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Quality in Education and Training

Cases of Good Practice in VET and HE
Main results of the study

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Agenda

- What can we learn from the cases?
- VET and HE: Communalities and Differences
- Interrelated issues
- Questions for discussion



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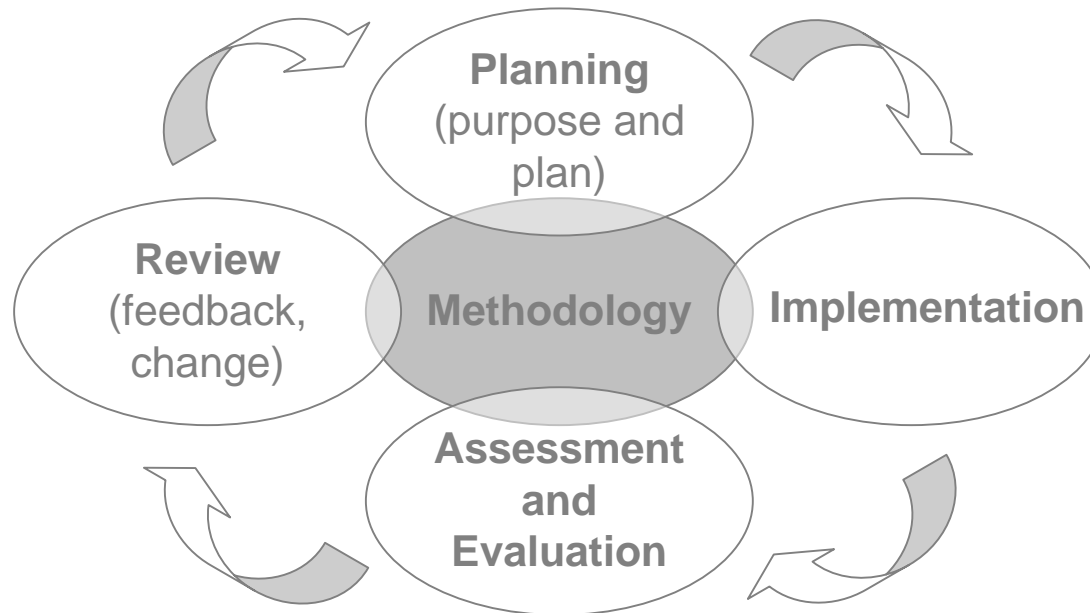


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Thematic areas related to CQAF



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What is Quality assurance?

Definition of quality:

Quality is a construction.

$$\text{Quality} = \frac{\text{Experience}}{\text{Expectations}}$$

Quality is to meet the needs of labor markets and the needs of the society





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Benefits of Quality assurance

- Mutual trust
- Transparency
- Credit transfer
- Recognition of qualifications and competences
- Attractiveness of VET
- Increasing mobility
- Facilitate life long learning



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Tools for Quality assurance

- Funding
- Quality systems/concepts (The systematic work)
- Standards (input, process, output)
- Market mechanisms:
 - Employment, satisfaction and salary
 - Students and parents (critical consumers)
 - Social partners
- The schools (managers, teachers)
- The ministries of Education and Labour
- The ways of thinking (quality culture)
- Peer reviews – nationally and internationally



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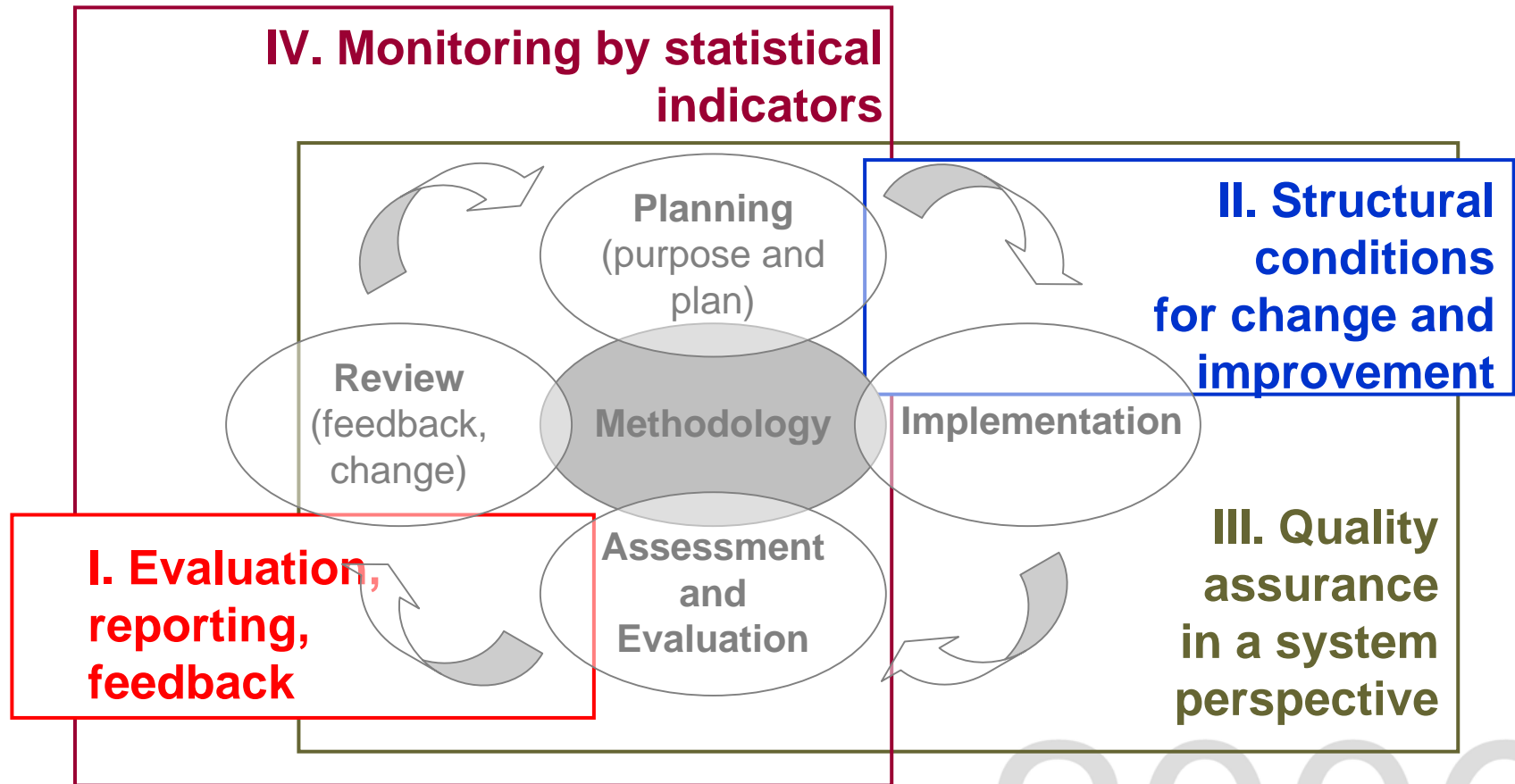


