

TRAINING SEMINAR ON QUALITY ASSURANCE

11/18/25.05 and 1/6.2022



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:

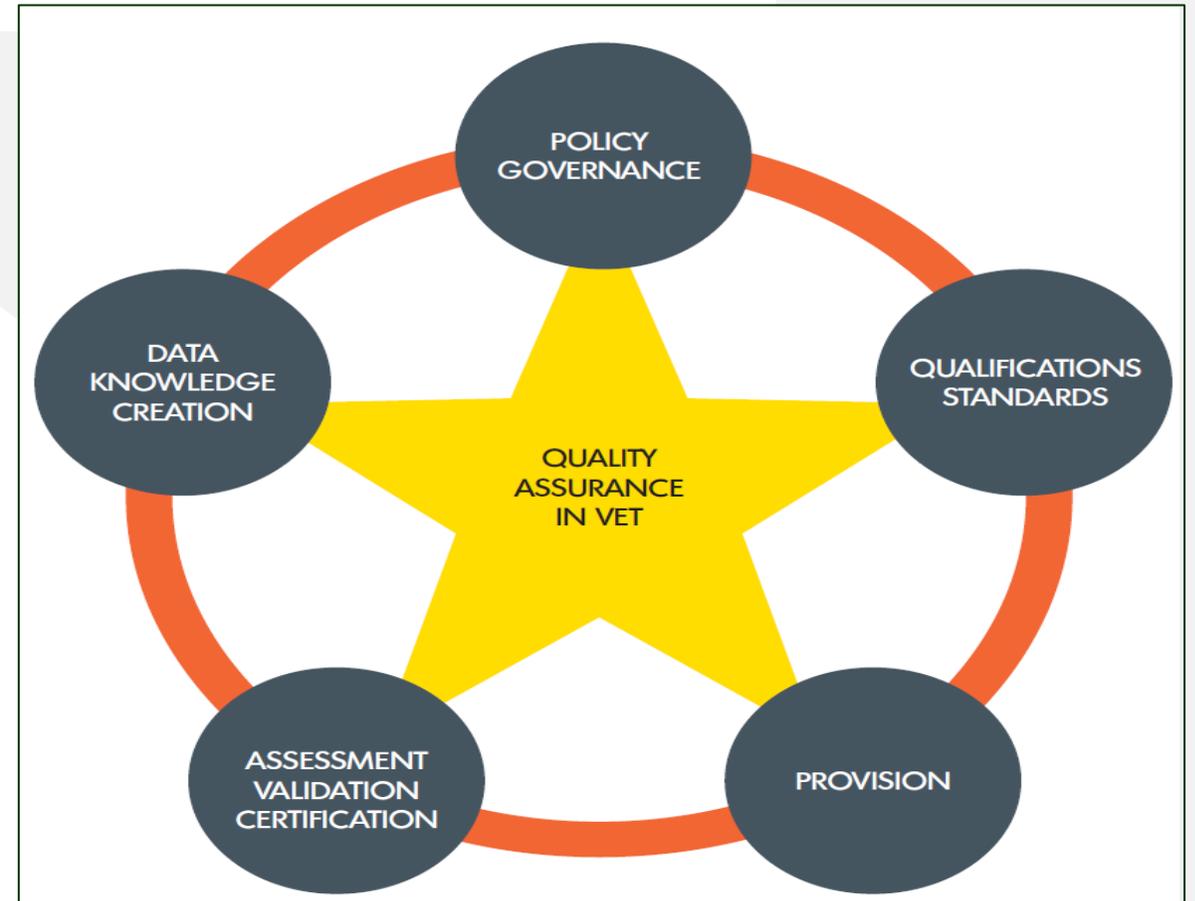
- Self-assessment, external assessment, peer review, indicators, learners voices, etc.*

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.



European Training Foundation

DAY 2

Day 2: the European quality assurance framework for VET

1. Presentation of EQAVET, Keith Brumfit
2. Irish QA system for VET, Barbara Kelly
3. EQAVET in depth: indicative descriptors and indicators
4. Group work on the descriptors

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

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.*

The VET Recommendation

EQAVET

Quality assurance in VET

EQAVET is a **framework** which can be adapted to respond to the needs of individual countries or regions. EQAVET

- covers quality assurance at the **system** and **provider** level
- is voluntary and based on the principle of subsidiarity
- was introduced in 2009 and renewed in the 2020 VET Recommendation
- includes 10 **indicators**
- describes high quality VET provision at the system and provider level by using **indicative descriptors**
- is based on a quality assurance cycle of ***Planning – Implementation – Evaluation – Review***
- is based on an agreed definition of VET

Agreed definition of VET

- For the purposes of the Recommendation, vocational education and training is understood as the education and training which aims to equip young people and adults with knowledge, skills and competences required in particular occupations or more broadly on the labour market. It may be provided in formal and in non-formal settings, at all levels of the European Qualifications Framework, including tertiary level, if applicable,

The Quality Assurance Cycle

1 Planning

Set up clear, appropriate and measurable goals and objectives in terms of policies, procedures, tasks and human resources

Planning

2 Implementation

Establish procedures to ensure the achievement of goals and objectives (e.g. development of partnerships, involvement of stakeholders, allocation of resources, and organisational or operational procedures)

Implementation

3 Evaluation

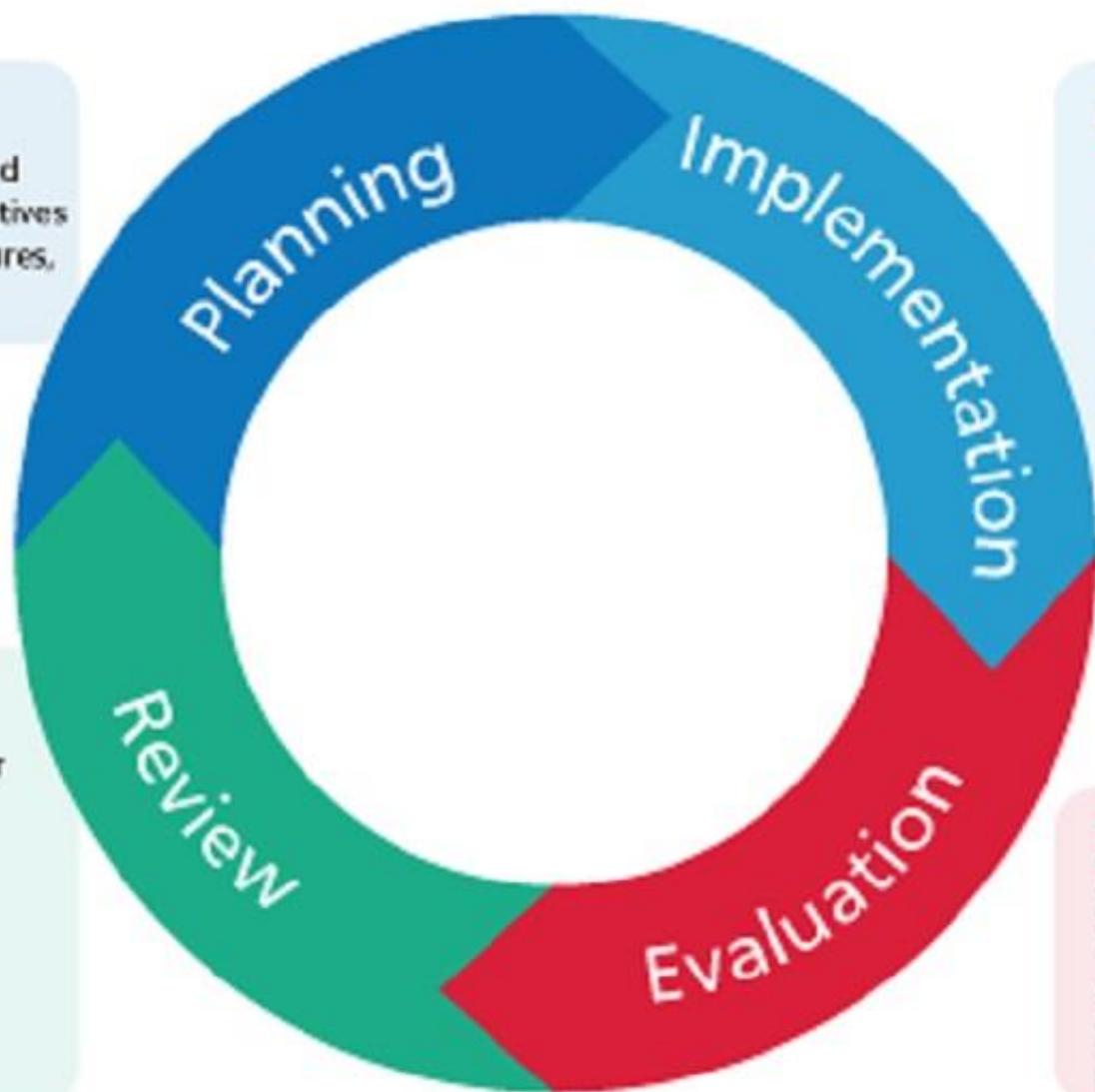
Design mechanisms for the evaluation of achievements and outcomes by collecting and processing data in order to make informed assessment

Evaluation

4 Review

Develop procedures in order to achieve the targeted outcomes and/or new objectives; after processing feedback, key stakeholders conduct discussion and analysis in order to devise procedures for change

Review



The ten indicators (1-5)

1	2	3	4	5
<p>Relevance of quality assurance systems for VET providers: a) share of VET providers applying internal quality assurance systems defined by law/at own initiative b) share of accredited VET providers</p>	<p>Investment in training of teachers and trainers: a) share of teachers and trainers participating in further training b) amount of funds invested, including for digital skills</p>	<p>Participation rate in VET programmes: Number of participants in VET programmes, according to the type of programme and the individual criteria</p>	<p>Completion rate in VET programmes: Number of persons having successfully completed/abandoned VET programmes, according to the type of programme and the individual criteria</p>	<p>Placement rate in VET programmes: 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 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</p>
<p>This measures context and inputs</p>	<p>This measures inputs and processes</p>	<p>This measures inputs, processes and outputs</p>	<p>This measures processes, outputs and outcomes</p>	<p>This measures outcomes</p>

The ten indicators (6-10)

6	7	8	9	10
<p>Utilisation of acquired skills at the workplace: a) information on occupation obtained by individuals after completion of training, according to type of training and individual criteria</p> <p>b) satisfaction rate of individuals and employers with acquired skills/competences</p>	<p>Unemployment rate according to individual criteria</p>	<p>Prevalence of vulnerable groups:</p> <p>a) percentage of participants in VET classified as disadvantaged groups (in a defined region or catchment area) according to age and gender</p> <p>b) success rate of disadvantaged groups according to age and gender</p>	<p>Mechanisms to identify training needs in the labour market:</p> <p>a) information on mechanisms set up to identify changing demands at different levels</p> <p>b) evidence of the use of such mechanisms and their effectiveness</p>	<p>Schemes used to promote better access to VET and provide guidance to (potential) VET learners:</p> <p>a) information on existing schemes at different levels</p> <p>b) evidence of their effectiveness</p>
<p>This measures outcomes</p>	<p>This measures context</p>	<p>This measures context</p>	<p>This measures context and inputs</p>	<p>This measures processes</p>

Using the EQAVET framework

- regular surveys of the national reference points for quality assurance show the quality assurance cycle is very popular and **all** the indicators are used at the system level (**most** are used at the provider level)
- the **outcome** indicators are used less frequently
- national quality assurance approaches vary as EQAVET is a framework to guide practice - it is not a quality assurance system
- EQAVET is more often used for initial VET **but** it is also used for continuing VET, on-line learning, accreditation of provision, the development of the curriculum, non-formal and informal learning, assessment of prior learning etc.

How are European countries supporting each other in relation to quality assurance?

