

PROJECT

GOAL

The objective of the project “Expanding the quality ‘SPIRIT’ of VET” is to develop a set of guidelines which enable and support the leadership in a VET-provider organisation to motivate and engage teaching staff in quality assurance initiatives.

WORK PACKAGES

WP1 – PROJECT MANAGEMENT

Deliverables:

1. Project management manual
2. Partners contracts
3. Minutes from four transnational meetings
4. Interim and final report

WP2 –THE ATTITUDES AND EXPERIENCE OF THE LEADERSHIP AND TEACHING STAFF OF QA- INITIATIVES IN VET-INSTITUTES

Deliverables

1. Questionnaire for interviews
2. Interview of leadership and teaching staff at VET providers
3. Analysis of Data and summarizing reports

WP3- FEEDBACK SEMINAR FOR VET-PROVIDERS ON THE REPORT (WP2)

Deliverables

1. Seminar content
2. Marketing Materials for workshop
3. 4 workshops for 70 VET-providers in 4 countries
4. Workshop reports and analysis

WP4- GUIDELINES FOR VET-LEADERS IN QUALITY INITIATIVES

Deliverables

1. Draft guidelines
2. Report on test of draft guidelines
3. Final Guidelines

WP5- DISSEMINATION AND VALORISATION

Deliverables

1. Project website
2. Bi-annual E-newsletter
3. Four Local/National Dissemination meetings
4. Quality in VET” CD-ROM
5. One final European conference

RESULTS

- I. Developed learning model
- II. EQF mapping system
- III. Workshop programme for companies
- IV. Employers CD-ROM
- V. Project website

PARTNERS



Folkuniversitetet Kursverksamheten vid Uppsala Universitetet



Ufficio Scolastico Regionale per il Friuli Venezia Giulia

Ministero dell'Istruzione, dell'Università e della Ricerca

REVALENT Quality by learning

Revalento



Beypazarı District Directorate For National Education



Quality Austria Training, Certification and Evaluation LTD.



N.P.Pastuhov's State Academy
of Industrial Management



Institute of Economics,
Management and Law of Kazan



Republican Institute
for Vocational Education



Tomsk State University



Expanding the quality “spirit” of VET
Q & VET

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Expanding the quality "spirit" of VET (Q&VET)

Leonardo da Vinci Project

The opportunity for networking and debate provided by the QALLL thematic monitoring network in the framework of the Berlin Conference (November 28th, 2011) allowed two participating institutions, the Folkuniversitetet Uppsala University (SE) and the Ufficio Scolastico Regionale Friuli Venezia Giulia of the Italian Ministry of Education, University and Research (IT) to share their views, ending up in the development of the idea of joining forces in the creation of the Q&VET Expanding the quality "spirit" of VET project.

In order to achieve the goal of the project, the elaboration of guidelines supporting leadership in a VET organisation to motivate and commit teaching staff to value, participate, implement, evaluate and review quality initiatives, the following contributions are required within the framework of the current Leonardo da Vinci Development of Innovation project.

In particular the partnership will exploit the wide cross-sectoral theoretical and practical knowledge in quality models and quality management ensured by the partner Quality Austria, a reference point not only in Austria but worldwide. The partner State academy of industrial management (Russia) will ensure its



skills in quality assurance, especially in relation to VET in general and particularly in VET leadership and management. Moreover the project will be based on the in-depth experiences of quality initiatives in the VET sector, opportunities and barriers provided by the Folkuniversitetet Uppsala University (Sweden). The project activities will take advantage of previous experiences with the implementation of European quality assurance projects in the framework of Leonardo da Vinci.

The current initiative will also be based on experiences of mainstreaming QA project results in VET. As a matter of fact many Leonardo projects have a limited impact, even if their products are excellent, because they fail to include public institutional stakeholders. From this point of view the project involves as a partner the Italian Ministry of Education, University and Research and the Beypazarı District Directorate.

For National Education (Turkey), public bodies are significantly experienced in mainstreaming activities. They will provide the necessary know-how and support in the dissemination and in the definition of the project's valorisation strategy. Moreover knowledge and experiences of innovation and ICT-based methodology in quality management in VET will be provided by the Institute of Economics, Management and Law of Kazan (Russia). These experiences will be crucial, since the expected guidelines will also have to address big VET providers.

It's to be noted that the current Development of Innovation project is based on the CQAF-VET provider model and aims at the elaboration of user-friendly and effective guidelines.