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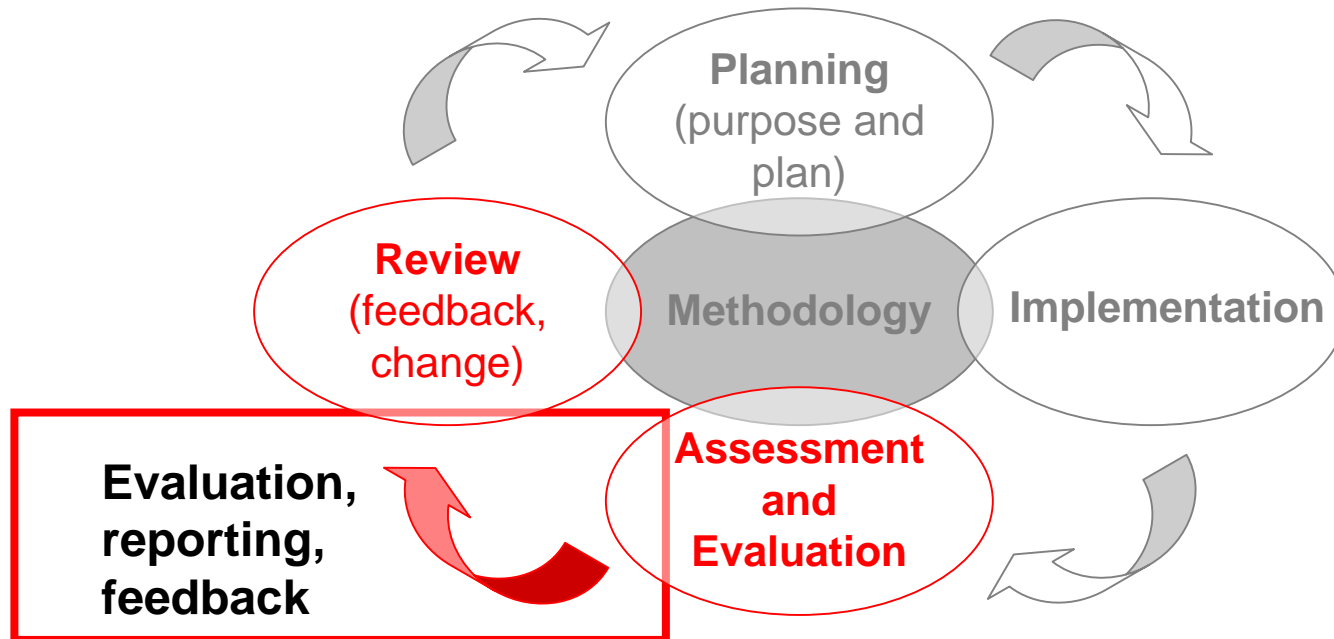


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I. Evaluation, reporting, feedback





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I. Evaluation, reporting, feedback

CASES 1 and 2:

HE: **The Netherlands** - quality management in the higher education system

VET: **Spain** - evaluation, reporting and decision-making in the VET system

What can we learn from the cases?