- there is a European network of National Reference Points and European stakeholders (the EQAVET network)
- expert working groups examine topics relating to quality assurance
- examples of good practice are published on the EQAVET website
- annual meeting for members of the EQAVET network
- a large amount of informal networking
- peer learning activities from 2009-2019
- peer reviews from 2020

Conclusions

- the EQAVET framework's success is based on meeting the needs of Member States and others who are interested in quality assurance
- the voluntary nature of the framework enables everyone to develop their own approach based on common features (e.g. indicators)
- through the EQAVET network Member States have supported each other for more than 10 years
- EQAVET provides a system-wide approach to the quality assurance of **all** aspects of VET, and **all** types of VET provision

- A set of indicators: session 3
- Indicative descriptors

EQAVET: indicative descriptors

- Aim to support Member States and VET providers, as they deem appropriate, when implementing the EQAVET Framework.
- They are structured by phases of the quality cycle: Planning – Implementation – Evaluation – Review.
- They can be applied to both initial and continuing VET and are applicable to all learning environments: school based provision and work based learning including apprenticeships schemes.

EQAVET: planning phase

Planning reflects a strategic vision shared by the **relevant stakeholders** and includes **explicit goals/objectives, actions and indicators**

EQAVET: planning phase

Indicative descriptors at VET-system level

- **Goals/objectives of VET are described** for the medium and long terms, and linked to European and Sustainable Development Goals taking into account environmental sustainability considerations
- Social partners and all other relevant stakeholders **participate in setting VET goals** and objectives at the different levels
- **Targets are established and monitored** through specific indicators
- Mechanisms and procedures have been established to **identify the training needs** of the labour market and society

Indicative descriptors at VET-provider level

- European, national and regional VET policy goals/objectives are **reflected** in the local targets set by the VET providers
- **Explicit goals/objectives and targets are set** and monitored, and programmes are designed to meet them
- Ongoing **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

EQAVET: implementation phase

Implementation plans are devised in consultation with stakeholders and include explicit principles

EQAVET: implementation phase

Indicative descriptors at VET-system level	Indicative descriptors at VET-provider level
<p>Implementation plans are established in cooperation with social partners, VET providers and other relevant stakeholders at the different levels</p> <p>Implementation plans include consideration of the resources required, the capacity of the users and the tools and guidelines needed for support</p> <p>Guidelines and standards have been devised for implementation at different levels. These guidelines and standards include assessment, validation and certification of qualifications</p> <p>Implementation plans include specific support towards the training of teachers and trainers, including for digital skills and environmental sustainability</p>	<p>Providers plan cooperative initiatives with relevant stakeholders</p> <p>The relevant stakeholders participate in the process of analysing local needs</p> <p>VET providers have an explicit and transparent quality assurance system in place</p> <p>Measures are designed to ensure compliance with data protection rules</p>

EQAVET: implementation phase

Indicative descriptors at VET-system level	Indicative descriptors at VET-provider level
<ul style="list-style-type: none"> • VET providers' responsibilities in the implementation process are explicitly described and made transparent • A national and/or regional quality assurance framework has been devised and includes guidelines and quality standards at VET- provider level to promote continuous improvement and self-regulation 	<ul style="list-style-type: none"> • 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

EQAVET: evaluation phase

Evaluation of outcomes and processes is regularly carried out and supported by measurement

EQAVET: evaluation phase

Indicative descriptors at VET-system level

- A **methodology** for evaluation has been devised, covering internal and 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

Indicative descriptors at VET-provider level

- **Self-assessment/self-evaluation** is **periodically** carried out under national and regional regulations/frameworks or at the initiative of VET providers, covering also the digital readiness and environmental sustainability of VET institutions
- Evaluation and review covers **processes and results/outcomes** of education and training including the **assessment of learner satisfaction as well as staff performance and satisfaction**
- Evaluation and review includes the **collection and use of data**, and adequate and effective mechanisms to involve internal and external stakeholders
- **Early warning** systems are implemented

EQAVET: review phase

Indicative descriptors at VET-system level

- **Procedures, mechanisms and instruments** for undertaking reviews are defined and 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**

Indicative descriptors at VET-provider level

- **Learners' feedback is gathered** on their individual learning experience and on the learning and teaching environment. Together with teachers', trainers' and all other relevant stakeholders' feedback this 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, support the development of high quality provision, and improve opportunities for learners.
- **Results/outcomes of the evaluation process are discussed** with relevant stakeholders and appropriate action plans are put in place



QQI

10 YEARS

Barbara Kelly
Director of Awards

Overview of presentation

European context

National context

Scope

National Framework of Qualifications

The National FET Strategy 2020-24

National QA approach

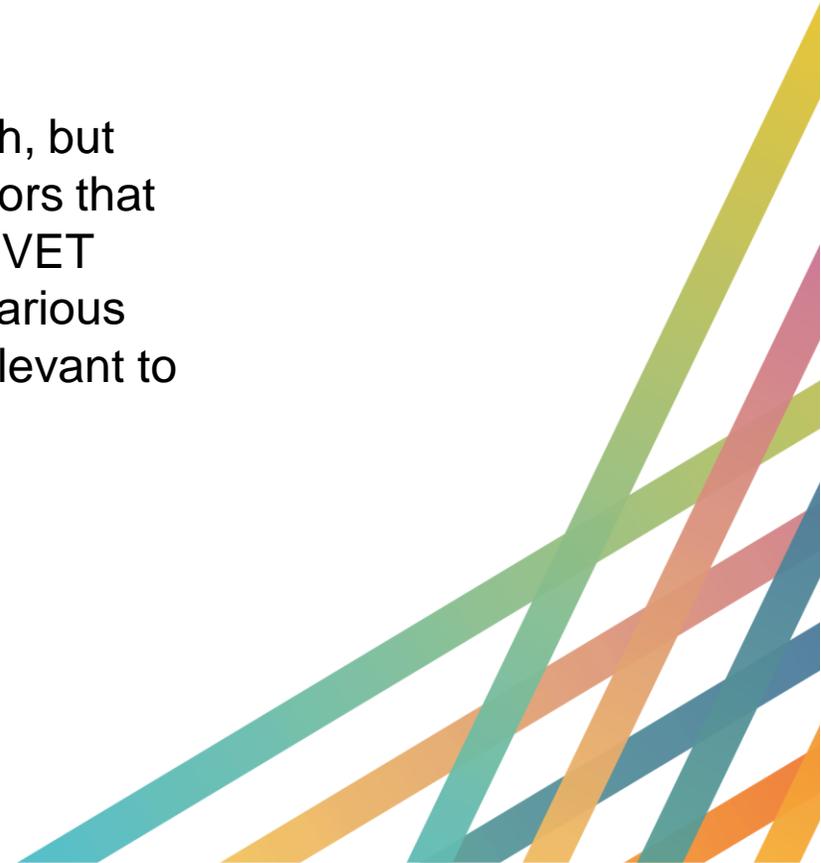
Conclusions



European context

EQAVET is based on a [quality assurance and improvement cycle](#) (planning, implementation, evaluation/ assessment, and review/revision) and a selection of descriptors and indicators applicable to quality management at both [VET-system](#) and [VET-provider](#) levels.

EQAVET does not prescribe a particular quality assurance system or approach, but provides a framework of common principles, indicative descriptors and indicators that may help in assessing and improving the quality of existing VET systems and VET provision. EQAVET can therefore be regarded as a 'toolbox,' from which the various users may choose those descriptors and indicators that they consider most relevant to the requirements of their quality assurance system.



National context

- Department of Education and Department of Further & Higher Education, Research, Innovation and Science
- National Framework of Qualifications (NFQ)
- Further Education and Training (FET) Strategy 2020-2024
- Quality and Qualifications agency (QQI)
- FET Funding & Policy agency (SOLAS)



Scope

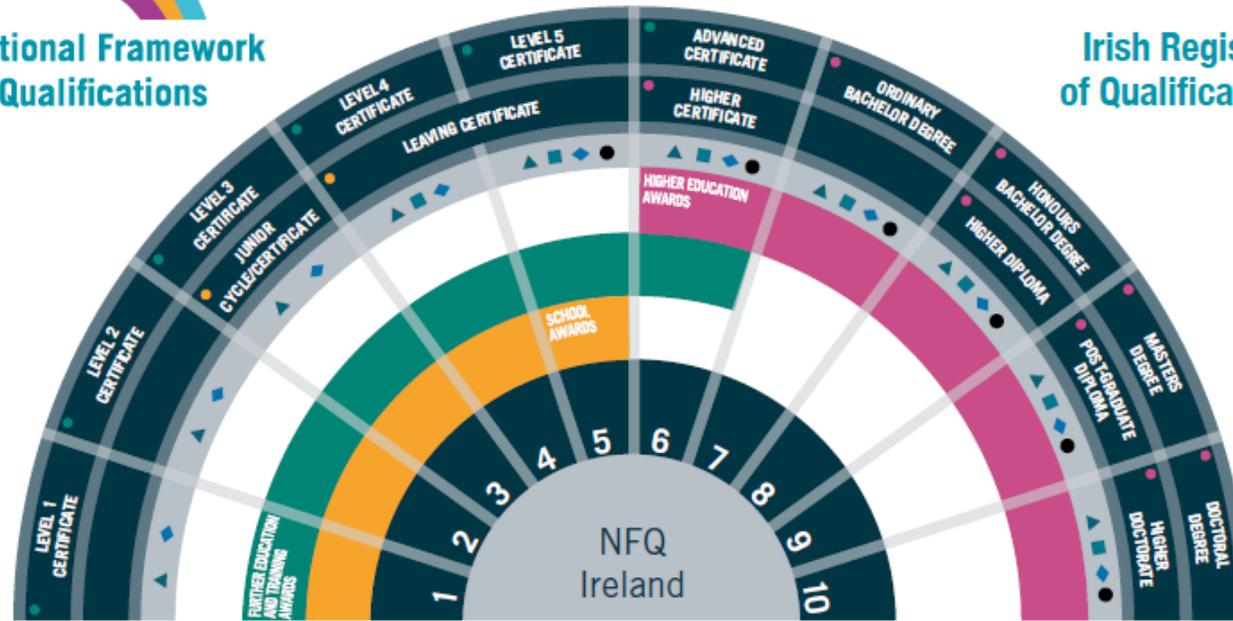
- Adult education
- Community education
- Initial vocational education
- Upskilling & reskilling individuals in employment
- Apprenticeship
- Public and private provision





National Framework of Qualifications

Irish Register of Qualifications



CLASSES OF AWARD

-  **Major Awards:** named in the outer rings, are the principal class of awards made at a level
-  **Minor Awards:** are for partial completion of the outcomes for a Major Award
-  **Supplemental Awards:** are for learning that is additional to a Major Award
-  **Special Purpose Awards:** are for relatively narrow or purpose-specific achievement
-  **Professional Awards:** these are for occupation-orientated qualifications including apprenticeships

IRISH REGISTER OF QUALIFICATIONS

- For more information on
- Qualifications
 - Providers
 - Courses
- visit www.irq.ie

The National FET Strategy 2020-24

Future FET: Transforming Learning

Building skills

Fostering inclusion

Creating pathways



Implementing the FET Strategy

Partnerships / stakeholders working together

Strategic Performance Agreements between the 16 Education and Training Boards (ETBs) and SOLAS
(Core elements: planning, implementation, evaluation, review, revision)

Underpinned by Quality Assurance (QQI)
(Core elements: planning, implementation, evaluation, review, revision)





Plain English
Approved by NALA



National QA Approach

Underpinning principles

Statutory guidelines (core, sector specific, topic specific)

Approval of providers QA procedures

Validation of providers programmes (direct, devolved, delegated)

QQI makes awards (certification)

Annual dialogues/updates/reporting

Inaugural external reviews

Progress reports



QQI Quality Assurance Principles



The primary responsibility for QA lies with the provider. This requires planning, resources and commitment.



Quality systems are context dependent.



Ownership, understanding of, and commitment to, a quality system by management and staff are crucial – quality culture.



The goal of QA is continuous improvement.



A quality system includes externality.



