Annual Eastern Partnership - Regional Forum on WBL in VET
L’viv, Ukraine, October 22-24, 2019

TRAINING PACKAGE
Quality & Quality Assurance for Work-Based Learning in VET

Prof. Dr. Erwin Seyfried
Berlin School of Economics and Law

Eastern Partnership
2019 Forum on Work-Based Learning in VET

L’viv, 22-24 October 2019
## BENEFITS OF WBL IN VET

<table>
<thead>
<tr>
<th>Stakeholders</th>
<th>Benefits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learner</strong></td>
<td>Gaining competences required in companies</td>
</tr>
<tr>
<td></td>
<td>Better motivation, better skills</td>
</tr>
<tr>
<td></td>
<td>Relationship with employer (job?)</td>
</tr>
<tr>
<td><strong>Company</strong></td>
<td>Simplified staff recruitment</td>
</tr>
<tr>
<td></td>
<td>Less turnover of labour force</td>
</tr>
<tr>
<td></td>
<td>Innovative impacts from VET provider</td>
</tr>
<tr>
<td><strong>VET provider</strong></td>
<td>Better matching of VET with industry needs</td>
</tr>
<tr>
<td></td>
<td>Better reputation for VET-provider</td>
</tr>
<tr>
<td></td>
<td>Increased demand from learners</td>
</tr>
<tr>
<td><strong>Society / national economy</strong></td>
<td>Better qualified workforce</td>
</tr>
<tr>
<td></td>
<td>Coordination of labour market and education system: less unemployment</td>
</tr>
</tbody>
</table>
Quality means getting **fit for purpose** by

- actions that are meeting given **standards**
- corresponding with **needs of stakeholders**
- making optimum **use of resources**
How to achieve Quality?

How to meet standards?
GOOD QUALITY IS ACHIEVED WHEN QUALITY STANDARDS ARE APPLIED

• With their activities people can create results of good or bad quality

• **Good quality** is achieved when there are
  – clearly defined rules and regulations (standards)
  – people comply to quality standards in performing activities (processes)
EXAMPLES OF QUALITY STANDARDS IN VET AND WBL

• **Examples of quality standards at VET-provider**
  – Coherent curriculum
  – Qualified teachers and trainers
  – Training delivered according to curriculum
  – Start and end of teaching & training sessions on time

• **Examples of quality standards in WBL**
  – Health and safety standards for learners ensured
  – Health insurance for learners available
  – Contractual agreement between companies and WBL-learners
  – Training plan and guidelines for each learner
  – Support structure for learners and companies
Quality Assurance

... meeting the standards and

... improving quality
QUALITY ASSURANCE

... is to ensure compliance with defined quality standards of a product or service,

by

... assessing activities and achieved results

... improving corresponding standards and performance continuously
QUALITY ASSURANCE – TWO CONCEPTS

Traditional understanding

Inspection / control after delivery

• by checking if given standards are applied

Modern understanding

Customer driven quality assurance

• assessment in parallel to delivery
• by collecting feedback from customers
QUALITY ASSURANCE …

• **Tools** are applied to support quality delivery and make **optimal use of resources:**
  - Plan your activities / processes
  - Do / Act according to quality standards
  - Check and assess the results achieved
  - Act and improve Quality (corrective actions)
PDCA - A CYCLE FOR CONTINUOUS IMPROVEMENT
Formal Mechanisms for QA of WBL

Internal Quality Assurance &
External Accreditation (QA)
## Internal & External Quality Assurance

<table>
<thead>
<tr>
<th></th>
<th>Internal Quality Assurance</th>
<th>Accreditation (External QA)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Responsibility</strong></td>
<td>VET provider, Company</td>
<td>Accreditation Agency</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ministry of Education</td>
</tr>
<tr>
<td><strong>Period of operation</strong></td>
<td>Continuously (end of term)</td>
<td>Every 3-5 years</td>
</tr>
<tr>
<td><strong>Performed by</strong></td>
<td>Internal Quality Management Team</td>
<td>Quality experts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Peers</td>
</tr>
<tr>
<td><strong>Focus</strong></td>
<td>Self-assessment (focus on results)</td>
<td>Formal application; compliance with formal criteria</td>
</tr>
<tr>
<td><strong>Results</strong></td>
<td>Improvement plan in dialogue with stakeholders</td>
<td>License Quality label (ISO)</td>
</tr>
</tbody>
</table>
QUALITY ASSURANCE …