Netherlands HE: long tradition and experience in the combination of self-evaluation with external evaluation

- set up of a bi-national system with Flanders
- strengthening of consequences of evaluation
- prolongation of the quality cycle
- strengths as well as the costs of a comprehensive system

Spain VET: strong emphasis on partnership and common procedures of goal finding and goal formulation

- feedback loops across the institutional levels, top-down & bottom-up
- use of a set of national indicators as an integrating information base



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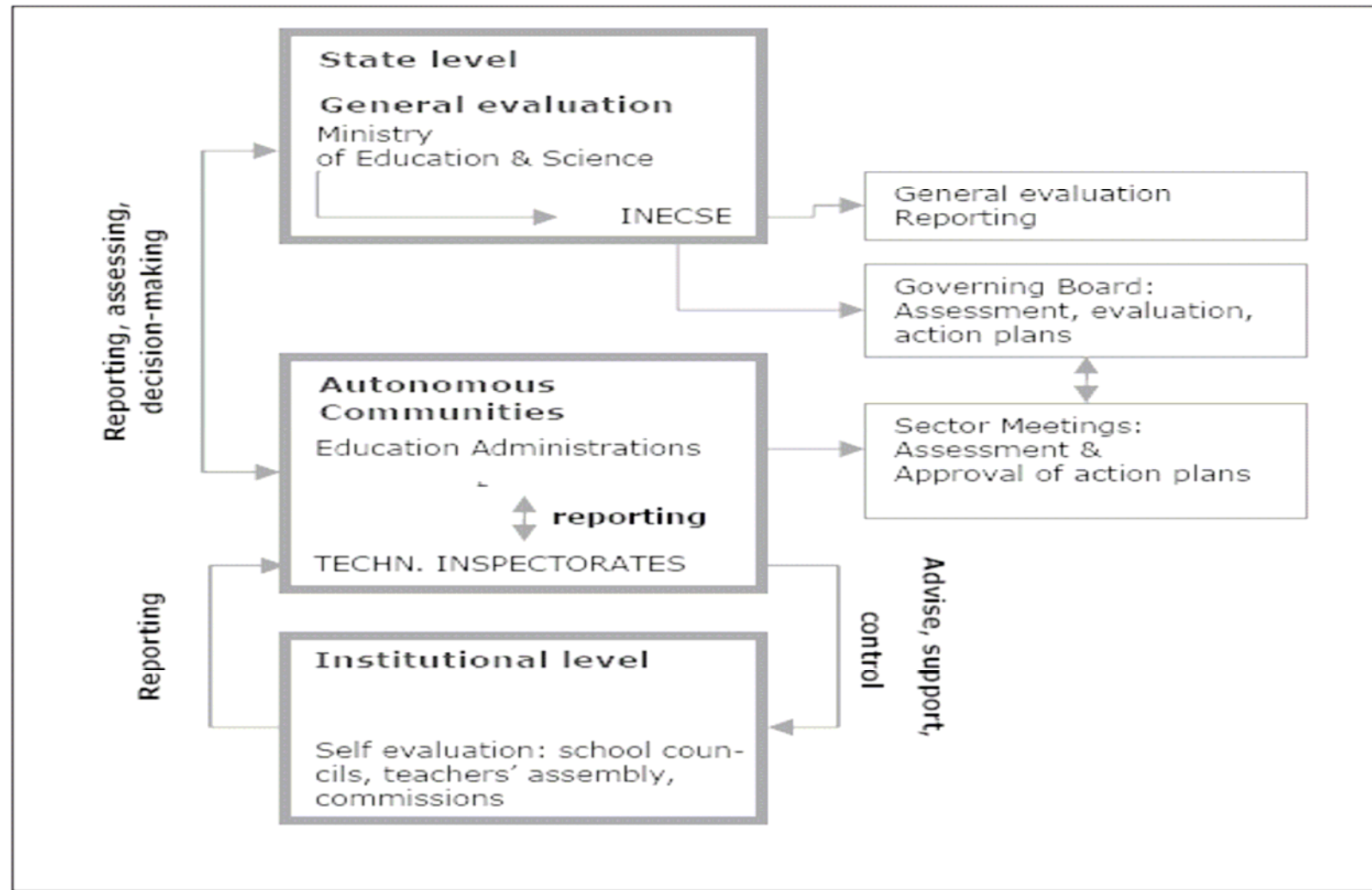


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Figure 2: Institutional architecture of QA