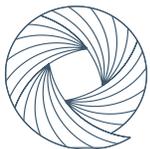
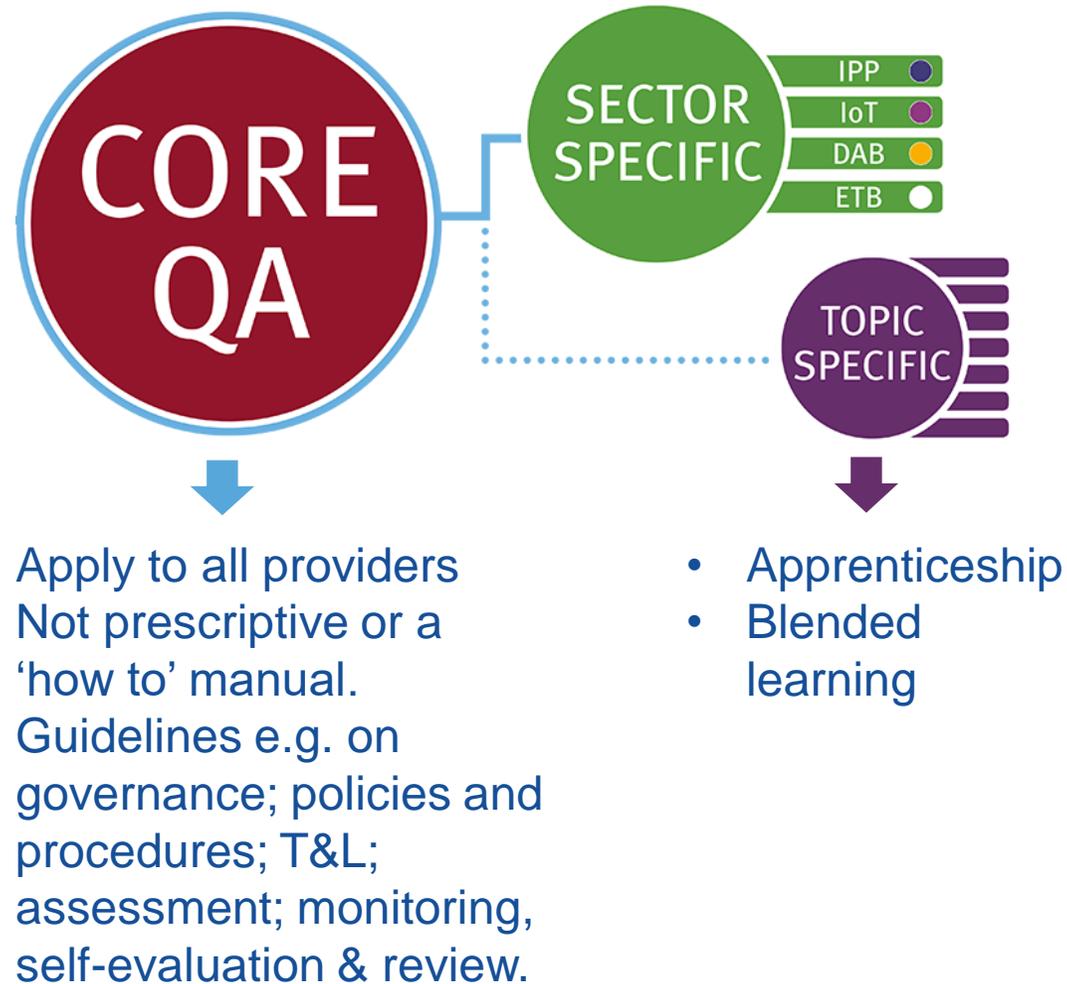
QA is transparent and supports public confidence.



QQI

Quality and Qualifications Ireland
Dearbhú Cáilíochta agus Cáilíochtaí Éireann

Statutory Quality Assurance Guidelines



QQI

Quality and Qualifications Ireland
Dearbhú Cáilíochta agus Cáilíochtaí Éireann

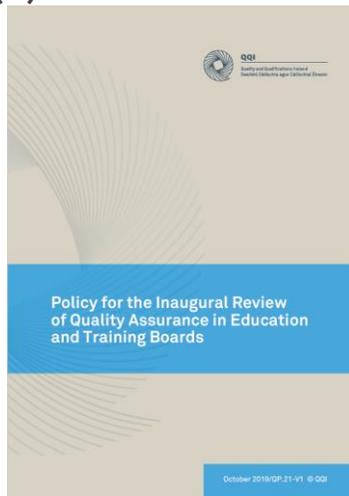
Inaugural Review of QA in ETBs

QUALIFICATIONS AND QUALITY ASSURANCE (EDUCATION AND TRAINING) ACT 2012 (AS AMENDED)

S 34.— (1) The Authority shall review the **effectiveness** of the procedures established by a relevant provider ... **and the implementation** by the relevant provider of those procedures—

(a) at least once every 7 years from the issue of guidelines ... and

(b) from time to time as the Authority thinks appropriate.

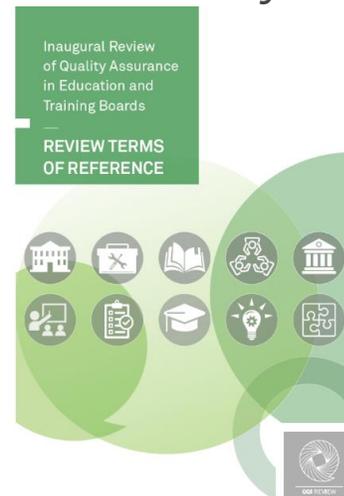


POLICY

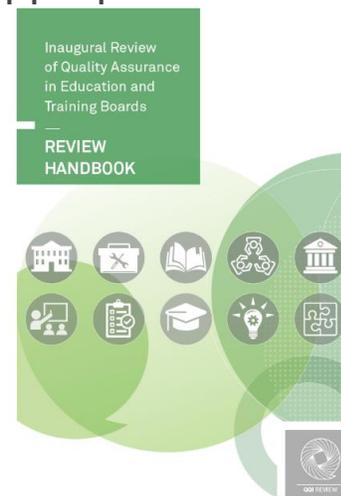


QQI

Quality and Qualifications Ireland
Dearbhú Cáilíochta agus Cáilíochtaí Éireann



TOR



HANDBOOK

OK

PROV	ETB	SUBMISSION OF REVIEW REPORT	PLANNED VISIT	FINAL REVIEW VISIT	DATE REPORT TO ETB	ETB APPROVAL OF FINAL REPORT	ETB PROPOSED FORUM
	Co. Wick ETB	26 June 2020	2 Sept 2020	18-20 Oct 2020	16 Jan 2021	22 Jan 2021	12 Feb 2021
	Limerick & Clare ETB	26 June 2020	10 Sept 2020	2-6 Nov 2020	20 Jan 2021	27 Jan 2021	26 Feb 2021
	Louth & Drogheda ETB	26 June 2020	05 Sept 2020	16-20 Nov 2020	12 Feb 2021	18 Feb 2021	12 Mar 2021
	Mayo, Sligo & Leitrim ETB	26 June 2020	14 Oct 2020	30 Nov - 4 Dec 2020	20 Feb 2021	6 Mar 2021	29 Mar 2021
	Dublin & Dún Laoghaire ETB	7 Oct 2020	26 Nov 2020	8-12 Feb 2021	28 Apr 2021	7 May 2021	28 May 2021
	Down ETB	21 Oct 2020	9 Dec 2020	22-26 Feb 2021	14 May 2021	21 May 2021	11 June 2021
	Cavan & Monaghan ETB	2 Oct 2020	27 Feb 2021	22-26 Mar 2021	20 Apr 2021	10 May 2021	1 Oct 2021
	Waterford & Wexford ETB	16 Dec 2020	17 Feb 2021	10-23 Apr 2021	2 Sep 2021	10 Sep 2021	1 Oct 2021
	Kerry ETB	27 Jan 2021	9 Mar 2021	26-30 Apr 2021	2 Sep 2021	10 Sep 2021	1 Oct 2021
	Wicklow & Carlow ETB	2 Feb 2021	10 Mar 2021	10-14 May 2021	2 Sep 2021	10 Sep 2021	1 Oct 2021
	City of Dublin ETB	24 Feb 2021	14 Apr 2021	31 May - 4 June 2021	2 Sep 2021	10 Sep 2021	1 Oct 2021
	Tipperary ETB	22 June 2021	2 Sep 2021	18-22 Oct 2021	14 Jan 2022	21 Jan 2022	11 Feb 2022
	Galway & Roscommon ETB	22 June 2021	16 Sep 2021	1-9 Nov 2021	28 Jan 2022	4 Feb 2022	26 Feb 2022
	Louth & Wick ETB	22 June 2021	30 Sep 2021	15-19 Nov 2021	11 Feb 2022	18 Feb 2022	11 Mar 2022
	Kildare & Wicklow ETB	22 June 2021	7 Oct 2021	29 Nov - 2 Dec 2021	28 Feb 2022	4 Mar 2022	28 Mar 2022
	Longford & Westmeath ETB	22 June 2021	14 Oct 2021	6-10 Dec 2021	4 Mar 2022	11 Mar 2022	11 Apr 2022

SCHEDULE

Inaugural Review of QA in ETBs



Purpose

- To encourage a quality culture
- To provide feedback to ETBs about organisation-wide QA
- To improve public confidence in the quality of ETB provision
- To support system-level improvement of the quality of FET
- To encourage quality by using evidence-based, objective methods and advice
- To provide an opportunity for ETBs to demonstrate the QA of their provision



QQI
Quality and Qualifications Ireland
Dearbhú Cáilíochta agus Cáilíochtaí Éireann



Orientation

- Inclusive
- Developmental – point in time
- Constructive
- Fair & evidence-based
- Open & transparent
- Independent

Inaugural Review Objectives & Criteria

1. Governance & Management of Quality	2. Teaching, Learning & Assessment	3. Self-Evaluation, Monitoring & Review
<ul style="list-style-type: none">a) ETB mission & strategyb) Structures & ToRc) Documentation of QAd) Staff recruitment, management & developmente) Programme development, approval & submission for validationf) Access, transfer & progressiong) Integrity & approval of results	<ul style="list-style-type: none">a) The learning environmentb) Assessment of learnersc) Supports for learners	<ul style="list-style-type: none">a) Self-evaluation, monitoring & reviewb) Programme monitoring & reviewc) Oversight, monitoring & review of relationships with external/third parties
<ul style="list-style-type: none">h) Info & data managementi) Public info & communications <p data-bbox="428 1243 580 1382"></p> <p data-bbox="606 1315 1037 1365">Quality and Qualifications Ireland Dearbhú Cáilíochta agus Cáilíochtaí Éireann</p>		

Conclusions

- Helps build trust and understanding
- Informs best practice
- Engages stakeholders
- Identifies areas for further improvement
- Enhances the quality of programmes
- Improves the learner experience
- Continuous improvement model



Thank you for your attention

Barbara Kelly

bkelly@qqi.ie





QQI

10 YEARS

GROUP DISCUSSION

Please select one (or more) of the QA phase and address the related questions? You can choose to focus either on system or provider level.

Let us know how useful are the descriptors for your system?