• … is to start and re-start the PDCA-cycle again and again

• … with motivated and competent people, following standardised processes

• … heading for change and improvement towards objectives.
The Deming (PDCA) Cycle

Q U A L I T Y

A (Act)
P (Plan)
(Check)
D (Do)
Planning of Work-Based Learning in VET

Prof. Dr. Erwin Seyfried
Berlin School of Economics and Law

Eastern Partnership
2019 Forum on Work-Based Learning in VET

L'viv, 22-24 October 2019
ISSUES FOR ENHANCING QUALITY IN WBL

1. Identify and inform employers / SMEs
2. Make benefits of quality WBL transparent
3. Establish support via WBL facilitators
4. Support employers to fulfill the requirements of quality in WBL
5. Implement mechanisms to support SMEs
ACHIEVING GOOD QUALITY BY COMPLYING TO PROCESSES WITH QUALITY STANDARDS

Quality in VET / WBL

... following Processes with defined Quality Standards

GOOD QUALITY

Activities of people ...
MAIN PROCESSES CONTRIBUTING TO QUALITY OF WBL
WHAT MAKES A PROCESS WITH QUALITY STANDARDS?

- Clear **purpose** / objective of the process
- **Needs of stakeholders** considered
- **Main steps** to achieve objective defined
- Clear **responsibilities**
- Clear **deadlines**
Key Stakeholders in WBL

- Young people and apprentices
- Enterprises and employers
- Workers’ representatives in enterprises
- In-company trainers/supervisors/mentors
- Ministries and public administrations in charge of education
- TVET teachers and trainers
- Local/sectoral coordination support service
- Employers’ associations
- Trade Unions
- Ministries and public administrations in charge of education
Road to Quality in WBL:

Planning of Processes with Quality Standards
## GROUP WORK 1

<table>
<thead>
<tr>
<th>Subject</th>
<th>Enhancing Quality of WBL in VET</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective</strong></td>
<td>Design a Process for Quality in WBL</td>
</tr>
</tbody>
</table>
| **Tasks** | Define purpose, main tasks, responsibilities of a process of your choice  
Write down your ideas on a flip chart paper |
| **Time** | 30 Minutes |
| **Materials** | Practice examples serving as background information  
Working Sheet, Flip chart paper |
| **Results** | Display results on flip chart and explain to the plenary |
1. Promotion of WBL to attain more companies (SMEs) and suitable places for WBL
2. Cooperation agreement: VET provider and company
3. Strengthen the capacity of companies for WBL
4. Communication: VET providers with companies
5. Preparing WBL: tasks for teachers, students and companies
6. Guidelines and practical tools for learners
7. Internship guidelines for learners in WBL
PURPOSE / OBJECTIVE OF A QUALITY PROCESS

• What are the legal regulations & requirements which the process must meet?
• Which resources are needed to enact the process according to quality standards?
• What are the expected results?
STEPS / ACTIVITIES IN A QUALITY PROCESS

- What are the different activities composing the process?
- Who takes responsibility for which activities?
- Which tools are needed to enact the process?
Assessing Results and Initiating Improvement for WBL in VET

Prof. Dr. Erwin Seyfried
Berlin School of Economics and Law

Eastern Partnership
2019 Forum on Work-Based Learning in VET

L’viv, 22-24 October 2019
QUALITY?
GENERAL UNDERSTANDING:

Quality means getting **fit for purpose** by

- actions that are meeting given **standards**
- corresponding with **needs of stakeholders**
- making optimum **use of resources**
QUALITY ASSURANCE …

• **Tools** are applied to support quality delivery and make **optimal use of resources**:

  • **Plan** your activities / processes
  • **Do / Act** according to quality standards
  • **Check** and assess the results achieved
  • **Act and improve** Quality (corrective actions)
Collection of Feedback