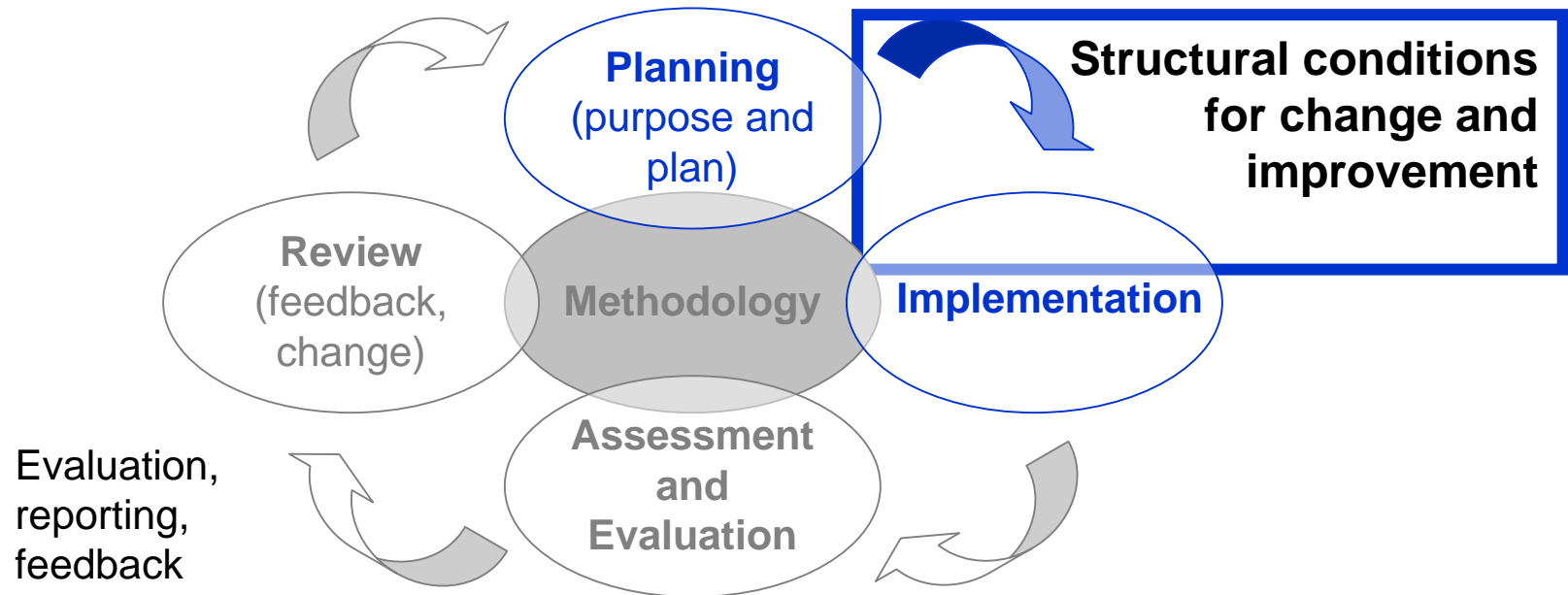


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II. Structures for change/improvement





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II. Structures for change/improvement

Cases 3 and 4

VET: **Germany** - updating apprenticeship profiles

VET: **United Kingdom (England)** - local school improvement and inspection

What can we learn from the cases?

Strong relationship between institutional structures and practices of the matching of VET supply with economic demand

- Germany: QA by regulation in the input-oriented system; comprehensive institutional set-up of the creation of new apprenticeship profiles
- U.K.: QA by demanding a quality system by providers in the output-oriented system; evaluation procedures and inspection in VET institutions

Different sources of complexity of the implementation mechanisms

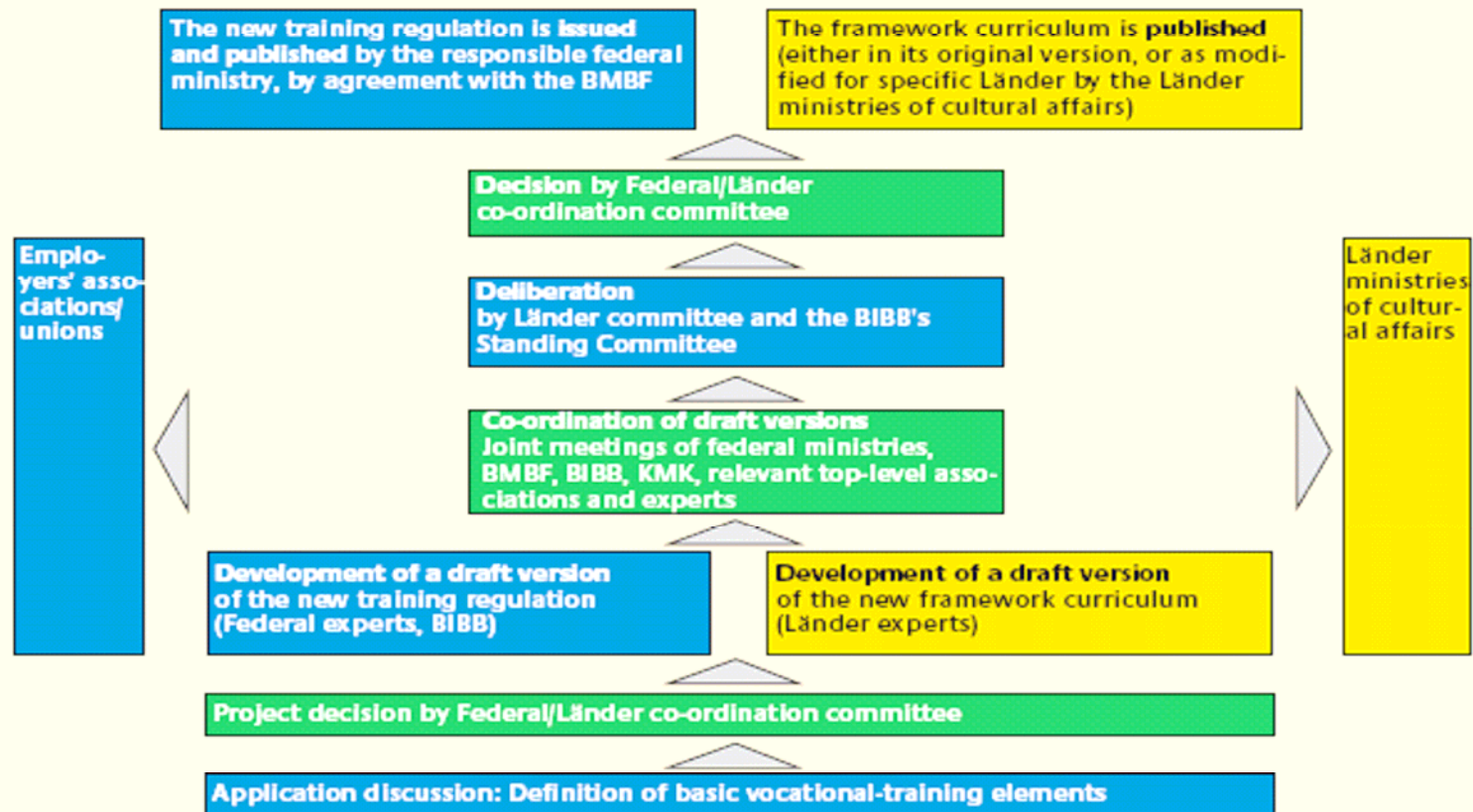
- Germany: “*Berufskonzept*” and complex procedures of the development and change of programme profiles on the input side
- U.K.: competence-based system and a high complexity of the organisational and institutional structure (NQF-qualifications and accrediting bodies)



