat survey (2018). N=28.

Table 29 shows that alongside EQAVET, most NRPs' (85%) role also encompasses European Qualification Framework (EQF) implementation. A third (33%) also cover the Validation of Non formal and Informal Learning (VNFIL), and around a fifth (21%) cover the EU Quality Charter for Mobility. Some also reported covering other EU VET instruments and policies, such as ECVET and graduate tracking.

Table 9.   NRP responsibilities regarding other EU policy instruments in VET

Scope of NRPs regarding EU initiatives in VET	Response count	Response percentages	Countries
European Qualification Framework (EQF)	Overall: 28 EU27: 25	Overall: 85% EU27: 89%	AT, BA, BE(fr), BE(nl), BG*, CY, CZ, DE, DK, EE, EL, ES, FI*, FR, HR* HU, IE, IT, LT, LV, MT, NL*, PL, PT*, SE*, SK, TR, XK
The common EU principles for identification and validation of non-formal/informal learning (VNFIL)	Overall: 11 EU27: 9	Overall: 33% EU27: 32%	BE(nl), BG*, CY, CZ, DE, HR, IE, FI*, MT, TR, XK
The EU Quality Charter for Mobility	Overall: 7 EU27: 6	Overall: 21% EU27: 21%	BG*, CZ, DE, FI*, LV, MT, TR
Other	Overall: 6 EU27: 6	Overall: 18% EU27: 14%	DE, EL, ME, RO, RS, SI

*Source: EQAVET survey among EQAVET national reference points (2022); Draft results of EQAVET Secretariat survey (2018). *Responses carried over from the 2018 survey (BG, FI, HR, NL, PT, SE). N=33, IS and MK did not respond.*

The six countries that selected other responsibilities stated that their roles included:

❖ Defining quality standards – for example in the definition of quality standards associated with the international mobility of IVET students (RM)

❖ Providing support in utilising a learning outcomes approach in VET and graduate tracking in IVET (EL)

❖ Providing general support on QA (DE)

❖ Supporting VET providers to establish or update their internal QA frameworks in line with EQAVET and the national system, as well as providing support with reporting in VET, devising national frameworks and collaboration and learning from other EQAVET NRPs on decision solutions for both VET provider and system level (SI).

Figure 21 shows that the proportion of NRPs in EU27 countries with responsibility for the EQF has increased since 2018. However, there has been a decrease in the number of national reference points with responsibility for VNFIL.

Figure 21. Observed changes between 2016, 2018 and 2022 in EU27 countries – NRP responsibilities regarding other policy instruments in VET

Source: EQAVET survey among EQAVET national reference points (2022); Draft results of EQAVET Secretariat survey (2018). N=28.

The survey explored the role of the NRPs in greater detail, and qualitative responses were provided by 18 countries, including AT, BA, BE(Fr), CZ, DE, EL, ES, FR, , HR, HU, IT, LT, LV, MT, PL, TR, SK and XK). Across the NRPS, the provision of Information, Advice and Guidance was regularly mentioned, with some NRPs providing a link between the system in the country and the European Commission guidance on EQAVET.

In addition, DE, HU, IT, FR and SK stated that NRPs in their country provide, or are responsible for, the maintaining stakeholder networks. For some NRPs, this overlapped with the provision of advice and guidance, with the facilitation of networks providing a useful mechanism for cascading information.

Some NRPs were also provided a lead role in the development of projects and/or initiatives related to EQAVET. For example:

❖ NRP in CZ was responsible for the development of national curriculum, development of validation for non-formal and informal learning; implementation of the National Register of Qualifications;

❖ In EL, ES, FR, HR, IT and TR, the NRP was involved in the development of a qualification framework referencing EQF and the development/management of a QA methodology (either internal or external).

❖ Two of NRPs were also involved in initiatives related to quality standards related to ERASMUS (CZ. And EL).

5 Indicative descriptors

This chapter shows how indicative descriptors are used in the four EQAVET phases (planning, implementation, evaluation and review), for both system-level and provider level QA systems. This is presented for IVET and CVET.

5.1 IVET indicative descriptors at system level

5.1.1 Overall

Figure 2 shows that during the four levels of the QA cycle at system level for IVET, indicative descriptors are more often always used in the planning (61%) and implementation (58%) phases. Indicative descriptors are less often 'always used' in the evaluation (47%) and review phases (39%).

Figure 22. Percentage values for EQAVET indicative descriptors 'always used' at system level for IVET in 2022
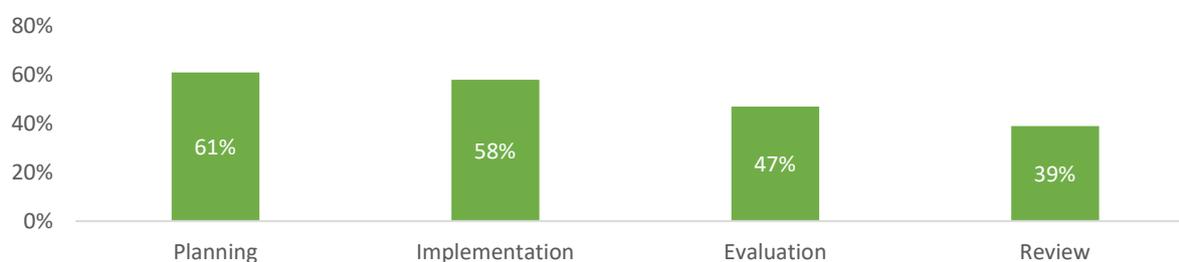
*Source: EQAVET survey among EQAVET national reference points (2022); Draft results of EQAVET Secretariat survey (2018). *Responses carried over from 2018 survey. N=36.*

Figure 23 shows that the average number of EU27 countries always using indicative descriptors in each of the four phases of the planning cycle has decreased since 2018. This was greatest for the review (from 53% to 39%) and evaluation phases (from 56% to 46%), with a decrease of 14 and 10 percentage points respectively. The decrease in the number of countries always using indicative descriptors was smaller for the planning (from 66% to 61%) and implementation phases (from 63% to 61%).

Figure 23. Percentage values for EQAVET indicative descriptors 'always used' at system level for IVET in 2013, 2016, 2018 and 2022.
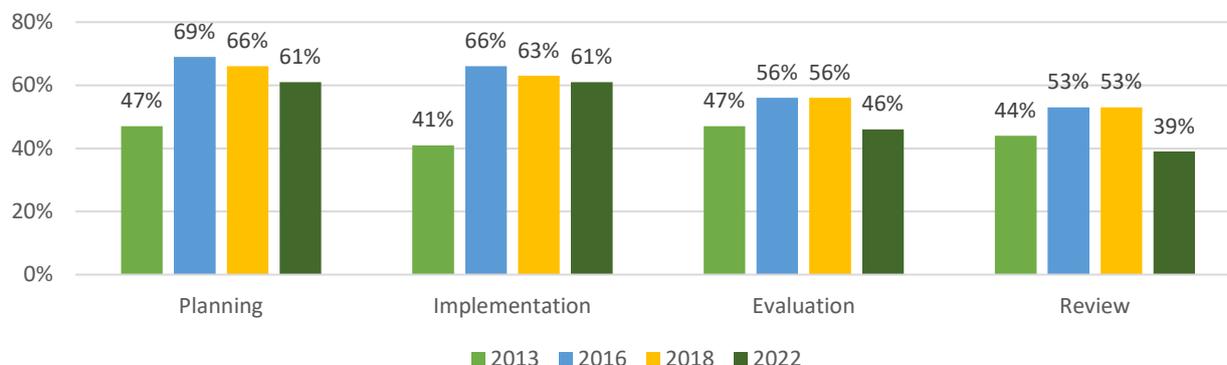
Source: EQAVET survey among EQAVET national reference points (2022).. Draft results of EQAVET Secretariat survey (2018). N=36.

5.1.2　Planning phase

The use of EQAVET indicative descriptors are relatively common in the planning phase for IVET. As shown in Table 28, over half (22 or 61%) of the responding countries on average always used each of the indicative descriptors (including at least 17 or 61% of the 28 responding EU27 countries).

The indicative descriptors that are most commonly always used were: 'Goals/objectives of VET are described for the medium and long terms' (always used by 28 or 78% of the responding countries, including 21 or 75% EU27 countries); 'VET qualifications are described using learning outcomes' (used by 28 or 78% of the responding countries, including 21 or 75% of EU27 countries); and 'mechanisms are established for the QA of the design of qualifications' (used by 26 or 72% of the responding countries, including 21 or 75% of EU27 countries). These findings were consistent with 2013, 2016 and 2018.

The least commonly used indicative descriptors were: 'VET programmes are designed to allow flexible learning pathways and to respond quickly to changing labour market needs' (used by 16 or 44% of the responding countries, including 15 or 54% of EU27 countries); and 'an information policy has been devised to ensure optimum disclosure of quality results/outcomes subject to national/regional data protection requirements' (17 or 47% of the responding countries, including 13 or 46% of EU27 counties). The formation of an information policy was also least frequently 'always used' indicative descriptor in 2018[9].

Table 10.　EQAVET Indicative descriptors at system level for IVET – PLANNING

Indicative descriptors at system level - IVET	Always used	Sometimes used	Not used	No response
Goals/objectives of VET are described for the medium and long terms	Overall:28 (78%) EU27: 21 (75%)	Overall:5 (14%) EU27: 4 (14%)	Overall:3 (8%) EU27: 3 (11%)	0 (0%)
Goals/objectives of VET are linked to European and Sustainable Development Goals taking into account environmental sustainability considerations	Overall:19 (53%) EU27: 14 (50%)	Overall:11 (31%) EU27: 9 (32%)	Overall:6 (17%) EU27: 5 (18%)	0 (0%)
The social partners and other relevant stakeholders participate in setting VET goals and objectives at the different levels	Overall:25 (69%) EU27: 19 (68%)	Overall:9 (25%) EU27: 7 (25%)	Overall:2 (6%) EU27: 2 (7%)	0 (0%)
Targets: are established	Overall:24 (67%) EU27: 19 (68%)	Overall:8 (22%) EU27: 5 (18%)	Overall:4 (11%) EU27: 4 (14%)	0 (0%)
Targets are monitored through specific indicators (success criteria)	Overall:19 (53%) EU27: 14 (50%)	Overall:13 (36%) EU27:11 (39%)	Overall:3 (8%) EU27: 3 (10%)	Overall: 1 (3%) EU27: 0 (0%)

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[9] The indicative descriptor 'VET programmes are designed to allow flexible learning pathways and to respond quickly to changing labour market needs' was only recently added and therefore not covered in the 2018 EQAVET survey

Mechanisms and procedures have been established to identify training needs of the labour market and society	Overall:21 (58%) EU27: 17 (61%)	Overall:12 (33%) EU27: 8 (29%)	Overall: 3 (8%) EU27: 3 (11%)	0 (0%)
An information policy has been devised to ensure optimum disclosure of quality results/ outcomes subject to national/ regional data protection requirements	Overall:17 (47%) EU27: 13 (46%)	Overall:15 (42%) EU27:11 (39%)	Overall:4 (11%) EU27: 4 (14%)	Overall: 1 (3%) EU27: 1 (4%)
Standards and guidelines for recognition, validation and certification of competences of individuals have been defined	Overall:23 (64%) EU27: 19 (68%)	Overall:6 (17%) EU27: 5 (18%)	Overall:6 (17%) EU27: 4 (14%)	Overall: 1 (3%) EU27: 1 (4%)
VET qualifications are described using learning outcomes	Overall:28 (78%) EU27: 21 (75%)	Overall:2 (6%) EU27: 1 (4%)	Overall: 2 (6%) EU27: 2 (7%)	Overall: 2 (6%) EU27: 2 (7%)
Mechanisms are established for the QA of the design of qualifications	Overall:26 (72%) EU27: 21 (75%)	Overall:4 (11%) EU27: 2 (7%)	Overall: 3 (8%) EU27: 2 (7%)	Overall: 1 (3%) EU27: 1 (4%)
Mechanisms are established for the QA of the assessment of qualifications	Overall:21 (58%) EU27: 18 (64%)	Overall:6 (17%) EU27: 4 (14%)	Overall:4 (11%) EU27: 2 (7%)	Overall: 3 (8%) EU27: 2 (7%)
Mechanisms are established for the QA of the review of qualifications	Overall:19 (53%) EU27: 16 (53%)	Overall:9 (25%) EU27: 7 (**25**%)	Overall:4 (11%) EU27: 2 (7%)	Overall: 2 (6%) EU27: 1 (3%)
VET programmes are designed to allow flexible learning pathways and to respond quickly to changing labour market needs	Overall:16 (**44%**) EU27: 15 (**54**%)	Overall:15 (42%) EU27: 9 (32%)	Overall: 1 (3%) EU27: 1 (4%)	Overall: 2 (6%) EU27: 1 (3%)
AVERAGE	Overall:22 (61%) EU27: 17 (61%)	Overall:9 (25%) EU27: 6 (21%)	Overall:3 (8%) EU27: 3 (11%)	Overall:1 (3%) EU27: 1 (4%)

*Source: EQAVET survey among EQAVET national reference points (2022); Draft results of EQAVET Secretariat survey (2018). *Responses carried over from 2018 survey (BG, FI, NL, SE). N=36.*

5.1.3 Implementation phase

EQAVET indicative descriptors are commonly used for in the IVET implementation phase. An average of 58% of countries (21) use each of the indicative descriptors for this phase. At least 42% of responding countries always used each of the EQAVET indicative descriptors, as shown in Table 32. This equates to a minimum of 15 of all countries and 13 of the EU27 countries.

The most commonly used indicative descriptor in the implementation stage were 'VET providers responsibilities in the implementation process are explicitly described'. This was always used by

26 or 72% of the responding countries, including 19 or 68% of current EU27 countries. It was also the most commonly used implementation indicative descriptor in 2018, and since then a further two countries are using the indicative descriptor.

The least commonly used indicative descriptors in the implementation phase were: 'Implementation plans include specific support towards the training of teachers and trainers, including for digital skills and environmental sustainability' (always used by 15 or 42% of the responding countries, including 13 or 46% of EU27 countries); and 'Guidelines and standards include validation of qualifications' (always used by 16 or 44% of the responding countries, including 13 or 46% of EU27 countries). These were also the least used implementation indicative descriptors in 2013, 2016 and 2018.

Table 11. EQAVET Indicative descriptors at system level for IVET – IMPLEMENTATION

Indicative descriptors at system level – IVET	Always used	Sometimes used	Not used	No response
Implementation plans are established in cooperation with social partners, VET providers and other relevant stakeholders at the different levels	Overall:23 (64%) EU27: 17 (61%)	Overall:10 (28%) EU27: 8 (29%)	Overall: 2 (6%) EU27: 2 (7%)	Overall: 1 (3%) EU27: 1 (4%)
Implementation plans include: consideration of the resources required	Overall:23 (64%) EU27: 19 (68%)	Overall:10 (28%) EU27: 7 (25%)	Overall: 2 (7%) EU27: 0 (0%)	Overall: 1 (3%) EU27: 1 (4%)
Implementation plans include: the capacity of the users and the tools	Overall:19 (53%) EU27: 15 (54%)	Overall:15 (42%) EU27: 12 (43%)	Overall: 2 (6%) EU27: 1 (4%)	0 (0%)
Implementation plans include: guidelines needed for support	Overall:20 (56%) EU27: 15 (54%)	Overall:11 (31%) EU27: 8 (29%)	Overall:4 (11%) EU27: 3 (10%)	Overall: 1 (3%) EU27: 1 (4%)
Guidelines and standards have been devised for implementation at different levels	Overall:23 (64%) EU27: 19 (68%)	Overall: 7 (19%) EU27: 4 (14%)	Overall:4 (11%) EU27: 3 (11%)	Overall: 2 (6%) EU27: 1 (4%)
Guidelines and standards include assessment of qualifications	Overall:20 (56%) EU27: 15 (54%)	Overall: 5 (14%) EU27: 4 (14%)	Overall:5 (14%) EU27: 4 (14%)	Overall:4 (11%) EU27: 1 (4%)
Guidelines and standards include validation of qualifications	Overall:16 (44%) EU27: 13 (46%)	Overall: 7 (19%) EU27: 4 (14%)	Overall:6 (17%) EU27: 5 (18%)	Overall:5 (14%) EU27: 4 (14%)
Guidelines and standards include certification of qualifications	Overall:21 (58%) EU27: 16 (57%)	Overall: 3 (8%) EU27: 2 (7%)	Overall:5 (14%) EU27: 4 (14%)	Overall:5 (14%) EU27: 4 (14%)
Implementation plans include specific support towards the training of teachers and trainers, including for	Overall:15 (42%) EU27: 13 (46%)	Overall:17 (47%) EU27: 12 (43%)	Overall: 3 (8%) EU27: 3 (11%)	Overall: 1 (3%) EU27: 1 (4%)

digital skills and environmental sustainability				
VET providers' responsibilities in the implementation process are explicitly described	Overall:26 (72%) EU27: 19 (68%)	Overall: 6 (17%) EU27: 4 (14%)	Overall: 3 (8%) EU27: 3 (11%)	Overall: 1 (3%) EU27: 1 (4%)
VET providers' responsibilities in the implementation process are made transparent	Overall:25 (69%) EU27: 19 (68%)	Overall: 6 (17%) EU27: 4 (14%)	Overall: 3 (8%) EU27: 3 (11%)	Overall: 2 (6%) EU27: 2 (7%)
A national and/or regional QA framework to promote continuous improvement and self-regulation has been devised and includes guidelines at VET-provider level	Overall:21 (58%) EU27: 17 (61%)	Overall: 9 (25%) EU27: 3 (11%)	Overall:5 (14%) EU27: 4 (14%)	Overall:1 (3%) EU27: 1 (4%)
A national and/or regional QA framework to promote continuous improvement and self-regulation has been devised and includes quality standards at VET-provider level	Overall:20 (56%) EU27: 18 (64%)	Overall: 7 (19%) EU27: 4 (14%)	Overall:7 (19%) EU27: 5 (18%)	Overall:2 (6%) EU27: 1 (4%)
AVERAGE	Overall:21 (58%) EU27: 17 (61%)	Overall:9 (25%) EU27: 6 (21%)	Overall:4 (11%) EU27: 3 (11%)	Overall: 2 (6%) EU27: 1 (4%)

*Source: EQAVET survey among EQAVET national reference points (2022); Draft results of EQAVET Secretariat survey (2018). *Responses carried over from 2018 survey (BG, ES, FI, NL). N=36.*

5.1.4   Evaluation Phase

As shown in Table 33, the use of EQAVET indicative descriptors in the evaluation phase for IVET varies quite significantly between descriptors. The number of countries that use each descriptor ranged from 11 and 24 countries (including between 10 and 18 EU27 countries).

The most commonly used indicative descriptors were: 'A methodology for evaluation has been devised, covering internal evaluation' (always used by 24 or 67% of all responding countries, including 17 or 61% of the EU27 countries); and 'A methodology for evaluation has been devised, covering external evaluation' (always used by 24 or 67% of all responding countries, including 18 or 64% of the EU27 counties). In contrast, the descriptor 'early warning systems are implemented' was least commonly used (always used by 11 or 31% of the responding countries, including 10 or 36% of the EU27 countries). This was similar to the findings in 2018.

Table 12. EQAVET Indicative descriptors at system level for IVET – EVALUATION

| Indicative Descriptors at system level – IVET	Always used	Sometimes used	Not used	No response
A methodology for evaluation has been devised, covering internal evaluation	Overall:24 (67%) EU27: 17 (61%)	Overall:7 (19%) EU27: 6 (21%)	Overall:4 (11%) EU27: 4 (14%)	Overall:1 (3%) EU27: 1 (4%)
A methodology for evaluation has been devised, covering external evaluation	Overall:24 (67%) EU27: 18 (64%)	Overall:4 (11%) EU27: 4 (14%)	Overall:7 (19%) EU27: 6 (21%)	Overall:1 (3%) EU27: 0 (0%)
Stakeholder involvement in the monitoring and evaluation process is agreed and clearly described	Overall:15 (42%) EU27: 12 (43%)	Overall:14 (39%) EU27: 11 (39%)	Overall:6 (17%) EU27: 6 (21%)	Overall:1 (3%) EU27: 1 (4%)
The national/regional standards and processes for improving and assuring quality are relevant and proportionate to the needs of the sector	Overall:16 (44%) EU27: 13 (46%)	Overall:15 (42%) EU27: 11 (39%)	Overall:4 (11%) EU27: 4 (14%)	Overall:1 (3%) EU27: 1 (4%)
Systems are subject to self-evaluation, internal and external review, as appropriate	Overall:16 (44%) EU27: 12 (43%)	Overall:14 (39%) EU27: 11 (39%)	Overall:5 (14%) EU27: 5 (18%)	Overall: 1(3%) EU27: 1 (4%)
Early warning systems are implemented	Overall:11 (31%) EU27: 10 (36%)	Overall:12 (33%) EU27: 11 (39%)	Overall:12 (33%) EU27: 11 (39%)	Overall:1 (3%) EU27: 1 (4%)
Performance indicators are applied	Overall:13 (36%) EU27: 12 (43%)	Overall:14 (39%) EU27: 9 (32%)	Overall: 7 (19%) EU27: 6 (21%)	Overall: 2 (6%) EU27: 1 (4%)
Relevant, regular and coherent data collection takes place, in order to measure success and identify areas for improvement	Overall;15 (42%) EU27:12 (43%)	Overall:16 (44%) EU27: 13 (46%)	Overall: 3 (8%) EU27: 2 (7%)	Overall: 2 (6%) EU27: 1 (4%)
Appropriate data collection methodologies have been devised, e.g. questionnaires and indicators/metrics	Overall:17 (47%) EU27: 14 (50%)	Overall:14 (39%) EU27: 10 (36%)	Overall:4 (11%) EU27: 4 (14%)	Overall:1 (3%) EU27: 0 (0%)
AVERAGE	Overall:17 (47%) EU27: 13 (46%)	Overall:12 (33%) EU27: 10 (36%)	Overall:6 (17%) EU27: 5 (18%)	Overall: 1 (3%) EU27: 1 (4%)

*Source: EQAVET survey among EQAVET national reference points (2022); Draft results of EQAVET Secretariat survey (2018). *Responses carried over from 2018 survey (BG, FI, NL, SE). N=36.*

5.1.5 Review phase

Table 34 shows that for IVET indicative descriptors are least commonly used in the review phase. On average, less than half, (39% or 14 responding countries) always used each

descriptor. There is however some variation by indicative descriptors, with between 11 and 19 of the responding countries (including between 7 and 16 EU27 countries) always used each of the indicative descriptors.

The most commonly used indicative descriptor in the review phase was 'Information on the outcomes of evaluation is made publicly available'. This was always used by 19 or 53% of countries (16 or 57% EU27 countries). The 'Procedures, mechanisms and instruments for undertaking reviews are used to improve the quality of provision at all levels' indicative descriptor was least commonly used, as it was 'always used' by only 11 or 31% countries (including 7 or 25% EU27 countries). This has decreased significantly since 2018, when it was always used by 15 (or 47%) of the EU27 countries.

Table 13.   EQAVET Indicative descriptors at system level for IVET – REVIEW

Indicative Descriptors at system level - IVET	Always used	Sometimes used	Not used	No response
Procedures, mechanisms and instruments for undertaking reviews are defined at all levels	Overall:13 (36%) EU27: 9 (32%)	Overall:19 (53%) EU27: 17 (61%)	Overall:4 (11%) EU27: 2 (7%)	0 (0%)
Procedures, mechanisms and instruments for undertaking reviews are used to improve the quality of provision at all levels	Overall:11 (31%) EU27: 7 (25%)	Overall:16 (44%) EU27: 14 (50%)	Overall:3 (8%) EU27: 2 (7%)	Overall:4 (11%) EU27: 3 (13%)
Processes are regularly reviewed and action plans for change devised. Systems are adjusted accordingly	Overall:14 (39%) EU27: 13 (46%)	Overall:18 (50%) EU27: 15 (54%)	Overall:4 (11%) EU27: 3 (11%)	Overall:1 (3%) EU27: 0 (0%)
Information on the outcomes of evaluation is made publicly available	Overall:19 (53%) EU27: 16 (57%)	Overall:11 (31%) EU27: 8 (29%)	Overall:5 (14%) EU27: 4 (14%)	Overall:1 (3%) EU27: 1 (4%)
AVERAGE	Overall:14 (39%) EU27: 11(39%)	Overall:16 (44%) EU27: 14 (50%)	Overall:4 (11%) EU27: 3 (11%)	Overall:2 (6%) EU27: 1 (4%)

*Source: EQAVET survey among EQAVET national reference points (2022); Draft results of EQAVET Secretariat survey (2018). *Responses carried over from 2018 survey (BG, FI, NL, SE). N=36.*

5.2   CVET indicative descriptors at system level

5.2.1   Overall

Figure 24 shows that indicative descriptors are more often 'always used' in the planning (51%) and implementation (44%) stages than in the evaluation (29%) and review (25%) stages of the quality cycle. This was similar to the situation for IVET (see section 5.1).

Figure 24. Percentage of EQAVET indicative descriptors 'always used' at system level for CVET in 2022
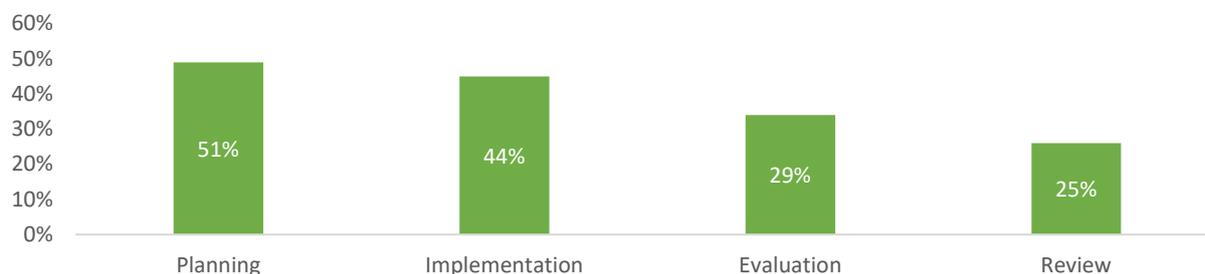
Source: EQAVET survey among EQAVET national reference points (2022); Draft results of EQAVET Secretariat survey (2018). N=36.

