Main quality aspects of EQAVET

1. Quality Assurance
2. Investment in training of teachers, trainers
3. Participation rate in VET programs
4. Completion rate in VET programs
5. Placement rate in VET programs
6. Utilization of acquired skills at the workplace
7. Unemployment rate
8. Prevalence of vulnerable groups
9. Mechanisms to identify need of the labour market
10. Schemes to promote better access to VET

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Good QA and a culture of quality is imbedded in the institutes' way of arranging for Planning, Implementation, Evaluation and Review processes. Accreditation itself is not the issue, although it may be compulsory. What is the issue is: does your QA actually work? Are you processes doable and maintainable?

Central attention for continuous learning and the improvement of institute's education, and for the promotion of a culture of quality is at the heart of the institute .This to enable the institute to do what it has promised to do, and to deliver what is really needed.

The promotion of it as well as the conditions to arrange and secure staff involvement for this belong to the responsibility of the management.

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In terms of quality assurance and the role of education VET providers need to make every effort to engage learners by not only offering the right content but also attractive programs, and by encouraging all learners to actively participate and complete the program. Teachers and trainers are at the core of success of any teaching or training program. Staff development as well as the organisational conditions for staff development are part of a culture of quality. However this is not limited to accredited training or of funding only, since staff development can be done in many ways.

To attain the intended learning outcomes the competences of the training staff need to be aligned to these outcomes. Staff development is part of the strive for continuous improvement of education (content and methods) and thus forms a pillar of the culture of quality. However staff development is only half of the story for QA, since it is also imperative to allocate the proper staff to the specifics of the education.

1. Quality Assurance
2. **Investment in training of teachers, trainers**
   - **staff development and staff allocation**
   - **Learning methods**
3. Participation rate in VET programs
4. Completion rate in VET programs
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Focus on participant rates is an important aspect of education. A too narrow view on participation can easily steer away VET institutes from their role, mission and objectives. Offering good quality of education is not only decided upon by having attractive education and full class rooms, but by having good learning outcomes, motivating students to follow and finish the courses and tailoring courses to the needs of students as well as the labour market. Also entrance and selection mechanism need to be clear and in line with institutes mission and role in the society, making clear why they exist in respect of the mission of the institute and the intended objectives.

For a culture of quality the customer focus is visible throughout all processes of the institute. Customer focus requires that the institute knows its clients, understands client needs and acts accordingly. Monitoring participants and understanding the institutes entrance processes is part of a process of being able to continuous improve education and strive toward excellence. Another part of it is the way the institute responds to those participants that do not meet entry requirements.

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Focus on completion rate is an important aspect of good education. But also a too narrow view on completion rate can easily steer away VET institutes from attending to their role, mission and objectives. Offering good quality of education is not only decided upon by having attractive education, full class rooms and a high completion rates More importantly it is also about having good learning outcomes and tailoring courses to the needs of students as well as the needs and demands of the labour market. Therefore for QA the focus on intended outcome is of crucial importance and institutes can further improve in excellence in the way they organise coaching, mentoring and tutoring to support participants in finishing a course.

This means also attention for stakeholders (students, parents as well as employers) when evaluating the main task of VET education: successful training of competences and skills required to become a professional in a certain area.

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Good QA and a culture of quality need to assure not only that students do have a job after finishing their VET course. More important is that they have a job in the profession or group of professions the education is aiming at.
What is the issue is: Does your VET programme actually work, does it deliver what it is required to do / has promised to deliver to students, parents and employers ? Students may be able to find jobs only in adjacent areas but if so, this needs to be known by relevant stakeholders and considered as a valued outcome and purpose of education. Also outcomes need to reflect proper understanding of the labour market context including its future developments, enabling institutes to discuss and agree with their stakeholders and customers on outcomes to be met. QA needs to arrange for all this.

For QA this requires focus on teaching the proper content, as well as on being transparent in what is achieved and whether this has met the expectations of all involved. All this relates to the vision of the institute and how leadership deals with this.

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Good QA in this area is closely related to the core objectives of VET education: training future employees in competences, skills and attitudes which are required to be able to fulfil the tasks and responsibilities of certain (group of) professions.

Stakeholder as well as customer satisfaction contribute to provide answers on this issue. Training however is not restricted to only skills training. For good QA education programs need to take into account also more general required competences which assure for Life Long Learning and trainability of employees, as well as competences, skills and attitudes which relate to future requirements of the (group of) professions.