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Co-ordination of training regulations and framework curricula

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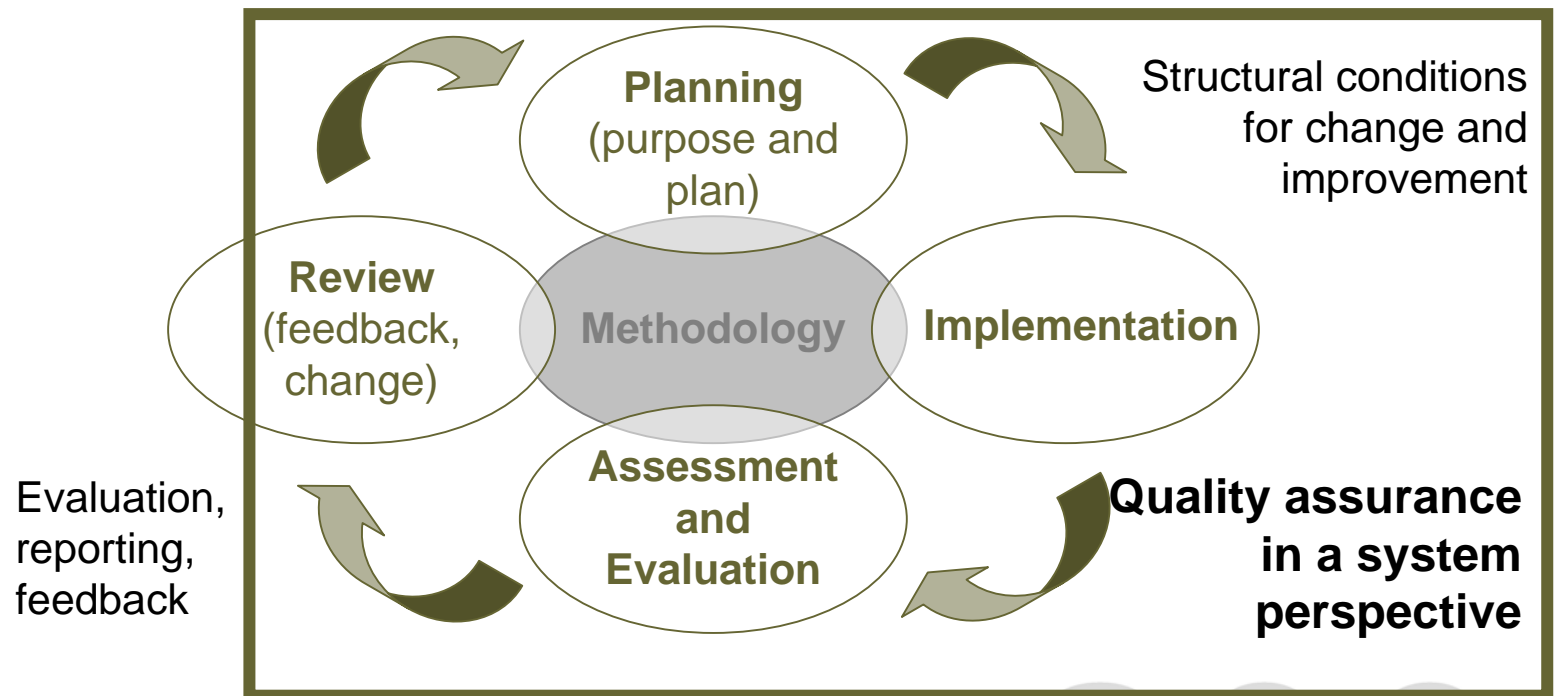


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III. QA in system perspective



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III. QA in system perspective