Figure 25 shows that the average number of EU27 countries always using indicative descriptors in each of the four phases of the planning cycle at system level for CVET has decreased since 2018. This was greatest for the review (from 44% to 25%), with a decrease of 19 percentage points. The decrease in the number of countries always using indicative descriptors was smaller for the planning (56% to 51%), implementation (from 50% to 44%) phases, with a decrease of five and six percentage points respectively.

Figure 25. Average percentage for EQAVET indicative descriptors 'always used' at system level for CVET in 2013, 2016, 2018 and 2022.
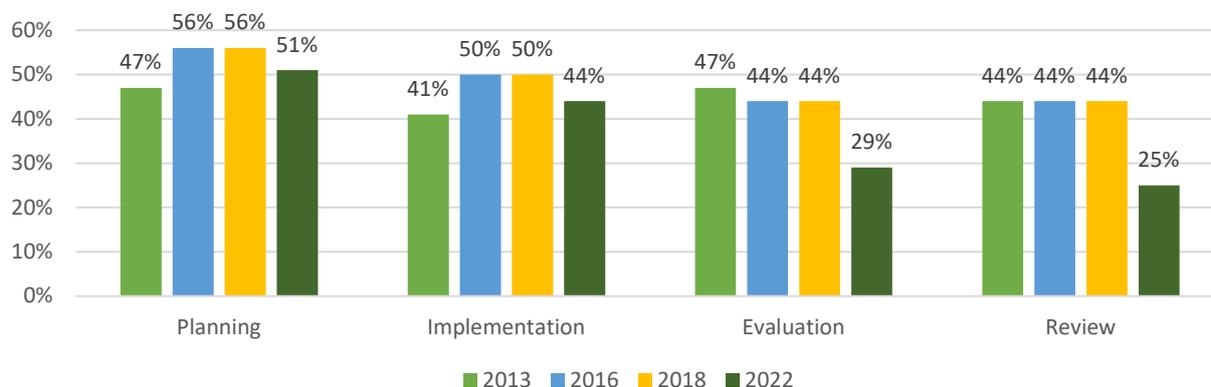
Source: EQAVET survey among EQAVET national reference points (2022); Draft results of EQAVET Secretariat survey (2018). N=36.

5.2.2 Planning

The use of indicative descriptors is relatively common in the planning phase for CVET. The descriptors are always used on average by half (19 or 49%) countries, as shown in Table 36. Each individual indicative descriptor is used by between 12 and 22 countries, and between nine and 21 EU27 countries.

The most commonly always used indicative descriptors within the planning phase are:

- ❖ 'VET qualifications are described using learning outcomes' (used by 22 or 61% of countries, including 18 or 64% EU27 countries);

- ❖ 'Goals/objectives of VET are described for the medium and long term' (used by 21 or 58% of countries, including 21 EU27 countries);

❖ 'Mechanisms and procedures have been established to identify training needs of the labour market and society' (used by 21 or 58% of countries, including 17 EU27 countries);

❖ 'Mechanisms are established for the QA of the design of qualifications' (used by 21 or 58% of countries, including 18 EU27 countries); and

❖ 'Mechanisms are established for the QA of the assessment of qualifications' (used by 21 or 58% of countries, including 19 EU27 countries).

The least frequently used indicative descriptors during the planning stage were: 'An information policy has been devised to ensure optimum disclosure of quality results/outcomes subject to national/regional data protection requirements'. This was used by only by 12 or 33% countries, including 9 EU27 countries.

The most and least commonly used indicative descriptors in the planning stage for CVET were unchanged from 2018.

Table 14. EQAVET Indicative descriptors at system level for CVET – PLANNING

Indicative Descriptors at system level - CVET	Always used	Sometimes used	Not used	No response
Goals/objectives of VET are described for the medium and long terms	Overall: 21 (58%) EU27: 21(75%)	Overall:8 (22%) EU27: 6 (21%)	Overall: 4 (11%) EU27: 3 (11%)	Overall: 3 (8%) EU27: 1 (4%)
Goals/objectives of VET are linked to European and Sustainable Development Goals taking into account environmental sustainability considerations	Overall: 16 (44%) EU27: 13 (46%)	Overall:12 (33%) EU27: 10 (36%)	Overall: 4 (11%) EU27: 3 (11%)	Overall: 4 (11%) EU27: 2 (7%)
The social partners and other relevant stakeholders participate in setting VET goals and objectives at the different levels	Overall:18 (50%) EU27: 14 (50%)	Overall:10 (28%) EU27: 9 (32%)	Overall: 4 (11%) EU27: 3 (11%)	Overall:4 (11%) EU27: 4 (14%)
Targets are established	Overall: 19 (53%) EU27: 16 (57%)	Overall:8 (22%) EU27: 6 (21%)	Overall: 6 (17%) EU27: 5 (18%)	Overall: 3 (8%) EU27: 1 (4%)
Targets are monitored through specific indicators (success criteria)	Overall: 14 (39%) EU27: 12 (43%)	Overall:12 (33%) EU27: 9 (32%)	Overall: 7 (19%) EU27: 6 (21%)	Overall: 3 (8%) EU27: 1 (4%)
Mechanisms and procedures have been established to identify training needs of the labour market and society	Overall: 21 (58%) EU27: 17 (61%)	Overall:8 (22%) EU27: 7 (25%)	Overall: 4 (11%) EU27: 3 (11%)	Overall: 3 (8%) EU27: 1 (4%)
An information policy has been devised to ensure optimum disclosure of quality results/outcomes subject to	Overall: 12 (33%) EU27: 9 (32%)	Overall:13 (36%) EU27: 11 (39%)	Overall: 6 (17%) EU27: 1 (13%)	Overall:5 (14%) EU27: 3 (11%)

national/regional data protection requirements				
Standards and guidelines for recognition, validation and certification of competences of individuals have been defined	Overall: 20 (56%) EU27: 18 (64%)	Overall: 6 (17%) EU27: 5 (18%)	Overall: 7 (19%) EU27: 5 (18%)	Overall: 3 (8%) EU27: 1 (4%)
VET qualifications are described using learning outcomes	Overall: 22 (61%) EU27: 18 (64%)	Overall: 3 (8%) EU27: 2 (7%)	Overall: 3 (8%) EU27: 2 (7%)	Overall:6 (17%) EU27: 4 (14%)
Mechanisms are established for the QA of the design of qualifications	Overall: 21 (58%) EU27: 18 (64%)	Overall: 5 (14%) EU27: 3 (11%)	Overall: 2 (6%) EU27: 1 (4%)	Overall:6 (17%) EU27: 4 (14%)
Mechanisms are established for the QA of the assessment of qualifications	Overall: 21 (58%) EU27: 19 (68%)	Overall: 4 (11%) EU27: 2 (7%)	Overall: 3 (8%) EU27: 1 (4%)	Overall:6 (17%) EU27: 4 (14%)
Mechanisms are established for the QA of the review of qualifications	Overall: 18 (50%) EU27: 16 (57%)	Overall:6 (17%) EU27: 4 (14%)	Overall:4 (11%) EU27: 2 (7%)	Overall:6 (17%) EU27: 4 (14%)
VET programmes are designed to allow flexible learning pathways and to respond quickly to changing labour market needs	Overall: 17 (47%) EU27: 14 (50%)	Overall:8 (22%) EU27: 6 (21%)	Overall: 2 (6%) EU27: 1 (4%)	Overall:7 (19%) EU27: 5 (18%)
AVERAGE	Overall: 17 (51%) EU27:11 (39%)	Overall:8 (22%) EU27: 6 (22%)	Overall: 4 (12%) EU27: 3 (10%)	Overall:5 (13%) EU27: 3 (10%)

*Source: EQAVET survey among EQAVET national reference points (2022); Draft results of EQAVET Secretariat survey (2018). *Responses carried over from 2018 survey (AT, BG, FI, NL, RO, SK). N=36.*

5.2.3   Implementation phase

Table 37 shows that during the implementation stage of the quality cycle for CVET, less than half (16 or 45%) of the counties that responded to the survey always used each of the different implementation indicative descriptors on average. Each indicative descriptor was always used by between 12 and 19 countries, including between 9 and 18 of the EU27 countries.

The most commonly used indicative descriptors were:

❖ 'Implementation plans are established in cooperation with social partners, VET providers and other relevant stakeholders at the different levels' This was always used by 19 or 53% of countries, including 15 EU27 countries'; and

❖ 'VET providers' responsibilities in the implementation process are made transparent'. This was always used by 19 or 53% of countries, including 18 EU27 countries.

These two indicative descriptors were also the most used in 2018.

The least commonly used indicative descriptor was: 'Implementation plans include specific support towards the training of teachers and trainers, including for digital skills and environmental sustainability'. This was always used by 12 or 33% of countries, including 9

EU27 countries). This was also the least used indicative descriptor for the implementation stage in 2018, although in 2022 two fewer EU27 countries are always using this descriptor.

Table 15. EQAVET Indicative descriptors at system level for CVET – IMPLEMENTATION

Indicative Descriptors at system level - CVET	Always used	Sometimes used	Not used	No response
Implementation plans are established in cooperation with social partners, VET providers and other relevant stakeholders at the different levels	Overall:19 (53%) EU27: 15 (54%)	Overall:10 (28%) EU27: 9 (32%)	Overall: 4 (11%) EU27: 3 (11%)	Overall: 3 (8%) EU27: 1 (4%)
Implementation plans include: consideration of the resources required	Overall: 18 (50%) EU27: 16 (57%)	Overall:10 (28%) EU27: 7 (25%)	Overall: 5 (14%) EU27: 4 (14%)	Overall: 3 (8%) EU27: 1 (4%)
Implementation plans include: the capacity of the users and the tools	Overall: 14 (39%) EU27: 12 (43%)	Overall:13 (36%) EU27: 10 (36%)	Overall: 5 (14%) EU27: 4 (14%)	Overall:4 (11%) EU27: 2 (7%)
Implementation plans include: guidelines needed for support	Overall: 14 (39%) EU27: 12 (43%)	Overall:15 (42%) EU27: 12 (43%)	Overall: 4 (11%) EU27: 3 (11%)	Overall: 3 (8%) EU27: 1 (4%)
Guidelines and standards have been devised for implementation at different levels	Overall: 18 (50%) EU27: 15 (54%)	Overall: 8 (22%) EU27: 6 (21%)	Overall: 7 (19%) EU27: 5 (18%)	Overall: 3 (8%) EU27: 1 (4%)
Guidelines and standards include assessment of qualifications	Overall: 17 (47%) EU27: 14 (50%)	Overall: 4 (11%) EU27: 3 (11%)	Overall: 6 (17%) EU27: 4 (14%)	Overall:7 (19%) EU27: 5 (18%)
Guidelines and standards include validation of qualifications	Overall: 16 (44%) EU27: 13 (46%)	Overall: 6 (17%) EU27: 5 (18%)	Overall: 5 (14%) EU27: 3 (11%)	Overall:7 (19%) EU27: 5 (18%)
Guidelines and standards include certification of qualifications	Overall: 16 (44%) EU27: 13 (46%)	Overall: 5 (14%) EU27: 4 (14%)	Overall: 6 (17%) EU27: 4 (14%)	Overall:7 (19%) EU27: 5 (18%)
Implementation plans include specific support towards the training of teachers and trainers, including for digital skills and environmental sustainability	Overall: 12 (33%) EU27: 9 (32%)	Overall:14 (39%) EU27: 13 (46%)	Overall: 7 (19%) EU27: 4 (14%)	Overall: 3 (8%) EU27: 1 (4%)
VET providers' responsibilities in the implementation process are explicitly described	Overall: 18 (50%) EU27: 17 (61%)	Overall:11 (31%) EU27: 7 (25%)	Overall: 4 (11%) EU27: 3 (11%)	Overall: 3 (8%) EU27: 1 (4%)
VET providers' responsibilities in the implementation process are made transparent	Overall: 19 (53%) EU27: 18 (64%)	Overall:10 (28%) EU27: 7 (25%)	Overall: 4 (11%) EU27: 3 (11%)	Overall: 3 (8%) EU27: 1 (4%)

A national and/or regional QA framework to promote continuous improvement and self-regulation has been devised and includes guidelines at VET-provider level	Overall: 17 (47%) EU27: 16 (57%)	Overall: 9 (25%) EU27: 5 (18%)	Overall: 7 (19%) EU27: 6 (21%)	Overall: 3 (8%) EU27: 1 (4%)
A national and/or regional QA framework to promote continuous improvement and self-regulation has been devised and includes quality standards at VET-provider level	Overall: 14 (39%) EU27: 13 (46%)	Overall:12 (33%) EU27: 8 (29%)	Overall: 7 (19%) EU27: 6 (21%)	Overall: 3 (8%) EU27: 1 (8%)
AVERAGE	Overall: 16 (44%) EU27: 14 (50%)	Overall:10 (28%) EU27: 7 (26%)	Overall: 5 (14%) EU27: 4 (14%)	Overall:4 (11%) EU27: 2 (7%)

*Source: EQAVET survey among EQAVET national reference points (2022); Draft results of EQAVET Secretariat survey (2018). *Responses carried over from 2018 survey (AT, BG, FI, NL, RO, SK). N=36.*

5.2.4   Evaluation phase

During the evaluation phase in CVET, indicative descriptors are always used by at most than 15 countries (42%), including 13 of the EU27 countries. However, a substantial proportion sometimes used the indicative descriptors (39% or 14 of all responding countries on average, including between 9 and 13 of the EU27 countries).

The most commonly used indicative descriptors during this phase were:

❖ 'A methodology for evaluation has been devised, covering internal evaluation'. This was used by 15 or 42% of countries, including 12 EU27 countries); and
❖ 'A methodology for evaluation has been devised, covering external evaluation'. This was also used by 15, or 42% of countries, but included 13 EU27 countries.

These were also the most commonly used indicative descriptors in 2018.

In 2018 a commonly used indicative descriptor was 'Appropriate data collection methodologies have been devised, e.g. questionnaires and indicators/metrics'. However, in 2022 eight fewer countries were using this indicative descriptor.

Table 16.   EQAVET Indicative descriptors at system level for CVET – EVALUATION

Indicative Descriptors at system level - CVET	Always used	Sometimes used	Not used	No response
A methodology for evaluation has been devised, covering internal evaluation	Overall: 15 (42%) EU27: 12 (43%)	Overall: 11 (31%) EU27: 10 (36%)	Overall: 6 (17%) EU27: 5 (18%)	Overall:4 (11%) EU27: 2 (7%)
A methodology for evaluation has been devised, covering external evaluation	Overall: 15 (42%) EU27: 13 (46%)	Overall: 12 (33%) EU27: 9 (32%)	Overall: 6 (17%) EU27: 5 (18%)	Overall: 3 (8%) EU27: 1 (4%)

Stakeholder involvement in the monitoring and evaluation process is agreed and clearly described	Overall: 15 (42%) EU27: 13 (46%)	Overall: 14 (39%) EU27: 11 (39%)	Overall: 4 (11%) EU27: 3 (11%)	Overall: 3 (8%) EU27: 1 (4%)
The national/regional standards and processes for improving and assuring quality are relevant and proportionate to the needs of the sector	Overall: 10 (28%) EU27: 10 (36%)	Overall: 18 (50%) EU27: 13 (46%)	Overall: 5 (14%) EU27: 4 (14%)	Overall: 3 (8%) EU27:1 (4%)
Systems are subject to self-evaluation, internal and external review, as appropriate	Overall: 11 (31%) EU27: 11 (39%)	Overall: 14 (39%) EU27: 10 (36%)	Overall: 8 (22%) EU27: 6 (21%)	Overall: 3 (8%) EU27: 1 (4%)
Early warning systems are implemented	Overall: 6 (17%) EU27: 6 (21%)	Overall: 12 (33%) EU27: 10 (36%)	Overall:14 (39%) EU27: 10 (36%)	Overall:4 (11%) EU27: 2 (7%)
Performance indicators are applied	Overall: 12 (33%) EU27: 10 (36%)	Overall: 13 (36%) EU27: 10 (36%)	Overall: 8 (22%) EU27: 7 (25%)	Overall: 3 (8%) EU27: 1 (4%)
Relevant, regular and coherent data collection takes place, in order to measure success and identify areas for improvement	Overall: 12 (33%) EU27: 11 (39%)	Overall: 16 (44%) EU27: 13 (46%)	Overall: 5 (14%) EU27: 3 (11%)	Overall: 3 (8%) EU27: 1 (4%)
Appropriate data collection methodologies have been devised, e.g. questionnaires and indicators/metrics	Overall: 13 (36%) EU27: 12 (43%)	Overall: 14 (39%) EU27: 11 (39%)	Overall: 6 (17%) EU27: 4 (14%)	Overall: 3 (8%) EU27: 1 (4%)
AVERAGE	Overall: 12 (33%) EU27: 11 (39%)	Overall: 14 (39%) EU27: 11 (39%)	Overall: 7 (19%) EU27: 5 (18%)	Overall: 3 (8%) EU27: 1 (4%)

*Source: EQAVET survey among EQAVET national reference points (2022); Draft results of EQAVET Secretariat survey (2018). **Responses carried over from the 2018 survey (BG, FI, NL, ES, RO, AT). N=36.*

5.2.5 Review phase

In the review stage for CVET, indicative descriptors were used less frequently than for other phases of the QA cycle. On average, only 26% or nine countries) always used each indicative descriptor (see Table 39). Each of the indicative descriptors was always used by between eight and 13 countries, and between seven and 12 EU27 countries)

One indicative descriptor was used more than the others. 'Information on the outcomes of evaluation is made publicly available' was used by 13 or 36% of countries, including 12 EU27 countries. For CVET this was also the most commonly used review phase indicative descriptor in 2018. The other indicative descriptors for this phase were each only used by eight (22%) countries (including seven EU27 countries).

Table 17. EQAVET Indicative descriptors at system level for CVET – REVIEW

Indicative Descriptors at system level - CVET	Always used	Sometimes used	Not used	No response
Procedures, mechanisms and instruments for undertaking reviews are defined at all levels	Overall: 8 (22%) EU27: 7 (25%)	Overall: 21 (58%) EU27: 17 (61%)	Overall: 4 (11%) EU27: 3 (11%)	Overall: 3 (8%) EU27: 1 (4%)
Procedures, mechanisms and instruments for undertaking reviews are used to improve the quality of provision at all levels	Overall: 8 (22%) EU27: 7 (25%)	Overall: 16 (44%) EU27: 12 (43%)	Overall: 4 (11%) EU27: 3 (11%)	Overall:6 (17%) EU27: 4 (14%)
Processes are regularly reviewed and action plans for change devised. Systems are adjusted accordingly	Overall: 8 (22%) EU27: 7 (25%)	Overall: 20 (56%) EU27: 16 (57%)	Overall: 5 (14%) EU27: 4 (14%)	Overall: 3 (8%) EU27: 1 (4%)
Information on the outcomes of evaluation is made publicly available	Overall: 13 (36%) EU27: 12 (43%)	Overall:12 (33%) EU27: 9 (32%)	Overall: 8 (22%) EU27: 6 (21%)	Overall: 3 (8%) EU27: 1 (4%)
AVERAGE	Overall: 9 (25%) EU27: 8 (29%)	Overall: 17 (39%) EU27:14 (48%)	Overall: 5 (14%) EU27: 4 (14%)	Overall:4 (11%) EU27: 2 (7%)

Source: EQAVET survey among EQAVET national reference points (2022); Draft results of EQAVET Secretariat survey (2018). **Responses carried over from the 2018 survey (BG, FI, NL, ES, RO, AT). N=36.

5.3 IVET indicative descriptors at VET provider level

This section explores how VET providers apply EQAVET indicative descriptors in national contexts in the IVET sector. These descriptors are divided into the four phases: planning, implementation, evaluation and review.

5.3.1 Overall

Figure 25 below shows that indicative descriptors are more commonly 'always used' in the planning phase (50%) than in the implementation (39%), evaluation (39%) and review phases (39%). A higher relative proportion of countries used indicative descriptors in the review period for provider level QA systems than in system-level QA.

Figure 26. Percentage values for EQAVET indicative descriptors 'always used' at provider level for IVET in 2022
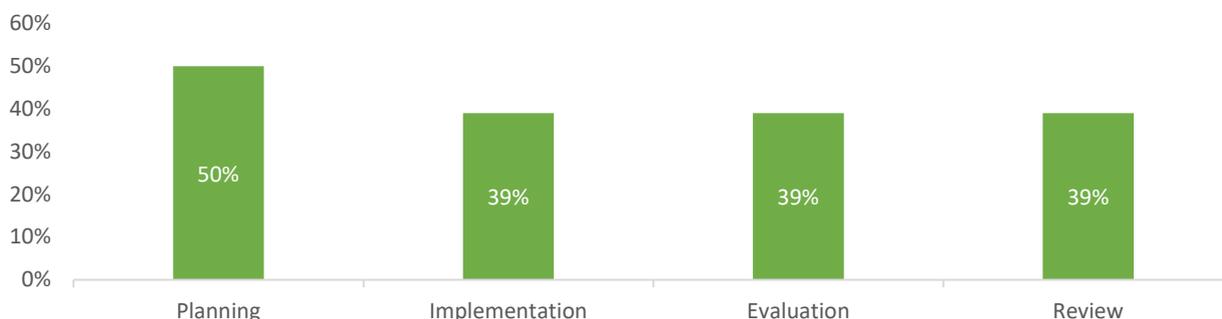
Source: EQAVET survey among EQAVET national reference points (2022); Draft results of EQAVET Secretariat survey (2018). N=36.

Figure 26 shows that the number of EU27 countries always using indicative descriptors in each of the four phases at provider level for IVET has declined since 2018. This decrease was greatest for the evaluation phase (from 47% to 39%), with a decrease of eight percentage points. The decrease in the number of countries always using indicative descriptors was smallest for the planning phase (from 53% to 50%), while there was a decrease of seven percentage points each for the implementation and review phases. This was in contrast to the trend from 2013 to 2018, where the proportion of countries always using indicative descriptors across each phase of the QA cycle increased steadily.

Figure 27. Average percentage for EQAVET indicative descriptors 'always used' at provider level for IVET in 2013, 2016, 2018 and 2022.
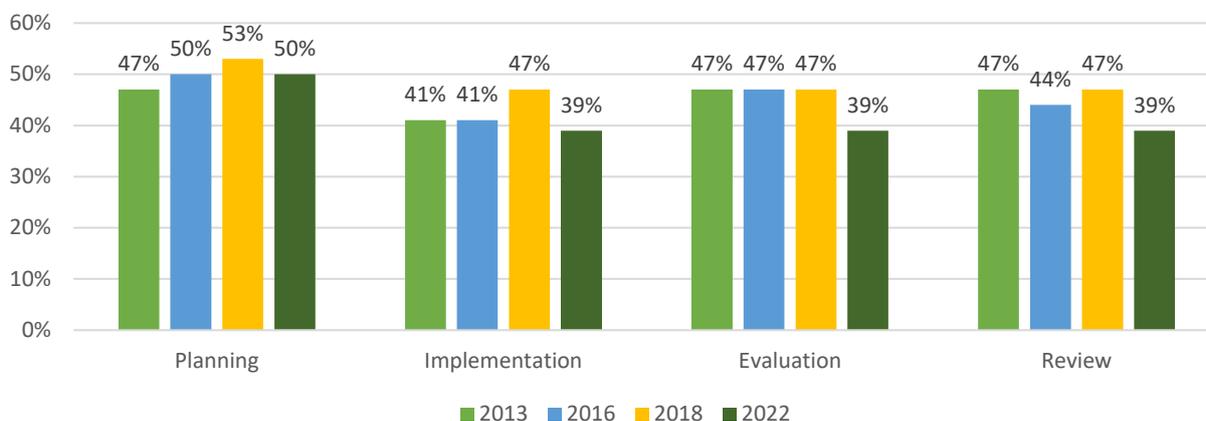
Source: EQAVET survey among EQAVET national reference points (2022). N=36; Draft results of EQAVET Secretariat survey (2018).

5.3.2   Planning phase

The table below shows the EQAVET descriptors for the planning phase for each respondent country. The average percentage of 'always used' descriptors is 47% (50% for EU27 countries), which is slightly lower than in 2018 (53%). Each indicative descriptor was used by between 11 and 23 countries, and seven and 19 EU27 countries.

The most commonly used descriptor was 'The local targets set by the VET providers reflect National level VET policy goals/objectives'. This was always used by 23, or 64% of countries (including 19 EU27 countries. This was also the most commonly used descriptor in 2018.

The least commonly used descriptor was 'The local targets set by the VET providers reflect European VET policy goals/objectives'. Only 11, or 31% of countries (including 7 EU27 countries) always used this descriptor. This was the same as in 2018.