The Quality approach in the Italian systems of education and training

From the organizational point of view it should be clarified that in Italy there are two systems that govern the training:

- ♦ the education system that governs the technical institutes and vocational institutes under the responsibility of the Ministry of Education;
- ♦ the vocational training system under the responsibility of the Ministry of Labour and of the Regions.

In Italy, bodies of Vocational Education and Training (IeFP) in order to access public funds are required to be accredited by the regions and, in line with European recommendations, they must have implemented the models to guarantee the quality.

The majority of training centers has the ISO 9000 Certification.

The application of the Common European Framework of Quality Assurance CQAF in Italy - Isfol

To ensure the effects of European initiatives and efficient dissemination of information, even in Italy were instituted national reference points (National Reference Points).

Some of the duties of the Reference points are:

- ♦ inform the main national stakeholders on the activities of the European Network on Quality Assurance in Vocational Education and Training (ENQAVET);
- ♦ provide active support for the implementation of the programs;
- ♦ promote practical initiatives to strengthen the use of methodologies and the development of quality assurance in vocational education and training.

The Italian Reference Point has been a Guidance Committee (Board) which includes the Ministries of Labour and Education, the Regions, the social partners and representatives of providers of education and vocational training.

The Reference Point is an crucial tool to facilitate the passage of information on issues of quality from the European to the national level.

Quality Assurance in initial VET and higher professional education in the Netherlands

In the Netherlands the educational programmes of Initial Vet institutes (level 2, 3 and 4) are controlled and regulated on behalf of the Ministry of Education by "Het waarderingskader BVE" (meaning: valuation framework initial VET and AVET). The Inspectorate is the supervisor for this framework. The institutes are hold responsible to make their delivery process transparent according to the themes and criteria set out in this framework. Apart from that they are free to use one of the standard quality models like INK (very strongly EFQM related) or ISO to align all areas and processes. ISO is only rarely used. The framework is set up in such a way that organizations themselves are responsible for finding and describing the criteria which they need to meet. All processes need to account for in a PDCA-type of circle thus focusing on continuous improvement. The "Waarderingskader BVE" covers the following elements: Governance, Requirements by Law, Accessibility, Program, Learning methods and processes, Career guidance during study, Association and safety, Output (effectiveness). Initial VET institutes indicate that the Quality framework has a tendency to become to elaborate. Initiatives often are taken because of Inspectorate feedback and not anymore as a logical consequence of a PDCA-attitude within the

organization.

Within higher professional education (levels 5 and 6) the official recognition as well as validation of purpose and quality is officially done by the NVAO (Dutch Flemish Accreditation Organization), again on behalf of the Ministry of Education. Accreditation is primarily given for the professional curriculum itself but not for organizations. An accredited curriculum benefits from this recognition since the institute will receive finances from the Ministry and its students are eligible for a study grant. Accreditation means that NVAO has found good evidence that the training is covering the following themes adequately: Purpose of the training; Content of the training; Employment of staff (both qualitative as well as quantitative); Infrastructure and materials; Tutoring, mentoring and guidance; Internal quality care; Conditions for continuity (for students as well as in general). Apart from this a new training needs to demonstrate how the training is adjusted to the terms and demands of the professional field. To work in a systematic way toward these criteria the institute my opt for a Quality Assurance framework. The institutes for higher professional education as a sector have all opted for the use of the Dutch version of EFQM (INK) to demonstrate their quality and their continuous attempt to improve.

The Quality Models of VET in Russia

Until 2011, the external assessment of VET quality in Russia was carried out by the criteria of the state accreditation and included a self-assessment once every five years. Accredited organizations gave out the state-issued certificates recognized by all stakeholders. From September 1, 2013 the new law "On Education in the Russian Federation" abolished the state accreditation of VET and created the basis for independent quality assessment by consumers, employer associations and unions or specific non-state agencies.

Nowadays self-assessment for educational institutions is determined by the abovementioned law. The results of self-assessment should be published on the websites of organizations; the set of obligatory criteria of self-assessment is developed by the Ministry of Education and Science.

There are currently three types of the development of the external independent quality assessment of VET in Russia:

1. Certification of professional qualifications is provided by authorized centers of assessment and qualification certification created mostly on the branch principle. It is used to confirm the qualification of an expert, obtained while mastering an additional professional program.
2. Professional-and-public accreditation of advanced professional programs. It is used to confirm (recognize) the quality of programs and results of professional retraining or qualification improvement for new kinds of professional activity and the attestation of specialists.
3. Public accreditation or certification of quality of organizations providing advanced professional programs. It is the accreditation of educational institutes by professional associations or quality recognition of VET through management system certification for accordance with international standard requirements.

All three types have their own consumers and can exist separately or together.