Cases 5 and 6

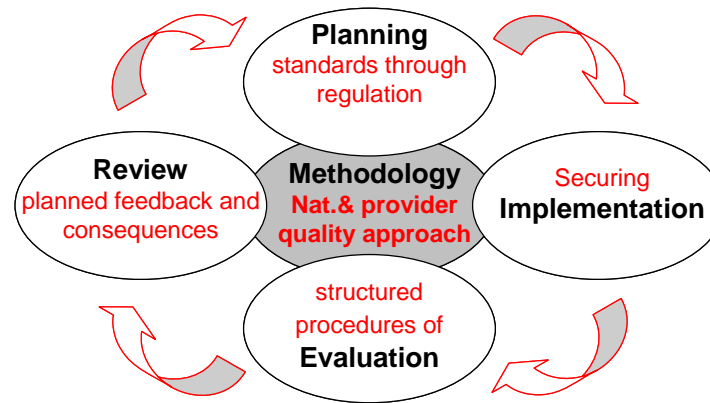
VET: **Ireland** - FETAC

HE: **Austria** - FH-Council

What can we learn?

Quality cycle

realised in a similar way
by the two approaches



Key success factors of single sectoral accrediting bodies:

- an independent external body
- with clear tasks and responsibilities,
- based on a legal framework, and
- the involvement of the providers' activities of selfevaluation

Providers should receive clear incentives for setting up their quality procedures, and have a high degree of autonomy for their decision-making.



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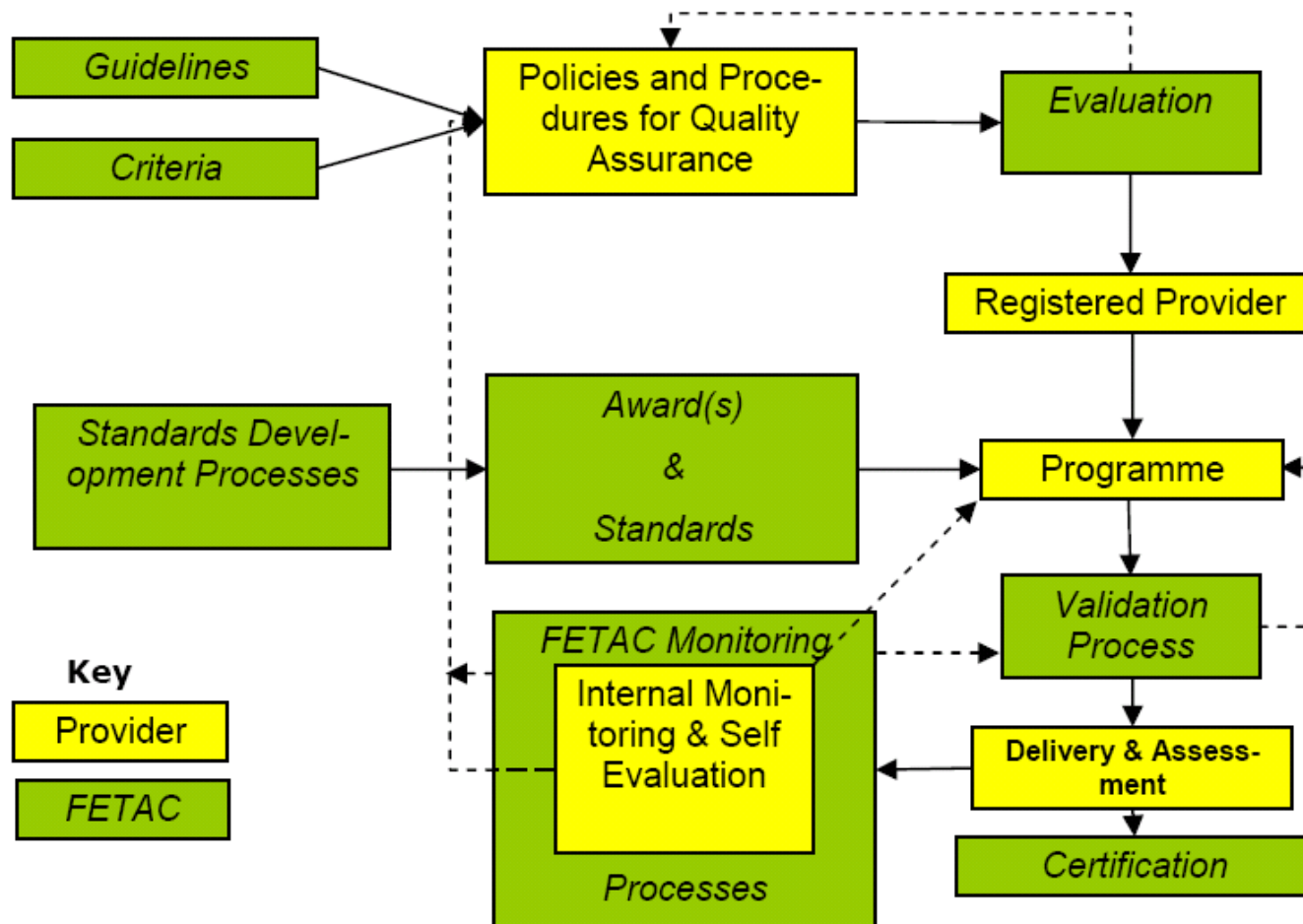


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Figure 6: Provider registration and programme quality assurance