To clarify and meet such objectives this requires a lot of attention for careful, effective and transparent communication between education, employers and alumni. For QA this requires effective processes to agree on the proper curriculum content as well as on the way the learning outcomes are established and recognised.

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Good QA in this area is closely related to the core objectives of VET education: training staff in competences, skills and attitudes which are required to be able to fulfil the tasks and responsibilities of certain (group of) professions. Clearly, unemployment is not one of the intended outcomes. Preventing unemployment is for one part related to having up to date and relevant content of education, based on proper knowledge of the current and future labour market and assuring for employer commitment and involvement in establishing objectives of education as well as in running the education (see indicator 5 and 6).

Another factor are the participants itself. QA needs to prevent that participants follow a career path that does not meet their capacity, needs and ambition thus preventing demotivation and early drop out. Last but not least course choice is also based on the way (motive, message) an institute is promoting its education. This puts demands on leadership processes as well as those of concerning career guidance and care.

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The assurance of access of vulnerable groups toward VET education is part of the core objective of VET education: it is about inclusion and equal opportunities, offering the option of VET education to all citizens who are in need for VET training. Attention for vulnerable groups as well as for the creation of equal opportunities reflect one of the basic values of our democratic society.

Does the VET institute actively promote these values and does it arrange for achieving them accordingly? For QA in this area it means that the institute knows what the vulnerable groups are, and active inclusion is part of its' vision on education. Also it is about the usage of performance indicators which measure the impact of the access policy at all levels of the institute as well as of the guidance and care structure. Again this also puts a demand on leadership to promote this and keep staff involved.

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The core objectives of VET education is about training staff in competences, skills and attitudes which are required to be able to fulfil the tasks and responsibilities of certain (group of) professions. Not only for meeting current labour market demands but as well prepare professionals also to be able to meet future demands.

For good QA education programs need to take into account also more general required competences which assure for Life Long Learning and trainability of employees, as well as competences, skills and attitudes which relate to future requirements of the (group of) professions.

Mechanisms to identify, communicate and continuously improve education involve processes through which employers as well as alumni are contributing to define the content, outcomes, delivery and evaluation of VET courses of the institute (see also indicator 5 and 6).

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Good QA covers policies which relate to one of the core objectives of (public funded) VET education: offering accessible education to all citizens who are having a learning need in the VET area. Apart from equal opportunities, or by offering access to vulnerable groups (indicator 8), it is also about whether education itself is excluding certain potential learners, since for them there yet are no programs on offer. It is about the institutes awareness of the state of education as such, of its potential mismatches towards specific groups. It is about leadership promoting the core objectives of education, and facilitate developments to assure wide access.

For QA in this area it means that the institute knows what the vulnerable groups are, and active inclusion is part of its' vision on education. Also the institute is capable of reflecting on its general educational task and propose and implement corrective measure to contribute to education for all. This puts a demand on the leadership of the institute to promote this, monitor this and keep staff involved in achieving the institutes objectives.

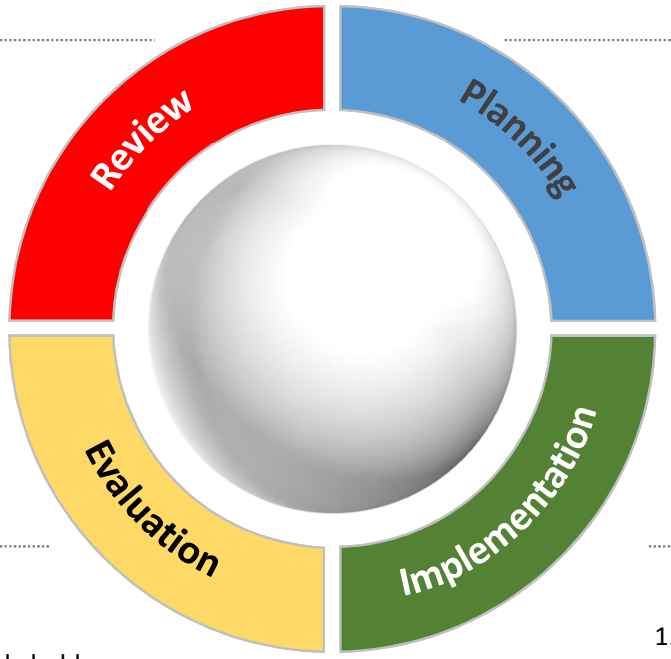
1. Quality assurance	Leadership
	Outcome and accountability
2. Investment in training of teachers, trainers	Staff development and staff allocation
	Learning methods
3. Participation rate in VET programs	Intake and entrance level
	Accessibility
4. Completion rate in VET programs	Outcome and accountability
	Curriculum
	Coaching, mentoring and tutoring
5. Placement rate in VET programs	Curriculum
	Outcome and accountability