Internal Stakeholders

- Learners
- Parents of Learners
- Teachers

External Stakeholders

- Graduates
- Employers of Graduates
- Companies In-company-Trainers
- Professional Organisations
- Government Bodies
- Bodies
- Companies
- In-company-Trainers
- Employers
- Graduates
QUALITY ASSURANCE …

- **Tools** are applied to support quality delivery and make **optimal use of resources**:
  - **Plan** your activities / processes
  - **Do / Act** according to quality standards
  - **Check** and assess the results achieved
  - **Act and improve** Quality (corrective actions)
PDCA - A CYCLE FOR CONTINUOUS IMPROVEMENT
ASSESSMENT – WHAT, HOW, BY WHOM, HOW OFTEN?

What?
- Assessment of learners (test of acquired skills)
- Feedback from stakeholders on Quality of WBL

How?
- Learners: test of practical skills / theoretical knowledge / competences
- Collection of feedback by questionnaires, interviews, surveys, etc.

By whom?
- by the body of authority
- Most cost-effective approach

How often?
- Adjusted to (length of) programme
- Keep it simple and low-coast
## GROUP WORK 2

<table>
<thead>
<tr>
<th>Subject</th>
<th>Quality Assurance for WBL – Assessment Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective</strong></td>
<td>Select and analyse an assessment tool for WBL</td>
</tr>
</tbody>
</table>
| **Tasks**       | Extract purpose and main ideas of the chosen tool  
|                 | Write down your ideas on a flip chart paper    |
| **Time**        | 20 Minutes                                   |
| **Materials**   | Practice examples serving as background information  
|                 | Working Sheet, Flip chart paper               |
| **Results**     | Display results on flip chart and explain to plenary |
ASSESSMENT TOOLS FOR GROUP WORK

MAKE YOUR CHOICE
EACH TOPIC AWARDED ONLY ONCE – FIRST SAID, FIRST SERVED

1. Overall strategy for collection of feedback
2. Questionnaire for work-place instructors
3. Questionnaire for learners to assess training results
4. Evaluation of WBL
5. Assessing the learners
6. Rules for external accreditation of WBL providers
ASSESSMENT

• How are the results assessed? What kind of tool is applied?
• Which information is needed to assess the results?
• When is the appropriate time for assessment of results?
CHANGE AND IMPROVEMENT

• How are assessment results communicated and discussed?
• Which stakeholders should be included?
• In case of poor quality: How is change and improvement ensured?
### Capacity Building on Quality Assurance in WBL

#### Training Package

<table>
<thead>
<tr>
<th>Training Topics</th>
<th>Training Material</th>
</tr>
</thead>
<tbody>
<tr>
<td>Promotion of WBL to attain more companies (SMEs) and suitable places for WBL</td>
<td>MOLDOVA_WBL_2017_2. Draft_Tool_Check list Quality in Apprenticeship training_EN_non-edited, p.2</td>
</tr>
<tr>
<td>Cooperation agreement: VET provider and company</td>
<td>CEDEFOP Handbook, p. 228</td>
</tr>
<tr>
<td>Strengthen the capacity of companies for WBL</td>
<td>European Training Foundation (2018), p. 46</td>
</tr>
<tr>
<td>Communication: VET providers with companies</td>
<td>EQAVET Block 04</td>
</tr>
<tr>
<td>Internship guidelines for learners in WBL</td>
<td>CEDEFOP Handbook, p. 232</td>
</tr>
</tbody>
</table>

#### Training Topics

<table>
<thead>
<tr>
<th>Training Topics</th>
<th>Training Material</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall strategy for collection of feedback</td>
<td>CEDEFOP Handbook, p. 140</td>
</tr>
<tr>
<td>Questionnaire for work-place instructors</td>
<td>CEDEFOP Handbook, p. 142</td>
</tr>
<tr>
<td>Topic</td>
<td>Source</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Questionnaire for learners to assess training results                | CEDEFOP Handbook, p. 226  
| Evaluation of WBL                                                    | CEDEFOP Handbook, p. 230  
| Assessing the learners                                              | EQAVET Block 06  
[https://www.sbb.nl/en/companies/certification/conditions-certification](https://www.sbb.nl/en/companies/certification/conditions-certification) |
**CHECK LIST:**