Table 18. EQAVET Indicative descriptors at VET provider level for IVET – PLANNING

Indicative descriptor	Always used	Sometimes used	Not used	No response
The local targets set by the VET providers reflect European VET policy goals/objectives	Overall: 11 (31%) EU27: 7 (25%)	Overall:19 (53%) EU27: 18 (64%)	Overall: 2 (6%) EU27: 2 (7%)	Overall: 4 (11%) EU27: 1 (4%)
The local targets set by the VET providers reflect National level VET policy goals/objectives	Overall: 23 (64%) EU27: 19 (68%)	Overall: 7 (19%) EU27: 6 (21%)	Overall: 2 (6%) EU27: 2 (7%)	Overall 4 (11%) EU27: 1 (4%)
The local targets set by the VET providers reflect regional level VET policy goals/objectives	Overall: 18 (50%) EU27: 15 (54%)	Overall:12 (33%) EU27: 10 (36%)	Overall: 2 (6%) EU27: 2 (7%)	Overall: 4 (11%) EU27: 1 (4%)
Explicit goals/objectives and targets are set	Overall: 19 (53%) EU27: 16 (57%)	Overall:10 (28%) EU27: 8 (29%)	Overall: 1 (3%) EU27: 1 (4%)	Overall: 4 (11%) EU27: 1 (4%)
Explicit goals/objectives and targets are monitored	Overall: 20 (56%) EU27: 17 (61%)	Overall:11 (31%) EU27: 9 (32%)	Overall: 1 (3%) EU27: 1 (4%)	Overall: 4 (11%) EU27: 1 (4%)
Programmes are designed to meet the explicit goals/objectives and targets set	Overall: 15 (42%) EU27: 12 (43%)	Overall:12 (33%) EU27: 10 (36%)	Overall: 1 (3%) EU27: 1 (4%)	Overall: 6 (17%) EU27: 3 (11%)
On-going consultation with social partners and all other relevant stakeholders takes place to identify specific local/ individual needs	Overall: 17 (47%) EU27: 15 (54%)	Overall:14 (39%) EU27: 11 (39%)	Overall: 1 (3%) EU27: 1 (4%)	Overall: 4 (11%) EU27:1 (4%)
Responsibilities in quality management and development have been explicitly allocated	Overall: 15 (42%) EU27: 14 (50%)	Overall:17 (47%) EU27: 13 (46%)	0 (0%)	Overall: 4 (11%) EU27: 1 (4%)
There is an early involvement of staff in planning, including with regard to quality development	Overall: 18 (50%) EU27: 16 (57%)	Overall:14 (39%) EU27: 11 (39%)	0 (0%)	Overall: 4 (11%) EU27: 1 (4%)
Providers plan cooperative initiatives with relevant stakeholders	Overall: 14 (39%) EU27: 11 (39%)	Overall:18 (50%) EU27: 16 (57%)	0 (0%)	Overall: 4 (11%) EU27: 1 (4%)

Indicative descriptor	Always used	Sometimes used	Not used	No response
The relevant stakeholders participate in the process of analysing local needs	Overall: 16 (44%) EU27: 14 (50%)	Overall:15 (42%) EU27: 12 (43%)	Overall: 1 (3%) EU27: 1 (4%)	Overall: 4 (11%) EU27: 1 (4%)
VET providers have an explicit and transparent QA system in place	Overall: 16 (44%) EU27: 14 (50%)	Overall:12 (33%) EU27: 10 (36%)	Overall:4 (11%) EU27: 1 (4%)	Overall: 4 (11%) EU27: 1 (4%)
Measures are designed to ensure compliance with data protection rules	Overall: 17 (54%) EU27: 15 (54%)	Overall: 9 (25%) EU27: 6 (21%)	Overall: 2 (6%) EU27: 2 (7%)	Overall: 6 (17%) EU27: 3 (11%)
AVERAGE	Overall: 17 (47%) EU27: 14 (50%)	Overall:13 (36%) EU27: 11 (39%)	Overall: 1 (3%) EU27: 1 (4%)	Overall: 4 (11%) EU27: 1 (4%)

*Source: EQAVET survey among EQAVET national reference points (2022); Draft results of EQAVET Secretariat survey (2018). *Responses carried over from 2018 survey (BG, ES, FI, NL, SE). N=36.*

5.3.3   Implementation phase

The table below shows the EQAVET descriptors for the implementation phase. On average, 39% of countries used each of the descriptors and 33% were 'sometimes used'. This is the same as 2018. Each indicative descriptors was used by between six and 17 countries, and between five and 15 EU27 countries.

The most frequently used descriptors were 'Resources are appropriately internally aligned/assigned with a view to achieving the targets set in the implementation plans' (used by 47% of responding countries, including 13 EU27 countries) and 'The strategic plan for staff competence development specifies the need for training for teachers and trainers' (used by 50% of responding countries, including 15 EU27 countries).

Table 19. EQAVET Indicative descriptors at VET provider level for IVET – IMPLEMENTATION

Indicative descriptor	Always used	Sometimes used	Not used	No response
Resources are appropriately internally aligned/assigned with a view to achieving the targets set in the implementation plans	Overall:17 (47%) EU27: 13 (46%)	Overall: 15 (42%) EU27: 14 (50%)	Overall: 1 (3%) EU27: 1 (4%)	Overall: 3 (8%) EU27: 1 (4%)
Relevant and inclusive partnerships, including those between teachers and trainers, are explicitly supported to implement the actions planned	Overall:17 (47%) EU27: 13 (46%)	Overall: 14 (39%) EU27: 12 (43%)	Overall: 1 (3%) EU27: 1 (4%)	Overall: 3 (8%) EU27: 1 (4%)
The strategic plan for staff competence development specifies the need for training for teachers and trainers	Overall:18 (50%) EU27: 15 (54%)	Overall: 14 (39%) EU27: 11 (39%)	0 (0%)	Overall: 3 (8%) EU27: 1 (4%)
Staff undertake regular training and develop cooperation with	Overall:16 (44%) EU27: 13 (46%)	Overall: 17 (47%) EU27: 14 (50%)	0 (0%)	Overall: 3 (8%) EU27: 1 (4%)

relevant external stakeholders to support capacity building and quality improvement			
Staff undertake regular training and develop cooperation with relevant external stakeholders to enhance performance	Overall:15 (42%) EU27: 12 (43%)	Overall: 17 (47%) EU27: 15 (54%)	0 (0%)	Overall: 3 (8%) EU27: 1 (4%)
VET providers' programmes enable learners to meet the expected learning outcomes and become involved in the learning process	Overall:13 (36%) EU27: 10 (36%)	Overall: 5 (14%) EU27: 4 (14%)	Overall: 1 (3%) EU27: 1 (4%)	Overall:15 (42%) EU27: 11 (39%)
VET providers respond to the learning needs of individuals by using a learner-centred approach which enable learners to achieve the expected learning outcomes	Overall:12 (33%) EU27: 10 (36%)	Overall: 6 (17%) EU27: 4 (14%)	Overall: 1 (3%) EU27: 1 (4%)	Overall:15 (42%) EU27: 11 (39%)
VET providers promote innovation in teaching and learning methods, in school and in the workplace, supported by the use of digital technologies and online-learning tools	Overall: 6 (17%) EU27: 5 (18%)	Overall: 12 (33%) EU27: 9 (32%)	Overall: 1 (3%) EU27: 1 (4%)	Overall:15 (42%) EU27: 11 (39%)
VET providers use valid, accurate and reliable methods to assess individuals' learning outcomes	Overall:12 (33%) EU27: 10 (8%)	Overall: 6 (18%) EU27: 4 (14%)	Overall: 1 (3%) EU27: 1 (4%)	Overall:15 (44%) EU27: 11 (39%)
AVERAGE	Overall:14 (39%) EU27: 11 (39%)	Overall: 12 (33%) EU27: 10 (36%)	Overall:5 (14%) EU27: 5 (18%)	Overall: 8 (22%) EU27: 6 (21%)

*Source: EQAVET survey among EQAVET national reference points (2022); Draft results of EQAVET Secretariat survey (2018). *Responses carried over from 2018 survey (BG, ES, FI, NL, SE). N=36.*

5.3.4   Evaluation phase

Table 43 shows that one average, each of the indicative descriptors was 'always used by 36% of countries in the evaluation phase of the QA cycle, which is significantly lower than in 2018 (47%). Each indicative descriptor was always used by between seven and 24 countries, and between six and 19 EU27 countries.

The indicative descriptor 'Self-assessment/self-evaluation is periodically carried out under national regulations/ frameworks' and 'Evaluation and review covers processes and results/outcomes of education including the assessment of learner satisfaction' were by far the most commonly used indicative descriptor. The former was always used by 24 countries,

including 19 EU27 countries. The latter was always used by 20 countries and 18 EU27 countries.

The least commonly used indicative descriptor was 'Self-assessment/self-evaluation covers the environmental sustainability of VET' and 'Early warning systems are implemented' This was always used by seven countries. This same pattern was also found in 2018.

Table 20.   EQAVET Indicative descriptors at VET provider level for IVET– EVALUATION

Indicative descriptor	Always used	Sometimes used	Not used	No response
Self-assessment/self-evaluation is periodically carried out under national regulations/frameworks	Overall; 24 (67%) EU27: 19 (68%)	Overall: 7 (19%) EU27: 6 (21%)	Overall: 2 (6%) EU27: 2 (7%)	Overall: 3 (8%) EU27: 1 (4%)
Self-assessment/self-evaluation is periodically carried out under regional regulations/framework	Overall: 8 (22%) EU27: 6 (21%)	Overall:10 (28%) EU27: 9 (32%)	Overall:15 (42%) EU27: 12 (43%)	Overall: 3 (8%) EU27: 1 (4%)
Self-assessment/self-evaluation is periodically carried out at the initiative of VET providers	Overall: 13 (36%) EU27: 9 (32%)	Overall: 17 (47%) EU27: 16 (57%)	Overall: 4 (11%) EU27: 3 (11%)	Overall: 3 (8%) EU27: 2 (7%)
Self-assessment/self-evaluation covers the digital readiness of VET institutions	Overall: 9 (25%) EU27: 7 (25%)	Overall:15 (42%) EU27: 12 (43%)	Overall:4 (11%) EU27: 3 (11%)	Overall:6 (17%) EU27: 4 (14%)
Self-assessment/self-evaluation covers the environmental sustainability of VET institutions	Overall: 7 (19%) EU27: 5 (18%)	Overall:16 (47%) EU27: 13 (46%)	Overall:5 (15%) EU27: 4 (14%)	Overall:6 (18%) EU27: 4 (14%)
Evaluation and review covers processes and results/outcomes of education including the assessment of learner satisfaction	Overall: 20 (56%) EU27: 18 (64%)	Overall:12 (33%) EU27: 8 (29%)	Overall: 1 (3%) EU27: 1 (4%)	Overall: 3 (8%) EU27: 1 (4%)
Evaluation and review covers processes and results/outcomes of education including staff performance	Overall: 13 (36%) EU27: 10 (36%)	Overall:13 (36%) EU27: 10 (36%)	Overall: 2 (6%) EU27: 2 (7%)	Overall:6 (17%) EU27: 4 (14%)
Evaluation and review covers processes and results/outcomes of	Overall: 12 (33%)	Overall:12 (33%)	Overall:4 (11%)	Overall:6 (17%)

education including staff satisfaction	EU27: 9 (32%)	EU27: 9 (32%)	EU27: 4 (14%)	EU27: 4 (14%)
Evaluation and review includes adequate and effective mechanisms to involve internal stakeholders	Overall: 18 (50%) EU27: 14 (50%)	Overall:12 (33%) EU27: 11 (39%)	Overall: 3 (8%) EU27: 2 (7%)	Overall: 3 (8%) EU27: 1 (4%)
Evaluation and review includes adequate and effective mechanisms to involve external stakeholders	Overall: 14 (39%) EU27: 13 (46%)	Overall:17 (47%) EU27: 13 (46%)	Overall: 2 (6%) EU27: 1 (4%)	Overall: 3 (8%) EU27: 1 (4%)
Early warning systems are implemented	Overall: 7 (19%) EU27: 6 (21%)	Overall: 19 (53%) EU27: 17 (61%)	Overall:7 (22%) EU27: 3 (14%)	Overall: 3 (8%) EU27: 1 (4%)
AVERAGE	Overall: 13 (36%) EU27: 11 (39%)	Overall:14 (39%) EU27: 11 (39%)	Overall: 4 (11%) EU27: 3 (11%)	Overall: 4 (11%) EU27: 2 (7%)

*Source: EQAVET survey among EQAVET national reference points (2022); Draft results of EQAVET Secretariat survey (2018). *Responses carried over from 2018 survey (BG, ES, FI, NL, SE). N=36.*

5.3.5 Review phase

The table below shows that on average, only 14, or 39% of countries, always used the review phase indicative descriptors, including 11 EU27 countries. This was lower than in 2018 (47%). The most commonly used descriptors were:

- ❖ Learners' feedback is gathered on their individual learning experience and on the learning and teaching environment
- ❖ Learners' feedback together with teachers', trainers and all other relevant stakeholders' feedback is used to inform further actions
- ❖ Procedures on feedback and review are part of a strategic learning process in the organisation

Table 21. EQAVET Indicative descriptors at VET provider level for IVET – REVIEW

Indicative descriptor	Always used	Sometimes used	Not used	No response
Learners' feedback is gathered on their individual learning experience and on the learning and teaching environment	Overall:16 (44%) EU27: 13 (46%)	Overall: 14 (39%) EU27: 11 (39%)	Overall: 3 (8%) EU27: 3 (11%)	Overall:3 11%) EU27: 1 (4%)
Learners' feedback together with teachers', trainers and all other relevant stakeholders' feedback is used to inform further actions	Overall:16 (44%) EU27: 12 (43%)	Overall: 15 (42%) EU27: 13 (46%)	Overall:15 (42%) EU27: 13 (46%)	Overall: 2 (6%) EU27: 2 (7%)

Information on the outcomes of the review is widely and publicly available	Overall:13 (36%) EU27: 10 (36%)	Overall: 15 (42%) EU27: 13 (46%)	Overall:5 (14%) EU27: 4 (14%)	Overall: 3 (8%) EU27: 1 (4%)
Procedures on feedback and review are part of a strategic learning process in the organisation	Overall:16 (44%) EU27: 13 (46%)	Overall: 15 (42%) EU27: 12 (43%)	Overall: 2 (6%) EU27: 2 (7%)	Overall: 3 (8%) EU27: 1 (4%)
Procedures on feedback and review support the development of high-quality provision	Overall:13 (36%) EU27: 10 (36%)	Overall: 11 (31%) EU27: 8 (29%)	Overall: 3 (9%) EU27: 1 (4%)	Overall:9 (21%) EU27: 7 (25%)
Procedures on feedback and review improve opportunities for learners	Overall:12 (33%) EU27: 10 (36%)	Overall: 11 (31%) EU27: 8 (29%)	Overall:4 (11%) EU27: 3 (11%)	Overall:9 (21%) EU27: 7 (25%)
Results/outcomes of the evaluation process are discussed with relevant stakeholders and appropriate action plans are put in place	Overall:15 (42%) EU27: 11 (39%)	Overall: 14 (39%) EU27: 13 (46%)	Overall: 3 (8%) EU27: 1 (4%)	Overall: 3 (8%) EU27: 1 (4%)
AVERAGE	Overall:14 39%) EU27: 11 (39%)	Overall: 14 (39%) EU27: 11 (49%)	Overall: 3 (8%) EU27: 2 (7%)	Overall:5 14%) EU27: 3 (11%)

*Source: EQAVET survey among EQAVET national reference points (2022). Draft results of EQAVET Secretariat survey (2018). *Responses carried over from 2018 survey (BG, ES, FI, NL, SE). N=36.*

5.4 CVET indicative descriptors at VET provider level

5.4.1 Overall

Figure 28 below shows that indicative descriptors are more often 'always used' in the planning phase (33%) than in the implementation (31%), review (28%) and evaluation phases (25%).

Figure 28. Percentage values for countries that always use EQAVET indicative descriptors at provider level for CVET in 2022
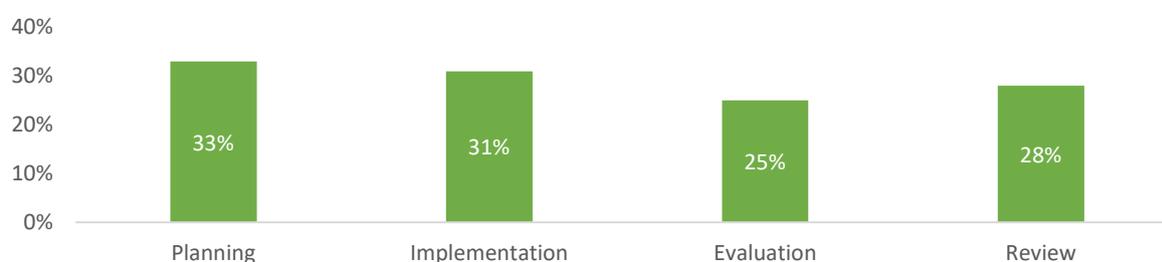
*Source: EQAVET survey among EQAVET national reference points (2022); Draft results of EQAVET Secretariat survey (2018). *Responses carried over from 2018 survey. N=32.*

Figure 29 shows that the number of EU27 countries always using indicative descriptors in each of the four phases at provider level for CVET has declined since 2018. the decrease was greatest for the evaluation (from 38% to 25%) and planning phases (from 50% to 39%), with a

decrease of 13 and 11 percentage points respectively. The drop was smaller for the review phase (from 41% to 32%), whilst the number of countries always using indicative descriptors across each phase of the QA cycle increased for the implementation phase (from 34% to 36%). This was in contrast to the trend from 2013 to 2018, where the proportion of countries always using indicative descriptors across each phase of the QA cycle increased steadily.

Figure 29. Average percentage for EQAVET indicative descriptors 'always used' at provider level for CVET in 2013, 2016, 2018 and 2022.
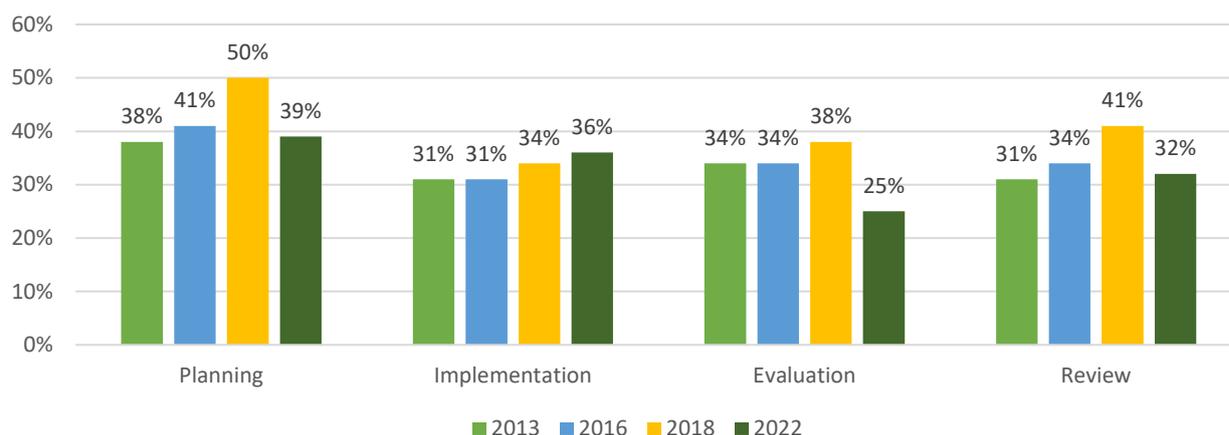
Source: EQAVET survey among EQAVET national reference points (2022); Draft results of EQAVET Secretariat survey (2018). N=36.

5.4.2   Planning phase

The table below shows that on average 33% of all countries always used each of the planning phase indicative descriptors and 39% of EU27 countries. This has decreased since 2018 (from 50%). The descriptor with the highest proportion of 'always used' responses is 'explicit goals/objectives and targets are set' (16, or 44% of responding countries, including 14 EU27 countries). The least used descriptor was 'responsibilities in quality management and development have been explicitly allocated' and 'On-going consultation with social partners and all other relevant stakeholders takes place to identify specific local/individual needs', which was 'always used' by just 31% of countries (11), including 10 EU27 countries).

Table 22. EQAVET Indicative descriptors at provider level for CVET – PLANNING

Indicative descriptor	Always used	Sometimes used	Not used	No response
The local targets set by the VET providers reflect European VET policy goals/objectives	Overall: 9 (25%) EU27: 6 (21%)	Overall:18 (50%) EU27: 16 (57%)	Overall: 4 (11%) EU27: 3 (11%)	Overall: 5 (14%) EU27: 3 (11%)
The local targets set by the VET providers reflect National level VET policy goals/objectives	Overall:15 (42%) EU27: 12 (43%)	Overall:13 (36%) EU27: 11 (39%)	Overall: 3 (8%) EU27: 2 (7%)	Overall: 5 (14%) EU27: 3 (11%)

The local targets set by the VET providers reflect Regional level VET policy goals/objectives	Overall:12 (33%) EU27: 10 (36%)	Overall:14 (39%) EU27: 12 (43%)	Overall: 4 (11%) EU27: 2 (7%)	Overall: 6 (17%) EU27: 4 (14%)
Explicit goals/objectives and targets are set	Overall:16 (44%) EU27: 14 (50%)	Overall:13 (36%) EU27: 10 (36%)	Overall: 2 (6%) EU27: 1 (4%)	Overall: 5 (14%) EU27: 3 (11%)
Explicit goals/objectives and targets are monitored	Overall:15 (42%) EU27: 13 (46%)	Overall:14 (39%) EU27: 11 (39%)	Overall: 2 (6%) EU27: 1 (4%)	Overall: 5 (14%) EU27: 3 (11%)
Programmes are designed to meet the explicit goals/objectives and targets set	Overall:14 (39%) EU27: 12 (43%)	Overall:11 (31%) EU27: 8 (29%)	Overall: 2 (6%) EU27: 1 (4%)	Overall: 7 (19%) EU27: 5 (18%)
On-going consultation with social partners and all other relevant stakeholders takes place to identify specific local/individual needs	Overall:11 (31%) EU27: 10 (36%)	Overall:17 (47%) EU27: 13 (46%)	Overall: 3 (8%) EU27: 2 (7%)	Overall: 5 (14%) EU27: 3 (11%)
Responsibilities in quality management and development have been explicitly allocated	Overall:11 (31%) EU27: 10 (36%)	Overall:18 (50%) EU27: 14 (50%)	Overall: 2 (6%) EU27: 1 (4%)	Overall: 7 (19%) EU27: 5 (18%)
There is an early involvement of staff in planning, including with regard to quality development	Overall:12 (33%) EU27: 11 (39%)	Overall:17 (47%) EU27: 13 (46%)	Overall: 2 (6%) EU27: 1 (4%)	Overall: 5 (14%) EU27: 3 (11%)
Providers plan cooperative initiatives with relevant stakeholders	Overall:11 (31%) EU27: 9 (32%)	Overall:18 (50%) EU27: 15 (54%)	Overall: 2 (6%) EU27: 1 (4%)	Overall: 5 (14%) EU27: 3 (11%)
The relevant stakeholders participate in the process of analysing local needs	Overall:12 (33%) EU27: 10 (36%)	Overall:17 (47%) EU27: 14 (50%)	Overall: 2 (6%) EU27: 1 (4%)	Overall: 5 (14%) EU27: 3 (11%)
VET providers have an explicit and transparent QA system in place	Overall:11 (31%) EU27: 10 (36%)	Overall:18 (50%) EU27: 14 (50%)	Overall: 2 (6%) EU27: 1 (4%)	Overall: 5 (14%) EU27: 3 (11%)
Measures are designed to ensure compliance with data protection rules	Overall:13 (36%) EU27: 11 (39%)	Overall:11 (31%) EU27: 8 (29%)	Overall: 3 (9%) EU27: 2 (7%)	Overall: 7 (19%) EU27: 5 (18%)
AVERAGE	Overall:12 (33%) EU27: 11 (39%)	Overall:15 (42%) EU27: 12 (43%)	Overall: 3 (8%) EU27: 1 (4%)	Overall: 6 (17%) EU27: 4 (14%)

*Source: EQAVET survey among EQAVET national reference points (2022); Draft results of EQAVET Secretariat survey (2018). *Responses carried over from 2018 survey (BG, ES, FI, NL). N=36.*

5.4.3   Implementation phase

The table below shows that indicative descriptors in the implementation phase are on average always used by 31% (11) countries and by 36% (10) of EU27 countries. This is similar to 2018, where an average of 34% of respondent countries always used the implementation phase descriptors.

The most commonly used indicative descriptor was 'Resources are appropriately internally aligned/assigned with a view to achieving the targets set in the implementation plans'. This was used by 15, or 42% of countries, and 13 EU27 countries. The least commonly used indicative descriptor was 'VET providers promote innovation in teaching and learning methods, in school and in the workplace, supported by the use of digital technologies and online-learning tools'. This was used by eight countries (all EU27 countries).