6. Utilization of acquired skills at the workplace	Curriculum
	Examination
	Outcome and accountability
7. Unemployment rate	Leadership
	Guidance and care structure
8. Prevalence of vulnerable groups	Accessibility
	Guidance and care structure
9. Mechanisms to identify need of the labour market	Curriculum
	Examination
10. Schemes to promote better access to VET	Accessibility
	Leadership

Main quality aspects of EQAVET for providers :

Leadership : does your institute have a QA policy which surpasses obligatory requirements?

1. Review evaluation procedure and parameters and communicate to relevant stakeholders
2. Demonstrate how your quality policy is improving education and success of your institute
3. Demonstrate how your development plan is improving the quality of education
4. Arrange for the conditions to start next PDCA –cycle



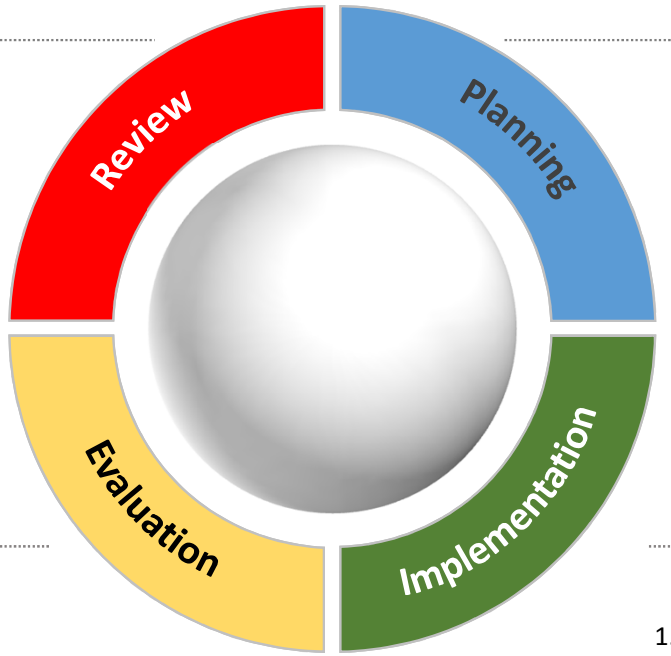
1. Define target group and learning objectives in an equal opportunities perspective;
2. Define framework for stakeholder involvement in goal setting, content and delivery of education;
3. Limit the parameters to be used as well as amount of work for procedure measuring success; focus on learning outcome for employers
4. Arrange for communication policy on quality and systematic PDCA approach to all stakeholders
5. Arrange for resources to gather data and apply quality policy systematically

1. Arrange for involvement / feedback of all stakeholders
2. Arrange for conditions (safety, respect) which allow for constructive feedback of your staff on quality of education and development needs
3. Check whether the selected parameters indeed describe success from the perspective of the different stakeholders
4. Mistakes or failures are part of learning and improving

1. Turn the subject of Quality into periodic agenda points of staff meetings
2. Arrange for staff development opportunities
3. Communicate results achieved and celebrate success
4. Recognize staff contributions and reward staff
5. Elaborate employers network, communicate, invite and be clear on roles and responsibilities
6. Create conditions to facilitate exchange of experiences between training staff

Main quality aspects of EQAVET for providers : Outcome and accountability

1. Plan time to review your policy.
2. What lessons have been learned?
3. Communicate impact of your evaluation.
4. Do you know how others institutes are doing?
5. Is the evaluation procedure apt for the purpose of your education?