Source: Balfe 2005



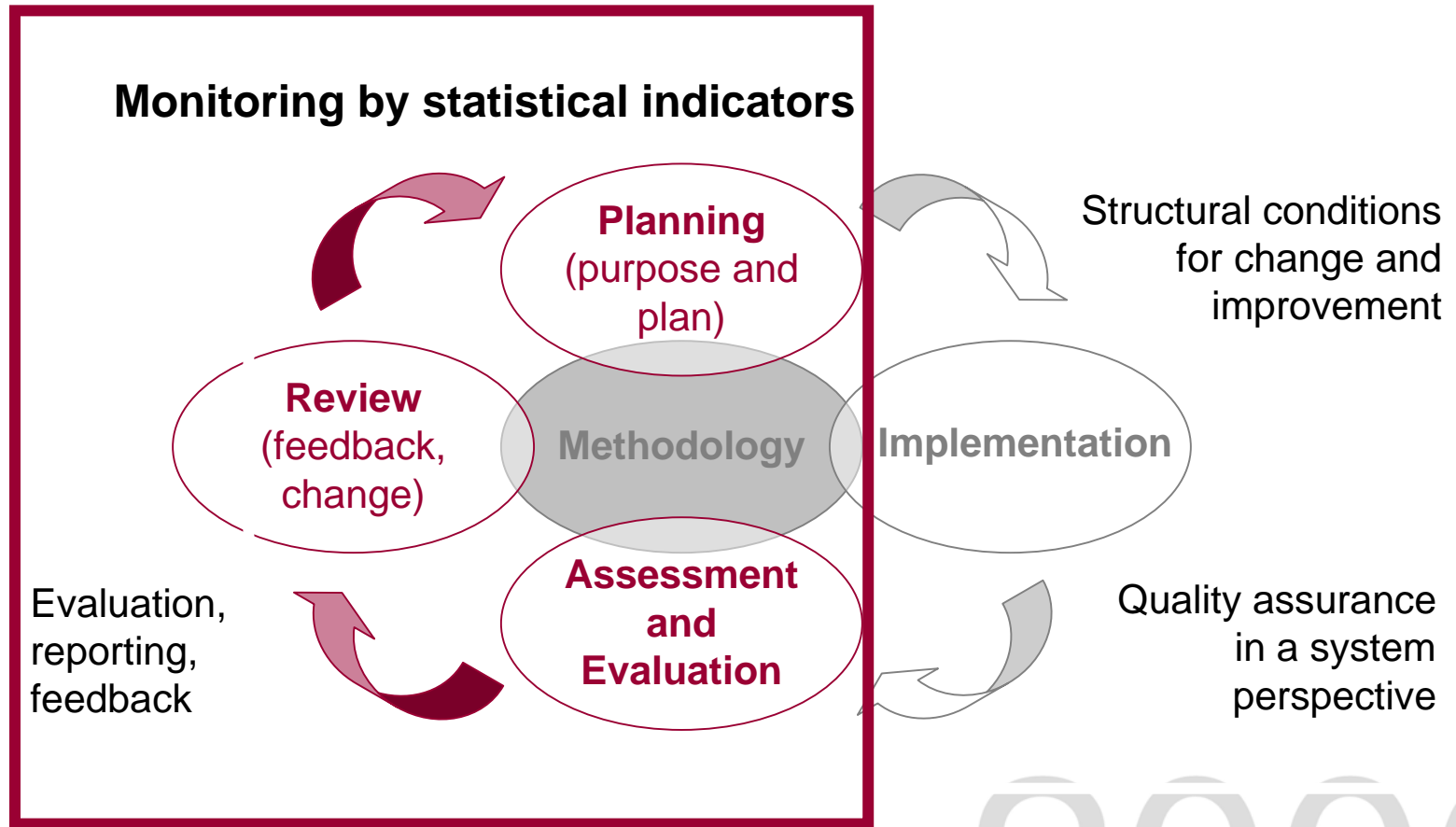


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IV. Monitoring by statistical indicators



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IV. Monitoring by statistical indicators

Cases 7 and 8

VET: **Denmark** - use of statistical monitoring in QD/QA at several levels

HE: **Sweden** - production and use of statistics

What can we learn from the cases?

Key challenges in the use of statistical data for QD/QA:

- steps from descriptive data and information to quality indicators
- effective and timely production of the indicators

Definition of quality indicators requires clear operational goals and objectives

- cooperation among the various institutions and actors in educational and statistical agencies important requirement for indicator development

Use of statistical monitoring at institutional level an important lever for the use and development of system monitoring