DAY 3

The use of indicators in quality assurance

Session facilitated by Eva Jansova, Human Capital Development Expert, ETF

EQAVET (European Quality Assurance in Vocational Education and Training) Indicators

Rationale: Making use of data, based on quality indicators, to improve VET, is central to a VET quality assurance approach

Objectives:

- To understand quality indicators and ‘adopt a common language’
- To make use of indicators to:
 - ‘un-pack’ quality assurance
 - support transparency
 - facilitate collaboration

EQAVET Indicators

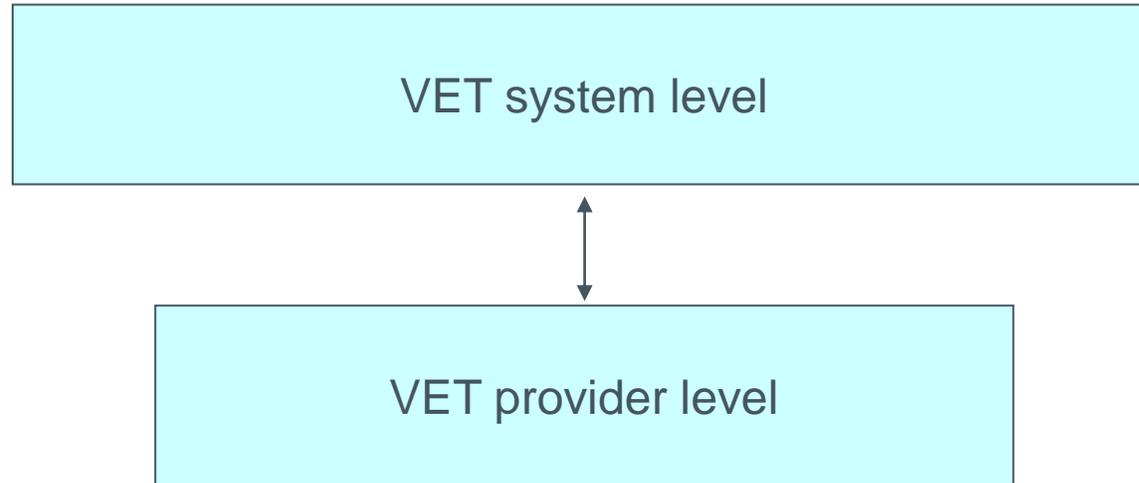
Set of quality indicators related to three policy priorities:

- better employability
- better matching between training supply and demand
- better access to VET

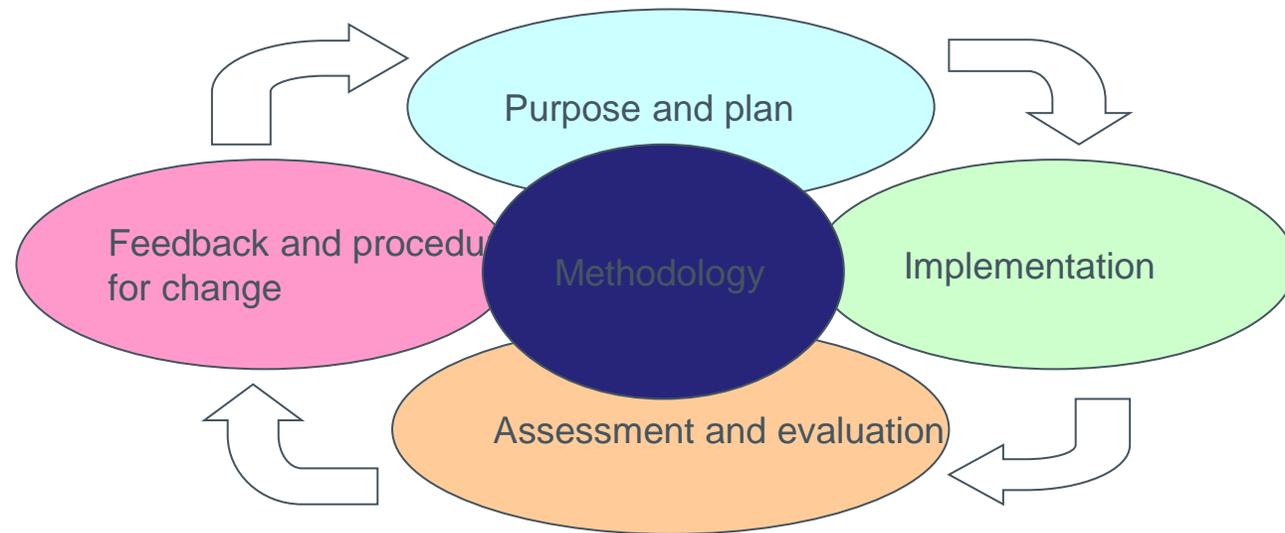
Source: Seyfried, E. (2007), Indicators for Quality in VET: To Enhance European Cooperation, Cedefop Panorama Series no. 134, Luxembourg.



EQAVET indicators can be set and used at different levels



EQAVET indicators can be used in different phases of policy cycle



Source: Seyfried, E. (2007), *Indicators for Quality in VET: To Enhance European Cooperation*, Cedefop Panorama Series no. 134, Luxembourg, pp. 34

EQAVET indicators

1. Relevance of quality assurance systems for VET providers
2. Investment in training of teachers and trainers
3. Participation rate in VET programmes
4. Completion rate in VET programmes
5. Placement rate in VET programmes
6. Utilisation of acquired skills at the workplace
7. Unemployment rate according to individual criteria
8. Prevalence of vulnerable groups
9. Mechanisms to identify training needs in the labour market
10. Schemes used to promote better access to VET

Internationally agreed set of core indicators

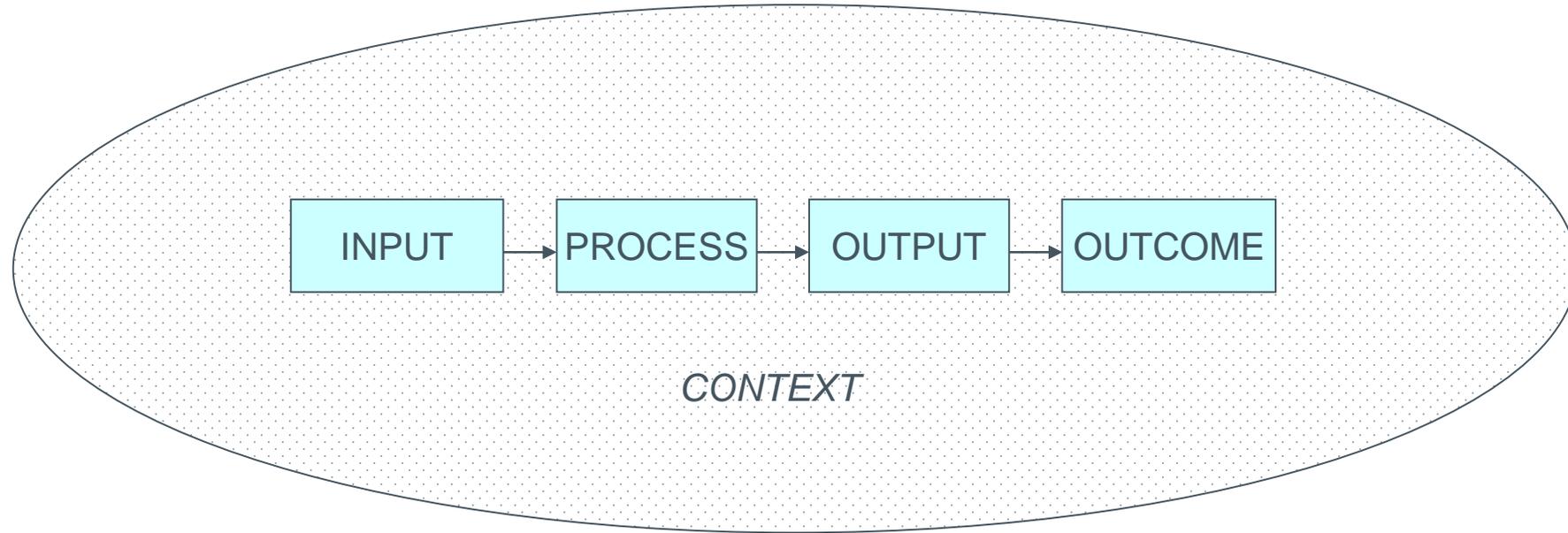
Aligned with a PDCA framework with quality criteria and descriptors

Available knowledge on the relevance and use of these indicators in the EU

Evidence that usage can improve quality assurance in VET

Can support the internationalising of quality assurance and comparability

EQAVET indicators cover input-process-output-outcome model



EQAVET indicators cover input-process-output-outcome model

Input

resources allocated (financial resources, infra-structural conditions etc.)

e.g. Share of VET providers applying internal quality assurance systems defined by law/at own initiative

Process

ways in which the training activities take place (number of teaching hours, number of contact hours with students per week etc.)

e.g. Share of teachers and trainers participating in further training

EQAVET indicators cover input-process-output-outcome model

Output

direct results of VET activities obtained
e.g. Participation rate in VET programmes

Outcome

indirect/long-term effects of VET activities
e.g. Placement rate

Quality indicators – what to consider

Characteristics of data collection process

- ✓ *institution providing data*
- ✓ *how is data collected*
- ✓ *from whom is data collected*
- ✓ *how often is data collected*
- ✓ *is data published*
- ✓ *is data analysed*

Quality indicators – what to consider

Example: Investment in training of teachers/trainers

How to measure (definition of an indicator)?

Share of teachers/trainers participating in accredited training programmes out of the total number of registered teachers/trainers

What kind of data needed?

no. of teachers/trainers participating in accredited training programmes
no. of total registered teachers/trainers

From which sources can data be obtained?

administrative sources



European Training Foundation

EQAVET INDICATORS explained

EQAVET indicators

1. Relevance of quality assurance systems for VET providers

a) Share of VET providers applying internal quality assurance systems defined by law/at own initiative

Percentage of VET providers showing evidence of applying the EQAVET principles within a defined quality assurance system, where the number of registered VET providers is 100%.

b) Share of accredited VET providers

Percentage of VET providers who are accredited, where the number of registered VET providers is 100%.



EQAVET indicators

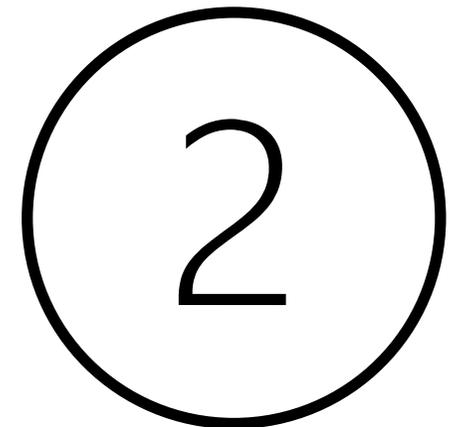
2. Investment in training of teachers and trainers

a) Share of teachers and trainers participating in further training

Percentage of teachers and trainers participating at accredited in-service training programmes, from the total number of registered teachers and trainers.

b) Amount of funds invested

Total amount of funds annually invested per teacher and trainer in teachers' and trainers' further education and training.



EQAVET indicators

3. Participation rate in VET programmes (number of participants by VET programme type and individual characteristics)

Percentage of annual cohort completing lower secondary school/compulsory education participating in IVET programmes at upper secondary level.

Percentage of active population (15-74) entering continuing education and training programmes.



EQAVET indicators

4. Completion rate in VET programmes

Percentage of those completing IVET programmes, compared to those entering IVET programmes.

Percentage of those completing CVET programmes, compared to those entering CVET programmes.

5. Placement rate in VET programmes

Proportion of VET programmes completers who are placed either in the labour market, further education or training or other destination within 12-36 months after the end of programme.

Percentage of VET programme completers who are employed one year after the end of training.



EQAVET indicators

6. Utilisation of acquired skills at the workplace

Percentage of VET programme completers working in relevant occupations.

Percentage of employees of a given sector who, within a period of 12-36 months from completing the VET programme, find that their training is relevant for their current occupation.

Percentage of employers of a given sector who are satisfied to find VET programme completers with relevant qualifications and competences required for the work place.

Percentage of employers of a given sector who are satisfied with programme completers.



EQAVET indicators

7. Unemployment rate

The number of people unemployed as a percentage of the labour force (the sum of the employed and unemployed).

8. Prevalence of vulnerable groups (among VET participants)

Percentage of participants and of programme completers from disadvantaged groups from the total number of participants and VET programme completers.

Percentage of programme completers from disadvantaged groups compared to the number of those entering.



EQAVET indicators

9. Mechanism to identify training needs in the labour market

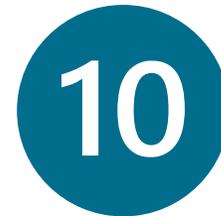
Type of mechanisms used to update the VET offer to the future labour market needs.