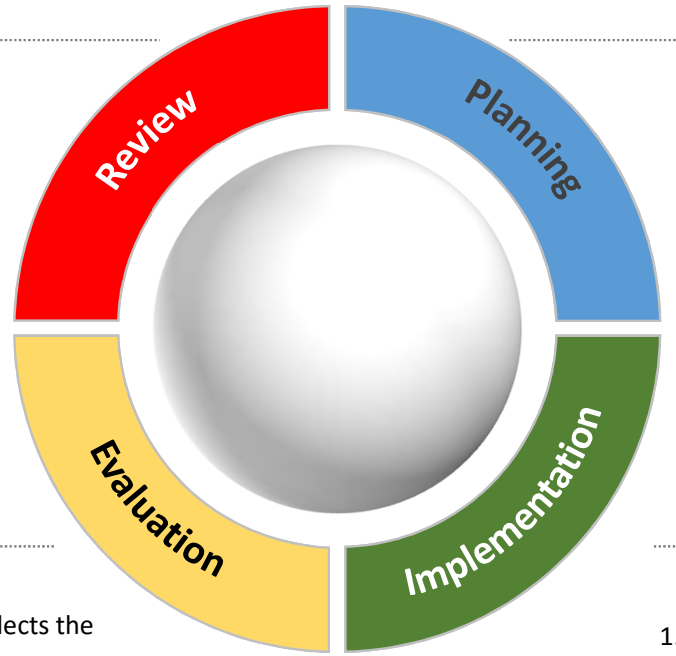
1. Does your policy include systematic evaluation by all (independent) stakeholders?
2. ….give credits to specific type and objectives of education?
3. ….. take into account different target groups and needs?
4. Do you have a set of clear targets for the different objectives?
5. Do you have a communication plan in line with your evaluation policy ?

1. Is your evaluation policy effective?
2. Can you show how this policy improves (the effects of) your education?
3. Can you proof that all relevant stakeholders have been involved?
4. Can you assure for independent evaluation?
5. Celebrate your success !

1. Communicate your policy to all your stakeholders
2. Adjust data collection procedure to specifics of the different stakeholders;
3. Involve independent experts in different stages of your policy;
4. Dedicate staff time to implementation of this policy.

Main quality aspects of EQAVET for providers – Staff development and allocation

1. Does your profile reflect the current standards on teaching and training qualifications?
2. Can you prove that your development plan meets the needs of all staff?
3. Does your profile and recruitment strategy include competences and skills which relate to the ambitions of your organization?
4. Did you consider training impact measures?
5. Can you prove that your investment in training prepares your organisation also on future developments?

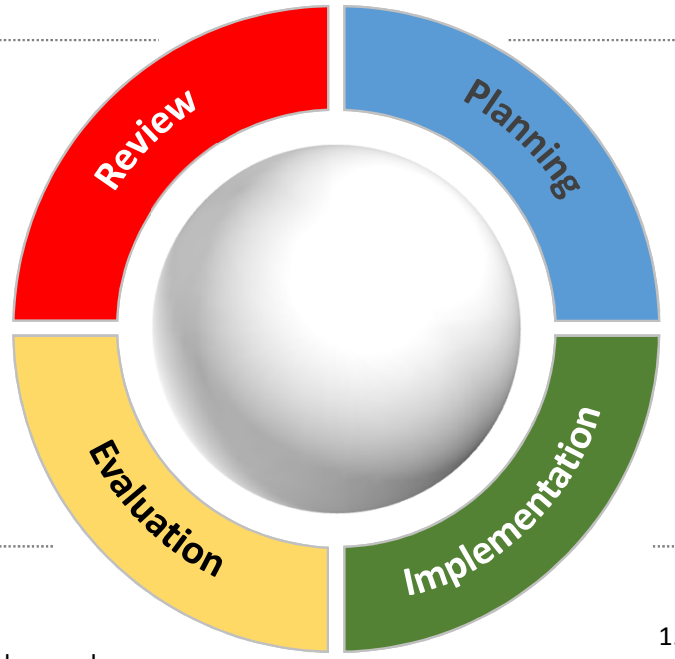


1. Use a professional competence profile for teaching staff, relating to vision of the institute
2. Define the ambition of your development plan
3. Develop staff allocation policy which takes into account the specific needs of different target groups
4. Arrange for staff development policy which takes account of organisational objectives as well as of individual needs
5. Plan for continuity and develop a stable knowledge base in your organisation

1. Can you demonstrate that the profile used reflects the professional standard regarding teaching?
2. Can you demonstrate that staff training leads to better learning outcomes?
3. Do you arrange for evaluation dialogue with students (content, program and delivery)?
4. Can you demonstrate that staff allocation has met the needs of the learners?
5. Evaluate competence profile?