"QUALITY IN WORK-BASED LEARNING"

<table>
<thead>
<tr>
<th>Factor of quality</th>
<th>We have/we implement</th>
<th>We should take into consideration</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Factor of quality:</strong> Promotion of Work-based Learning (marketing)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Projects of cooperation with schools (visits organized by company, presentation in schools, participation in festivities with parents, school projects, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Days of practical work experience (testing of apprenticeship)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day of open doors at enterprise for young persons, parents and teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participation in information fairs on available jobs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Information and publicity materials (folders, posters, video images, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Section on company’s website with information on training/formation, rules of admittance, etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activities on web net (Face book, YouTube, Twitter, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>National and regional reports in mass media (printed, radio, TV)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advertisements regarding apprenticeship in available places (exchange of apprenticeship, advertisements)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cooperation with Career Guidance Centres and NEA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Direct communication (utilization of professional and private/personal contacts)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Factor of quality:</strong> Selection of apprentices – correct modalities to find the apprentices</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Choose the selection procedure for admittance (written request, interview, days for testing, skills tests, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Determine the sequence of individual selection procedures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Choose the criteria for selection of apprentices (reports, notes, tests results, abilities, autonomy, motivation, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feedback to all candidates, informing if they were accepted or not</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Factor of quality:</strong> Ideal start for training</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Welcome meetings before/at the beginning of apprenticeship for apprentices and their parents</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Documents of apprentices for all accepted candidates with information about the training</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program/check list for the first day of apprenticeship</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Factor of quality:</strong> Correct manner of work with an apprentice</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Tool for Quality Assurance of WBL: Check list: “Quality of Work-based Learning”*
## MATRIX OF WORK-BASED LEARNING ACTIVITIES

<table>
<thead>
<tr>
<th>Before the beginning of internship</th>
<th>TEACHERS</th>
<th>STUDENTS / PUPILS</th>
<th>PARTNER COMPANIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify qualified and interested pupils</td>
<td>□ Apply for WBL training program (traineeship)</td>
<td>□ Indicate the interest to have a trainee</td>
<td></td>
</tr>
<tr>
<td>Ensure placement of pupil in traineeship</td>
<td>□ If you need help to find a place for traineeship, inform the teacher</td>
<td>□ Accept placement of student in traineeship at the enterprise</td>
<td></td>
</tr>
<tr>
<td>Hand out the WBL permission and contract</td>
<td>□ Inform the teacher if enterprise for traineeship was found</td>
<td>□ Interview and selection or employment of trainee</td>
<td></td>
</tr>
<tr>
<td>Coordination and implementation of orientation activities students/pupils/pupils/pupils</td>
<td>□ Return the permission forms signed by parents</td>
<td>□ Determine who will be the person to work more with the pupil and teacher.</td>
<td></td>
</tr>
<tr>
<td>Meetings with students to clarify the training standards at the enterprise</td>
<td>□ Fill in the self evaluation form and other documents referring to designation to the enterprise</td>
<td>□ Inform the personnel of the enterprise that there will be a pupil involved in on-the-job traineeship at the enterprise</td>
<td></td>
</tr>
<tr>
<td>Collect signed contracts regarding WBL training</td>
<td>□ Present any contact information for the teacher about foreman/traineeship supervisor.</td>
<td>□ Offer WBL guidance for the student. Study all the information provided by the teacher</td>
<td></td>
</tr>
<tr>
<td>Establishing a communication strategy for the traineeship. Prepare students/pupils/pupils for understanding and achievement of learning objectives</td>
<td>□ Participate in WBL guidance and interview with the foreman from the enterprise. Based on the interview begin to implement the objectives of learning.</td>
<td>□ Take into consideration the possibilities of the student to develop WBL competences and obtain experience in all aspects related to company’s profile y</td>
<td></td>
</tr>
</tbody>
</table>