Information on mechanisms used to provide stakeholders with the most recent information on the future needs of the labour market.

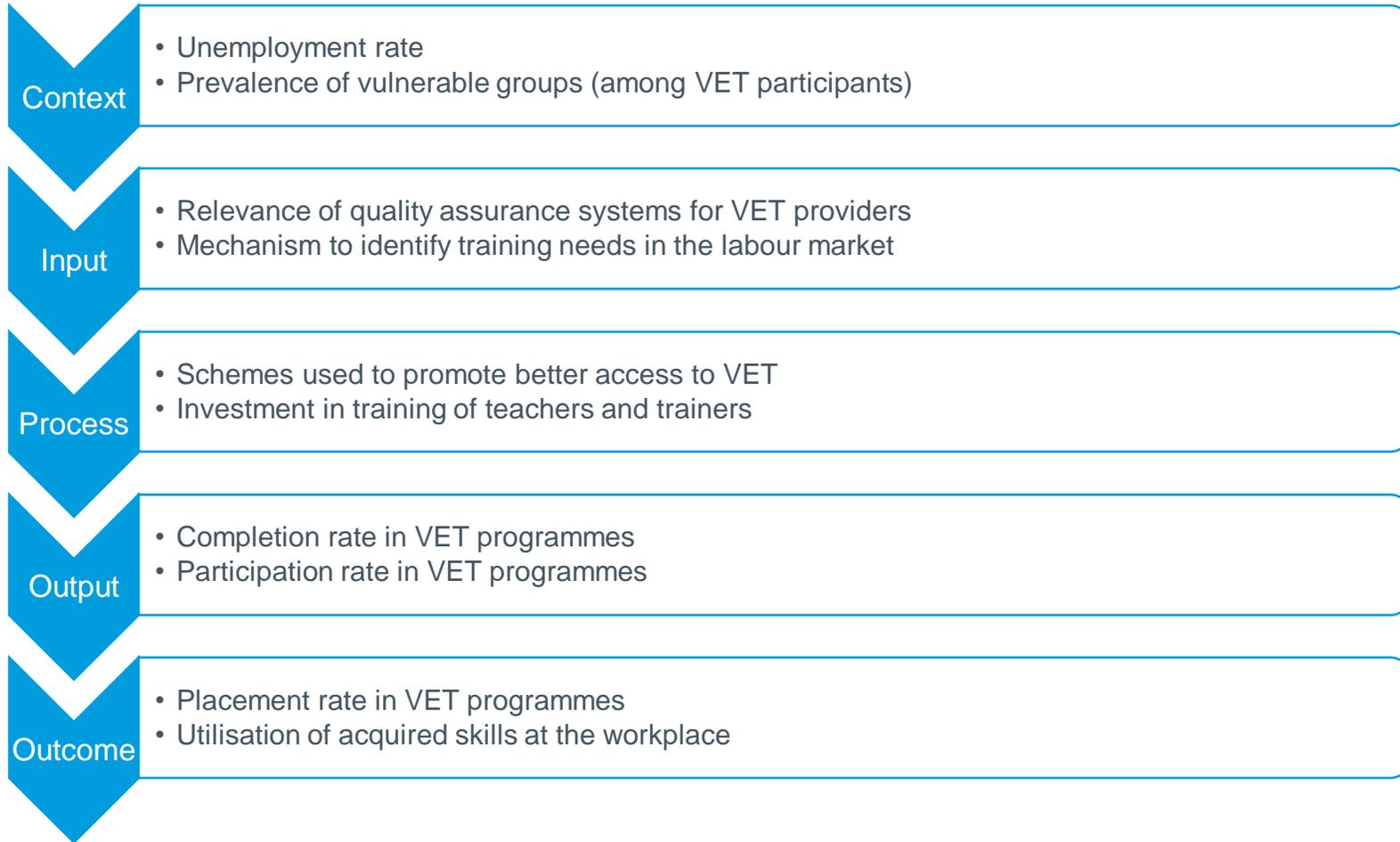
10. Schemes used to promote better access to VET

Type of schemes used to improve access to VET.

Information demonstrating the capacity of the VET system to increase access to VET.



EQAVET indicators





European Training Foundation

Q & A

Group discussion

What quality indicators do you collect within your system?

In your opinion, what are the most relevant quality indicators?



European Training Foundation

Break

Estonia - EQAVET indicators 3 and 4

EQAVET indicator	Estonian indicator
<p>3. Participation rate in VET programmes</p> <ul style="list-style-type: none">✓ according to the type of programme✓ individual criteria	<p>The Estonian LLL Strategy has indicators for</p> <ul style="list-style-type: none">✓ the share (%) of VET students in upper secondary education✓ the share (%) of basic school graduates who continue in a full time form of VET studies
<p>4. Completion rate in VET programmes</p>	<p>This is one of the performance indicators for VET institutions:</p> <ul style="list-style-type: none">✓ share of upper-secondary VET graduates who complete at the normal time✓ pupils' satisfaction with studies

3. Participation rate in VET programmes

Yearly data collected in Estonian Education Information System (EHIS) and shared <https://www.haridussilm.ee/>

- Basic school **graduates education path to continue** in upper secondary general or upper secondary VET (year after graduation).
- **Graduates migration within the municipalities** (who continue in the same or different county and where, who don't continue at all).

Why use participation rate data?

Data necessary for the VET policy developments and Estonian VET system management (current and future view on system and provider level)

- planning resources, funding and investments
- planning study places and programmes development
- gives information needed for VET schools network and infrastructure arrangements
- information about pupils and parents preferences

4. Completion rate in VET programmes

..is one of the main performance indicators for VET institutions

...comparable data is collected in Estonian Education Information System (EHIS)

4. Completion rate in VET programmes

- share of upper-secondary VET graduates who complete at the normal time (data about schools and study fields)
<https://www.haridussilm.ee/>
- pupils' satisfaction with studies – yearly centrally carried surveys in all education sectors, all stakeholders involved

Why use completion rate in VET programmes

Comparable data is important to give

- information about schools performance trends in national context
- satisfaction surveys feedback report for schools to analyze the situation and plan improvements

Gives input

- to set future strategic goals
- to improve study process
- for decisionmaking about support measures needed for schools

Netherlands - EQAVET indicator 5

Cooperation: Ministry & Central Bureau of Statistics

Methodology:

School-leavers are approached for a online questionnaire; annually
1 year after graduation

Information on;

- **Occupation**
- **Vertical and horizontal mismatch**
- **More qualitative information; measures on satisfaction.**
- **International mobility and private schools**
- **Skills mismatch**
- **Unemployment instead of participation rate**

...

Netherlands - EQAVET indicator 5

Schools/sectors are addressed if employment rates of studies drop (for some time) below a minimum (70 percent)

In the creative and media VET-trainings it has led to a (more or less) self-imposed freezing of numbers of students.

In view of declining number of students and employment-rates schools have concentrated and or made arrangements to specialize among institutions.

New studies have emerged replacing redundant ones.

Group discussion

How do you use existing quality indicators?

Consider the phases of Planning, Implementation, Evaluation and Review

What are the main challenges in the usage of quality indicators?

DAY 4

1. The experience of an EUMS in schools self-assessment
 - *Tamara Hudolin, Croatia, Agency for VET and Adult Education*
2. Peer reviews at provider level, The experience of Austria
 - *Franz Gramlinger, Head of ARQA-VET*
 - *Jouko Luomi, Project Manager*
3. The ETF approach of peer visits
 - *Nadezda Solodjankina, Human Capital Development Expert*

Why assessment is important?

The Quality Assurance Cycle

1 Planning

Set up clear, appropriate and measurable goals and objectives in terms of policies, procedures, tasks and human resources

Planning

2 Implementation

Establish procedures to ensure the achievement of goals and objectives (e.g. development of partnerships, involvement of stakeholders, allocation of resources, and organisational or operational procedures)

Implementation

3 Evaluation

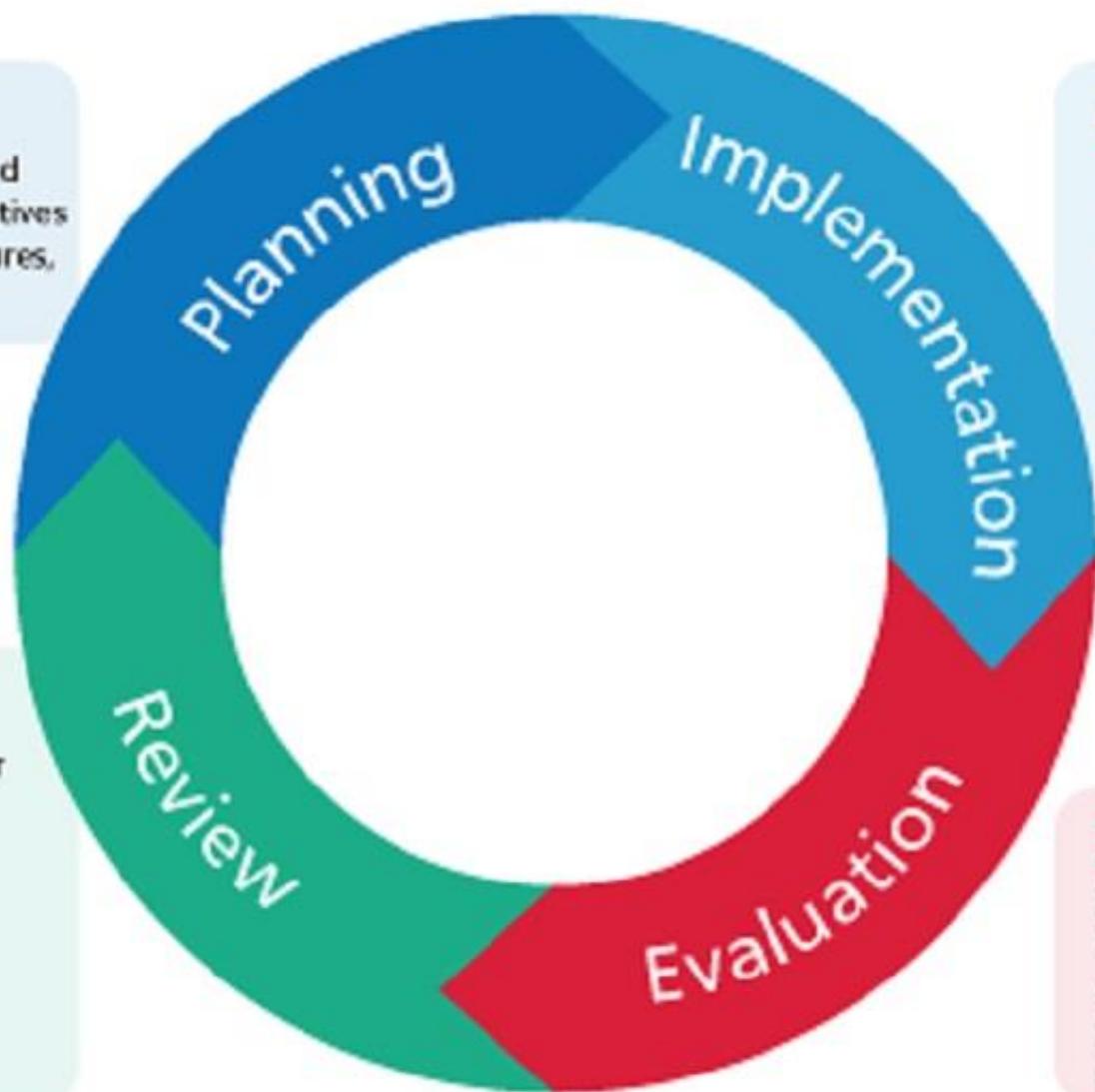
Design mechanisms for the evaluation of achievements and outcomes by collecting and processing data in order to make informed assessment