Table 23.   EQAVET Indicative descriptors at provider level for CVET – IMPLEMENTATION

Indicative descriptor	Always used	Sometimes used	Not used	No response
Resources are appropriately internally aligned/assigned with a view to achieving the targets set in the implementation plans	Overall:15 (42%) EU27: 13 (46%)	Overall:13 (36%) EU27: 11 (39%)	Overall: 2 (6%) EU27: 1 (4%)	Overall: 6 (17%) EU27: 3 (11%)
Relevant and inclusive partnerships, including those between teachers and trainers, are explicitly supported to implement the actions planned	Overall:12 (33%) EU27: 10 (36%)	Overall:17 (47%) EU27: 14 (50%)	Overall: 2 (6%) EU27: 1 (4%)	Overall: 5 (14%) EU27: 3 (11%)
The strategic plan for staff competence development specifies the need for training for teachers and trainers	Overall:13 (36%) EU27: 11 (39%)	Overall:16 (44%) EU27: 13 (46%)	Overall: 2 (6%) EU27: 1 (4%)	Overall: 5 (14%) EU27: 3 (11%)
Staff undertake regular training and develop cooperation with relevant external stakeholders to support capacity building and quality improvement	Overall: 9 (25%) EU27: 8 (29%)	Overall:20 (56%) EU27: 16 (57%)	Overall: 2 (6%) EU27: 1 (4%)	Overall: 5 (14%) EU27: 3 (11%)
Staff undertake regular training and develop cooperation with relevant external stakeholders to enhance performance	Overall: 9 (25%) EU27: 8 (29%)	Overall:20 (56%) EU27: 16 (57%)	Overall: 2 (6%) EU27: 1 (4%)	Overall: 5 (14%) EU27: 3 (11%)
VET providers' programmes enable learners to meet the expected learning outcomes and become involved in the learning process	Overall:13 (36%) EU27: 12 (43%)	Overall:12 (33%) EU27: 8 (29%)	Overall: 2 (6%) EU27: 1 (4%)	Overall: 7 (19%) EU27: 5 (18%)

VET providers respond to the learning needs of individuals by using a learner-centred approach which enable learners to achieve the expected learning outcomes	Overall:10 (28%) EU27: 10 (36%)	Overall:14 (39%) EU 27: 10 (36%)	Overall: 3 (8%) EU27: 1 (4%)	Overall: 7 (19%) EU27: 5 (18%)
VET providers promote innovation in teaching and learning methods, in school and in the workplace, supported by the use of digital technologies and online-learning tools	Overall: 8 (22%) EU27- 8 (29%)	Overall:17 (47%) EU27: 12 (43%)	Overall: 2 (6%) EU27: 1 (4%)	Overall: 7 (19%) EU27: 5 (18%)
VET providers use valid, accurate and reliable methods to assess individuals' learning outcomes	Overall:11 (31%) EU27: 11 (39%)	Overall:14 (39%) EU27: 9 (32%)	Overall: 2 (6%) EU27: 1 (4%)	Overall: 7 (19%) EU27: 5 (18%)
AVERAGE	Overall:11 (31%) EU27: 10 (36%)	Overall:16 (44%) EU27: 12 (43%)	Overall: 2 (6%) EU27: 1 (4%)	Overall: 6 (17%) EU27: 4 (14%)

*Source: EQAVET survey among EQAVET national reference points (2022); Draft results of EQAVET Secretariat survey (2018). *Responses carried over from 2018 survey (BG, ES, FI, NL). N=36.*

5.4.4   Evaluation phase

Table 48 shows that only 25% of countries and 25% of EU27 countries on average use each of the indicative descriptors in the evaluation phase. This proportion is lower than in 2018, where an average of 38% of respondent countries always used the evaluation phase descriptors.

The most used descriptor was 'self-assessment/self-evaluation is periodically carried out under national regulations/frameworks', which was always used by 42% of responding countries (including 12 EU27 countries). The least used descriptor were 'self-assessment/ self-evaluation is periodically carried out under regional regulations/ frameworks' and 'Early warning systems are implemented', which were only always used by three and four EU27 countries respectively.

Table 24. EQAVET Indicative descriptors at provider level for CVET – EVALUATION

Indicative descriptor	Always used	Sometimes used	Not used	No response
Self-assessment/self-evaluation is periodically carried out under national regulations/frameworks	Overall: 15 (42%) EU27: 12 (43%)	Overall:12 (33%) EU27: 10 (36%)	Overall:4 (11%) EU27: 3 (11%)	Overall: 5 (14%) EU27: 3 (11%)
Self-assessment/self-evaluation is periodically carried out under regional regulations/frameworks	Overall: 4 (11%) EU27: 3 (11%)	Overall:14 (39%) EU27: 12 (43%)	Overall:12 (33%) EU27: 9 (32%)	Overall: 6 (17%) EU27: 4 (14%)
Self-assessment/self-evaluation is periodically	Overall: 10 (28%)	Overall:16 (44%)	Overall: 5 (14%)	Overall: 5 (14%)

carried out at the initiative of VET providers	EU27: 7 (25%)	EU27: 14 (50%)	EU27: 4 (14%)	EU27: 3 (11%)
Self-assessment/self-evaluation covers the digital readiness of VET institutions	Overall: 6 (17%) EU27: 5 (18%)	Overall:16 (44%) EU27: 12 (43%)	Overall: 5 (14%) EU27: 4 (14%)	Overall: 7 (19%) EU27: 5 (18%)
Self-assessment/self-evaluation covers the environmental sustainability of VET institutions	Overall: 6 (17%) EU27: 5 (18%)	Overall:15 (42%) EU27: 11 (39%)	Overall: 6 (17%) EU27: 5 (18%)	Overall: 7 (19%) EU27: 5 (18%)
Evaluation and review covers processes and results/outcomes of education including the assessment of learner satisfaction	Overall: 14 (39%) EU27: 13 (46%)	Overall:14 (39%) EU27: 10 (36%)	Overall: 3 (8%) EU27: 2 (7%)	Overall: 5 (14%) EU27: 3 (11%)
Evaluation and review covers processes and results/outcomes of education including staff performance	Overall: 10 (28%) EU27: 8 (29%)	Overall:14 (39%) EU27: 11 (39%)	Overall: 3 (8%) EU27: 2 (7%)	Overall: 7 (19%) EU27: 5 (18%)
Evaluation and review covers processes and results/outcomes of education including staff satisfaction	Overall: 6 (17%) EU27: 4 (14%)	Overall:14 (39%) EU27: 11 (39%)	Overall: 7 (19%) EU27: 6 (21%)	Overall: 7 (19%) EU27: 5 (18%)
Evaluation and review includes adequate and effective mechanisms to involve internal stakeholders	Overall: 12 (33%) EU27: 10 (36%)	Overall:15 (42%) EU27: 12 (43%)	Overall: 4 (11%) EU27: 3 (11%)	Overall: 5 (14%) EU27: 3 (11%)
Evaluation and review includes adequate and effective mechanisms to involve external stakeholders	Overall: 8 (22%) EU27: 7 (25%)	Overall:19 (53%) EU27: 16 (57%)	Overall: 4 (11%) EU27: 2 (7%)	Overall: 5 (14%) EU27: 3 (11%)
Early warning systems are implemented	Overall: 4 (11%) EU27: 4 (14%)	Overall:18 (50%) EU27: 16 (57%)	Overall: 9 (25%) EU27: 5 (18%)	Overall: 5 (14%) EU27: 3 (11%)
AVERAGE	Overall: 9 (25%) EU27: 7 (25%)	Overall:15 (42%) EU27: 12 (43%)	Overall: 6 (17%) EU27: 4 (14%)	Overall: 6 (17%) EU27: 4 (14%)

*Source: EQAVET survey among EQAVET national reference points (2022). Draft results of EQAVET Secretariat survey (2018). *Responses carried over from 2018 survey (BG, ES, FI, NL). N=36.*

5.4.5   Review phase

Table 49 shows that the average percentage of countries that 'always used' each of the indicative descriptors for the review phase is 28% (32% for EU27 countries), which is significantly lower than in 2018 (41%).

The most used descriptor was 'Learners' feedback is gathered on their individual learning experience and on the learning and teaching environment', which was always used by 36% of responding countries (including 11 EU27 countries). The least commonly always used indicative descriptor was 'Information on the outcomes of the review is widely and publicly available' and 'Procedures on feedback and review improve opportunities for learners'. This was used by only 22% countries (8) including 7 EU27 countries).

Table 25. EQAVET Indicative descriptors at provider level for CVET – REVIEW

Indicative descriptor	Always used	Sometimes used	Not used	No response
Learners' feedback is gathered on their individual learning experience and on the learning and teaching environment	Overall: 13 (36%) EU27: 11 (39%)	Overall:14 (39%) EU27: 12 (43%)	Overall:4 (11%) EU27: 2 (7%)	Overall:5 (14%) EU27: 3 (11%)
Learners' feedback together with teachers', trainers and all other relevant stakeholders' feedback is used to inform further actions	Overall: 12 (33%) EU27: 10 (36%)	Overall:15 (42%) EU27: 13 (46%)	Overall:4 (11%) EU27: 2 (7%)	Overall:5 (14%) EU27: 3 (11%)
Information on the outcomes of the review is widely and publicly available	Overall: 8 (22%) EU27: 7 (25%)	Overall:15 (42%) EU27: 12 (43%)	Overall:8 (22%) EU27: 6 (21%)	Overall:5 (14%) EU27: 3 (11%)
Procedures on feedback and review are part of a strategic learning process in the organisation	Overall: 11 (31%) EU27: 10 (36%)	Overall:18 (50%) EU27: 14 (50%)	Overall: 2 (6%) EU27: 1 (4%)	Overall:5 (14%) EU27: 3 (11%)
Procedures on feedback and review support the development of high-quality provision	Overall: 9 (25%) EU27: 8 (29%)	Overall:15 (42%) EU27: 11 (39%)	Overall: 3 (8%) EU27: 2 (7%)	Overall:7 (19%) EU27: 5 (18%)
Procedures on feedback and review improve opportunities for learners	Overall: 8 (22%) EU27: 7 (25%)	Overall:16 (44%) EU27: 13 (46%)	Overall: 3 (8%) EU27: 2 (7%)	Overall:7 (19%) EU27: 5 (18%)
Results/outcomes of the evaluation process are discussed with relevant stakeholders and appropriate action plans are put in place	Overall: 11 (31%) EU27: 9 (32%)	Overall:17 (47%) EU27: 14 (50%)	Overall: 3 (8%) EU27: 2 (7%)	Overall:5 (14%) EU27: 3 (11%)
AVERAGE	Overall: 10 (28%) EU27: 9 (32%)	Overall:16 (44%) EU27: 13 (46%)	Overall:4 (11%) EU27: 2 (7%)	Overall:6 (17%) EU27: 4 (14%)

*Source: EQAVET survey among EQAVET national reference points (2022); Draft results of EQAVET Secretariat survey (2018). *Responses carried over from 2018 survey (BG, ES, FI, NL). N=36.*

6 The use of the EQAVET indicators

Chapter 6 examines how extensively EQAVET indicators are used by countries and the processes that are in place to review the national approach to QA.

6.1 The use of information: the feedback loop and communication

6.1.1 Country arrangements to review national QA approaches

In total, 12 countries, including nine from the EU27, stated they had arrangements in place to review the national approach to QA, and 13 countries (nine EU27 countries stated that they do not. Some reported that the arrangements they had in place include centralised review procedures for monitoring QA and systems to collect VET performance data. This has declined since 2018, where 15 EU27 countries had arrangements to review the national approach.

Table 26.   Arrangements in place to review the national approach

Arrangements to review the national approach in place	Response count	Response percentages	Countries
Yes	Overall: 12 EU27: 9	Overall: 32% EU27- 30%	AT, BA, DK, EE, EL, ES, LT, LU, MK, NL*, SK, TR
No	Overall: 13 EU27: 9	Overall: 34% EU27- 30%	BE(nl), BG*, CY, CZ, HR, IS, IT, LV, ME, NO, PL, PT, XK
Other	Overall: 11 EU27: 10	Overall: 29% EU27- 33%	BE(fr), DE, FI*, FR*, HU, IE, MT, RO, RS, SE, SI

*Source: EQAVET survey among EQAVET national reference points (2022); Draft results of EQAVET Secretariat survey (2018). *Responses carried over from the 2018 survey (NL, BG, FI, FR). N=36.*

Countries which responded to 'other' provided further detail on the alternative arrangements in place to review their national approach to QA. BE (Fr), DE, and SE employ a regional approach as they have decentralised VET systems. IE and MT stated that they do not have a specific review process as QA arrangements are reviewed on an ongoing basis. HU and RO stated that while they have not undertaken a recent review, they have plans for doing so.

Some countries also explained why they did not have plans to review their national approach to QA. SI stated that although there are mechanisms in place to review the VET system, there are ongoing challenges with lack of data, insufficient databases, and poor methodology at a national level. RS also felt that a review was not presently needed, as they conducted a review in 2011 and made resulting changes to the national QA approach in 2018.

6.1.2 Availability of review outcomes

The table below was completed by countries who answered 'yes' to the previous question. It shows that over half of countries that have arrangements to review the national approach in place do not currently have a way of making its outcomes publicly available. This has declined from 2018, when 14 countries made outcomes public.

Table 27.   Review outcomes are publicly available

Outcomes are publicly available	Response count	Response percentages	Countries
Yes	Overall: 3 EU27: 3	Overall: 9% EU27: 10%	DK, EE, EL
No	Overall: 8 EU27: 5	Overall: 25% EU27: 17%	AT, BA, ES, LT, LU, MK, SK, TR

Source: EQAVET survey among EQAVET national reference points (2022). N=11.

6.2   Indicators used by countries in IVET and CVET
6.2.1   List of EQAVET indicators

This section examines the take-up and use of EQAVET indicators (shown in Table 52), which are linked to three policy priorities:

- ❖ Increasing employability
- ❖ Improving the match between labour demand and supply
- ❖ Better access to lifelong learning/ training, in particular for vulnerable people

Table 28.   List of EQAVET indicators:

No	Indicator
1.	**Relevance of QA systems for VET providers (Context/Input indicator)**
1A	a) share of VET providers applying internal QA systems defined by law/at own initiative
1B	b) share of accredited VET providers
2.	**Investment in training of teachers and trainers (Input/Process indicator)**
2A	a) share of teachers and trainers participating in further training
2B	b) amount of funds invested, including for digital skills
3.	**Participation rate in VET programmes (Input/Process/Output indicator)**
3	Number of participants in VET programmes according to the type of programme and the individual criteria
4.	**Completion rate in VET programmes (Process/Output/Outcome indicator)**
4	Number of persons having successfully completed/abandoned VET programmes, according to the type of programme and the individual criteria
5.	**Placement rate in VET programmes (Outcome indicator)**
5A	a) destination of VET learners at a designated point in time after completion of training, according to the type of programme and the individual criteria
5B	b) share of employed learners at a designated point in time after completion of training, according to the type of programme and the individual criteria
6.	**Utilisation of acquired skills at the workplace (Outcome indicator (mix of qualitative and quantitative data))**
6A	a) information on occupation obtained by individuals after completion of training, according to type of training and individual criteria
6B	b) satisfaction rate of individuals and employers with acquired skills/competences
7.	**Unemployment rate according to individual criteria (Context indicator)**

7	Unemployment rate according to individual criteria
8. Prevalence of vulnerable groups (Context indicator)	
8A	a) percentage of participants in VET classified as disadvantaged groups (in a defined region or catchment area) according to age and gender
8B	b) success rate of disadvantaged groups according to age and gender
9. Mechanisms to identify training needs in the labour market (Context/Input indicator) (qualitative information)	
9A	a) information on mechanisms set up to identify changing demands at different levels
9B	b) evidence of the use of such mechanisms and their effectiveness
10. Schemes used to promote better access to VET and provide guidance to (potential) VET learners (Process indicator) (qualitative information)	
10A	a) information on existing schemes at different levels
10B	b) evidence of their effectiveness

Source: EQAVET survey among EQAVET national reference points (2022). Draft results of EQAVET Secretariat survey (2018).

6.2.2 Use of indicators in IVET

On average, 48% of EU27 countries always used each of the indicators for the IVET sector, which is a slight decrease from 2018, when 52% of countries always used each of the indicators on average.

Table 53 shows the most commonly used indicators were 3 and 4 (always used by 79% and 82% of EU27 countries respectively), and these were also the most commonly used indicators in 2018 (used by 81% and 88% of countries respectively). The least commonly used indicators were indicators 6B, 8B and 10B. These indicators were always used by less than a third of countries.

The proportion of countries that did not used each of the indicators is relatively low. For each indicator, less than a quarter of countries stated they did not use the indicator at all.

Table 29. The use of EQAVET Framework Indicators in the IVET sector in 2022 by EU27 countries

Indicator	Always used	Sometimes used	Not used	No response
1A	13 (46%)	8 (29%)	5 (18%)	2 (7%)
1B	17 (61%)	4 (14%)	5 (18%)	2 (7%)
2A	14 (50%)	10 (36%)	2 (7%)	2 (7%)
2B	10 (36%)	12 (43%)	4 (14%)	2 (7%)
3	22 (79%)	2 (7%)	2 (7%)	2 (7%)
4	23 (82%)	3 (11%)	2 (7%)	1 (4%)

5A	14 (50%)	11 (39%)	1 (4%)	2 (7%)
5B	13 (46%)	10 (36%)	2 (7%)	3 (11%)
6A	9 (32%)	12 (43%)	5 (18%)	2 (7%)
6B	7 (25%)	14 (50%)	5 (18%)	2 (7%)
7	17 (61%)	6 (21%)	3 (11%)	2 (7%)
8A	16 (57%)	8 (29%)	2 (7%)	2 (7%)
8B	9 (32%)	11 (39%)	6 (21%)	2 (7%)
9A	14 (50%)	10 (36%)	1 (4%)	3 (11%)
9B	9 (32%)	13 (46%)	3 (11%)	3 (11%)
10A	15 (54%)	9 (32%)	1 (4%)	3 (11%)
10B	6 (21%)	17 (61%)	3 (11%)	2 (7%)
AVERAGE	**13 (48%)**	**9 (34%)**	**3 (11%)**	**2 (8%)**

Source: EQAVET survey among national reference points (2022). N=28; Draft results of EQAVET Secretariat survey (2018).

6.2.3   Use of EQAVET indicators in CVET

In CVET, the use of EQAVET indicators is slightly less common than in IVET. An average of 44% EU27 countries always used each of the indicators, and no indicator is used by more than 64% of respondents. However, the number of countries always using EQAVET indicators in CVET has increased from 2018, when it was always used by 38% of countries.

The most frequently used indicators were 1B, 3, 4, 7 and 9A (18, 17, 17, 17 and 17 EU27 countries respectively), which was also the case in 2018. The indicators least likely to be always used were 6B, 8B and 10B.

Table 30.   The use of EQAVET Framework Indicators in the CVET sector in 2022 by EU27 countries

Indicator	Always used	Sometimes used	Not used	No response
1A	11 (39%)	10 (36%)	6 (21%)	1 (4%)
1B	18 (64%)	5 (18%)	4 (14%)	1 (4%)
2A	13 (46%)	7 (25%)	7 (25%)	1 (4%)
2B	10 (36%)	8 (29%)	9 (32%)	1 (4%)
3	17 (61%)	8 (29%)	2 (7%)	1 (4%)
4	17 (61%)	8 (29%)	2 (7%)	1 (4%)
5A	12 (43%)	12 (43%)	3 (11%)	1 (4%)
5B	11 (39%)	13 (46%)	3 (11%)	1 (4%)
6A	9 (32%)	11 (39%)	7 (25%)	1 (4%)
6B	7 (25%)	13 (46%)	7 (25%)	1 (4%)
7	17 (61%)	7 (25%)	3 (11%)	1 (4%)
8A	12 (43%)	10 (36%)	5 (18%)	1 (4%)
8B	9 (32%)	10 (36%)	8 (29%)	1 (4%)
9A	17 (61%)	7 (25%)	3 (11%)	1 (4%)

9B	11 (39%)	11 (39%)	5 (18%)	1 (4%)
10A	11 (39%)	14 (50%)	1 (4%)	2 (7%)
10B	7 (25%)	17 (61%)	3 (11%)	1 (4%)
AVERAGE	**12 (44%)**	**10 (36%)**	**5 (16%)**	**1 (4%)**

Source: EQAVET survey among EQAVET national reference points (2022); Draft results of EQAVET Secretariat survey (2018). N=28.

6.2.4   The use of individual indicators

The section below examines the changes in the use of the individual indicators between 2018 and 2022 and qualitative responses on how they are used. The four UK nations have been removed from the 2018 data to provide a more like-for-like comparison.

Indicator 1: Relevance of QA systems for VET providers

For IVET, the use of Indicator 1A and 1B has decreased in 2022. Indicator 1A was always used by 18 EU27 countries in 2018 and 13 EU27 countries in 2022. Meanwhile, the number of EU27 countries that always used Indicator 1B has remained at 17. For both indicators, the number of EU countries that sometimes used the indicator has largely stayed the same.

For CVET, the number of EU27 countries that always used Indicator 1A in 2022 has similarly decreased from 12 to 11. However, the number of EU27 countries that always used Indicator 1B has increased from 14 to 18.

In the qualitative responses, many countries reported that Indicator 1 was widely drawn from data on the accreditation process for VET training providers (used in CY, CZ, EL, HU, IE, RO, SE, and SI) as well as data gathered from providers or inspectors to provide a baseline/comparative model or framework for measuring if provision is delivered at the expected quality level (used by CY, BE(Fr). EL, HU, LT and XK).

Countries reported using this data for different purposes. This included sharing knowledge and/or good practice among stakeholders on quality provision (BE(Fr), DK), to provide information to the public (CZ, MT and RO) and to inform longer term policy development (CZ, DK and SI).

Indicator 2: Investment in training of teachers and trainers

For IVET, the number of countries that always used indicator 2A decreased from 18 EU27 countries in 2018 to 14 in 2022. There was also a similar change in the use of indicator 2B, where 12 EU27 countries always used the indicator in 2018 and 10 always used it in 2022.

In the CVET sector, the number of EU27 countries that always used Indicator 2A has increased from 10 to 13. For Indicator 2B, the number of EU27 countries that always used the indicator has increased from six to 10.

In the qualitative responses some countries (IE, PL, SE, SI, LV and XK) reported that they did not collect this information because the responsibility of teacher CPD sits with the providers, although there is an expectation they are suitably trained. In LV training is included in the providers self-assessment for performance improvement.

In a handful of countries, the provision of training to teachers was more formalised. BA, EL, RO and SE stated that requirements were included in legislation or was mandatory as part of their funding arrangement with providers.

Countries that collected this data for this indicator used it to feed into the accreditation of teachers/trainers (EL) and the provision of teacher CPD (BA, MT, RO). It was also used to inform sector stakeholders and VET providers (BE((Fr)); to maintain a national

register/database of trainers/teachers (EL) and to provide research to inform teaching (MT). In CZ and RO, data collected at a local level is used to inform planning around CPD at a national level.

Indicator 3: Participation rate in VET programmes

For IVET, the number of EU27 countries that always used Indicator 3 decreased from 23 in 2018 to 22 in 2022. The number of EU27 countries that sometimes used Indicator 3 decreased from three to two. For the CVET sector, the number of EU27 countries that always used Indicator 3 was 17 in both 2018 and 2022.

The qualitative responses showed that the participation rate in VET programmes were used at both a system level and more local levels. At a system level, it was used to provides information on the appropriateness and applicability of training, both in terms of how well a programmes are working (MT and RO) and the attractiveness of VET and inform VET policy (LT and RO). In CZ, the participation rate is also used for setting finances around VET education.

In EL and SK, the participation rate is used to understand the demographic of learners and any groups that are under-represented or receive less favourable outcomes. EL combines this with a survey of IVET graduates and employers, as well as other research which is used to provide data on the geographical distribution, share of public and private providers, rural/metropolitan split of provision and demographic information on participation.

At a more local level, in SE there is an expectation that municipalities will use participation rate data to provide interventions to young people under the age of 20 who are not in some form of education or training. In BE(Fr), participation rates are used to a basis of discussions among stakeholders and managers of the composition of VET provision.

Indicator 4: Completion rate in VET programmes

For IVET, the number of EU27 countries that always use Indicator 4 decreased by two, from 25 countries in 2018 to 23 countries in 2022. Two EU27 countries stated that they sometimes used Indicator 4 in 2018, and this increased to three in 2022.

For CVET, the number of EU27 countries stating that they always used Indicator 4 increased slightly, from 16 in 2018 to 17 in 2022. The number of EU27 countries stating that they sometimes used Indicator 4 increased from six to eight.

In the qualitative responses the Completion rate in VET Programmes most frequently collected to evaluate and/or monitor the quality of providers (CZ, HU, IE, PT, SI).   In some countries (EL, LU, RO) it was also stated to help inform national plans and policies regarding VET. CZ, RO, and LT also used this data to understand labour market dynamics, such as the flow of learners from VET to labour market sectors.

MT makes this data publicly available to increase the attractiveness of VET and CZ use the data for budgeting. In addition, in LU and SE the municipalities use the data to undertake graduate tracking.

Indicator 5: Placement rate in VET programmes

For the IVET sector, the number of EU27 countries that always used Indicator 5A was 14 in both 2018 and 2022. However, the number of EU27 countries that always used Indicator 5B has increased from 11 in 2018 to 13 in 2022.

For CVET, 10 EU27 countries stated that they always used Indicator 5A in 2018, and this increased to 12 in 2022. Eight EU27 countries always used Indicator 5B in 2018, and this increased to 11 in 2022.

In the qualitative responses, the placement rate in VET programmes was used by providers as part of ongoing monitoring and self-evaluation of their VET provision (CZ, DK, IE, LV, ME, SI). However, in some countries, the placement rate was used for more specific purposes. In PT the data is used to inform continuous improvement of VET at a national level, and IE used the data to feed into funding decisions. LT and RO used the data to inform decisions about the relevance of VET and the supply and demand of VET trainees. CZ, EL, HU, LU and RO use the placement rate of VET graduates for graduate tracking.

Indicator 6: Utilisation of acquired skills at the workplace

The number of EU27 countries always using Indicator 6A increased from seven in 2018 to nine in 2022. The number of EU27 countries that always used Indicator 6B stayed the same (seven countries).

For CVET, the number of EU27 countries that always used Indicator 6A increased from five in 2018 to nine in 2022. The number of EU27 countries that always used Indicator 6B increased from six in 2018 to seven in 2022.

In the qualitative responses, HU and PT stated they have systems in place to report against the measure at a provider level, while BA is piloting the collection of the indicator. In CZ and SE, the collection of indicators is not mandatory although many of the providers have their own systems in place for collecting information.

At a more national level, LT used the indicator to support decisions about the relevance of VET and IE and LV use the indicator to evaluate programmes and make funding decisions.

Indicator 7: Unemployment rate according to individual criteria

In IVET, the number of EU27 countries that always used Indicator 7 increased slightly from 16 countries in 2018 to 17 in 2022. In the CVET sector, the number of EU27 countries using the indicator also increased from 16 in 2018 to 17 in 2022.

