

TRAINING SEMINAR ON QUALITY ASSURANCE

First session on 11.05.2022



Tour de table

Name

Position

Responsibility/involvement in QA in BiH

Agenda

Day 1: ETF approach to Quality and Quality approach in VET;

Day 2: the European Quality Assurance Framework for VET;

Day 3: analysis and use of indicators as a quality assurance measures;

Day 4: self-evaluation and external evaluation in QA, peer reviews and peer visits in QA.

Day 5-6: face-to-face session: QA indicators +

Day 1: ETF approach to Quality and Quality approach in VET

1. VET OF GOOD QUALITY
2. ETF DEFINITION OF QUALITY ASSURANCE IN VET
3. FUNCTIONS OF QUALITY ASSURANCE IN VET
4. DETERMINANTS OF A QA SYSTEM
5. MAIN CRITERIA FOR EFFECTIVE AND EFFICIENT QA SYSTEM

What is “good” VET?

How would you define VET of good quality?

What is “good” VET?

It has five key features:

1. Responds to labour market, societal and individual needs;
2. Leads to recognised qualifications;
3. Provides access to decent jobs;
4. Is attractive, inclusive and accessible;
5. Enables progression for future learning.

It should be the result of a consensus between all stakeholders

What do you think is **quality assurance in VET?**

ETF DEFINITION OF QUALITY ASSURANCE IN VET

THE AIM OF QUALITY ASSURANCE IN VET IS TO SUPPORT PROCESSES AND PROCEDURES THAT ENSURE GOOD VET.

ETF defines QA in vocational education and training as:

*The **composite** measures established to verify that processes and procedures are in place, which aim to ensure the quality and quality improvement of VET.*

The measures often have a regulatory or legislative underpinning and status. the measures relate to quality standards with underlying principles, criteria and indicators.

Examples:

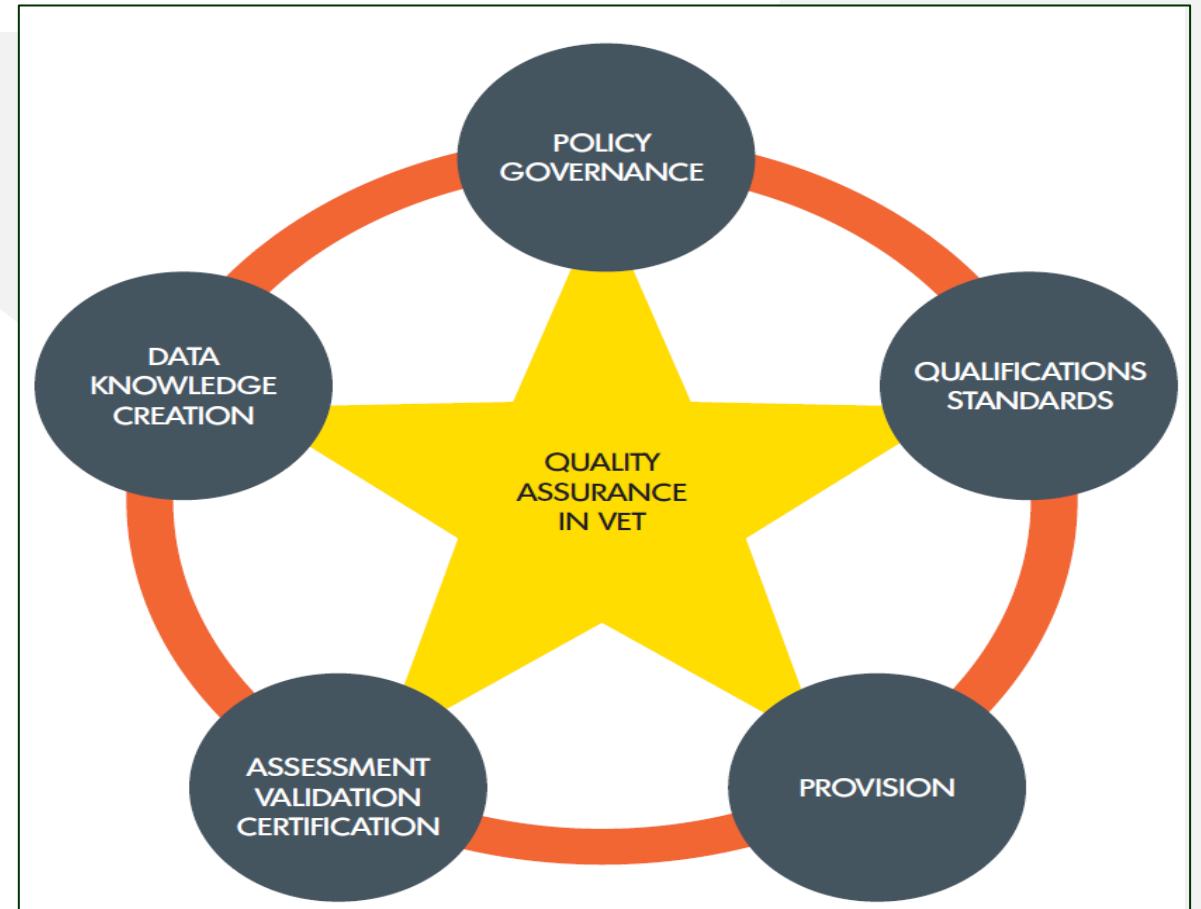
- Self-assessment, external assessment, peer review, indicators, learners voices, etc.*

ETF DEFINITION OF QUALITY ASSURANCE IN VET

A holistic QA system addresses the 5 key areas and their **interconnectedness**.