Evaluation

4 Review

Develop procedures in order to achieve the targeted outcomes and/or new objectives; after processing feedback, key stakeholders conduct discussion and analysis in order to devise procedures for change

Review



EQAVET: evaluation phase

Indicative descriptors at VET-system level

- A **methodology** for evaluation has been devised, covering internal and 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

Indicative descriptors at VET-provider level

- **Self-assessment/self-evaluation** is **periodically** carried out under national and regional regulations/frameworks or at the initiative of VET providers, covering also the digital readiness and environmental sustainability of VET institutions
- Evaluation and review covers **processes and results/outcomes** of education and training including the **assessment of learner satisfaction as well as staff performance and satisfaction**
- Evaluation and review includes the **collection and use of data**, and adequate and effective mechanisms to involve internal and external stakeholders
- **Early warning** systems are implemented

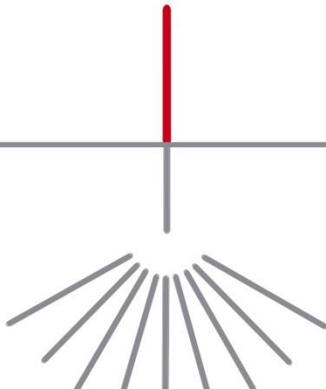


Agencija za
strukovno obrazovanje
i obrazovanje odraslih

Self – Assessment Process in VET in Croatia



Tamara Hudolin, Andrea Kovačević
Croatia, Agency for VET and Adult Education
Department for Quality Assurance



Croatia in brief

Capital City **Zagreb**

Surface Area **land 56,594 km²**
coastal waters (inland and territorial waters) 31,067 km²

Population **4,284,889**

Member of European Union **from 2013**



Agency for VET and AE

Establishment:

1 July 2010 - Act on Agency for VET and AE (OG 24/10)

Created by merging two Agencies that were functioning separately Agency for VET (2005.) and Agency for Adult Education (2006.)

Structure:

Governing board, Director

Organisation unit, departments, sections

about 160 employees

Mission:

Our mission is to make education the strongest root of personal growth and success.

Strategic Goals:

Develop qualifications based on competences and learning outcomes

Continuous alignment of education with Labour Market Needs

Build VET system that enables lifelong learning and mobility

Define roles of teachers in learning outcomes oriented system

Establish quality assurance system.

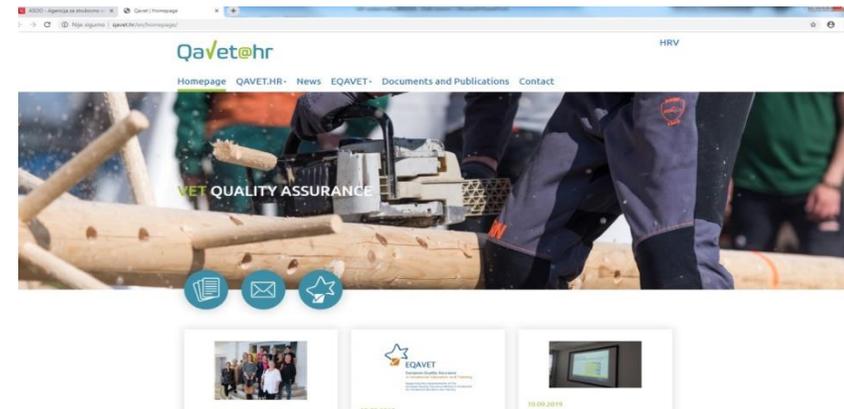
Agency for VET and AE as NRP for EQAVET

Agency is a member of the EQAVET Network and participates in:

- Workshops
- Conferences
- PLAs
- Writing reports and questionnaires
- Dissemination etc.

National Reference Point-

The Agency is Croatian reference point for quality assurance in vocational education and training (QAVET.HR)



Agency for VET and AE as NRP for EQAVET

Erasmus + EQAVET NRP (2016.-2017.)

- Evaluation of existing QA Framework
- Reflection on quality assurance framework for VET in Croatia in relation to EQAVET
- Workshops for VET schools

Erasmus + EQAVET NRP (2017.-2019.)

- Peer Review
- Workshops for VET schools

Erasmus + EQAVET NRP (2019. – 2021.)

- Peer Review
- Graduates Tracking

Erasmus + EQAVET NRP (2021. – 2023.)

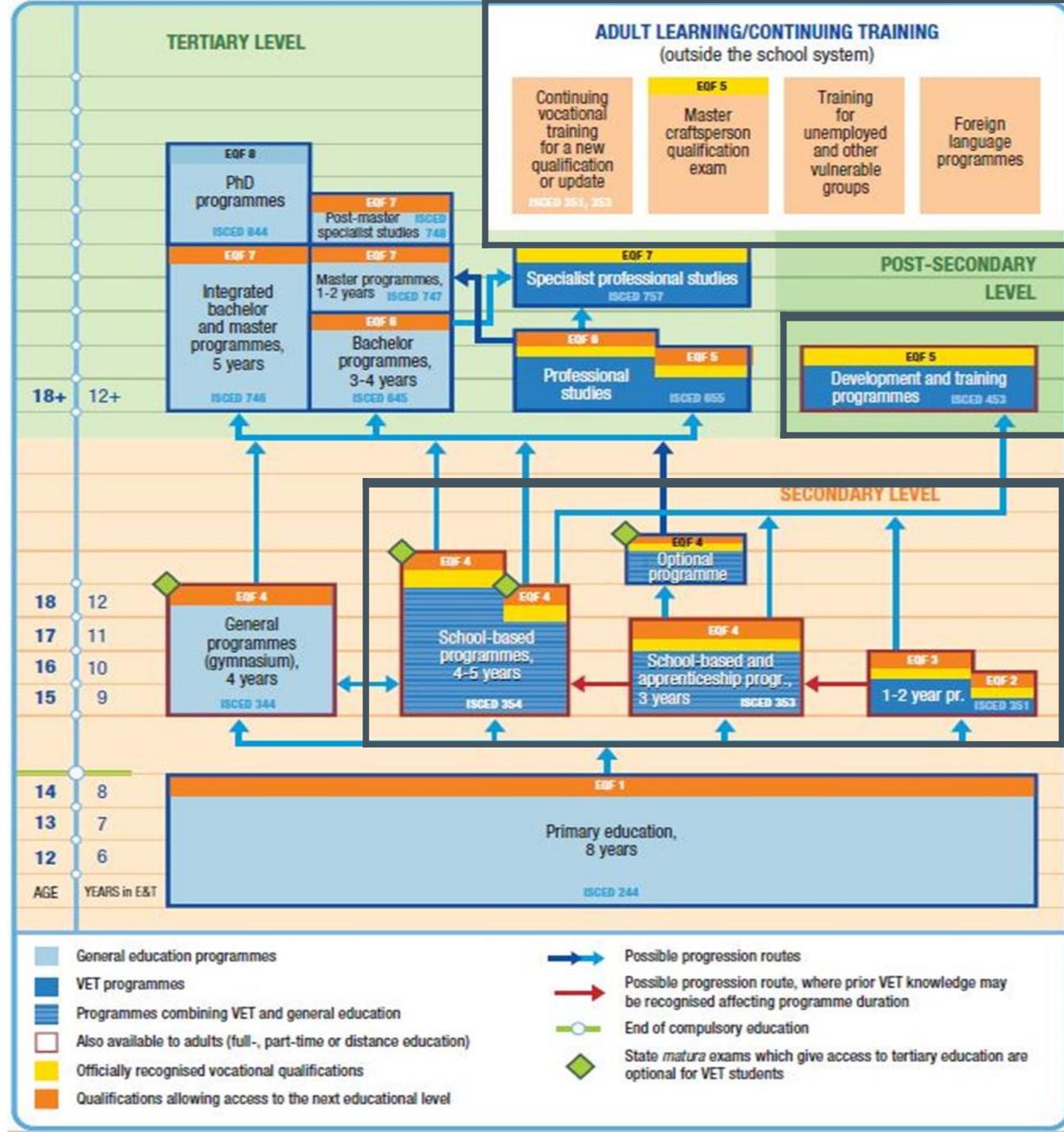
- Peer Review
- Graduates Tracking
- Internal QA system



Education System

Secondary VET
 13 VET sectors
 278 programs
 96 407 students

Adult Education
 (including VET)
 276 427 adults
 632 AE institutions



QA Framework for VET

System Level

Inspection supervision

Accreditation process

(evaluation of institutions material and human resources)

Pedagogical and professional supervision

SM exams and national exams

Provider Level

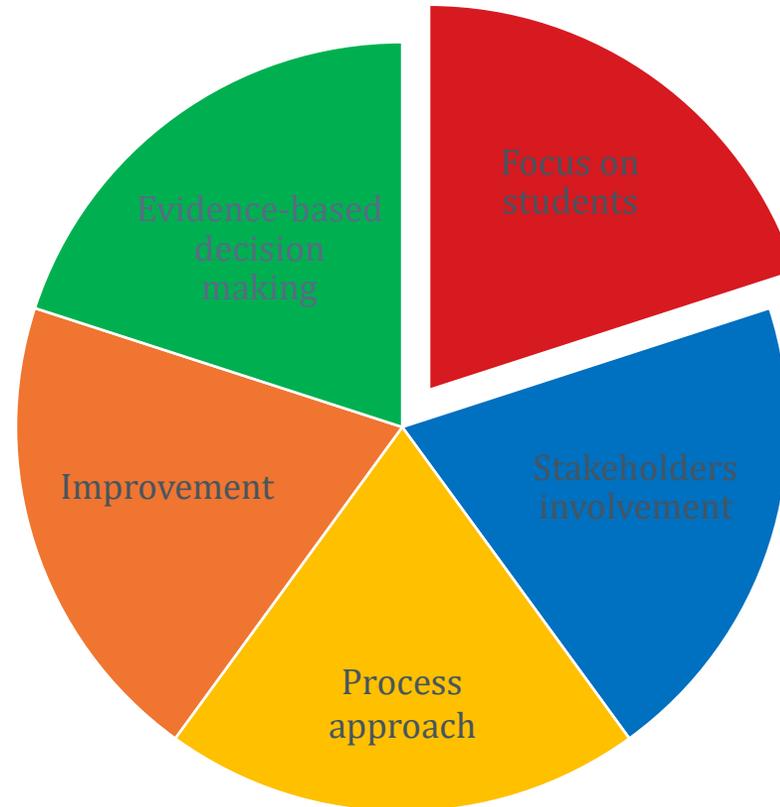
Self-assessment of VET schools (VET Act)



SA- Principles

New approach to quality assurance

EQAVET





Approach

Self-Assessment

VET providers are obliged to conduct self - assessment

Committee for Quality monitors and evaluates process

6 priority areas (quality areas and quality criteria)

Annual SA Report

Supporting Materials - Manual for SA, on-line tool e-Quality , Methodology for SA, e-Kvaliteta



National context

EQAVET+ Indicative descriptors at VET provider level

QC	Indicative descriptors at VET-provider level
PLANNING reflects a strategic vision shared by the relevant stakeholders and includes explicit goals/objectives, actions and indicators	European, national and regional VET policy goals/objectives are reflected in the local targets set by the VET providers Explicit goals/objectives and targets are set and monitored, and programmes are designed to meet them
	Ongoing 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 other VET providers and all other 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

Priority Area	Quality Area and Quality Criteria
Planning and programming of the work	Provider Curriculum and Annual Plan
Administration and Management (provider and quality)	Quality Management Improvement Process

Priority Area	Quality Area and Quality Criteria
Administration and Management (provider and quality)	Quality Management