In the qualitative responses CZ, HU, LT, IE and ME stated that the unemployment rate is used to evaluate programmes by providers and funders. In MT it is used to provide a real time data on whether the current training provision is meeting the needs of the labour market. In RO, the unemployment rate is used more in CVET and to help shape active labour market policies for those that are unemployed.

In BA, EL and SE government based statistical agencies provide information on the unemployment rate which informs government policy of VET provision.

Indicator 8: Prevalence of vulnerable groups

For IVET, the number of EU27 countries that always used Indicator 8A increased from 15 in 2018 to 16 in 2022. In addition, the number of EU27 countries that aways used Indicator 8B decreased from 10 in 2018 to nine in 2022.

For CVET, the number of EU27 countries that always used Indicator 8A increased slightly from 11 in 2018 to 12 in 2022. The use of Indicator 8B increased from seven to nine.

In the qualitative responses the collection of data on the prevalence of vulnerable groups was most commonly done at a local level with the aim of increasing participation and accessibility of provision. For example, figures were used to measure whether participation of vulnerable groups is increasing (EL, MT, TR).

From a policy perspective, data from this indicator was used to set targets and initiatives to support vulnerable groups (HU, IE, SI, XK). At a more local level, the data was used to adapt provision to student needs (HU, PL, RO, and XK) and to ensure teaching methods utilised currently met the needs of all learners (CZ)

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

In the IVET sector, the number of EU27 countries that always used Indicator 9A decreased from 19 in 2018 to 14 in 2022. However, for Indicator 9B, the number of EU27 countries aways using the indicator increased from eight in 2018 to nine in 2022.

For CVET, the number of EU27 countries that always used Indicator 9A increased from 14 in 2018 to 17 in 2022. The use of Indicator 9B also increased, with seven EU27 countries always using the indicator in 2018 and 11 using it in 2022.

In the qualitative responses, some countries (BA, CY, El, MT, RO, SI) stated they used Indicator 9A and/or 9B to provide estimates on the skills needs of individuals which can be used by VET providers to shape both current and future provision . In MT there was an expectation that short courses or changes to current programmes would be made if a skills need was highlighted that was not currently met.

In CZ, HU, SE and SI, the data is collected from sector skills councils/ sector specific working groups/stakeholders that set the requirements for VET training and assessment standards. In PL, it is collected from research is undertaken among career counsellors and teachers about VET and HE provision. LU responded that they were in the process of improving the mechanisms to identify training needs through the development of a National Skills Strategy for CVET.

Indicator 10: Schemes used to promote better access to VET and provide guidance to (potential) VET learners

For IVET, the number of EU27 countries always using Indicator 10A decreased slightly from 16 in 2018 to 15 in 2022. Similarly, the number of EU27 countries that always used Indicator 10B decreased from seven to six countries. In the CVET sector, the number of EU27 countries that always used Indicator 10A decreased from 14 in 2018 to 11 in 2022 and for Indicator 10B the number of EU27 countries always using the indicator remained at seven.

In the qualitative responses, examples of schemes used to promote better access to VET included post secondary VET programmes and new modern apprenticeships (introduced by CY); and 'second chance' provision (MT). XK also expected to develop new accessible VET programmes as a result of its recent development of an NQF, including more opportunities for the validation of prior Learning.

Promotional activities include provider level promotion (undertaken by BE(fr),and XK) and regional and/or national level promotion and communication (BE(fr), CZ, IE, RO, XK). MT also provides financial support to encourage engagement from disadvantaged groups (MT).

6.3   European cooperation and the EQAVET indicators

Respondents were asked about the indicators where they would most require support from the EQAVET network in using the indicators for further cooperation and benchmarking:'. The table below shows that the most frequently selected indicators were 1, 6 and 9, whereas the least frequently selected were 3 and 7.

Table 31.   Overview: EQAVET indicators and EU cooperation

Working with EQAVET Indicators and benchmarking	Response count	Response percentages	Countries
Indicator 1	Overall: 17 EU27: 14	Overall: 59% EU27: 64%	CY, EE, EL, ES, HR*, IE, LU, ME, MK, MT, PL, PT*, RO, SE, SI, SK, TR

Indicator 2	Overall:12 EU27: 9	Overall: 41% EU27: 41%	AT, CY, DE, EL, HR*, IT, LT, MK, MT, PL, TR, XK
Indicator 3	Overall: 7 EU27: 4	Overall: 24% EU27: 18%	HR*, IT, ME, MT, PT*, TR, XK
Indicator 4	Overall:10 EU27: 6	Overall: 34% EU27: 27%	DE, ES, HR*, IE, IT, ME, MT, RS, TR, XK
Indicator 5	Overall:13 EU27: 8	Overall: 45% EU27: 36%	BA, ES, HR*, HU, IE, IT, LU, LV, ME, MT, RS, TR, XK
Indicator 6	Overall: 16 EU27: 13	Overall: 55% EU27: 59%	AT, BA, DE, EL, HR*, HU, LU, LV, MT, NL* PL, RO, RS, SE, SK, TR
Indicator 7	Overall: 5 EU27: 3	Overall: 17% EU27: 14%	HR*, LU, MT, TR, XK
Indicator 8	Overall: 12 EU27: 9	Overall: 41% EU27: 41%	BA, DE, EE, ES, HR*, IE, IT, MT, SI, SK, TR, XK
Indicator 9	Overall: 17 EU27: 12	Overall: 59% EU27: 55%	CY, DE, EL, HR*, HU, LT, LU, ME, MT, NO, PT*, RO, RS, SE, SI, TR, XK
Indicator 10	Overall: 10 EU27: 8	Overall: 34% EU27: 36%	BA, ES, HR*, HU, LU, MT, PL, PT*, RO, TR

*Source: EQAVET survey among EQAVET national reference points (2022); Draft results of EQAVET Secretariat survey (2018). *Responses carried over from the 2018 survey. N=29.*

ANNEXES

Annex 1: Country tables

Table 32. The extent to which the national approaches to QA in line with the EQAVET Framework

National approach is aligned to the features of the EQAVET Framework	No (%)	Countries 2022
The EQAVET Quality Cycle	Overall: 31 (89%) EU27: 24 (86%)	AT, BE(nl), BG*, CY, CZ, DE, DK, EE, EL, ES, FI*, FR*, HR, HU, IE, <u>IS</u>, IT, LT, LU, LV, <u>ME</u>, <u>MK</u>, <u>NO</u>, PT, RO, <u>RS</u>, SE, SI, SK, <u>TR</u>, <u>XK</u>
The EQAVET indicative descriptors	Overall: 22 (63%) EU27: 19 (68%)	AT, <u>BA</u>, BG*, CY, CZ, DE, DK, EE, ES, FI*, FR*, HU, IE, IT, LT, LU, MT, NL, PT, RO, <u>TR</u>, <u>XK</u>
The EQAVET indicators	Overall: 24 (69%) EU27: 20 (71%)	AT, BG* CY, CZ, DE, DK, EE, ES, FI*, FR*, HR, HU, IE, IT, LT, LU, LV, <u>ME</u>, <u>MK</u>, PL, SI, SK, <u>TR</u>, <u>XK</u>

*Source: EQAVET survey among EQAVET national reference points (2022); Draft results of EQAVET Secretariat survey (2018). *Responses carried over from the 2018 survey (BG, FI, FR). N=35. BE(fr) excluded from the total because they did not respond to this question in the survey in 2018 or 2022*

Table 33. Progress towards implementation of a national approach to QA between 2018 and 2022 for EU27 countries

Progress towards implementation of the national approach	EU27 No (%) 2018**	EU27 Countries 2018 (Year implementation is expected)	EU27 No (%) 2022	EU27 Countries 2022 (Year implementation is expected)
At development stage	9 (32%)	BE(nl) (2019), CZ (2020), EE (2016/2017), FR, IE, LV, LU (2019/2020), PT, SK (2020)	3 (11%)	EL (2023 for IVET), ES (2024), HR (2024)
Formally agreed (e.g in law or regulation, or other form of agreement)	17 (60%)	BG (2016), DE, DK, EE (2013), ES, FR, IE, IT (2012), LU (2018), HU, AT, MT, PL, SI, SK (2015), FI (2009), SE (2011)	4 (14%)	HU (2024), PL (2024), SI, SK (2015)
Partially implemented	8 (29%)	ES, HU, FR, IT, LT (2020), CY (2018), SI, SK (2016-2020)	5 (18%)	AT (2023), BG*** (2016), CZ (2030), IT (ongoing), LU (2030)
Fully implemented	10 (35%)	DE, DK (2008), EE (2013), EL, LV (2016), MT (2016), NL(1996), RO (2006), FI (2009), SE (2010),	13 (46%)	BE(nl), CY (2018), DE (1969), DK, EE (2011), FI (2009)*, FR (2022), IE (2022), LT (2021), LV (2016), MT (2016), NL (2000), SE
Other	1 (4%)	HR (2018)	3 (11%)	BE(fr), PT, RO

*Source: EQAVET survey among national reference points (2022); Draft results of EQAVET Secretariat survey (2018). *Response carried over from the 2018 survey (FI). **In the 2018 survey, some countries had formally agreed the approach but it had not been fully implemented (i.e. it was at the developmental stage), so these countries ticked more than one option in the question. In 2022, countries only selected one appropriate response. ***The EQAVET BG National Reference Point country factsheet was used to determine BG's response. N=36.*

Table 34. Extent to which the national approaches to QA applying to IVET, CVET and/or associated WBL in EU27 countries

VET sector	EU27 No (%) 2018	EU27 Countries 2018	EU27 No (%) 2022	EU27 Countries 2022
IVET only	5 (19%)	BG, LV, LT, PL, RO	4 (15%)	BG*, LT, LV, RO
IVET & associated work-based learning	22 (81%)	AT, BE(nl), CZ, DE, DK, EE, EL, ES, FI, FR, HR, IE, IT, CY, LU, HU, MT, NL, PT, SE, SI, SK	23 (85%)	AT, BE(nl), CY, CZ, DE, DK, EE, EL, ES, FI*, FR, HR, HU, IE, IT, LU, NL*, MT, PL, PT, SE, SI, SK,
CVET only	7 (26%)	BG, CZ, EL, LV, LT, HU, RO	5 (19%)	BG*, CZ, LT, LV, RO
CVET & associated work-based learning	14 (52%)	BE(nl), CY, DE, DK, EE, ES, FI, FR, HR, IE, IT, MT, NL, SE	15 (56%)	BE(nl), CY, DE, DK, EL, FR, HU, IE, IT, NL*, FI*, MT, PL, SE, SI

*Source: EQAVET survey among national reference points (2022); Draft results of EQAVET Secretariat survey (2018). *Responses carried over from the 2018 survey (BG, FI, NL). N=35. BE(fr) were not included in the responses as they did not respond to this question in 2022 or in 2018.*

Table 35. Use of the national approach to QA for particular aspects of VET programmes

Component of VET programme	VET sector	No (%)	Countries
Flexible learning pathways	Both	Overall: 22 (69%) EU27: 18 (69%)	AT, BA, BE(nl), CY, CZ, DE, DK, EE, ES, FR, HR, HU, IE, IT, LT, LV, ME, MK, MT, PL, SK, XK
	Only IVET	Overall: 8 (25%) EU27: 4 (17%)	EL, IS, LU, NO, PT, RO, RS, TR
	Only CVET	Overall: 2 (6%) EU27: 2 (8%)	SE, SI
Validation of non-formal and informal learning	Both	Overall: 14 (41%) EU27: 12 (46%)	BA, BE(nl), CZ, DK, EE, ES, FR, HU, IE, IT, LV, MK, MT, PL
	Only IVET	Overall: 5 (16%) EU27: 1 (4%)	IS, LU, NO, RS, TR
	Only CVET	Overall: 8 (25%) EU27: 7 (29%)	AT, CY, EL, HR, SE, SI, SK, XK
Qualification design	Both	Overall: 24 (75%) EU27: 19 (79%)	BA, BE(nl), CY, CZ, DE, DK, EE, ES, FR, HR, HU, IE, IS, IT, LT, LV, ME, MK, MT, PL, RO, SI, SK, XK
	Only IVET	Overall: 6 (19%) EU27: 3 (13%)	AT, EL, LU, NO, RS, TR
	Only CVET	Overall: 1 (3%) EU27: 1 (4%)	SE
Issuing qualifications	Both	Overall: 24 (75%) EU27: 20 (83%)	AT, BE(nl), CY, CZ, DE, DK, EE, ES, FR, HR, HU, IE, IS, IT, LT, LV, ME, MK, MT, PL, RO, SI, SK, XK
	Only IVET	Overall: 7 (22%) EU27: 3 (13%)	BA, EL, LU, NO, PT, RS, TR
	Only CVET	Overall: 1 (3%) EU27: 1 (4%)	SE
Re-skilling and up-skilling	Both	Overall: 10 (31%) EU27: 9 (38%)	CY, DK, EE, HU, IT, LU, LV, MT, PL, XK
	Only IVET	Overall: 3 (9%) EU27 - 0	NO, RS, TR
	Only CVET	Overall: 11 (34%) EU27: 10 (42%)	AT, BA, CZ, DE, EL, ES, HR, IE, RO, SI, SK

Digital learning experiences	Both	Overall: 22 (69%) EU27: 18 (75%)	AT, BA, CY, CZ, DE, DK, EE, EL, ES, HR, HU, IE, IT, LU, LV, ME, MK, MT, PL, RO, SK, XK
	Only IVET	Overall: 3 (9%) EU27: 0	NO, RS, TR
	Only CVET	Overall: 1 (3%) EU27: 1 (4%)	SE
Learning mobility	Both	Overall: 14 (44%) EU27: 10 (42%)	BA, CY, CZ, DE, DK, EE, HR, IE, IS, IT, MK, MT, PL, XK
	Only IVET	Overall: 12 (38%) EU27: 8 (33%)	AT, EL, ES, HU, LV, ME, NO, PT, RO, RS, SK, TR
	Only CVET	0	-

*Source: EQAVET survey among national reference points (2022); Draft results of EQAVET Secretariat survey (2018). *Responses carried over from the 2018 survey (BG, FI, NL). N=27. BE(fr) were not included in the responses as they did not respond to this question in 2022 or in 2018.*

Table 36. Stakeholders involved in devising the national approach in the four phases of the QA cycle – IVET

Stakeholder involved in IVET	Planning	Implementation	Evaluation	Review	No response/ not involved
Employee associations	Overall: 21 (58%) EU27: 16 (57%) AT, BE(nl), CY, CZ, DE, DK, EL, FI* FR, HU, IE, <u>IS</u>, IT, LU, NL*, <u>NO</u>, RO, <u>RS</u>, SE*, <u>TR</u>, <u>XK</u>	Overall:15 (42%) EU27: 11 (39%) AT, BE(nl), DE, DK, EL, FI*, FR, HR, IE, IT, <u>MK</u>, NL* <u>NO, RS, TR</u>	Overall:11 (31%) EU27: 10 (36%) AT, BE(nl), BG*, DE, DK, FI* FR, IE LU, NL*, <u>TR</u>	Overall: 10 (28%) EU27: 9 (32%) AT, BE(nl), DE, DK, FR, IE LU, NL*, <u>TR</u>, SE*	Overall:11 (31%) EU27: 9 (32%) PT, SI, <u>ME</u>, EE, LT, <u>BA</u>, LV, PL, ES, SK, MT
Employer associations	Overall: 27 (75%) EU27: 20 (71%) AT, <u>BA</u>, BE(nl), CY, CZ, DE, DK, EE, EL, FI*, FR, HU, IE <u>IS</u>, IT, LT, LU, LV, <u>MK</u>, NL*, <u>NO</u>, RO, <u>RS</u>, SE*, SK, <u>TR</u>, <u>XK</u>,	Overall:19 (53%) EU27: 14 (50%) AT, <u>BA</u>, BE(nl), DE, DK, EE, EL, FI*, FR, HR, IE, IT, LT, LV, <u>MK</u>, NL*, <u>NO, TR, XK</u>,	Overall: 15 (42%) EU27: 13 (46%) AT, <u>BA,</u> BE(nl), BG*, CZ, DE, DK, EE, FI*, FR, IE, LT, LU, NL*, <u>TR</u>	Overall: 14 (39%) EU27: 11 (39%) AT, <u>BA</u>, BE(nl), DE, DK, EE, FI, FR, IE, LU, NL*, <u>RS</u>, SE*, <u>TR</u>	Overall: 6 (17%) EU27: 5 (18%) PT, SI, <u>ME</u>, PL, ES, MT
Higher education sector	Overall: 15 (42%) EU27: 12 (43%) AT, CY, CZ, FI* FR, HU, IT, LT, <u>MK</u>, MT, PT, <u>RS</u>, SE*, SK, <u>XK</u>	Overall:13 (36%) EU27: 10 (36%) AT, <u>BA</u>, BE(nl), CZ, FI*, FR, HR, IT, <u>MK</u>, MT, PT, SK, <u>XK</u>,	Overall: 8 (22%) EU27: 7 (25%) AT, <u>BA</u>, BG*, CZ, FR, MT, PL, PT	Overall: 9 (25%) EU27: 7 (25%) AT, <u>BA</u>, CZ, FR, MT, PL, PT, <u>RS</u>, SE*	Overall: 14 (39%) EU27: 10 (35%) <u>NO</u>, RO, SI, <u>ME</u>, LU, <u>IS</u>, EE, EL, LV, ES, DK, <u>TR</u>, DE, IE
Industry / companies	Overall: 23 (64%) EU27: 16 (57%) AT, <u>BA</u>, BE(nl), CY, CZ, DE, DK, EE, FI*, HU, IE, <u>IS</u>, IT, LT, <u>MK</u>, NL*, <u>NO</u>, RO, <u>RS</u>, SE*, SK, <u>TR</u>, <u>XK</u>	Overall:24 (67%) EU27: 17 (61%) AT, <u>BA,</u> BG*, CZ, DE, DK, EE, EL, ES, FI*, HR, HU, IE IT, LT, LV, <u>ME</u>, <u>MK</u>, NL*, <u>NO, RS</u>, SK, <u>TR</u>, <u>XK</u>	Overall: 17 (47%) EU27: 12 (43%) AT, CZ, DE, DK, EE, HR, HU, IE, <u>IS</u>, LT, <u>ME</u>, <u>MK</u>, NL*, RO, <u>RS</u>, SK, <u>TR</u>	Overall: 14 (39%) EU27: 11 (39%) AT, CZ, DK, EE, ES, FI*, HU, IE <u>IS</u>, <u>MK</u>, NL*, SE*, SK, <u>TR</u>	Overall: 6 (17%) EU27: 6 (21%) PT, SI, LU, PL, FR, MT
Public authorities	Overall: 30 (83%) EU27: 24 (86%)	Overall:27 (75%) EU27: 22 (79%)	Overall: 28 (78%)	Overall: 28 (78%)	Overall: 3 (8%) EU27: 2 (7%)

	AT, BE(nl), BG*, CY, CZ, DE, DK, EE, EL, ES, FI*, FR, HR, HU, IE, IS, IT, LT, LU, MK, NL*, NO, PL, PT, RO, RS, SE*, SI, TR, XK	AT, BE(nl), BG*, CY, DE, DK, EE, EL, ES, FI*, FR, HR, IE, IS, IT, LT, LU, MK, NL*, NO, PL, PT, RO, SE*, SI, TR, XK,	EU27: 23 (82%) AT, BA, BE(nl), BG*, CY, DE, DK, EE, EL, ES, FR, HR, HU, IE, IS, IT, LT, LU, LV, MK, NL*, PL, PT, RO, SE*, SI, TR, XK	EU27: 23 (82%) AT, BA, BE(nl), BG*, CY, DE, DK, EE, EL, ES, FI*, FR, HR, HU, IE, IS, IT, LT, LU, MK, NL*, PL, PT, RO, SE*, SI, TR, XK,	ME, SK, MT
Regional or local authorities	Overall: 19 (53%) EU27: 14 (50%) AT, BA, BG*, CZ, DE, DK, EL, ES, HR, IT, LV, MK, MT, NO, RO, SE*, SK, TR, XK,	Overall:17 (47%) EU27: 12 (43%) AT, BA, DE, DK, EL, ES, HR, IT, LV, MT, NO, PL, RS, SE*, SK, TR, XK	Overall: 14 (39%) EU27: 10 (36%) AT, BA, CZ, DE, DK, ES, IT, LV, MT, RO, RS, SK, TR, XK	Overall: 11 (31%) EU27: 8 (29%) AT, BA, DE, DK, IT, LV, MT, SE*, SK, TR, XK	Overall: 13 (36%) EU27: 11 (39%) PT, SI, ME, LU, IS, NL*, EE, HU, LT, FR, CY, BE(nl), IE
Students / learners	Overall: 11 (31%) EU27: 8 (29%) CY, DK, EE, FI*, IE, NL*, NO, RO, SE*, TR, XK	Overall:14 (39%) EU27: 7 (25%) BA, BE(nl), DK, EE, FI*, HU, IE, ME, MK, NL*, NO, RS, TR, XK	Overall: 17 (47%) EU27: 12 (43%) BA, CY, CZ, DK, EE, EL, FI*, IE, LV, ME, NL*, PT, RO, RS, SI, TR, XK	Overall: 12 (33%) EU27: 9 (32%) BG*, DK, EE, FI*, IE, NL*, PL, PT, RS, SE*, TR, XK	Overall: 11 (31%) EU27: 10 (36%) LU, IS, LT, IT, AT, ES, FR, SK, HR, MT, DE
Teachers / instructors / trainers	Overall: 23 (64%) EU27 – 16 (57%) AT, BA, CY, CZ, DE, DK, EE, FI*, HR, IE, IS, LT, LV, MK, NL*, NO, PL, RO, RS, SE*, SI, TR, XK	Overall:27 (75%) EU27: 19 (68%) AT, BA, BE(nl), BG*, CY, CZ, DE, DK, EE, EL, FI*, HR, HU, IE, IS, LT, LV, ME, MK, NL*, NO, PL, RO, RS, SI, TR, XK	Overall: 24 (67%) EU27: 18 (64%) AT, CY, CZ, DE, DK, EE, EL, FI*, HR, HU, IE, IS, LT, LV, ME, MK, NL*, PT, RO, RS, SI, SK, TR, XK	Overall: 24 (67%) EU27: 19 (68%) AT, BG*, CY, CZ, DE, DK, EE, EL, FI*, HR, IE, IS, LT, LV, MK, NL*, PL, PT, RO, RS, SE*, SK, TR, XK	Overall: 5 (14%) EU27: 5 (18%) LU, IT, ES, FR, MT
VET providers	Overall: 28 (78%) EU27: 21 (75%)	Overall:32 (89%) EU27: 24 (86%)	Overall: 26 (72%) EU27: 21 (75%)	Overall: 24 (67%) EU27: 20 (71%)	Overall: 2 (6%) EU27: 2 (7%)

	AT, <u>BA</u>, BG*, CZ, DE, DK, EE, EL, FI*, HR, IE, <u>IS</u>, IT, LT, LV, <u>MK</u>, MT, NL*, <u>NO</u>, PL, PT, RO, <u>RS</u>, SE*, SI, SK, <u>TR</u>, <u>XK</u>,	AT, <u>BA</u>, BE(nl), CZ, DE, DK, EE, EL, ES, FI*, FR, HR, HU, IE, <u>IS</u>, IT, LT, LV, <u>ME</u>, <u>MK</u>, MT, NL*, <u>NO</u>, PL, PT, RO, <u>RS</u>, SE*, SI, SK, <u>TR</u>, <u>XK</u>,	AT, CZ, DE, DK, EE, EL, FI*, FR, HR, IE, IT, LT, LV, <u>ME</u>, <u>MK</u>, MT, NL*, PL, PT, RO, <u>RS</u>, SE*, SI, SK, <u>TR</u>, <u>XK</u>,	AT, BG*, CZ, DE, DK, EE, EL, FI*, FR, HR, IE, IT, LT, LV, <u>MK</u>, MT, NL*, PT, RO, <u>RS</u>, SE*, SK, <u>TR</u>, <u>XK</u>,	LU, CY
AVERAGE	Overall: 22 (61%) EU27: 16 (58%)	Overall:21 (58%) EU27: 15 (54%)	Overall: 18 (49%) EU27: 14 (50%)	Overall: 17 (46%) EU27: 13 (47%)	Overall: 8 (22%) EU27: 7 (24%)

*Source: EQAVET survey among national reference points (2022); Draft results of EQAVET Secretariat survey (2018). *Responses carried over from the 2018 survey (FI, BG, NL, SE). N=36.*

Table 37. Stakeholders involved in devising the national approach in the four phases of the QA cycle – CVET (2022)