It supports:

- **Policy and governance:** Policy development from planning to review
- **Qualifications standards:** setting and attainment of standards for VET qualifications
- **Provision:** learning provision quality
- **Assessment validation and certification:** integrity and reliability of learning outputs
- **Data and knowledge creation:** identification, collection, analysis and usage of data



ETF DEFINITION OF QUALITY ASSURANCE IN VET

FIVE KEY AREAS	FUNCTIONS OF QUALITY ASSURANCE IN VET
Policy and governance	Supporting policy development from planning through to review and including financing and data management.
Qualifications standards	Supporting the setting and attainment of standards for VET qualifications and for the qualifications of VET personnel.
Provision	Supporting learning provision quality regarding curricula/contents, didactics-learning processes, learning contexts, information and guidance services, resources and the fitness of the physical environment.
Assessment, validation and certification	Supporting the integrity and reliability of learning outputs.
Data and knowledge creation	Supporting the identification, collection, analysis and usage of quantitative and qualitative demand/supply information.

In your opinion, why vocational education and training systems should be underpinned by a quality assurance system?

FUNCTIONS OF QUALITY ASSURANCE IN VET

In addition to the pursuit of good VET, the functions of VET quality assurance include:

- to enhance the attractiveness of VET by making evident the appeal of VET contents and didactics for learners;
- to reinforce confidence and trust in VET qualifications by demonstrating that they meet national standards and match labour market demand;
- to support strategic planning for skills development, appropriate for well-functioning and balanced economies by making clear the relationship between labour market intelligence and education and training planning, including for VET;

FUNCTIONS OF QUALITY ASSURANCE IN VET (cont.)

- to raise awareness of the national skills base, with emphasis on the availability of vocational/occupational competences, especially for the purposes of new business generation and international direct investment;
- to minimise the risk of the misuse of public funds; and, with particular relevance for companies and the private sector:
- to signal expertise and the trustworthiness of services and products;
- to maintain and develop high levels of workforce productivity and competitiveness;
- to demonstrate the 'return on investment' in VET.

In your opinion, what are the determinants of a quality assurance system? Why QA systems differ from one country to another?

Different VET systems require specific quality assurance approaches

VET systems and sub-systems vary in relation to the:

- degree of interplay between society and the economy;
- role of VET in educational planning;
- main aim of the VET system/sub-systems (employment, social inclusion, further learning);
- main source of funds (public: national/regional or international from public taxation; private: individual, business/industry, philanthropic/charity);
- main form of governance;
- main target groups;
- main form of organisation and provider type;
- management and development of learning inputs, processes, outputs and outcomes.

Main criteria for effective and efficient quality assurance: Policy and governance

- Concentrated on the economy/labour market and society and needs and expectations are researched and addressed in a balanced way.
- Focused on employers and learners who are actively engaged.
- Directed effectively, upholding values that inspire trust, committed to a strategy that can best achieve goals, giving judicial freedom to people to act responsibly and allocating resources wisely and fairly.
- Engaged, responsible, collaborative, influential, proactive stakeholders.
- Legislated for, or regulated quality standards and monitoring system.

Measures

- Aim to verify adherence to national regulations, standards
- Examples: monitoring/reviews of VET policies, licencing/accreditation of VET schools, accreditation of study programmes, external peer reviews of VET policies etc..

Main criteria for effective and efficient quality assurance: **qualification standards**

- Developed by the state and social partners (by/under the aegis of).
- Based on research/ reliable and robust evidence.
- Monitored and reviewed regularly.
- Used to underpin verified programmes, curricula and contents.

Measures

- Aim at verifying that skills needs are reliably identified and that qualifications standards are responsive to skills needs, developed jointly by education and labour market stakeholders, comprise occupational, educational and assessment standards and are systematically reviewed and revised.
- Examples: regulations for developing, maintaining and reviewing qualifications standards

The qualifications quality chain



Main criteria for effective and efficient quality assurance: **provision**

- Managed expertly.
- Staffed appropriately.
- Resourced suitably.
- Connected fittingly to the labour market and local community.
- Reviewed regularly ensuring adherence to regulations and standards as assessed through external/internal evaluation.
- Published results of evaluations and recommendations addressed.

Measures

- Aim to guide, monitor and measure the quality of teaching and learning processes and their outcomes
- Examples: external evaluation of providers (system level measure for providers to maintain qualifications standards); internal self-evaluation (provider level measure to verify and monitor adherence to internal quality standards, and to inform review processes)

Main criteria for effective and efficient quality assurance: **assessment, validation, certification**

- Based on standards.
- Managed and executed by appropriate stakeholders.
- Supported by appropriate/objective and reliable mechanisms.
- Recognised by employers.

Measures

- Aim at verifying that awarded qualifications are based on learning outcomes assessed and certified against standards developed jointly by education and labour market stakeholders
- Examples: regulations for accrediting qualifications awarding bodies, requirements for assessors and guidelines to assessment

Main criteria for effective and efficient quality assurance: **Data and knowledge creation**

- Established indicators for relevant data collection.
- Operationalised, well-functioning data management system.
- Evaluated data, controlled for accuracy, reliability, up-to-datedness.
- Analysed data and feedback mechanisms employed for VET reform.

Measures

Aim at verifying that indicators for demand/supply data collection are relevant, robust and reliable and have been constructed to monitor the objectives set for quality VET.

Aim at verifying that the procedures for data collection are systematic, reliable and occur with optimum frequency and that data are analysed reliably and analyses results are published and/or 'fed-back' into the VET system for improvement purposes.

Examples: regulations on data provision requirements for providers, guidance on data collection (for example, on graduates tracking, or employer survey) to assist providers to deliver reliable results. Entrusting the data analysis and dissemination to a specialized body.