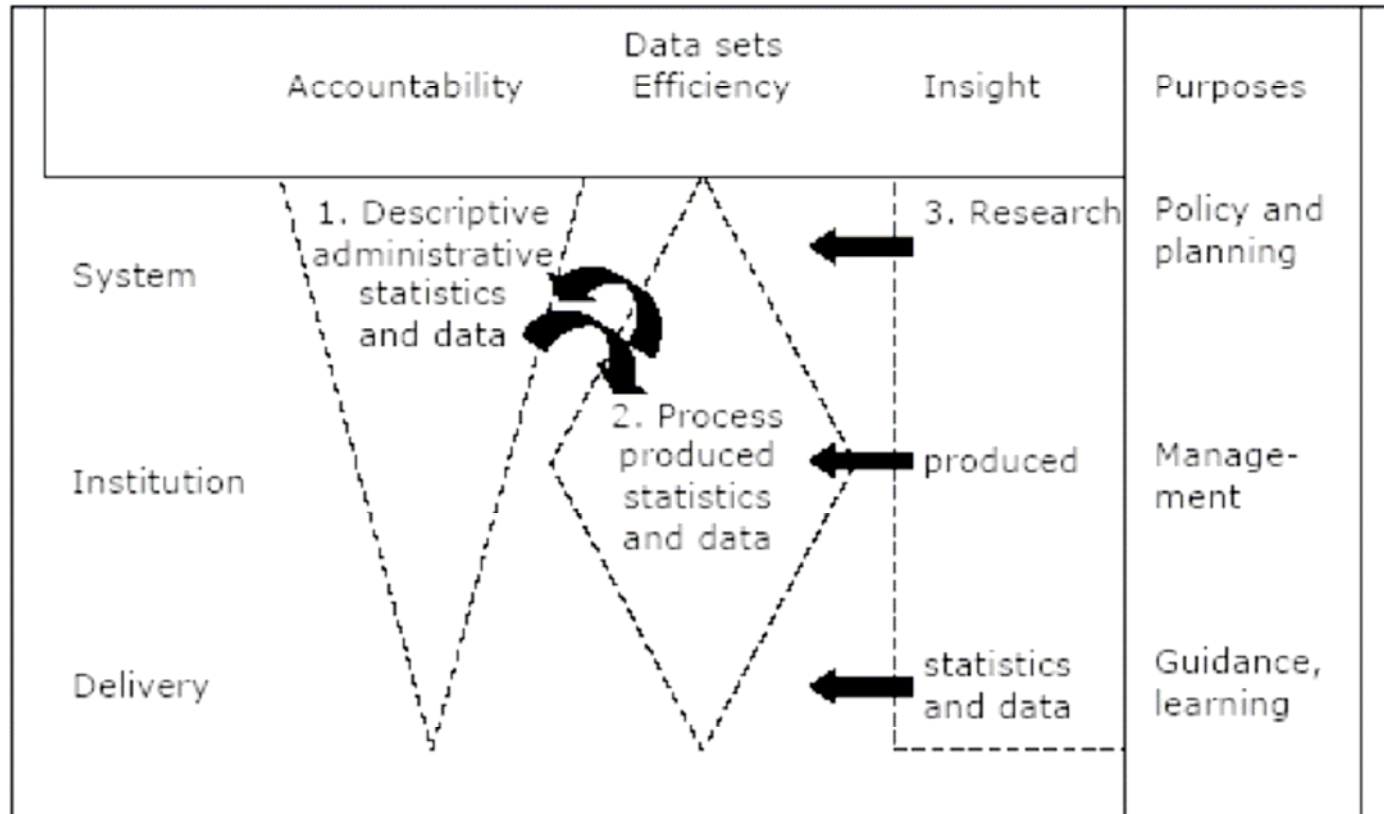


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Figure 9: Mapping of different kinds of data sets



Source: Own conceptualisation by the author



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VET and HE

- **Universities' practices might differ more markedly from VET than the polytechnics' practices:**
Parallel view on VET and HE in two thematic areas (evaluation and feedback; systematic approach), in HE one university system and one polytechnic system:
 - similarity of accrediting bodies for VET in Ireland and for Austrian FH
 - procedures in NL universities different from VET in Spain
- **Quality management in VET more strongly related to state institutions; in HE, particularly in universities, stronger influence of autonomous institutions and independent bodies**
 - comparison of FETAC and HETAC in Ireland might provide further insight into similarities and differences between VET and HE
- **National – regional – transnational relationships**
 - national and regional or sub-national structures are strong in VET,
 - in the university sector the international relations and orientations are stronger



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Interrelated issues

- **A common core for quality indicators:**
 - placement and transition to employment of graduates
 - completion and retention of students
 - teacher competences and teacher development measures
 - resources
- **Complexity of quality systems a price for deregulation?**
 - organisational complexity instead of regulatory complexity
- **Regional or sub-national structures increase complexity and need for cooperation and coordination**
- **Interrelation of national systems and transnational cooperation?**
- **Strengths and weaknesses of occupational concepts and their relation to qualifications-competences in the EQF?**
 - difference VET – HE (occupations, vocations vs. disciplines?)
 - how to learn from each other?



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Questions for discussion

1. **How to balance QD and QA?** Which aspect should be more strongly emphasised? Which mechanisms are supporting which aspect?
2. How to integrate **qualitative and quantitative** information and knowledge? How is this related to the quality approaches at the different levels and the aspects of QD and QA?
3. How to find a feasible **degree of regulation**, which supports QD/QA, without leading to bureaucracy and inflexibility?
4. How to distribute the responsibilities among the various actors and stakeholders? Which roles can **intermediate bodies** play for furthering co-operation and co-ordination?
5. How to avoid “**over-complexity**” in multi-level co-ordination?
6. How to **involve the different types of actors** as partners in QD/QA?
7. How to build regional, national and transnational relationships in QD/QA?



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The End

**Thank you
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Education and Culture



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