Stakeholder involved in CVET	Planning	Implementation	Evaluation	Review	No response/ not involved
Employee associations	Overall:13 (38%) EU27: 12 (43%) (BE(nl), CY, CZ, DE, DK, FI*, FR, HU, IE, IT, NL*, SE*, XK)	Overall:11 (32%) EU27: 10 (36%) (BE(nl), DE, DK, ES, FI*, FR, HR, IE, IT, MK, NL*)	Overall: 8 (24%) EU27: 8 (29%) (BE(nl), BG*, DE, DK, FI*, FR, IE, NL*)	Overall: 7 (21%) EU27: 7 (25%) (BE(nl), DE, DK, FI*, FR, IE, NL*)	Overall:17 (50%) EU27:13 (46%) (AT*, BA, EE, EL, IS, LT, LU*, LV, ME, MT, PL, PT*, RO*, RS, SE*, SI, SK)
Employer associations	Overall:20 (59%) EU27: 16 (57%) (BA, BE(nl), CY, CZ, DE, DK, EE, FI*, FR, HU, IE, IS, IT, LT, LV, MK, NL*, PL, SE*, XK)	Overall:16 (47%) EU27: 13 (46%) (BA, BE(nl), DE, DK, EE, ES, FI*, FR, HR, IE, IT, LT, LV, MK, NL*, XK)	Overall: 12 (35%) EU27: 11(39%) (BA, BE(nl), BG*, CZ, DE, DK, EE, FI*, FR, IE, LT, NL*)	Overall: 10 (29%) EU27: 9 (32%) (BA, BE(nl), DE, DK, EE, FI*, FR, IE, NL*, SE*)	Overall: 10 (29%) EU27: 8 (29%) (AT*, EL, LU*, ME, MT, PT, RO*, RS, SI, SK)
Higher education sector	Overall: 12 (35%) EU27: 10 (36%) (BE(nl), CY, CZ, FI*, HU, IE, IT, MK, MT, SE*, SK, XK)	Overall:12 (35%) EU27: 9 (32%) (BA, BE(nl), CY, CZ, HR, IE, IT, LT, MK, MT, SK, XK)	Overall: 8 (24%) EU27: 7 (25%) (BA, BE(nl), BG*, CY, CZ, IE, MT, PL)	Overall: 7 (21%) EU27: 6 (21%) (BA, BE(nl), CY, CZ, IE, MT, PL)	Overall:17 (50%) EU27: 14 (50%) (PT*, RO*, SE*, RS, SI, ME, LU*, IS, NL*, EE, EL, LV, AT*, ES, DK, FR, DE)
Industry / companies	Overall: 14 (41%) EU27: 12 (43%) (BE(nl), CZ, DE, DK, EE, FI*, HU, IE, IT, LT, MK, NL*, SE*, XK)	Overall:19 (56%) EU27: 16 (57%) (BG*, CY, CZ, DE, DK, EE, ES, FI*, HR, HU, IE, IT, LT, LV, ME, MK, NL*, SK, XK)	Overall:12 (35%) EU27: 10 (36%) (CZ, DE, DK, EE, HR, HU, IE, LT, ME, MK, NL*, SK)	Overall:11 (32%) EU27: 10 (36%) (CZ, DE, DK, EE, ES, HU, IE, MK, NL*, SE*, SK)	Overall:12 (35%) EU27: 9 (32%) (AT*, BA, EL, FR, IS, LU*, MT, PL, PT*, RO*, RS, SI)
Public authorities	Overall: 22 (65%) EU27: 19 (68%) (BE(nl), BG*, CY, CZ, DE, DK, EE, ES, FI*, FR, HR, HU, IE, IS, IT, LT, MK, NL*, PL, SE*, SI, XK)	Overall:20 (59%) EU27: 17 (61%) (BE(nl), BG*, CY, DE, DK, EE, ES, FI*, FR, HR, IE, IS, IT, LT, MK, NL*, PL, SE*, SI, XK)	Overall:23 (68%) EU27: 19 (68%) (BA, BE(nl), BG*, CY, DE, DK, EE, ES, FI*, FR, HR, HU, IE, IS, IT, LT, LV, MK, NL*, PL, SE*, SI, XK)	Overall:21 (62%) EU27: 17 (61%) (BA, BE(nl), BG*, CY, DE, DK, EE, ES, FI*, FR, HR, HU, IE, IS, IT, LT, MK, NL*, PL, SE*, XK)	Overall: 9 (26%) EU27: 7 (25%) (AT*, EL, LU*, ME, MT, PT*, RO*, RS, SK)

Regional or local authorities	Overall: 13 (38%) EU27: 11 (39%) (BA, BG*, CZ, DE, DK, ES, FI*, HR, IT, LV, MK, MT, SE*)	Overall:10 (29%) EU27: 9 (32%) (BA, DE, DK, ES, HR, IT, LV, MT, PL, SE*)	Overall: 8 (24%) EU27: 7 (25%) (BA, CZ, DE, DK, ES, IT, LV, MT)	Overall: 7 (21%) EU27: 6 (21%) (BA, DE, DK, IT, LV, MT, SE*)	Overall:20 (59%) EU27: 16 (57%) (AT*, BE(nl), BG*, CY, EE, EL, FR, HU, IE, IS, LT, LU*, ME, NL*, PT, RO*, RS, SI, SK, XK)
Students / learners	Overall: 7 (21%) EU27: 7 (25%) (CY, DK, EE, FI*, IE, NL*, SE*)	Overall:10 (29%) EU27: 7 (25%) (BA, BE(nl), DK, EE, FI*, HU, IE, ME, MK, NL*,)	Overall: 11 (32%) EU27: 8 (29%) (BA, CZ, DK, EE, FI*, IE, LV, ME, NL*, SI, XK)	Overall: 9 (26%) EU27: 8 (29%) (BG*, DK, EE, FI*, IE, NL*, PL, SE*, XK)	Overall:15 (44%) EU27: 13 (57%) (PT*, RO*, RS, LU*, IS, LT, EL, IT, AT*, ES, FR, SK, HR, MT, DE)
Teachers / instructors / trainers	Overall: 18 (53%) EU27: 14 (50%) (BA, CY, CZ, DE, DK, EE, FI*, HR, IE, IS, LT, LV, MK, NL*, PL, SE*, SI, XK)	Overall:22 (53%) EU27: 17 (46%) (BA, BE(nl), BG*, CY, CZ, DE, DK, EE, FI*, HR, HU, IE, IS, LT, LV, ME, MK, NL*, PL, SE*, SI, XK)	Overall: 17 (53%) EU27: 14 (50%) (CY, CZ, DE, DK, EE, FI*, HR, HU, IE, IS, LT, LV, ME, MK, NL*, SI, XK)	Overall:16 (47%) EU27: 13 (46%) (BG*, CZ, DE, DK, EE, FI*, HR, IE, IS, LT, LV, MK, NL*, PL, SE*, XK)	Overall:11 (32%) EU27: 10 (36%) (PT*, RO*, RS, LU*, EL, IT, AT*, ES, FR, SK, MT)
VET providers	Overall: 23 (68%) EU27: 19 (68%) (BA, BE(nl), BG* CY, CZ, DE, DK, EE, FI*, FR, HR, IE, IS, IT, LT, LV, MK, MT, NL*, PL, SE*, SI, XK)	Overall:27 (79%) EU27: 22 (79%) (BA, BE(nl), CY, CZ, DE, DK, EE, EL, ES, FI*, FR, HR, HU, IE, IS, IT, LT, LV, ME, MK, MT, NL*, PL, SE*, SI, SK, XK)	Overall:22 (65%) EU27: 18 (68%) (CY, CZ, DE, DK, EE, EL, FI*, FR, HR, IE, IS, IT, LT, LV, ME, MK, MT, NL*, PL, SE*, SI, XK)	Overall:20 (59%) EU27: 17 (60%) (BG*, CY, CZ, DE, DK, EE, EL, FI*, FR, HR, IE, IS, IT, LT, LV, MK, MT, NL*, SE*, XK)	Overall: 5 (15%) EU27: 4 (14%) (AT*, LU*, PT*, RO*, RS)
AVERAGE	Overall: 16 (46%) EU27: 13 (47%)	Overall:16 (47%) EU27: 13 (46%)	Overall:14 (40%) EU27: 11 (38%)	Overall:12 (34%) EU27: 10 (36%)	Overall:13 (39%) EU27: 11 (38%)

*Source: EQAVET survey among national reference points (2022). Draft results of EQAVET Secretariat survey (2018). *Responses carried over from the 2018 survey (FI, NL, SE, BG, AT, LU, PT, RO). N=34.*

Table 38. Progress towards full implementation of the common approach to QA for VET providers in EU27

Current state of progress on common QA approach	No (%)	Countries (Year expected)
At development stage (year it is expected to be implemented)	Overall: 4 (13%) EU27: 4 (15%)	EL (2022 CVET/2023 IVET) ES (2024), HR (2024), SK (2026)
Formally agreed (e.g. law or regulation, or other form of agreement)	Overall: 3 (10%) EU27: 3 (12%)	BG*, HU (2024), PL
Partially implemented (at pilot stage, implemented in some regions of VET programmes)	Overall: 6 (20%) EU27: 5 (19%)	AT, CZ, IT, SI, XK, LU*
Fully implemented	Overall: 14 (47%) EU27: 11 (39%)	CY, DE, DK, EE, FI(2009)*, FR, IE, IS, LT, LV, MT, NL*, SE(2010)*, TR
Other	Overall: 3 (10%) EU27: 2 (8%)	ME, PT, RO

*Source: EQAVET survey among national reference points (2022); Draft results of EQAVET Secretariat survey (2018). *Responses carried over from the 2018 survey (BG, FI, LU, NL, SE). N=30.*

Table 39.   VET sector coverage of EU27 country common approaches to QA for VET providers

VET sector covered by common provider level QA approach	2018 EU27 (%)	2018 EU27 countries	2022 EU27 (%)	2022 EU27 countries
IVET only	4 (13%)	BG, LV, LT, RO	5 (18%)	BG*, LT, LV, MT, RO
IVET and associated work-based learning	21 (74%)	AT, CZ, DE, DK, EE, EL, ES, FR, HR, HU, IE, IT, LU, MT, NL, AT, PT, SI, SK, FI, SE	22 (79%)	AT, BE(nl), CY, CZ, DE, DK, EE, EL, ES, FI*, FR, HR, HU, IE, IT, LU*, NL*, PL, PT, SE, SI, SK
Total IVET	**24 (86%)**	**AT, BG, CZ, DE, DK, EE, EL, ES, FI, FR, HU, HR, IE, IT, LT, LU, LV, MT, NL, PT, RO SI, SK, SE**	**27 (96%)**	**AT, BE(nl), BG, CY, CZ, DE, DK, EE, EL, ES, FI*, FR, HR, HU, IE, IT, LT, LU*, LV, MT, NL*, PL, PT, RO, SE, SI, SK**
CVET only	5 (17%)	BG, EL, LV, LT, MT	5 (18%)	BG*, CZ, LT, LV, MT
CVET and associated work-based learning	11 (39%)	CY, DE, DK, ES, FI, FR, HU, IE, IT, NL, SE	15 (56%)	BE(nl), CY, DE, DK, EE, EL, FI*, FR, HU, IE, IT, NL*, PL, SE, SI
Total CVET	**16 (57%)**	**BG, CY, DE, DK, EL, ES, FI, FR, HU, IE, IT, LV, LT, MT, NL, SE**	**20 (64%)**	**BE(nl), BG, CY, CZ, DE, DK, EE, EL, FI*, FR, HU, IE, IT, LT, LV, MT, NL*, PL, SE, SI**

*Source: EQAVET survey among national reference points (2022); Draft results of EQAVET Secretariat survey (2018). *Responses carried over from the 2018 survey (BG, FI, LU, NL). N=31.*

Table 40. Stakeholders involved in implementation of the common approach for VET providers by stage of the quality cycle - IVET

Stakeholder involved in IVET	Planning	Implementation	Evaluation	Review	No response/ not involved
VET providers	Overall:28 (80%) EU27: 21 (78%) AT, BA, BG*, CZ, DE, DK, EE, EL, FI*, HR, HU, IE, IS, IT, LT, LU*, LV, MK, MT, NL*, NO, PT, RO, RS, SE, SK, TR, XK	Overall:30 (86%) EU27: 22 (81%) AT, BA, BG*, CZ, DE, DK, EE, EL, FI* FR, HR, HU, IE, IS, IT, LT, LU*, LV, ME, MK, MT, NL*, NO, PT, RO, RS, SE, SK, TR, XK	Overall:27 (79%) EU27: 23 (85%) AT, BG*, CZ, DE, DK, EE, EL, FI*, FR, HR, HU, IE, IT, LT, LV, ME, MK, MT, NL*, PT, RO, RS, SE, SI, SK, TR, XK	Overall: 25 (71%) EU27: 21 (78%) AT, BG*, CZ, DE, DK, EE, EL, FI*, FR, HR, HU, IE, IT, LT, LV, MK, MT, NL*, PT, RO, RS, SE, SK, TR, XK	Overall:5 (14%) EU27: 5 (19%) CY, ES, LU, NL, PL
Industry / companies	Overall:24 (69%) EU27: 17 (63%) AT, BA, CY, CZ, DE, DK, EE, FI*, HR, IE, IS, IT, LT, LU*, LV, MK, NL*, NO, PT, RO, RS, SK, TR, XK	Overall:23 (66%) EU27: 16 (59%) AT, BA, CZ, DE, DK, EE, EL, FI*, HR, HU, IE, IT, LT, LV, ME, MK, NL*, NO, PT, RS, SK, TR, XK	Overall; 20 (57%) EU27: 15 (56%) AT, BA, BG*, CZ, DE, DK, EE, FI*, HU, IE, IS, LT, ME, MK, NL*, PT, RO, SI, SK, TR	Overall: 14 (40%) EU27: 10 (37%) AT, BA, CZ, DE, DK, EE, FI*, IE, IS, MK, NL*, PT, SK, TR	Overall: 5 (14%) EU27: 5 (19%) ES, FR, MT, PL, SE
Employer associations	Overall:21 (60%) EU27: 14 (52%) BA, CY, DE, DK, EE, EL, FI*, FR, HU, IE, IS, IT, LT, LU*, MK, NL*, NO, RS, SK, TR, XK	Overall:19 (54%) EU27: 13 (48%) BA, DE, DK, EE, EL, FR, HR, HU, IE, IT, LT, LV, MK, NL*, NO, RS, SK, TR, XK	Overall: 11 (32%) EU27: 9 (32%) BA, BG*, DE, DK, EE, FI*, FR, IE, LT, NL*, TR	Overall: 9 (26%) EU27: 7 (26%) BA, CZ, DE, DK, EE, FR, IE, NL*, TR	Overall: 9 (23%) EU27: 8 (26%) AT, ES, ME, MT, PL, PT, RO, SE, SI
Employee associations	Overall:18 (51%) EU27: 11 (41%) MK, NO, RS, IS, HU, EL, BA, IT, DK, FR, CY, TR, DE, XK, IE, NL*, LU*, FI*	Overall:14 (40%) EU27: 8 (30%) BA, DE, DK, EL, FI*, FR, IE, IS, IT, NL*, NO, RS, TR, XK	Overall: 9 (26%) EU27: 7 (26%) BG*, CZ, DE, DK, FR, IE, IS, NL*, TR	Overall: 8 (23%) EU27: 6 (22%) CZ, DE, DK, FR, IE, IS, NL*, TR	Overall:14 (40%) EU27: 13 (48%) AT, EE, ES, HR, LT, LV, ME, MT, PL, PT, RO, SE, SI, SK
Public authorities	Overall:27 (77%)	Overall:26 (74%)	Overall: 25 (71%)	Overall: 23 (67%)	Overall: 6 (17%)

	EU27: 21 (78%) AT, BA, BG*, CY, CZ, DE, DK, EL, ES, FI*, FR, HR, HU, IE, IT, LT, LU*, MK, NO, PL, PT, RO, RS, SI, TR, XK	EU27: 21 (78%) AT, BA, BG*, CY, CZ, DE, DK, EL, ES, FI*, FR, HR, IE, IT, LT, LU*, LV, MK, NL*, NO, PL, PT, RO, SI, TR, XK	EU27: 20 (74%) AT, BA, BG*, CY, CZ, DE, DK, EL, ES, FR, HR, IE, IT, LT, LU*, LV, MK, NL*, PL, PT, RO, RS, SI, TR, XK	EU27: 19 (68%) AT, BA, BG*, CY, CZ, DE, DK, EL, ES, FR, HR, IE, IT, LT, LU*, MK, NL*, PL, PT, RO, SI, TR, XK	EU27: 4 (15%) EE, IS, ME, MT SE, SK
Regional or local authorities	Overall:19 (56%) EU27: 14 (41%) AT, BA, CZ, DE, DK, EL, ES, FI*, HU, IT, LV, MK, MT, NO, RO, RS, SK, TR, XK	Overall:14 (40%) EU27: 10 (37%) AT, BA, DE, DK, EL, ES, FI*, IT, LV, MT, NO, SK, TR, XK	Overall: 15 (43%) EU27: 11 (41%) AT, BA, BG*, CZ, DE, DK, ES, IT, LV, MK, MT, RO, RS, SK, TR	Overall: 8 (23%) EU27: 7 (26%) AT, DE, DK, ES, IT, MT, SK, TR	Overall:14 (40%) EU27: 12 (44%) CY, EE, FR, HR, IE, IS, LT, LU*, ME, NL*, PL, PT, SE, SI,
Students / learners	Overall:13 (41%) EU27: 10 (30%) CY, DK, EE, FI*, HU, IE, LU*, MK, NL*, NO, PT, RO, XK	Overall:14 (40%) EU27: 8 (30%) BA, DE, DK, EE, FI*, HU, IE, ME, MK, NL*, NO, PT, RS, XK	Overall: 20 (57%) EU27: 16 (59%) BA, CY, CZ, DE, DK, EE, EL, FI*, HR, HU, IE, LV, ME, NL*, PT, RO, RS, SI, SK, XK,	Overall: 11 (31%) EU27: 9 (33%) BG*, DK, EE, FI*, HU, IE, NL*, PT, RS, SK, XK	Overall:10 (29%) EU27: 8 (30%) AT, ES, FR, IS, IT, LT, MT, PL, SE, TR
Teachers / instructors / trainers	Overall:24 (69%) EU27: 17 (63%) AT, BA, CY, CZ, DE, DK, EE, FI*, HR, HU, IE, IS, LT, LU*, LV, MK, MT, NL*, NO, PT, RO, RS, TR, XK	Overall:27 (77%) EU27: 19 (70%) AT, BA, BG*, CY, CZ, DE, DK, EE, EL, FI*, HR, HU, IE, IS, LT, LU*, LV, ME, MK, MT, NL*, NO, PT, RO, RS, TR, XK	Overall: 27 (77%) EU27: 20 (74%) AT, BA, BG*, CY, CZ, DE, DK, EE, EL, FI*, HR, HU, IE, IS, LT, LV, ME, MK, MT, NL*, PT, RO, RS, SI, SK, TR, XK	Overall: 24 (69%) EU27: 19 (70%) AT, BA, BG*, CY, CZ, DE, DK, EE, EL, FI*, HR, HU, IE, IS, LT, LV, MT, NL*, PT, RO, RS, SK, TR, XK	Overall: 7 (20%) EU27: 7 (26%) ES, FR, IT, LU, NL, PL, SE
Higher education sector	Overall:14 (40%) EU27: 11 (41%) AT, CY, CZ, FI*, FR, IT, LT, LU*,	Overall:12 (34%) EU27: 9 (33%) AT, BA, CZ, FI*, FR, IT, LU*, MK, MT, PT, SK, XK	Overall: 8 (23%) EU27: 6 (22%) AT, BA, BG*, CZ, FR, MK, MT, PT	Overall: 8 (23%) EU27: 5 (19%)	Overall:17 (49%) EU27: 13 (48%)

				AT, BA, CZ, FR, MK, MT, PT, RS	NO, RO, SE, SI, ME, IS, EE, HU, EL, LV, PL, ES, DK, HR, TR, DE, IE
AVERAGE	Overall:20 (58%) EU27: 15 (54%)	Overall:20 (57%) EU27: 14 (53%)	Overall:18 (51%) EU27: 14 (51%)	Overall: 15 (42%) EU27: 12 (43%)	Overall:10 (27%) EU27: 8 (31%)

*Source: EQAVET survey among national reference points (2022); Draft results of EQAVET Secretariat survey (2018). *Responses carried over from the 2018 survey (BG, FI, LU, NL). N=34.*

Table 41. Stakeholders involved in implementation of the common approach for VET providers by stages of the QA cycle - CVET

Stakeholder involved in CVET	Planning	Implementation	Evaluation	Review	No response/ Not involved
VET providers	Overall: 21 (66%) EU27: 17 (60%) BA, BG*, CY, CZ, DE, DK, EE, FI*, FR, HR, HU, IE, IS, IT, LT, LV MK, MT, NL*, SE, XK	Overall:24 (75%) EU27: 19 (68%) BA, BG*, CY, CZ, DE, DK, EE, EL, FI*, FR, HR, HU, IE, IS, IT, LT, LV, ME, MK, MT, NL*, SE, SK, XK	Overall: 22 (69%) EU27: 18 (64%) BG*, CZ, DE, DK, EE, EL, FI*, FR, HR, HU, IE, IS, IT, LT, LV, ME, MK, MT, NL*, SE, SI, XK	Overall:20 (63%) EU27: 17 (61%) BG*, CZ, DE, DK, EE, EL, FI*, FR, HR, HU, IE, IS, IT, LT, LV, MK, MT, NL*, SE, XK	Overall:12 (38%) EU27: 9 (32%) NO, PT*, RO*, RS, LU*, PL, AT*, ES, TR
Industry / companies	Overall: 15 (47%) EU27: 12 (43%) BA, CY, CZ, DE, DK, EE, FI*, HR, IE, IT, LT, LV, MK, NL*, XK	Overall: 18 (56%) EU27: 14 (50%) BA, CY, CZ, DE, DK, EE, FI*, HR, HU, IE, IT, LT, LV, ME, MK, NL*, SK, XK	Overall:15 (47%) EU27: 12 (43%) BA, BG*, CY, CZ, DE, DK, EE, FI*, HU, IE, LT, ME, MK, NL*, SK	Overall:10 (31%) EU27: 8 (29%) BA, CY, DE, DK, EE, FI*, IE, MK, NL*, SK	Overall:15 (47%) EU27: 11 (39%) NO, PT, RO*, SE, RS, SI, LU*, IS, EL, PL, AT*, ES, FR, TR, MT
Employer associations	Overall: 15 (47%) EU27: 11 (39%) BA, CY, DE, DK, EE, FI*, FR, HU, IE, IS, IT, LT, MK, NL*, XK	Overall: 15 (47%) EU27: 12 (43%) BA, CY, DE, DK, EE, FI*, FR, HU, IE, IT, LT, LV, MK, NL*, XK	Overall:10 (31%) EU27: 9 (32%) BA, DE, DK, EE, FI*, FR, HU, IE, LT, NL*	Overall:10 (31%) EU27: 9 (32%) BA, CZ, DE, DK, EE, FI*, FR, HU, IE, NL*	Overall:16 (50%) EU27: 12 (43%) NO, PT*, RO*, SE, RS, SI, ME, LU, EL, PL, AT*, ES, SK, HR, TR, MT
Employee associations	Overall: 12 (38%) EU27: 8 (29%) BA, DE, DK, FI*, FR, HU, IE, IS, IT, MK, NL*, XK	Overall: 11 (38%) EU27: 8 (29%) BA, CY, DE, DK, FI*, FR, IE, IS, IT, NL*, XK	Overall:10 (34%) EU27: 9 (32%) BG*, CY, CZ, DE, DK, FI*, FR, IE, IS, NL*	Overall: 8 (28%) EU27: 7 (25%) CZ, DE, DK, FI*, FR, IE, IS, NL*	Overall:19 (66%) EU27: 15 (54%) AT*, EE, EL, ES, HR, LT, LU*, LV, ME, MT, NO, PL, PT*, RO*, RS, SE, SI, SK, TR

Public authorities	Overall: 17 (53%) EU27: 14 (67%) BA, BG*, CZ, DE, DK, ES, FI*, FR, HR, HU, IE, IT, LT, MK, PL, SI, XK	Overall: 18 (56%) EU27: 15 (67%) BA, BG*, CZ, DE, DK, ES, FI*, FR, HR, IE, IT, LT, LV, MK, NL*, PL, SI, XK	Overall:17 (53%) EU27: 14 (67%) BA, BG*, CZ, DE, DK, ES, FR, HR, IE, IT, LT, LV, MK, NL*, PL, SI, XK	Overall:16 (50%) EU27: 13 (62%) BA, BG*, CZ, DE, DK, ES, FR, HR, IE, IT, LT, MK, NL*, PL, SI, XK	Overall:15 (47%) EU27: 10 (48%) AT, CY, EE, EL, IS, LU*, ME, MT, NO, PT*, RO*, RS, SE, SK, TR
Regional or local authorities	Overall: 12 (38%) EU27: 9 (32%) MK, HU, BA, LV, IT, ES, FI*, DK, CZ, MT, DE, XK	Overall: 9 (28%) EU27: 7 (25%) BA, DE, DK, ES, FI*, IT, LV, MT, XK	Overall:10 (31%) EU27: 8 (29%) BA, BG*, CZ, DE, DK, ES, IT, LV, MK, MT	Overall: 5 (16%) EU27: 5 (18%) DE, DK, ES, IT, MT	Overall:20 (63%) EU27: 15 (54%) NO, PT*, RO*, SE, RS, SI, ME, LU*, IS, NL*, EE, LT, EL, PL, AT*, FR, SK, HR, CY, TR, IE
Students / learners	Overall: 7 (22%) EU27: 5 (18%) CY, DK, EE, FI*, IE, MK, XK	Overall: 11 (34%) EU27: 7 (25%) BA, DE, DK, EE, FI*, HU, IE, ME, MK, NL*, XK	Overall: 17(53%) EU27: 14 (50%) BA, CY, CZ, DE, DK, EE, EL, FI*, HR, HU, IE, LV, ME, NL*, SI, SK, XK	Overall: 7 (22%) EU27: 6 (21%) BG*, DK, EE, IE, NL*, SK, XK	Overall:16 (50%) EU27: 12 (43%) AT*, ES, FR, IS, IT, LT, LU, MT, NL*, NO, PL, PT*, RO*, RS, SE, TR
Teachers / instructors / trainers	Overall: 17 (53%) EU27: 13 (46%) BA, CY, CZ, DE, DK, EE, FI*, HR, HU, IE, IS, LT, LV, MK, MT, NL*, XK	Overall: 19 (59%) EU27: 14 (50%) BA, BG*, CY, CZ, DE, DK, EE, FI*, HR, HU, IE, IS, LT, LV, ME, MK, MT, NL*, XK	Overall:21 (66%) EU27: 16 (57%) BA, BG*, CY, CZ, DE, DK, EE, FI*, HR, HU, IE, IS, LT, LV, ME, MK, MT, NL*, SI, SK, XK	Overall:17 (53%) EU27: 14 (50%) BA, BG*, CZ, DE, DK, EE, FI*, HR, HU, IE, IS, LT, LV, MT, NL*, SK, XK	Overall:13 (41%) EU27: 10 (36%) AT*, EL, ES, FR, IT, LU*, NO, PL, PT*, RO*, RS, SE, TR
Higher education sector	Overall: 11 (34%) EU27: 9 (32%) CY, CZ, FI*, FR, IE, IT, LT, MK, MT, SK, XK	Overall: 11 (34%) EU27: 8 (29%) BA, CY, CZ, FI*, FR, IE, IT, MK, MT, SK, XK	Overall: 6 (19%) EU27: 4 (14%) BA, CZ, FR, IE, MK, MT	Overall: 6 (19%) EU27: 4 (14%) BA, CZ, FR, IE, MK, MT	Overall:21 (66%) EU27: 16 (57%) NO, PT*, RO*, SE, RS, SI, ME, LU*, IS, NL*, EE, HU, EL, LV, PL, AT*, ES, DK, HR, TR, DE
AVERAGE	Overall: 14 (44%)	Overall: 15 (38%) EU27: 11 (39%)	Overall:14 (44%) EU27: 12 (43%)	Overall:11 (34%) EU27: 9 (32%)	Overall:16 (50%) EU27: 12 (43%)

	EU27: 10 (36%)	86			

Source: EQAVET survey among national reference points (2022); Draft results of EQAVET Secretariat survey (2018). *Responses carried over from the 2018 survey (AT, BG, FI, LU, NL, PT, RO). N=32.