Self-assessment process
Committee for Q

National context

EQAVET + Indicative descriptors at VET provider level

QC	Indicative descriptors at VET -provider level	Priority Area	Quality Area and Quality Criteria
<p>IMPLEMENTATION plans are devised in consultation with stakeholders and include explicit principles</p>	<p>Resources are appropriately internally aligned/ assigned with a view to achieving the targets set in the implementation plans</p>	<p>Administration and Management (provider and quality)</p>	<p>Improvement Process</p>
	<p>Relevant and inclusive partnerships, including those between teachers and trainers, are explicitly supported to implement the actions planned</p>	<p>Priority Area</p>	<p>Quality Area and Quality Criteria</p>
	<p>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, and to enhance performance</p>	<p>Physical and Human Resources – Professional Development of Staff</p>	<p>Human Resources Policies Continuing Professional Development</p>
	<p>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 approaches to pedagogy and assessment which enable learners to achieve the expected learning outcomes VET providers use valid, accurate and reliable methods to assess individuals' learning outcomes</p>	<p>Priority Area</p>	<p>Quality Area and Quality Criteria</p>
		<p>Teaching, Training and Support to Learning Learners' Achievements and Learning Outcomes</p>	<p>Teaching/Training Process Learner Support Service Internal Monitoring and Evaluation of Learners' Achievements</p>

National context

EQAVET + Indicative descriptors at VET provider level

QC	Indicative descriptors at VET -provider level
EVALUATION of outcomes and processes is regularly carried out and supported by measurement	Self-assessment/self-evaluation is periodically carried out under national and regional regulations/frameworks or at the initiative of VET providers
	Evaluation and review covers processes and results/outcomes of education including the assessment of learner satisfaction as well as staff performance and satisfaction
	Evaluation and review the collection and use of data, and adequate and effective mechanisms to involve internal and external stakeholders
	Early warning systems are implemented

Priority Area	Quality Area and Quality Criteria
Administration and Management (provider and quality)	Quality Management

VET Act Annual process of SA Methodology for SA Collection of data (feedback from stakeholders)
--

Indicative descriptors at VET provider level

QC	Indicative descriptors at VET -provider level
REVIEW	Learners' feedback is gathered on their individual learning experience and on the learning and teaching environment. Together with teachers', trainers' and all other relevant stakeholders' feedback this 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, support the development of high quality provision, and improve opportunities for learners
	Results/outcomes of the evaluation process are discussed with relevant stakeholders and appropriate action plans are put in place

Collection of data (feedback from stakeholders)

Annual SA Report

Improvement Plan

School Board

Lessons learned **for insitutions**

- Give objective, honest representation of institution
- State the level of satisfaction with the existing situation and suggest possible improvements for each priority area
- Establish a core team responsible for preparation of SA, divide the team according to different priority areas
- Involve the entire institution, students and external stakeholders
- Continuously collect data on all activities
- Include feedback from teachers, students and external stakeholders
- Check the accuracy of data
- Link to previously conducted evaluations
- Principal role is very important

Lessons learned **for AVETAE**

- **Good preparation of the process before its implementation (clear guidelines, criteria) - pilot phase**
- **Criteria cover inputs, processes and outputs**
- **Involvement of stakeholders in developing documents, planning the process and implementation**
- **Transparency**
- **Active support to schools in the proces of SA**
- **Continuous investment in training**
- **Clear instructions regarding the length/structure of SA Report and Process**
- **Responsibilities of self-assessment coordinator and principal**
- **External evaluation**



Agencija za
strukovno obrazovanje
i obrazovanje odraslih

Thank you for your attention!



Address:

Croatia, 10 000 Zagreb, Garićgradska ulica 18

Phone:

+385 01 62 74 666

Fax:

+385 1 62 74 606

E-mail Address:

ured@asoo.hr

Web Site:

www.asoo.hr



PEER REVIEW in Austrian VET Schools

10 years of experiences (2007-2016)

Jouko Luomi

OeAD | RQB - Austrian Reference Point for Quality

**Assurance in General and Vocational
Education and Training**

**ETF Online Training Seminar, Bosnia and Herzegovina,
01.06.2022**

20 minute crash course into the history of Peer Review in Austrian VET including:

RQB explained in 5 seconds

Austrian VET very shortly

QIBB – the Austrian VET quality initiative

How we started Peer Review in QIBB

The basics and specifics of Peer Review

Our experiences

Q & A



RQB - Austrian Reference Point for Quality Assurance in General and Vocational Education and Training

Started on 1st of October 2007 as ARQA-VET, since 2021 as
RQB

funded by the Ministry of Education, Science and Research
close cooperation with the Ministry;

is a unit of the OeAD
(Austria's Agency for Education and Internationalisation);

Staff: currently 6 persons

 Bundesministerium
Bildung, Wissenschaft
und Forschung

 Federal Ministry
Education, Science
and Research

 OeAD

 EQAVET
European Quality Assurance
in Vocational Education and Training



Austrian VET - Dual system and full-time schools

Apprenticeship training dual system

3-4 years (mostly 3 y.), dual training in the company and in part-time school (~ **150 schools**)

Specialised on specific professions (**198 occupations**)

University entrance has become a topic: *Lehre mit Matura!*

Final apprenticeship exam

Good job opportunities; image gets better again

BHS: VET colleges

5 years, full-time school

Specialised on specific professions

General university entrance exam – Matura (**55 %** from VET)

Vocational degree (equals final apprenticeship exam) = double qualification

Good job opportunities, good image

BMS: VET schools

2-4 years (mostly 3 years.), full-time school

Specialised on groups of professions

No Matura

Vocational degree (equals final apprenticeship exam)

Mixed job expectations; partly the image is not good

Keeps the youngsters in the system!

VET schools in Austria

720 schools and colleges
(14-19 years old students)
(total: 5.712)

29.000 teachers
(total: 121.335)

313.000 students
(total: 1.110.813)

77% of the
population of the
age group of 14 to
18/19 y. are in I-
VET
(Numbers from 2017)



QIBB – Quality Assurance system for some 700 schools

QIBB was in force between the years 2004 - 2021

... was the **common framework** for QA encompassing all I-VET school types

... included **all organisational levels** (schools, school inspection, ministry)

... took account of **EQAVET**

... was based on the **quality cycle** and on **self-evaluation**

... **was evaluated in 2016/17** by a German University Professor

... was continuously developed and improved over 19 years ...

... was merged into a one common QA system for general and vocational education – QMS www.qms.at

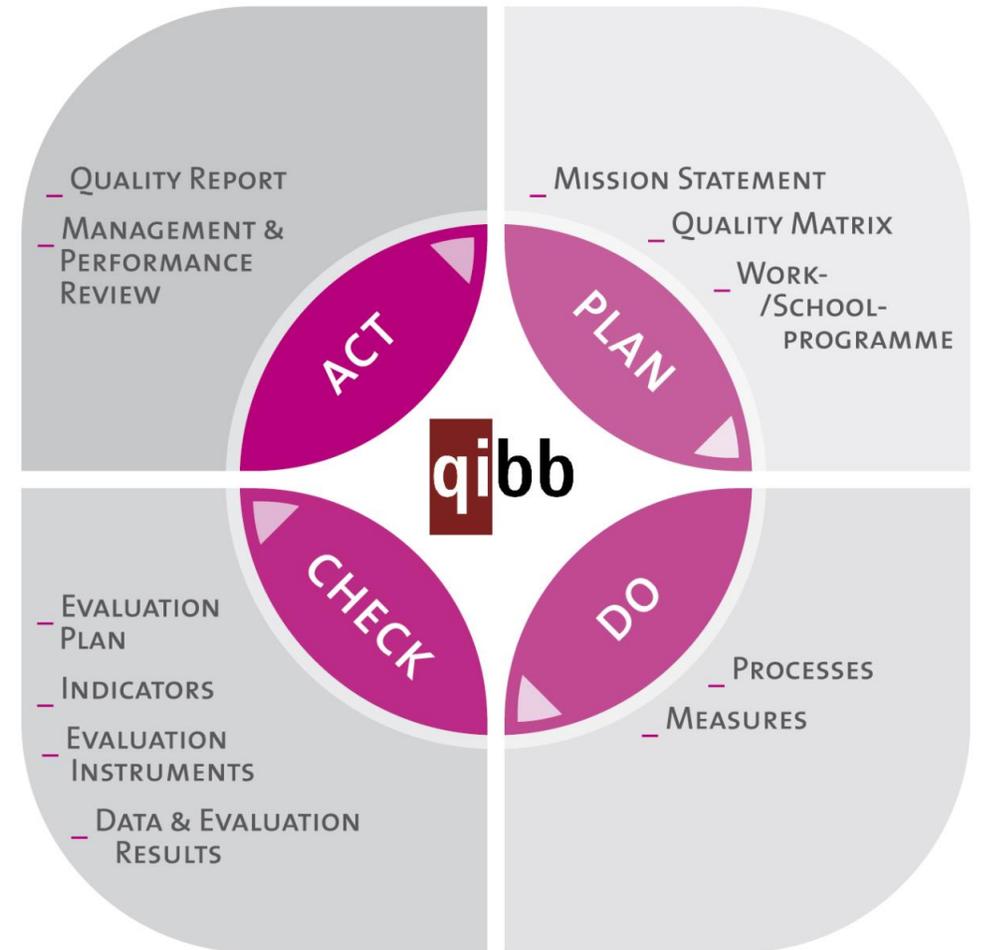


The screenshot shows the QIBB website interface. At the top, there is a navigation bar with the QIBB logo and a search bar. Below the navigation bar, there is a main content area with a central diagram of the quality cycle (ACT, PLAN, DO, CHECK) with the QIBB logo in the center. The diagram is surrounded by various links and news items. The website is in German and English.

QIBB was based on self-evaluation

- 📍 Which means:
there was **no obligatory external evaluation**
- 📍 Peer Review in QIBB was developed as a **voluntary offer**

PEER REVIEW in **qibb** ←



What **was** Peer Review in QIBB?

Peer Review in QIBB was **an offer** for Austrian VET schools and colleges within the Quality Initiative for VET (QIBB)

It was used as an **external evaluation** method based on a European development project

The core of the procedure was the **Peer Visit**

Peer Visit was conducted by a 4-person team of so-called “**critical friends**“ (= trained and qualified peers)

Duration of the Peer Visit – 2 days

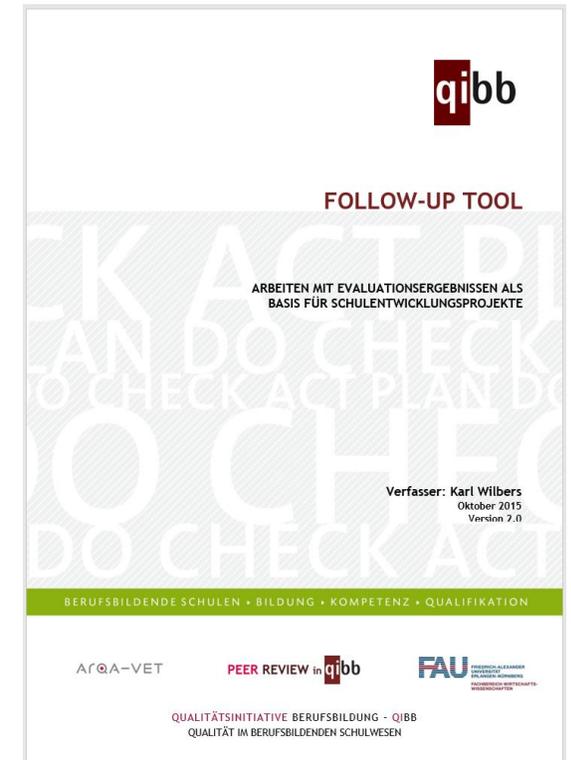
Giving friendly and critical **feedback** to the respective school concerning the questions and evaluation areas which the school itself has chosen.



Core principles

- Schools decided whether they wanted to take part -
Voluntarism!
(they had to apply!)
- Schools decided which quality areas should be evaluated!
- Schools decided which peers they wanted to have!
(→ Peer Database)
- Schools decided with whom they shared the results and
how to use them!

PEER REVIEW in **qibb**



ETF Webinar

The Peer Review model (5-Phase-Model)



Duration of the whole Peer Review process
c. 1,5 years

PEER REVIEW in **qibb**



The support structure for Peer Review in QIBB

Homepage and information material:
review-in-qibb.at

Online peer database – trained peers!