1. Allocate and communicate on available resources for staff development.
2. Develop alternative but accredittable training path ways (individual, group) for staff
3. Arrange for periodic development dialogue and follow up for all staff
4. Respect learners and allocate staff according to teaching requirements and expertise.
5. Communicate the intended outcomes of staff development

Main quality aspects of EQAVET for providers: Learning methods



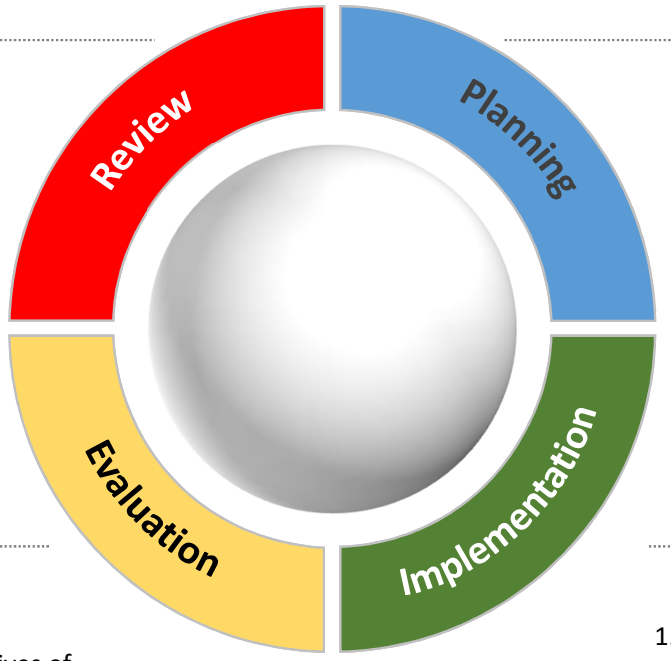
1. Experience is used to build a knowledge base on effective teaching and training
2. Independent experts consider selected teaching and training methods of highest standards
3. Teacher jointly evaluate areas of improvement regarding training methodologies used

1. Teaching methods are chosen based on knowledge of target group, objectives and training content
2. Teaching methods chosen are evidence based
3. Staff responsible for development of a curriculum meet the current standard on teaching and training methods to be used
4. Objectives and outcomes are clearly defined
5. A common evaluation is planned for

1. Learners are involved in evaluating the curriculum and teaching
2. Learner experiences are shared between responsible staff
3. Staff jointly evaluate the individual learning outcomes achieved systematically
4. Staff jointly evaluate the learning methods used

1. All staff responsible for delivery are experienced in the required teaching and training methods
2. Staff development programs cover knowledge gaps in required teaching and training skills
3. Staff is stimulated to explore new training methods and tools
4. Staff is exchanging experiences as well as materials on teaching and training
5. Staff flexibly adapts methods to needs of individual learners

Main quality aspects of EQAVET for providers: Intake and entrance level



1. Are learners denied access to a curriculum for the right reasons?
2. Do teachers evaluate the aptness of the intake procedure?
3. Do teachers evaluate the aptness of the entry support system helping to offer access to all potential learners?
4. How is the institute's learners recruitment performance compared to institutes offering similar curricula?

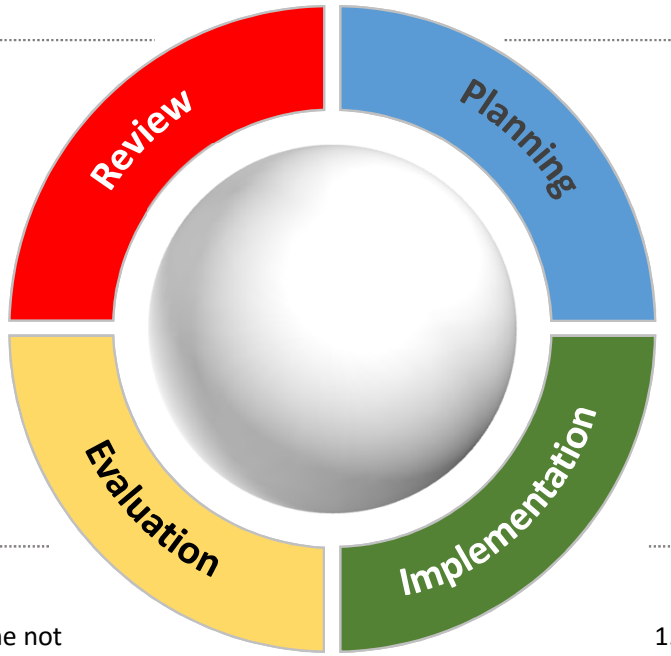
1. Enrolment criteria are defined for each specific curriculum and education objective
2. Intake procedures are formalised for each curriculum
3. Staff is competent in running the intake procedures in a similar and consistent way
4. A common communication, intake and welcome activity (individual intake, assessment, presentation etc.) is arranged for and communicated to all potential learners
5. Alternatives are designed for those potential learners who do not meet all the requirements (additional test, EVC etc.)