Table 42. Presence of procedure for the accreditation or approval of VET providers at national level

Procedure for the accreditation or approval of VET providers	Response count	Response percentage	Countries
Yes, for IVET	Overall: 3 EU27: 2	Overall: 8% EU27: 7%	AT, CZ, TR
Yes, for CVET	Overall: 1 EU27: 1	Overall: 3% EU27: 4%	ES
Yes, for both	Overall: 27 EU27: 22	Overall: 75% EU27: 79%	BE(nl), BG*, CY, DK, EE, EL, FI*, FR, HR, HU, IE, IS, IT, LT, LV, ME, MK, MT, NL*, PL, PT, RO, RS, SE, SI, SK, XK
No	Overall: 1 EU27: 0	Overall: 3% EU27: 0%	NO
Other approaches	Overall: 4 EU27: 3	Overall: 11% EU27: 11%	BA, BE(fr), DE, LU

*Source: EQAVET survey among EQAVET national reference points (2022); Draft results of EQAVET Secretariat survey (2018). *Responses carried over from the 2018 survey (BG, NL, FI). N=36.*

Table 43.   The national approach makes provision for external review of VET providers

External Review of VET providers	Response count	Response percentage	Countries
Yes, for IVET	Overall: 7 EU27: 6	Overall: 19% EU27: 21%	AT, CZ, LT, PT, RO, SK, TR
Yes, for CVET	Overall: 2 EU27: 1	Overall: 6% EU27: 4%	ES, ME
Yes, for both	Overall: 20 EU27: 16	Overall: 56% EU27: 57%	BA, BE(nl), BG*, CY, DE, EE, EL, FI*, FR, HU, IE, IS, IT, LV, MK, MT, NL*, PL, SE, XK
No	Overall: 3 EU27: 2	Overall: 8% EU27: 7%	HR, LU, NO
Other approaches	Overall: 4 EU27: 3	Overall: 11% EU27: 11%	BE (fr), DK, RS, SI

*Source: EQAVET survey among EQAVET national reference points (2022). Draft results of EQAVET Secretariat survey (2018). *Responses carried over from the 2018 survey (BG, NL, FI). N=36;*

Table 44. How national quality standards for VET providers were used in 2022

Use of Quality Standards	IVET			CVET		
	Countries	No.	%	Countries	No.	%
For guidance only	AT, ES, BE(fr)*	Overall: 3 EU27: 3	Overall: 9% EU27: 11%	ES, BE (fr)**	Overall: 2 EU27: 2	Overall: 6% EU27: 7%
A condition of accreditation/ approval	BE(nl), BG*, CZ, DK, EE, FR, HU, IE, IT, LT, ME, MT, PL, PT, RO, RS, SK, XK, FI**, DE*, HR*, LU*, LV*	Overall: 23 EU27: 20	Overall: 68% EU27: 71%	BE(nl), BG*, CY, CZ, DK, EE, FR, HU, IE, IT, LT, ME, MT, PL, XK, FI**, DE*, HR*, LV*	Overall: 19 EU27- 17	Overall:56% EU27: 61%
A condition of funding	BE(nl), BG*, DK, FR, HU, IT, NL, PL, PT, DE*, LU*, LV*	Overall: 12 EU27: 12	Overall: 35% EU27: 43%	AT, BE(nl), BG*, CY, DK, EL, FR, HU, IT, NL, PL, DE*, LV*	Overall: 13 EU27: 13	Overall:38% EU27: 46%
Required as part of legislation	BA, BE(nl), BG*, CY, CZ, DK, EE, EL, FR, HU, IE, IS, IT, LT, NL*, PL, PT, RO, SE, SI, SK, TR, XK, DE*, HR*, LU*, LV*	Overall: 27 EU27: 23	Overall: 79% EU27: 82%	BA, BE(nl), BG*, CZ, DK, EE, EL, HU, IE, IS, IT, LT, NL*, PL, SE, SI, SK, XK, DE*, HR*, LV*	Overall: 21 EU27: 18	Overall:62% EU27: 64%
Other purposes	CZ	Overall: 1 EU27: 1	Overall: 3% EU27: 4%	SI	Overall: 1 EU27: 1	Overall: 3% EU27: 4%

*Source: EQAVET survey among EQAVET national reference points (2022); Draft results of EQAVET Secretariat survey (2018). *Responses carried over from the 2018 survey (BG, NL, BE(fr), DE, HR, LU, LV). Entry for FI was updated from the 'EQAVET Country Information Finland 2021 EN' report. N=34.*

Table 45. Standards used in the certification process for IVET and CVET

Types of quality standards used in VET	IVET			CVET		
	Countries	No.	%	Countries	No.	%
Competence standards (Standards and guidelines for recognition, validation and certification of competences of individuals)	BA, BE(nl), CY, CZ, DK, EL, ES, FR, HU, IS, IT, LT, ME, MT, PL, PT, RO, RS, SI, SK, TR, XK	Overall: 22 EU27: 16	Overall: 85% EU27: 80%	BA, BE(nl), CY, CZ, DK, EL, ES, FR, HU, IS, IT, LT, ME, MT, PL, PT, SE, SI, XK	Overall: 19 EU27: 15	Overall: 73% EU27: 75%
Occupational standards (the professional tasks and activities that qualification holders should be able to carry out)	BA, BE(nl), CY, DK, EE, EL, FR, HU, IS, IT, ME, MT, PL, PT, RO, SI, TR, XK,	Overall: 18 EU27: 13	Overall: 69% EU27: 65%	BA, CY, CZ, DK, EE, EL, ES, FR, HU, IS, IT, ME, MT, PL, PT, RO, SE, SI, SK, XK	Overall: 20 EU27: 16	Overall: 77% EU27: 80%
Educational standards the expected impact of the learning process that leads to a qualification)	AT, BA, BE(nl), CY, CZ, DK, EE, EL, ES, FR, HU, IE, IS, IT, LT, ME, MT, PL, PT, RS, SE, SI, SK, TR, XK	Overall: 25 EU27: 19	Overall: 96% EU27: 95%	BA, BE(nl), CY, CZ, DK, EE, EL, FR, HU, IE, IS, IT, LT, ME, MT, PL, PT, SE, SI	Overall: 19 EU27: 16	Overall: 73% EU27: 80%
Assessment standards (performance criteria)	AT, CY, DK, EE, EL, FR, HU, IE, IS, IT, LT, MT, PL, PT, RO, RS, SI, SK, TR, XK	Overall: 20 EU27: 16	Overall: 77% EU27: 80%	CY, CZ, DK, EE, EL, FR, HU, IE, IS, IT, LT, MT, PL, PT, SE, SI, SK, XK	Overall: 18 EU27: 16	Overall: 69% EU-27: 80%
Validation standards (validation process in place to gain a qualification)	DK, EE, EL, FR, HU, IE, IS, IT, MT, PL, PT, RO, SE, TR, XK	Overall: 15 EU27: 12	Overall: 58% EU27: 60%	BE(nl), CY, CZ, DK, EE, EL, FR, HU, IE, IT, MT, PL, PT, SE, SI, SK, XK	Overall: 17 EU27: 16	Overall: 65% EU27: 80%
Certification standards	AT, BE(nl), CY, CZ, DK, EE, EL, FR, HU, IE, IS, IT, MT, PL, PT, RO, RS, SE, SI, SK, TR, XK	Overall: 22 EU27: 18	Overall: 85% EU27: 90%	BE(nl), CY, CZ, DK, EE, EL, FR, HU, IE, IS, IT, MT, PL, PT, SE, SI, SK, XK	Overall: 18 EU27: 16	Overall: 69% EU27: 80%
Other purposes	EL	Overall: 1 EU27: 1	Overall: 4% EU27: 5%	EL	Overall: 1 EU27: 1	Overall: 4% EU27: 5%

Source: EQAVET survey among EQAVET national reference points (2022). Draft results of EQAVET Secretariat survey (2018). Only countries which responded in 2022 were included in this question as the question in 2018 had changed in 2022. N=26 (BG, NL, FI, BE(fr), DE, HR, LU, LV did not respond).

Table 46.   Use of learning outcomes within quality standards

Types of quality standards used in VET	IVET			CVET		
	Countries	No.	%	Countries	No.	%
Competence standards (Standards and guidelines for recognition, validation and certification of competences of individuals)	AT, BA, BE(nl), CY, CZ, DK, EL, ES, FR, HU, IS, IT, LT, ME, MT, PL, RO, RS, SI, SK, TR, XK	Overall: 22 EU27: 16	Overall: 85% EU27: 76%	BA, BE(nl), CY, CZ, DK, EL, ES, FR, HU, IT, LT, ME, MT, PL, SE, SI, SK, TR, XK	Overall: 19 EU27: 15	Overall: 73% EU27: 71%
Occupational standards (the professional tasks and activities that qualification holders should be able to carry out)	BA, BE(nl), CY, DK, EE, EL, ES, FR, HU, IS, IT, ME, MT, PL, RO, TR, XK	Overall: 17 EU27: 12	Overall: 65% EU27: 57%	BA, CY, CZ, DK, EE, EL, ES, FR, HU, IT, ME, MT, PL, SE, TR, XK	Overall: 16 EU27: 12	Overall: 62% EU27: 57%
Educational standards the expected impact of the learning process that leads to a qualification)	AT, BA, BE(nl), CY, CZ, DK, EE, EL, ES, FR, HU, IE, IS, IT, LT, ME, MT, PL, RS, SE, SI, SK, TR, XK	Overall: 24 EU27: 18	Overall: 92% EU27: 86%	BA, BE(nl), CY, CZ, DK, EE, EL, FR, HU, IE, IS, IT, LT, ME, MT, PL, SE, SI, SK, TR	Overall: 20 EU27: 16	Overall: 65% EU27: 76%
Assessment standards (performance criteria)	AT, CY, CZ, DK, EE, EL, FR, HU, IE, IT, LT, MT, PL, PT, RO, RS, SI, TR, XK	Overall: 19 EU27: 16	Overall: 73% EU27: 76%	CY, CZ, DK, EE, EL, FR, HU, IE, IT, LT, MT, PL, PT, SE, SI, TR, XK	Overall: 17 EU27 15	Overall: 62% EU27: 71%
Validation standards (validation process in place to gain a qualification)	DK, EE, EL, FR, HU, IE, IS, IT, MT, PL, RO, TR, XK	Overall: 13 EU27: 10	Overall: 46% EU27: 48%	BE(nl), CY, CZ, DK, EE, EL, FR, HU, IE, IT, MT, PL, SE, SK, TR, XK	Overall: 16 EU27: 14	Overall: 62% EU27: 67%
Certification standards	AT, CY, DK, EE, EL, FR, HU, IE, IS, IT, MT, PL, RO, RS, SI, TR, XK	Overall: 17 EU27: 13	Overall: 65% EU27: 62%	CY, CZ, DK, EE, EL, FR, HU, IE, IS, IT, MT, PL, SE, SI, TR, XK	Overall: 16 EU27: 13	Overall: 62% EU27: 62%

Source: EQAVET survey among EQAVET national reference points (2022). Draft results of EQAVET Secretariat survey (2018). Only countries which responded in 2022 were included in this question as the question in 2018 had changed in 2022. N=26 (BE(fr), BG, DE, FI, HR,LU, LV, MK, NL, NO did not respond).

Table 47. Organisational arrangements used by national VET systems in EU27 to establish the national reference point

Designation of National Reference Points	Response count	Response percentage	Countries
It is an agency funded by the Ministry/ies	Overall: 14 EU27: 13	Overall: 40% EU27: 46%	AT, EE, FI*, FR, HR, HU, IE, IS, LT, LV, PT, SE, SI, SK
It is an agency independent of the Ministry/ies	Overall: 3 EU27: 2	Overall: 8% EU27: 14%	NL, IT, XK
It is part of the Ministry/ies	Overall: 12 EU27: 7	Overall: 34% EU27: 25%	BA, BE(nl), BG*, CY, DK, ES, LU, ME, NO, PL, RS, TR
Other	Overall: 6 EU27: 6	Overall: 17% EU27 21%	BE(fr), CZ, DE, EL, MT, RO

*Source: EQAVET survey among EQAVET national reference points (2022); Draft results of EQAVET Secretariat survey (2018). *Responses carried over from the 2018 survey (BG, FI). N=35, MK did not respond.*

Table 48. Responsibilities of EQAVET national reference points

Responsibilities of NRPs	Response count	Countries
Taking concrete initiatives to implement and further develop the EQAVET Framework	Overall: 27 EU27: 23	AT, BE(fr), BE(nl), CY, CZ, DE, DK, EE, EL, ES, HR, HU, IE, IT, LT, LU, LV, ME, NL, PL, RO, RS, SE, SI, SK, TR, XK
Informing and mobilising a wide range of stakeholders, including Centres of Vocational Excellence, to contribute to implementing the EQAVET framework	Overall: 25 EU27: 21	AT, BA, BE(fr), BE(nl), CY, CZ, DE, DK, EE, EL, ES, HR, HU, IE, IT, LT, LV, NL, PL, RO, RS, SI, SK, TR, XK
Supporting self-evaluation as a complementary and effective means of QA to allow the measurement of success and the identification of areas for improvement, including with respect to digital readiness of VET systems and institutions	Overall: 25 EU27: 23	AT, BE(nl), CY, CZ, DE, DK, EE, EL, ES, FR, HR, HU, IE, IT, LT, LV, MT, NL, PL, RO, SE, SI, SK, TR, XK
Participating actively in the European network for QA in vocational education and training	Overall: 29 EU27: 23	AT, BA, BE(fr), BE(nl), CY, CZ, DE, DK, EE, EL, ES, FR, HR, HU, IE, IT, LU, LV, ME, NL, NO, PL, RO, RS, SE, SI, SK, TR, XK
Providing an updated description of the national QA arrangements based on the EQAVET Framework	Overall: 28 EU27: 24	AT, BA, BE(fr), BE(nl), CY, CZ, DE, DK, EE, EL, ES, FR, HR, HU, IE, IT, LT, LU, LV, ME, NL, PL, PT, RO, SI, SK, TR, XK
Engaging in EU level peer reviews of QA to enhance the transparency and consistency of QA arrangements, and to reinforce trust between the Member States	Overall: 22 EU27: 20	AT, BE(fr), BE(nl), CZ, DE, EE, EL, ES, HR, HU, IE, IT, LT, LU, LV, ME, NL, PT, RO, SI, SK, TR
Undertaking other activities	Overall: 4 EU27: 3	DE, HU, RS, SI

Source: EQAVET survey among EQAVET national reference points (2022); BG and FI responses were not included in this question as the question in 2018 had changed in 2022. N=32, MK and IS did not respond.

1 Areas of VET supported by national reference points regarding the implementation of the EQAVET Framework

NRPs' support regarding areas of VET	Response count	Response percentages	Countries
IVET	Overall: 35 EU27: 28	Overall: 100% EU27: 100%	AT, BA, BE(fr), BE(nl), BG*, CY, CZ, DE, DK, EE, EL, ES, FI*, FR, HR, HU, IE, IS, IT, LT, LU, LV, ME, MT, NL, NO, PL, PT, RO, RS, SE, SI, SK, TR, XK
CVET	Overall: 27 EU27: 23	Overall: 77% EU27: 82%	BA, BE(fr), BE(nl), BG*, CY, CZ, DE, DK, EE, EL, ES, FR, HR, HU, IE, IS,

			IT, LT, LV, <u>ME</u>, MT, NL, PL, RO, SI, SK, <u>XK</u>
Adult education (AE)	Overall: 20 EU27: 16	Overall: 57% EU27: 57%	AT, <u>BA</u>, BE(fr), BE(nl), BG*, CZ, DE, EL, FI*, FR, HR, IE, <u>IS</u>, IT, LV, <u>ME</u>, PL, SE, SK, <u>XK</u>
Informal education	Overall: 8 EU27: 7	Overall: 22% EU27: 25%	BE(fr), BG*, DE, FR, IE, IT, SK, <u>XK</u>
Non-formal learning	Overall: 10 EU27: 9	Overall: 29% EU27: 32%	BE(nl), BG*, CY, DE, EL, FR, IE, IT, SK, <u>XK</u>
Institutions funded by the public sector	Overall: 23 EU27: 20	Overall: 66% EU27: 71%	<u>BA</u>, BE(fr), BG*, CY, CZ, DE, EE, EL, FI*, FR, HR, HU, IE, IT, LV, MT, PL, PT, RO, <u>RS</u>, SE, SI, <u>XK</u>
Institutions funded by private or voluntary sector	Overall: 17 EU27: 16	Overall: 49% EU27: 57%	BE(nl), BG*, CY, CZ, DE, EE, FI*, FR, HR, HU, IE, IT, LV, PL, PT, RO, <u>XK</u>

*Source: EQAVET survey among EQAVET national reference points (2022); Draft results of EQAVET Secretariat survey (2018). *Responses carried over from the 2018 survey (BG, FI). N=35, MK did not respond.*

Table 49. Observed changes between 2013, 2016, 2018 and 2022 in EU27 countries – Areas of VET supported by national reference points

Observed changes in NRPs' support regarding areas of VET	2013	2016	2018	2022
	No (%)	No (%)	No (%)	No (%)
IVET	29 (91%)	31 (100%)	31 (100%)	28 (100%)
CVET	26 (84%)	28 (90%)	28 (90%)	23 (82%)
Adult education (AE)	21 (68%)	22 (71%)	22 (71%)	16 (57%)
Informal education	13 (42%)	15 (48%)	14 (45%)	7 (25%)
Non-formal learning	17 (53%)	18 (58%)	17 (53%)	9 (32%)
Institutions funded by the public sector	25 (81%)	25 (81%)	25 (81%)	20 (71%)
Institutions funded by private or voluntary sector	19 (61%)	20 (65%)	20 (65%)	16 (57%)

Source: EQAVET survey among EQAVET national reference points (2022); Draft results of EQAVET Secretariat survey (2018). N=28.

Annex 2: Questionnaire

EQAVET survey among EQAVET National Reference Points

The survey aims to collect information on the multi-annual trends in the implementation of EQAVET Framework, including getting a detailed view on:

Progress with the implementation of the (updated) [EQAVET Framework](#) among the EQAVET National Reference Points (NRPs).

Developments in the strategic priorities and operational improvements.

Key reforms undertaken and planned within the key thematic framework strands at the national level.

Since 2011 the EQAVET Secretariat has been undertaking regular surveys of the national approaches to the implementation of quality assurance in line with the EQAVET Recommendation. This is the fifth round of EQAVET surveys (the previous four were conducted in 2012, 2013-2014, 2016 and 2018).

Data and analysis from the survey will be used to inform the thematic priorities of EQAVET mutual learning activities at EU level (incl. the content of the annual meetings) and policy development at European level. The survey can also be useful at national/regional level, e.g. by informing thematic priorities of system-level peer reviews. Furthermore, the survey results will inform Cedefop's and ETF's work in monitoring the implementation of the VET recommendation and Osnabruck Declaration.

Who should complete the survey?

You have been contacted to take part in the survey as an EQAVET National Reference Point (NRP).

NOTE: NRPs are requested to submit only **one response per country (or region)**. As such, we recommend you consult with other relevant colleagues or stakeholders before completing and submitting the survey. If you wish you can download and share a PDF copy of the questionnaire with other colleagues to collect relevant information.

You will receive an individual link to the survey which will allow you to close and resume the survey at any time. Your responses will be saved automatically each time to you move to the next page.

How to complete the survey?

Please complete the survey in **English**.

Fields marked with * are **mandatory**.

Please note that for some questions, depending on the answer provided, you may either be asked to answer sub-questions, or be redirected to another question. It is therefore possible that **the numbering of questions does not always follow in sequential order**.

Your data will be used for the purpose of the survey only. All information will be stored in compliance with the Privacy Statement.

Do you agree to take part in the study and for your data to be used in accordance with the Privacy Statement?*

o   Yes

o   No

General information

Name*

Email address*

Country*

Organisation*

Job title*

SECTION 1: NATIONAL VET POLICY, THE QUALITY ASSURANCE APPROACH AT SYSTEM LEVEL AND THE EQAVET FRAMEWORK

The aim of this section is to explore the extent to which progress has been made in the quality assurance of VET since the adoption of the EQAVET Recommendation in 2009 and the adoption the new Council Recommendation on VET in 2020, as well as the development of policies, structures and processes leading to the establishment of national approaches aimed at improving quality assurance at system and provider levels.

1. **In general, at what level is VET policy conducted in your country?**

   o   Regional

   o   National

   o   Both

2. **What is your national approach to quality assurance aligned to?**

   □   The EQAVET quality cycle

   □   The EQAVET indicative descriptors

   □   The EQAVET indicators

3. **What progress has been made towards full implementation of the national approach to quality assurance?**

   o   At development stage

Year it is expected to be implemented

   |_____|

   o   Formally agreed (e.g. law or regulation, or other form of agreement)

Year it is expected to be fully implemented

   |_____|

   o   Partially implemented (in piloting stage, implemented in some regions of VET programmes)

Year it is expected to be fully implemented

   |_____|

   o   Fully implemented

Year it was fully implemented

   |_____|

   o   Others

Please specify

   |_____|

4. **To whom does the national approach to quality assurance apply?**

   □   Initial VET only

☐   Initial VET & associated work-based learning

☐   Continuing VET only

☐   Continuing VET & associated work-based learning

5. What does the national approach to quality assurance support?

	Only Initial VET	Only Continuing VET	Both
Flexible learning pathways	○	○	○
Validation of non-formal and informal learning	○	○	○
Qualification design	○	○	○
Issuing qualifications	○	○	○
Re-skilling and upskilling	○	○	○
Digital learning experiences	○	○	○
Learning mobility	○	○	○

6. Which bodies have taken part in devising the national approach?

☐   National Ministry

☐   Regional authorities

☐   Others

Please specify

7. What is the involvement of the following stakeholders in devising the national approach in the four phases of the quality assurance cycle in IVET and CVET sectors?

	INITIAL VET				CONTINUING VET		
	Planning	Implementation	Evaluation	Review	Planning	Implementation	Evalu
VET providers	☐	☐	☐	☐	☐	☐	☐
Industry/companies	☐	☐	☐	☐	☐	☐	☐
Employer associations	☐	☐	☐	☐	☐	☐	☐
Employee associations	☐	☐	☐	☐	☐	☐	☐
Public authorities	☐	☐	☐	☐	☐	☐	☐
Regional or local authorities	☐	☐	☐	☐	☐	☐	☐
Students/Learners	☐	☐	☐	☐	☐	☐	☐
Teachers/ instructors/ trainers	☐	☐	☐	☐	☐	☐	☐
Higher education sector	☐	☐	☐	☐	☐	☐	☐

8. How are the stakeholders involved concretely? What is their contribution?

Please describe

Open text box

9. Does the national approach to quality assurance in VET include a system that collects information on graduates who complete IVET and CVET?

	Yes	No
Initial VET	○	○
Continuing VET	○	○

10. Have measures been taken to establish at national level a common quality assurance approach for VET providers compatible with the EQAVET Framework?

- ○ Yes, but the common approach for VET providers has been developed independently of EQAVET; but it is compatible with the EQAVET Framework

- ○ Yes, but the common approach for VET providers has been developed independently of EQAVET; and does not share features with the EQAVET Framework

- ○ Yes, the common approach for VET providers has been developed utilising the EQAVET Framework

- ○ No, it is still in preparation

Year it will be devised

- ○ No, we need more time to devise

Year it is planned be devised

- ○ No, we do not need it

Please explain why

11. (If Q10 = yes) What is the current state of progress on the common quality assurance approach for VET providers?

- ○ At development stage

Year it is expected to be implemented

- ○ Formally agreed (e.g. law or regulation, or other form of agreement)

Year it is expected to be fully implemented

- ○ Partially implemented (at pilot stage, implemented in some regions of VET programmes)

Year it is expected to be fully implemented

o   Fully implemented

Year it was fully implemented

o   Other, please explain

12. (If Q10 = yes) To which sectors does the common approach to quality assurance for VET providers apply?