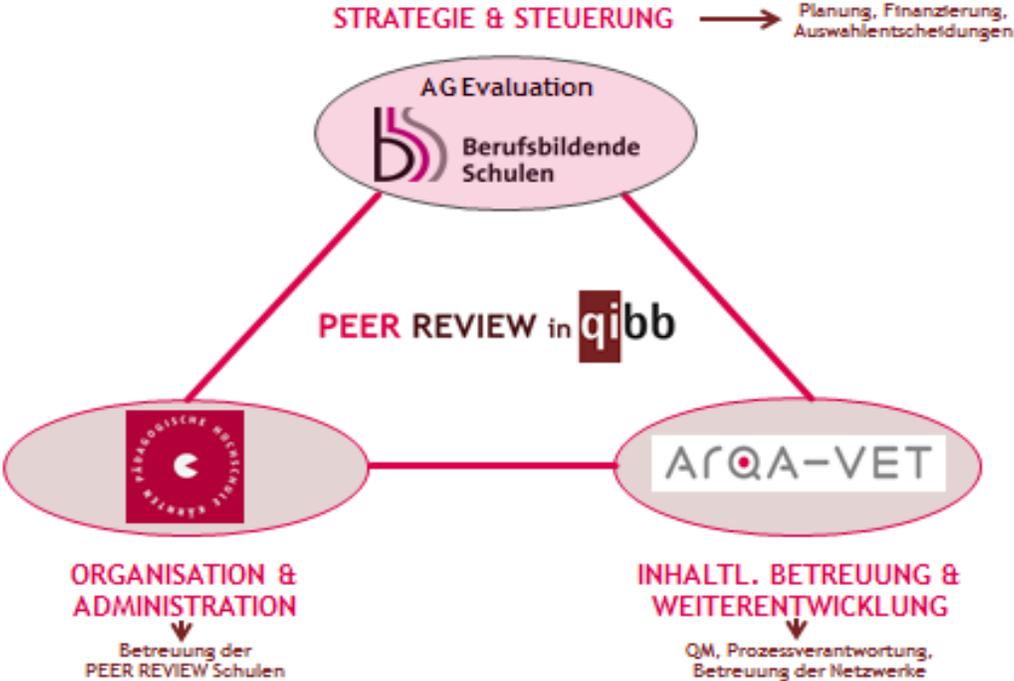
Peer Review in QIBB contact point

Peer Review councillors

Meta-evaluation

The working group Evaluation in the Ministry (AG Evaluation)

www.p



ETF Webinar

What are the benefits of a peer review for a school?

Schools benefitted from peer review by

receiving critical but friendly feedback on the quality of their offer from colleagues

getting to know an external perspective and thus reflecting on their own practice;

assuring themselves of the quality of their offer;

as a collegiate body, demonstrating and presenting the strengths of their school and examples of good practice in their school;

being made aware of areas for improvement;

receiving advice and guidance from peers and undergoing a joint learning process with the peers. (Learning from each other!)

And they received an award.

QIBB ARQA-VET Peer Datenbank

PEER REVIEW in qibb PEER REVIEW ▾ ABLAUF ▾

PEER REVIEW in QIBB | Information | PR Schulen

Peer Review Schulen

© ARQA-VET/Drapeer

Bundesministerium für Unterricht, Kunst und Kultur

Peer Review in QIBB 2016

- HBLA Oberwart (→ [www](#))

Peer Review in QIBB 2015

- HLW Bad Ischl und Bundesfachschule für Sozialberufe Bad Ischl (→ [www](#))
- HLW Kufstein (→ [www](#))
- Kärntner Tourismsschulen Villach (→ [www](#))

Peer Review in QIBB 2014

- HTL Dornbirn (→ [www](#))
- BHAK/BHAS Feldkirch (→ [www](#))
- BASOP/BAFEP St. Pölten (→ [www](#))
- HTL Leonding (→ [www](#))

Peer Review in QIBB 3. Durchgang 2011/12

- BAFEP Wien 8 (→ [www](#))
- BAFEP Wien 10 (→ [www](#))
- HAK Neumarkt (→ [www](#))
- HAK Steyr (→ [www](#))
- HAK/HAS Ybbs (→ [www](#))
- HLM/HLP Mödling (→ [www](#))
- HLW Hermagor (→ [www](#))
- HTBLA Perg (→ [www](#))
- HTBLVA Ferlach (→ [www](#))
- HTL Steyr (→ [www](#))
- VBS Floridsdorf (→ [www](#))

Some findings and conclusions

Peer Review in QIBB as a voluntary option was a lot of effort (for all parties!) ...

... and it was worth it (again: for all parties)!

We provided a lot of information, training, counseling and marketing to keep it going – which was necessary.

High satisfaction rate among the schools who went through the whole procedure.

Feedback from the peers: I have learned a lot (each time)!

The method was improved (constantly) over the years – also the system is able to learn.



Gabriela Wulz, Michaela Jonach & Franz Gramlinger
(ARQA-VET)

**Peer Review in QIBB – Erste Ergebnisse zur
Umsetzung von externer Evaluation in
österreichischen berufsbildenden Schulen**

Online unter:
http://www.bwpat.de/ausgabe21/wulz_etal_bwpat21.pdf
in

bwp@ Ausgabe Nr. 21 | Dezember 2011

**Qualität und Qualitätsmanagement
in der Berufsbildung**

Hrsg. von Karin Büchter, Franz Gramlinger & Karl Wilbers
<http://www.bwpat.de> | ISSN 1618-8543

When or for what is Peer Review NOT suitable?

When questions need to be answered quantitatively
-> Peer Review is a qualitative procedure!

If representation or marketing reasons are the main focus.

When a school is “sent”.

If only the headmaster or the quality manager of the school wants it.

→ A Peer Review will be particularly successful if as many people in the school as possible are involved and informed!





Thank you for your attention!

Jouko Luomi

OeAD | RQB

jouko.luomi@oead.at

www.arqa-vet.at

www.oead.at





European Training Foundation

EUROPEAN TRAINING FOUNDATION

ETF methodology for peer visits

Mounir Baati and Nadejda Solodjankina



What is a peer visit

A Peer Visit is a form of **external feedback** from visiting peers that aims to **support** the host country in its quality assurance development efforts. Peer Visits serve as catalysts for:

- National-level self-assessment of quality assurance in VET approaches and measures;
- Engagement of national stakeholders in an international review of VET quality assurance measures;
- Receiving of external, critical but supportive observation and feedback on quality assurance measures;
- Gathering evidence for the effective reform of VET quality assurance.

What is a peer visit

In contrast to Study Visits, Peer Visits put a strong emphasis on the **provision of professional feedback** given by a group of peers within a structured procedure.

The intention of a Peer Visit is that the outcomes of peer feedback and peer counselling are **helpful for the host** Forum member institution and can potentially inform plans for the **improvement** of the selected quality assurance measure.



ETF FORUM FOR QUALITY ASSURANCE IN PEER VISITS

STEP 1

PREPARATION OF THE PEER VISIT



3-5 MONTHS
IN ADVANCE



PEER VISIT IN THE COUNTRY OF THE HOST INSTITUTION

PEER ASSESSMENT: ACTIVE
AND EFFECTIVE LISTENING



STEP 2



STEP 3

PEER FEEDBACK TO THE HOST INSTITUTION



REFLECTIVE AND
CONSTRUCTIVE
PEER FEEDBACK



FOLLOW-UP: CONSIDERATION OF IMPROVEMENTS BASED ON THE FEEDBACK

QUALITY CYCLE: PLAN, DO, CHECK, ACT



STEP 4



Phase 1: Preparation

In this phase, the Peer Visit is planned and organised by the host Forum member institution.

A Peer Visit initial information sheet, including the basic information about the Peer Visit (timeline, quality assurance measure(s), roles and responsibilities) is drafted.

A national context report on the quality assurance approach and selected quality assurance measure is prepared by the host Forum member institution in co-operation with relevant stakeholders.

The NCR is the core document; it provides the basic information on all matters related to the Peer Visit.

Phase 1: Preparation: NCR

Section A: General information on VET and quality assurance in VET in the host Forum member country.

Section B: Focus of the Peer Visit (selected quality assurance measure, reasons for its selection, key stakeholders, expected outcomes).

Section C: Self-assessment of the selected quality assurance measure, including a SWOT analysis and a stakeholder analysis for each measure selected.

Section D: Special assessment questions for peers according to the selected quality assurance measure.

Section E: First ideas/considerations for utilising the feedback after the Peer Visit (Follow-up).

Section F: Annexes

Phase 2: PEER VISIT

Representatives of the host Forum member institution and other national stakeholders or experts present the quality assurance approach and the chosen quality assurance measure.

During the Peer Visit the peers check the accuracy of the information provided in the national context report and conduct their own investigation, by gathering and assessing additional data related to the selected quality assurance measure.

Phase 2: Active and effective listening, observing and questioning

Giving valuable feedback requires active and effective listening to and observing and questioning those who are presenting the information and issues during the Peer Visit.

Phase 2: Active and effective listening, observing and questioning

- **Knowledgeable:** is thoroughly familiar with the focus of the Peer Visit, specifically with the quality assurance measure described in the national context report.
- **Focused:** stays on the topic (selected quality assurance measure), **does not** ask questions on topics that are not central to the Peer Visit.
- **Clear:** asks simple, easy and short questions and uses an appropriate language which fits to the person providing the information.
- **Gentle:** lets people finish, gives them time to think; tolerates pauses.
- **Sensitive:** listens attentively and carefully to what is said and how it is said, is empathetic in dealing with the presenter or interviewee.

Phase 2: Active and effective listening, observing and questioning

- **Open:** responds to what is important to the presenter or interviewee and is flexible.
- **Steering:** knows what he or she wants to find out.
- **Critical:** is prepared to challenge what is said, for example dealing with inconsistencies in presenters or interviewees replies.
- **Remembering:** relates what is said to what has been previously said.
- **Balanced:** **does not talk too much and does not talk too little.**
- **Ethically sensitive:** is sensitive to the ethical dimension of questioning.
- **Interpreting:** clarifies and extends meanings of presenters or interviewees` statements, but without imposing meaning on them.

Phase 3: PEER FEEDBACK

In this phase, the peers deliver their feedback on and ideas for the improvement of the quality assurance measure to the host Forum member institution.

The Peer Visit procedure offers two different forms of peer feedback:

- **Single Peer Feedback;**
- **Joint Peer Feedback.**

Phase 3: reflective and constructive peer feedback

Peers have to be aware, that they have to identify strengths and weaknesses, when it comes to feedback to the host Forum member institution.

Strengths and weaknesses should be **balanced**.

Peers can also provide suggestions for improvements, if appropriate.

Feedback and conclusions from the peers **must be based on facts and evidence** e.g. from the national context report, observations and information delivered to peers during the Peer Visit.

It is very important, that peers try their best to give reflective, constructive and motivating feedback to the host Forum member institution.

Phase 3: reflective and constructive peer feedback

- promotes reflection as part of a dialogue between the giver and receiver of feedback.
- is descriptive rather than judgmental.
- is specific rather than general;
- is directed toward aspects which the receiver can change;
- considers the needs of both the receiver and giver of feedback;
- is requested rather than imposed.

Phase 3: reflective and constructive peer feedback

- **involves sharing information rather than giving advice, leaving the individual free to change in accordance with personal goals and needs;**
- **considers the amount of information the receiver can use, rather than the amount the observer would like to give.**
- **requires a supportive, confidential relationship built on trust, honesty, and genuine concern**

Phase 4: FOLLOW-UP

The focus is on the usage of peer feedback as a basis for improvements at VET system level.

The follow-up process consists of two parts:

- In a first step, the peer feedback is analysed and reflected on by the host Forum member institution and disseminated to relevant stakeholders.**
- In a second step, the outcomes of step 1 are introduced, as appropriate and relevant, into existing or new reform processes.**