1. Are enrollment requirements in line with objectives of education and the potential learners it is meant for?
2. Do leaners understand how intake and entry requirements are related to the objectives of the curriculum?
3. Do stakeholders agree with the set of entry requirements in respect of the objectives of the curriculum?
4. Do teachers evaluate the way they have run the intake and welcome activities?

1. Entry requirements are communicated to all stakeholders
2. Staff use learner information to offer entry support to potential learners in need
3. Alternatives are offered to those learners who do not meet the enrollment criteria

Main quality aspects of EQAVET for providers: Accessibility and equal chances

1. The institute is able to demonstrate having an effective open access policy at all levels of the organisation
2. The institutes is aware of how their access policy stands out when compared to access in institutes offering similar curricula
3. The continuous strive to improve education is used to promote improvement on access and equal chances
4. For better access the institute collaborates with institutes who are responsible for VET aspirants



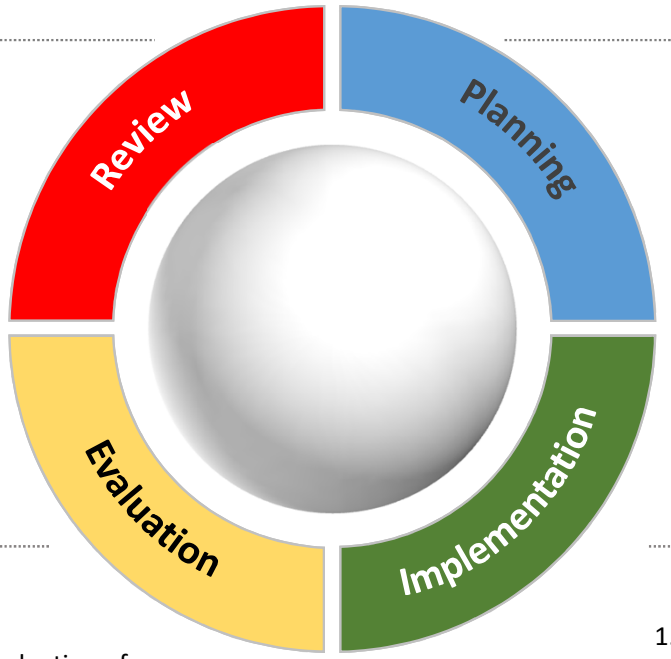
1. Vision on purpose of education is translated into an access policy for the objectives of a specific curriculum
2. Performance indicators are defined regarding access
3. A recruitment and marketing strategy is developed based on knowledge of target group and indicators to be met
4. Potential groups at risk are identified in advance and alternatives are developed

1. Do all learners feel welcome? Alternatives for the not accepted?
2. Do learners evaluate the offered entry support programs?
3. How do stakeholders evaluate the accessibility of a specific curriculum of the institute?
4. Do indicators show that all potential learners have an equal chance for access?
5. Do indicators grant access to the best or to the apt?

1. Staff is able to apply the access policy in a consistent and similar way
2. Access information of all potential applicants is collected
3. Different stakeholder organisation as well as supplying education are contacted and informed
4. Learners who's access is denied are contacted and their feedback is collected

Main quality aspects of EQAVET for providers: Curriculum

1. Is the institute able to proof that stakeholders are committed to the aim, content and methodological approaches of the curriculum?
2. Are alumni experiences used to improve on content as well as employer involvement?
3. Was the curriculum offered by teachers who meet the required didactical skills for the defined target group?