☐   Initial VET only

☐   Initial VET & associated work-based learning

☐   Continuing VET only

☐   Continuing VET & associated work-based learning

13. Which of the following stakeholders were involved in the implementation of the common approach for VET providers during all four stages of the quality cycle for the IVET and CVET sectors?

	INITIAL VET				CONTINUING VET		
	Planning	**Implementation**	**Evaluation**	**Review**	**Planning**	**Implementation**	**Evalu**
VET providers	☐	☐	☐	☐	☐	☐	☐
Industry/companies	☐	☐	☐	☐	☐	☐	☐
Employer associations	☐	☐	☐	☐	☐	☐	☐
Employee associations	☐	☐	☐	☐	☐	☐	☐
Public authorities	☐	☐	☐	☐	☐	☐	☐
Regional or local authorities	☐	☐	☐	☐	☐	☐	☐
Students/Learners	☐	☐	☐	☐	☐	☐	☐
Teachers/ instructors/ trainers	☐	☐	☐	☐	☐	☐	☐
Higher education sector	☐	☐	☐	☐	☐	☐	☐

SECTION 2: QUALITY STANDARDS FOR VET AND LEARNING OUTCOMES

The purpose of this section is to ensure transparency and national integrity/consistency. This idea does not undermine the autonomy of VET institutions in their decision-making processes as this ensures that these decisions are fit for purpose, reflect the needs of the region, demands of industry, and the significant diversity of VET provision and training/learning settings (i.e. occupational requirements, work-based learning, etc.).

14. Is there a procedure for the accreditation or approval of VET providers at national level?

- o Yes, for Initial VET

- o Yes, for Continuing VET

- o Yes, for both

- o No

- o Other approaches (please explain)

  [   ]

15. Does your quality assurance approach make provision for the external review of VET providers?

- o Yes, for Initial VET

- o Yes, for Continuing VET

- o Yes, for both

- o No

- o Other approaches (please explain)

  [   ]

16. Does your VET system include quality standards for VET providers?

- o Yes

- o No

- o Other approaches (please explain)

  [   ]

17. (If Q16 = yes) How are they used in IVET and CVET?

	Initial VET	Continuing VET
For guidance only	☐	☐
A condition of accreditation/approval	☐	☐
A condition of funding	☐	☐
Required as part of legislation	☐	☐
Other purposes (please explain)	*Text box*	*Text box*

18. (If Q16 = yes) What types of standards are used in IVET and CVET?[10]

Definitions are taken from Cedefop's Terminology of European education and training policy

	Initial VET	Continuing VET
Competence standards (refers to knowledge, skills and/or competences linked to the practice of a job)		
Occupational standards (refers to statements of the activities and tasks related to a specific job and to its practice)	☐	☐
Educational standards (refers to statements of learning objectives, content of curricula, entry requirements as well as resources required to meet learning objectives)	☐	☐
Assessment standards (refers to statements of the learning outcomes to be assessed and the methodology used)	☐	☐
Validation standards (refers to statements of level of achievement to be reached by the person assessed, and the methodology used)	☐	☐
Certification standard (refers to statements of the rules applicable for obtaining a certificate or diploma as well as the rights conferred)	☐	☐
Other purposes (please explain)	*Text box*	*Text box*

19. (If Q16 = yes) Are the standards based on learning outcomes (LO)?

	INITIAL VET		CONTINUING VET	
	Yes	No	Yes	No
Competence standards	☐	☐	☐	☐
Occupational standards	☐	☐	☐	☐
Educational standards	☐	☐	☐	☐
Assessment standards	☐	☐	☐	☐

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[10] Definitions are taken from Cedefop's Terminology of European education and training policy

Validation standards	☐	☐	☐	☐
Certification standards	☐	☐	☐	☐

20. (If any of Q19 = yes) Please explain how learning outcomes are used to prove any of the above standards are achieved.

SECTION 3: QUALITY ASSURANCE NATIONAL REFERENCE POINTS

This section of the survey explores the role and scope of the National Reference Points (NRPs), and the extent to which they are undertaking the various tasks and responsibilities described in the EQAVET Recommendation.

21. Has a national reference point for VET been established in your country?

- o Yes

- o No

22. (If Q21 = Yes) In which year was the National Reference Point established?

23. (If Q21 = No) Please explain

24. Under which bodies does the National Reference Point operate?

- o It is part of the Ministry/ies

- o It is an agency funded by the Ministry/ies

- o It is an agency independent of the Ministry/ies

- o It is a private organisation

- o Other, please specify

25. Which ministry/ies were involved in the establishment of the National Reference Point?

26. As set in the Recommendation, which functions are carried out by the National Reference Point?

☐ Taking concrete initiatives to implement and further develop the EQAVET Framework

☐ Informing and mobilising a wide range of stakeholders, including Centres of Vocational Excellence, to contribute to implementing the EQAVET framework

☐ Supporting self-evaluation as a complementary and effective means of quality assurance to allow the measurement of success and the identification of areas for improvement, including with respect to digital readiness of VET systems and institutions

☐ Participating actively in the European network for quality assurance in vocational education and training

☐ Providing an updated description of the national quality assurance arrangements based on the EQAVET Framework

☐ Engaging in EU level peer reviews of quality assurance to enhance the transparency and consistency of quality assurance arrangements, and to reinforce trust between the Member States

☐ Undertaking other activities (please specify)

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27. In which areas does the National Reference Point support the development of the EQAVET Framework for VET in the national context?

☐ Initial VET (IVET)

☐ Continuing VET (CVET)

☐ Adult education (AE)

☐ Informal education

☐ Non-formal learning

☐ Institutions funded by the public sector

☐ Institutions funded by private or voluntary sector

28. For which of the following items does the National Reference Point provide support for quality assurance issues?

☐ European Qualification Framework (EQF)

☐ The common EU principles for identification and validation of non-formal/informal learning

☐ The EU Quality Charter for Mobility

☐ Other (please specify)

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29. If Q28 is selected, please describe the NRP's role.

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SECTION 4: THE USE OF THE EQAVET INDICATIVE DESCRIPTORS

This section of the survey explores the use of the EQAVET indicative descriptors at system level and VET provider level for Initial and Continuing VET.

If the indicative descriptors are not used on a regular or systematic basis, please mark them as 'sometimes used'.

EQAVET indicative descriptors at system level for IVET

30. Which of the following EQAVET indicative descriptors are used at <u>system level for IVET</u>, corresponding to the <u>planning phase</u>?

	Always used	Sometimes used	Not used
Goals/objectives of VET are: described for the medium and long terms	○	○	○
Goals/objectives of VET are: linked to European and Sustainable Development Goals taking into account environmental sustainability considerations	○	○	○
The social partners and other relevant stakeholders participate in setting VET goals and objectives at the different levels	○	○	○
Targets: are established	○	○	○
Targets are: monitored through specific indicators (success criteria)	○	○	○
Mechanisms and procedures have been established to identify training needs of the labour market and society	○	○	○
An information policy has been devised to ensure optimum disclosure of quality results/outcomes subject to national/regional data protection requirements	○	○	○
Standards and guidelines for recognition, validation and certification of competences of individuals have been defined	○	○	○
VET qualifications are described using learning outcomes	○	○	○
Mechanisms are established for the quality assurance of the design of qualifications	○	○	○
Mechanisms are established for the quality assurance of the assessment of qualifications	○	○	○
Mechanisms are established for the quality assurance of the review of qualifications	○	○	○
VET programmes are designed to allow flexible learning pathways and to respond quickly to changing labour market needs	○	○	○

31. Which of the following EQAVET indicative descriptors are used at <u>system level for IVET</u>, corresponding to the <u>implementation phase</u>?

	Always used	Sometimes used	Not used
Implementation plans are established in cooperation with social partners, VET providers and other relevant stakeholders at the different levels	○	○	○
Implementation plans include: consideration of the resources required	○	○	○
Implementation plans include: the capacity of the users and the tools	○	○	○
Implementation plans include: guidelines needed for support	○	○	○
Guidelines and standards have been devised for implementation at different levels	○	○	○
Guidelines and standards include assessment of qualifications	○	○	○
Guidelines and standards include validation of qualifications	○	○	○
Guidelines and standards include certification of qualifications	○	○	○
Implementation plans include specific support towards the training of teachers and trainers, including for digital skills and environmental sustainability	○	○	○
VET providers' responsibilities in the implementation process are explicitly described	○	○	○
VET providers' responsibilities in the implementation process are made transparent	○	○	○
A national and/or regional quality assurance framework to promote continuous improvement and self-regulation has been devised and includes guidelines at VET-provider level	○	○	○
A national and/or regional quality assurance framework to promote continuous improvement and self-regulation has been devised and includes quality standards at VET-provider level	○	○	○

32. Which of the following EQAVET indicative descriptors are used at <u>system level for IVET</u>, corresponding to the <u>evaluation</u> phase?

	Always used	Sometimes used	Not used
A methodology for evaluation has been devised, covering internal evaluation	○	○	○
A methodology for evaluation has been devised, covering external evaluation	○	○	○
Stakeholder involvement in the monitoring and evaluation process is agreed and clearly described	○	○	○
The national/regional standards and processes for improving and assuring quality are relevant and proportionate to the needs of the sector	○	○	○

	Always used	Sometimes used	Not used
Systems are subject to self-evaluation, internal and external review, as appropriate	○	○	○
Early warning systems are implemented	○	○	○
Performance indicators are applied	○	○	○
Relevant, regular and coherent data collection takes place, in order to measure success and identify areas for improvement	○	○	○
Appropriate data collection methodologies have been devised, e.g. questionnaires and indicators/metrics	○	○	○

33. Which of the following EQAVET indicative descriptors are used at <u>system level for IVET</u>, corresponding to the <u>review</u> phase?

	Always used	Sometimes used	Not used
Procedures, mechanisms and instruments for undertaking reviews are defined at all levels	○	○	○
Procedures, mechanisms and instruments for undertaking reviews are used to improve the quality of provision at all levels	○	○	○
Processes are regularly reviewed and action plans for change devised. Systems are adjusted accordingly	○	○	○
Information on the outcomes of evaluation is made publicly available	○	○	○

EQAVET indicative descriptors at system level for CVET

34. Which of the following EQAVET indicative descriptors are used at <u>system level for CVET</u>, corresponding to the <u>planning</u> phase?

	Always used	Sometimes used	Not used
Goals/objectives of VET are described for the medium and long terms	○	○	○
Goals/objectives of VET are linked to European and Sustainable Development Goals taking into account environmental sustainability considerations	○	○	○
The social partners and other relevant stakeholders participate in setting VET goals and objectives at the different levels	○	○	○
Targets are established	○	○	○
Targets are monitored through specific indicators (success criteria)	○	○	○
Mechanisms and procedures have been established to identify training needs of the labour market and society	○	○	○
An information policy has been devised to ensure optimum disclosure of quality results/outcomes subject to national/regional data protection requirements	○	○	○

Standards and guidelines for recognition, validation and certification of competences of individuals have been defined	○	○	○
VET qualifications are described using learning outcomes	○	○	○
Mechanisms are established for the quality assurance of the design of qualifications	○	○	○
Mechanisms are established for the quality assurance of the assessment of qualifications	○	○	○
Mechanisms are established for the quality assurance of the review of qualifications	○	○	○
VET programmes are designed to allow flexible learning pathways and to respond quickly to changing labour market needs	○	○	○

35. Which of the following EQAVET indicative descriptors are used at <u>system level for CVET,</u> corresponding to the <u>implementation</u> phase?

	Always used	Sometimes used	Not used
Implementation plans are established in cooperation with social partners, VET providers and other relevant stakeholders at the different levels	○	○	○
Implementation plans include: consideration of the resources required	○	○	○
Implementation plans include: the capacity of the users and the tools	○	○	○
Implementation plans include: guidelines needed for support	○	○	○
Guidelines and standards have been devised for implementation at different levels	○	○	○
Guidelines and standards include assessment of qualifications	○	○	○
Guidelines and standards include validation of qualifications	○	○	○
Guidelines and standards include certification of qualifications	○	○	○
Implementation plans include specific support towards the training of teachers and trainers, including for digital skills and environmental sustainability	○	○	○
VET providers' responsibilities in the implementation process are explicitly described	○	○	○
VET providers' responsibilities in the implementation process are made transparent	○	○	○
A national and/or regional quality assurance framework to promote continuous improvement and self-regulation has been devised and includes guidelines at VET-provider level	○	○	○
A national and/or regional quality assurance framework to promote continuous improvement and self-regulation has been devised and includes quality standards at VET-provider level	○	○	○

36. Which of the following EQAVET indicative descriptors are used at <u>system level for CVET,</u> corresponding to the <u>evaluation</u> phase?

	Always used	Sometimes used	Not used
A methodology for evaluation has been devised, covering internal evaluation	○	○	○
A methodology for evaluation has been devised, covering external evaluation	○	○	○
Stakeholder involvement in the monitoring and evaluation process is agreed and clearly described	○	○	○
The national/regional standards and processes for improving and assuring quality are relevant and proportionate to the needs of the sector	○	○	○
Systems are subject to self-evaluation, internal and external review, as appropriate	○	○	○
Early warning systems are implemented	○	○	○
Performance indicators are applied	○	○	○
Relevant, regular and coherent data collection takes place, in order to measure success and identify areas for improvement	○	○	○
Appropriate data collection methodologies have been devised, e.g. questionnaires and indicators/metrics	○	○	○

37. Which of the following EQAVET indicative descriptors are used at <u>system level for CVET,</u> corresponding to the <u>review</u> phase?

	Always used	Sometimes used	Not used
Procedures, mechanisms and instruments for undertaking reviews are defined at all levels	○	○	○
Procedures, mechanisms and instruments for undertaking reviews are used to improve the quality of provision at all levels	○	○	○
Processes are regularly reviewed and action plans for change devised. Systems are adjusted accordingly	○	○	○
Information on the outcomes of evaluation is made publicly available	○	○	○

EQAVET indicative descriptors at VET provider level for IVET

38. Which of the following EQAVET indicative descriptors are used at <u>VET provider level for IVET,</u> corresponding to the <u>planning</u> phase?

	Always used	Sometimes used	Not used
The local targets set by the VET providers reflect: European VET policy goals/objectives	○	○	○
The local targets set by the VET providers reflect: National level VET policy goals/objectives	○	○	○

	Always used	Sometimes used	Not used
The local targets set by the VET providers reflect: Regional level VET policy goals/objectives	○	○	○
Explicit goals/objectives and targets are: set	○	○	○
Explicit goals/objectives and targets are: monitored	○	○	○
Programmes are designed to meet the explicit goals/objectives and targets set	○	○	○
On-going 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 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	○	○	○
Measures are designed to ensure compliance with data protection rules	○	○	○

39. Which of the following EQAVET indicative descriptors are used at <u>VET provider level for IVET,</u> corresponding to the <u>implementation </u>phase?

	Always used	Sometimes used	Not used
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	○	○	○
Staff undertake regular training and develop cooperation with relevant external stakeholders: 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 a learner-centred approach which enable learners to achieve the expected learning outcomes	○	○	○
VET providers promote innovation in teaching and learning methods, in school and in the workplace,	○	○	○

	Always used	Sometimes used	Not used
supported by the use of digital technologies and online-learning tools			
VET providers use valid, accurate and reliable methods to assess individuals' learning outcomes	○	○	○

40. Which of the following EQAVET indicative descriptors are used at <u>VET provider level for IVET,</u> corresponding to the <u>evaluation </u>phase?

	Always used	Sometimes used	Not used
Self-assessment/self-evaluation is periodically carried out: under national regulations/frameworks	○	○	○
Self-assessment/self-evaluation is periodically carried out: under regional regulations/framework	○	○	○
Self-assessment/self-evaluation is periodically carried out: at the initiative of VET providers	○	○	○
Self-assessment/self-evaluation covers the digital readiness of VET institutions	○	○	○
Self-assessment/self-evaluation covers the environmental sustainability of VET institutions	○	○	○
Evaluation and review covers processes and results/outcomes of education including: the assessment of learner satisfaction	○	○	○
Evaluation and review covers processes and results/outcomes of education including: staff performance	○	○	○
Evaluation and review covers processes and results/outcomes of education including: staff satisfaction	○	○	○
Evaluation and review includes adequate and effective mechanisms to involve: internal stakeholders	○	○	○
Evaluation and review includes adequate and effective mechanisms to involve: external stakeholders	○	○	○
Early warning systems are implemented	○	○	○

41. Which of the following EQAVET indicative descriptors are used at <u>VET provider level for IVET,</u> corresponding to the <u>review </u>phase?

	Always used	Sometimes used	Not used
Learners' feedback is gathered: on their individual learning experience and on the learning and teaching environment	○	○	○
Learners' feedback together with teachers', trainers and all other relevant stakeholders' feedback 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	○	○	○
Procedures on feedback and review: support the development of high-quality provision	○	○	○

	Always used	Sometimes used	Not used
Procedures on feedback and review: improve opportunities for learners	○	○	○
Results/outcomes of the evaluation process are discussed with relevant stakeholders and appropriate action plans are put in place	○	○	○

EQAVET indicative descriptors at VET provider level for CVET

42. Which of the following EQAVET indicative descriptors are used at <u>VET provider level for CVET,</u> corresponding to the <u>planning </u>phase?

	Always used	Sometimes used	Not used
The local targets set by the VET providers reflect: European VET policy goals/objectives	○	○	○
The local targets set by the VET providers reflect: National level VET policy goals/objectives	○	○	○
The local targets set by the VET providers reflect: Regional level VET policy goals/objectives	○	○	○
Explicit goals/objectives and targets are: set	○	○	○
Explicit goals/objectives and targets are: monitored	○	○	○
Programmes are designed to meet the explicit goals/objectives and targets set	○	○	○
On-going 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 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	○	○	○
Measures are designed to ensure compliance with data protection rules	○	○	○

43. Which of the following EQAVET indicative descriptors are used at <u>VET provider level for CVET,</u> corresponding to the <u>implementation </u>phase?

	Always used	Sometimes used	Not used
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	○	○	○

	Always used	Sometimes used	Not used
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	○	○	○
Staff undertake regular training and develop cooperation with relevant external stakeholders: 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 a learner-centred approach which enable learners to achieve the expected learning outcomes	○	○	○
VET providers promote innovation in teaching and learning methods, in school and in the workplace, supported by the use of digital technologies and online-learning tools	○	○	○
VET providers use valid, accurate and reliable methods to assess individuals' learning outcomes	○	○	○

44. Which of the following EQAVET indicative descriptors are used at <u>VET provider level for CVET,</u> corresponding to the <u>evaluation </u>phase?

	Always used	Sometimes used	Not used
Self-assessment/self-evaluation is periodically carried out: under national regulations/frameworks	○	○	○
Self-assessment/self-evaluation is periodically carried out: under regional regulations/frameworks	○	○	○
Self-assessment/self-evaluation is periodically carried out: at the initiative of VET providers	○	○	○
Self-assessment/self-evaluation covers the digital readiness of VET institutions	○	○	○
Self-assessment/self-evaluation covers the environmental sustainability of VET institutions	○	○	○
Evaluation and review covers processes and results/outcomes of education including: the assessment of learner satisfaction	○	○	○
Evaluation and review covers processes and results/outcomes of education including: staff performance	○	○	○
Evaluation and review covers processes and results/outcomes of education including: staff satisfaction	○	○	○
Evaluation and review includes adequate and effective mechanisms to involve: internal stakeholders	○	○	○
Evaluation and review includes adequate and effective mechanisms to involve: external stakeholders	○	○	○
Early warning systems are implemented	○	○	○

45. Which of the following EQAVET indicative descriptors are used at <u>VET provider level for CVET,</u> corresponding to the <u>review </u>phase?

	Always used	Sometimes used	Not used
Learners' feedback is gathered: on their individual learning experience and on the learning and teaching environment	○	○	○
Learners' feedback together with teachers', trainers and all other relevant stakeholders' feedback 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	○	○	○
Procedures on feedback and review: support the development of high-quality provision	○	○	○
Procedures on feedback and review: improve opportunities for learners	○	○	○
Results/outcomes of the evaluation process are discussed with relevant stakeholders and appropriate action plans are put in place	○	○	○

SECTION 5: THE USE OF THE EQAVET INDICATORS

46. Are arrangements in place to review the national approach to quality assurance?

   o Yes

Please specify the year

   [   ]

   o No

   o Other approaches

Please explain

[   ]

47. (If Q46 = yes) Are the outcomes of these reviews publicly available?

   o Yes

   o No

48. Which of the following EQAVET Framework Indicators are used in the IVET sector?

Code	Indicator	Always used	Sometimes used	Not used
1.	**Relevance of quality assurance systems for VET providers** (Context/Input indicator)			
1A	a) share of VET providers applying internal quality assurance systems defined by law/at own initiative	o	o	o
1B	b) share of accredited VET providers	o	o	o
2.	**Investment in training of teachers and trainers** (Input/Process indicator)			
2A	a) share of teachers and trainers participating in further training	o	o	o
2B	b) amount of funds invested, including for digital skills	o	o	o
3.	**Participation rate in VET programmes** (Input/Process/Output indicator)			
3	Number of participants in VET programmes according to the type of programme and the individual criteria	o	o	o
4.	**Completion rate in VET programmes** (Process/Output/Outcome indicator)			
4	Number of persons having successfully completed/abandoned VET programmes, according to the type of programme and the individual criteria	o	o	o
5.	**Placement rate in VET programmes** (Outcome indicator)			
5A	a) destination of VET learners at a designated point in time after completion of training, according to the type of programme and the individual criteria	o	o	o
5B	b) share of employed learners at a designated point in time after completion of training, according to the type of programme and the individual criteria	o	o	o
6.	**Utilisation of acquired skills at the workplace** (Outcome indicator (mix of qualitative and quantitative data))			
6A	a) information on occupation obtained by individuals after completion of training, according to type of training and individual criteria	o	o	o
6B	b) satisfaction rate of individuals and employers with acquired skills/competences	o	o	o
7.	**Unemployment rate according to individual criteria** (Context indicator)			

7	Unemployment rate according to individual criteria	○	○	○
8.	**Prevalence of vulnerable groups** (Context indicator)			
8A	a) percentage of participants in VET classified as disadvantaged groups (in a defined region or catchment area) according to age and gender	○	○	○
8B	b) success rate of disadvantaged groups according to age and gender	○	○	○
9.	**Mechanisms to identify training needs in the labour market** (Context/Input indicator) (qualitative information)			
9A	a) information on mechanisms set up to identify changing demands at different levels	○	○	○
9B	b) evidence of the use of such mechanisms and their effectiveness	○	○	○
10.	**Schemes used to promote better access to VET and provide guidance to (potential) VET learners** (Process indicator) (qualitative information)			
10A	a) information on existing schemes at different levels	○	○	○
10B	b) evidence of their effectiveness	○	○	○

49. Which of the following EQAVET Framework Indicators are used in the CVET sector?

Code	Indicator	Always used	Sometimes used	Not used
1.	**Relevance of quality assurance systems for VET providers** (Context/Input indicator)			
1A	c) Share of VET providers applying internal quality assurance systems defined by law/at own initiative	○	○	○
1B	d) Share of accredited VET providers	○	○	○
2.	**Investment in training of teachers and trainers** (Input/Process indicator)			
2A	c) share of teachers and trainers participating in further training	○	○	○
2B	d) amount of funds invested, including for digital skills	○	○	○
3.	**Participation rate in VET programmes** (Input/Process/Output indicator)			
3	Number of participants in VET programmes according to the type of programme and the individual criteria	○	○	○
4.	**Completion rate in VET programmes** (Process/Output/Outcome indicator)			
4	Number of persons having successfully completed/abandoned VET programmes, according to the type of programme and the individual criteria	○	○	○
5.	**Placement rate in VET programmes** (Outcome indicator)			
5A	c) destination of VET learners at a designated point in time after completion of training, according to the type of programme and the individual criteria	○	○	○
5B	d) share of employed learners at a designated point in time after completion of training, according to the type of programme and the individual criteria	○	○	○
6.	**Utilisation of acquired skills at the workplace** (Outcome indicator (mix of qualitative and quantitative data)			
6A	c) information on occupation obtained by individuals after completion of training, according to type of training and individual criteria	○	○	○
6B	d) satisfaction rate of individuals and employers with acquired skills/competences	○	○	○
7.	**Unemployment rate according to individual criteria** (Context indicator)			

7	Unemployment rate according to individual criteria	○	○	○
8.	**Prevalence of vulnerable groups** (Context indicator)			
8A	c) percentage of participants in VET classified as disadvantaged groups (in a defined region or catchment area) according to age and gender	○	○	○
8B	d) success rate of disadvantaged groups according to age and gender	○	○	○
9.	**Mechanisms to identify training needs in the labour market** (Context/Input indicator (qualitative information))			
9A	c) information on mechanisms set up to identify changing demands at different levels	○	○	○
9B	d) evidence of the use of such mechanisms and their effectiveness	○	○	○
10.	**Schemes used to promote better access to VET and provide guidance to (potential) VET learners** (Process indicator (qualitative information))			
10A	c) information on existing schemes at different levels	○	○	○
10B	d) evidence of their effectiveness	○	○	○

50. For those indicators 'always' or 'sometimes' used in your quality assurance system, please explain how they are used to inform VET provision

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 according to individual criteria

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 and provide guidance to (potential) VET learners

European cooperation and the EQAVET indicators

51. Which indicators you would like to work with in future, with a view to collaborating with other Member States?

- ☐ 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 according to individual criteria

- ☐ 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 and provide guidance to (potential) VET learners

52. Do you have any other ideas or requests regarding the European collaboration in the EQAVET Network? Please explain.

53. Are there any additional clarifications you would like to make in relation to your responses to the survey? Please use this space to explain any particularities of your national system or the unfeasibility to complete certain parts of the survey.