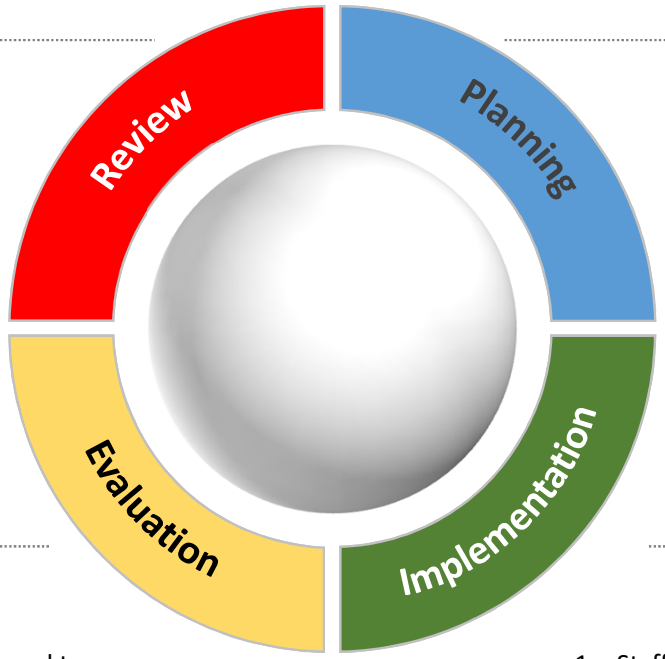
1. (New) Curriculum design is direct consequence of an actual labour market need
2. Employer (representatives) are involved in the design of the curriculum and learning outcomes
3. Employers (representatives) are used to reflect on the content required to cover future needs
4. Content is finalised based on employer commitment (apart from meeting official obligations)
5. Content training methods takes into account the needs and different learning styles of the learners

1. Employers (representatives) are involved in the evaluation of the learning outcomes of the curriculum
2. All learners evaluate learning outcomes as well as methods used
3. All responsible staff evaluates learning outcomes achieved as well as content and methods used
4. Staff evaluate the causes of non-successful learners

1. Employers are actively involved in the delivery of the curriculum
2. Roles and responsibilities are clearly defined (including for WBL parts)
3. Staff exchange their experiences as well as didactical materials
4. Delivery is individualised when needed
5. Groups at risk are offered supporting didactical materials as needed

Main quality aspects of EQAVET for providers: Coaching, mentoring and tutoring

1. Training is offered for preparation on specific tasks for staff who do not posses required competences (including the stakeholders)
2. Corrective measures are taken to stakeholders who do not meet the agreed responsibilities
3. Learning outcomes are used to evaluate the effectiveness of the different tasks and roles defined in the curriculum



1. Specific tasks and roles regarding education and training are defined in the curriculum
2. Additional educational roles are defined on basis of learner needs and knowledge of target group
3. Stakeholders tasks and responsibilities are communicated and formalised
4. Resources are allocated to staff for the specific tasks and roles
5. For specific roles the stakeholder network is elaborated to assure for in-time continuity of the education (practice period, WBL etc.)

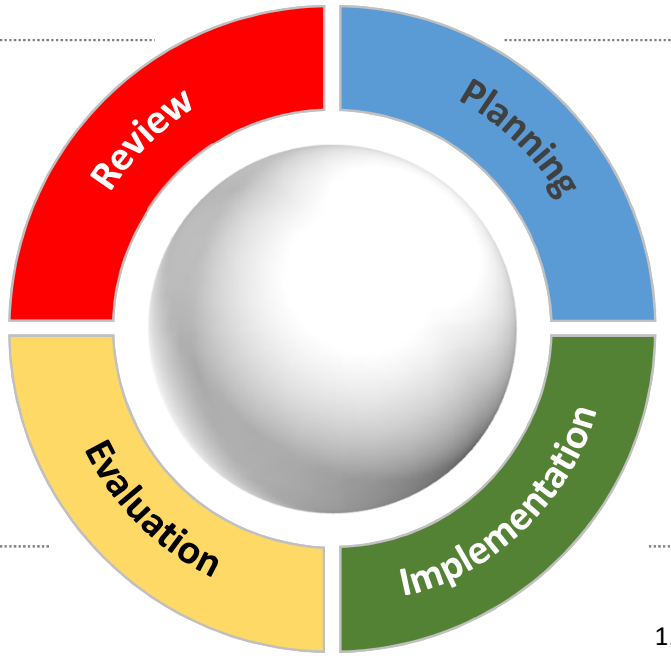
1. Periodic contact moments with stakeholder are used to collect feedback on progress and outcome
2. Learner evaluation is used to collect feedback on effectiveness of designated tasks, roles and responsibilities
3. All responsible staff evaluate the impact of the designated tasks and roles and the way the tasks and roles are dealt with

1. Staff are appointed to specific tasks according to the required competences
2. The curriculum arranges for preparation of the learners to their designated tasks and responsibilities
3. Learner information is used to offer in-time specific staff support for continuity in education
4. Learners posses required minimum level of skills and competences prior to “out of class” training (practice period, WBL etc.)
5. Required stakeholders are linked to learners based on learner needs and learning opportunities on offer

Main quality aspects of EQAVET for providers: Guidance and care structure

1. Can the institute demonstrate that its guidance and care structure is effective in supporting learner progress?
2. Stakeholder network is used to increase knowledge of staff on certain guidance and care issues

1. Is the exit policy used to collect information on the quality of service and education provided?

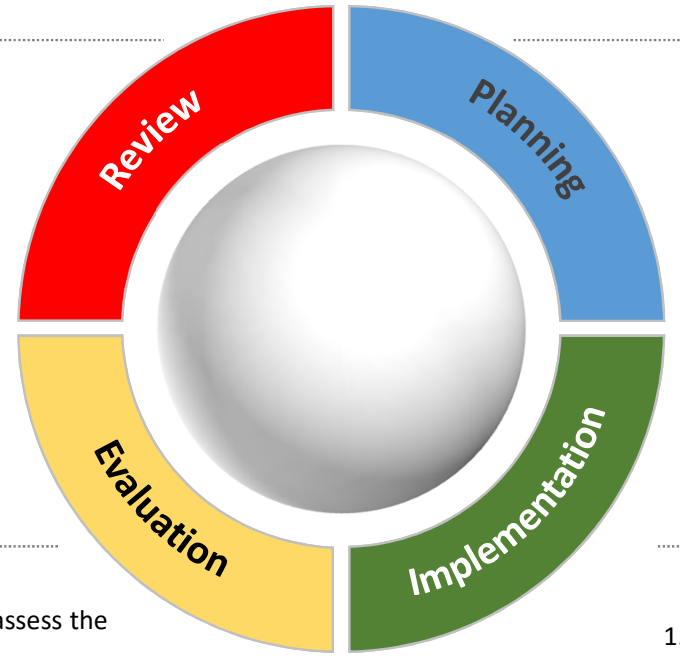


1. The institute has a clear policy regarding guidance and care service on offer for learners
2. The institute has an exit policy
3. The institute has a set of indicators which guide its policy on guidance and care

1. Learner feedback is used to evaluate the effectiveness and quality of guidance and care services delivered
2. Management and staff evaluate the effectiveness of services delivered
3. Stakeholder network is asked for feedback on services for learners who have been referred to by the institute

1. Staff with competences and skills regarding guidance and care are appointed to different guidance and care tasks
2. Staff pro active use learner information on progress and offer tailor made support on guidance and care issues
3. Staff develops active network of stakeholders regarding guidance and care issues which cannot be covered by the institute
4. Staff has personal exit contact with learners leaving the course before ending the curriculum

Main quality aspects of EQAVET for providers: Examination and certificate



1. Can the institute demonstrate that the examination criteria also cover future needs?
2. Can the institute demonstrate how the recognition of their curriculum compares to those of other institutes?
3. Can the institute demonstrate that employers highly value the certificate /diploma of the curriculum?
4. Examination criteria are adapted to new labour market demands

1. Examination criteria are set based on labour market needs and professional standard of a (certain group of) profession
2. For learners and employers a complaint procedure is described
3. Employers role and responsibility in the examination is described and formalised
4. Staff is appointed as examiners

1. Feedback of stakeholders and alumni is used to assess the standard and procedure of the examination
2. Alumni network is used to establish career progress of alumni
3. Feedback of employers is collected to assess employer satisfaction on skills and competences of former learners of the institute
4. Feedback of staff is used to assess the exam procedure and criteria
5. Complaints are used to monitor and assess procedures and criteria

1. Examination criteria and procedure are communicated to all stakeholders
2. Appointed staff meet the skills and competences required for examination
3. The complaint prioedure is communicated to all relevant stakeholders