



E in practice

THE NEW CQAF VET MODEL



project number: 2015-1-SE01-KA202-012245

Revalento

Stockholm, Sweden

March 2018

This project has been funded with the support from the European Commission. This publication (communication) reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained herein.

Content



- 1. Structure and content of original CQAF VET model**
- 2. Results additional research in AVET and IVET**
- 3. Updated model, self-assessment and guidelines**

Content of the original CQAF VET model



- 3 Axes (Content and learning, Organisation, Learner)
- 12 Themes (4 for each axe)
- 28 Indicators min 2 for each theme

Described in 4 levels of QA

Objective of original model



Originally: A Provider based model:

- 1. for focussing on learning outcomes**
- 2. incorporating EQAVET and continuous improvement**
- 3. for involving staff in QA → culture**

... presented in a self-assessment format online.

...developed for IVET and higher professional (adult) education

Content of the CQAF VET model



Axe	Theme	Indicators
1. Content and learning	Curriculum	Content development
		Learner's experience
		Employer's involvement
		Status
	Learning methods	Didactical approach
	Learner	
	Intake and entrance level	Enrollment criteria
	Learner information	
	Coaching, mentoring, tutoring	Task and roles
	Development of competences	

Example description used:



3.4.2		
Recognition		The organization can prove that it accredits all learners for successful closure of a curriculum or training.
		The organization can demonstrate that the accreditation is recognized by all relevant stakeholders .
		The organization can demonstrate that the accreditation covers current as well as future demand of the profession.
		The organization can demonstrate that its accreditation for a specific curriculum or training is considered to reflect an expert level in the professional field.

Main difficulties old version



- ❑ Complex language used
- ❑ Lack of control in translation process
- ❑ Not easy to fill in / use without elaborate explanation
- ❑ Questions linked to different indicators; not flexible enough
- ❑ Improvement suggestions not linked
- ❑ Update requires reprogramming
- ❑ Focus on axes is less flexible for user
- ❑ Although limited in terms of questions, still too many (and similar) questions

2. Presentation of results additional research



What are the most important criteria helping to achieve high quality leaning outcome?

30 criteria mentioned by 5 partner countries (101 institutes)

- No common agreement on any single criterion mentioned
- In some countries limited set mentioned, in others more
- Countries differ in what is the priority

Question 2: For good education how important are listed items?

Themes:	IT N=20	ES N=26	GR N=19	SE N=17	NL N=19	Sum of percentages
Learning and teaching	65	65	74	90	95	389
Staff development and allocation	65	65	68	60	68	326
Infrastructure and finances	65	65	53	50	100	333
Curricula	60	61	100	80	79	380
Apprenticeship and wbl	60	61	37	60	100	318
Utilisation of skills at workplace	50	50	68	60	74	302
Coaching, mentoring tutoring	40	38	63	70	79	290
Examination / certification /	30	31	47	40	63	211
Leadership	25	27	32	30	79	193
Outcome and accountability	23	23	68	40	42	196
Social responsibility	23	23	26	0	16	88
Accessibility	20	19	37	20	63	159
Intake and entrance level	15	15	53	60	42	185
Guidance (and care structure)	15	15	47	10	47	134
Internationalisation	11	12	16	0	37	76
Reduction of Drop-out	11	12	26	50	63	162



Conclusions:

- All 16 themes are mentioned in EQAVET and in CQAF VET model;
- The 16 themes are an elaboration of EQAVET
- Ordering of relevance is different for each country
- All are more or less important depending on context

Conclusion: we need more ***flexibility*** in use (national context as well as at users level)

3. The updated CQAF VET Model



Toward adapted CQAF VET model



Criteria of model stay the same:

- Focus on learning outcome
- Limited ambition regarding the area of QA: non-holistic model
- Incorporation of EQAVET / easy link to QA models in use
- Self-assessment format
- Promoting staff involvement and continuous improvement

New content areas:

Vision and policy:

1. Leadership
2. Support
3. Accessibility and inclusion
4. Reduction of drop-out

Organisation:

1. Outcome and accountability
2. Staff dev and staff allocation
3. Employer involvement
4. Examination/certification

Learner:

1. Introduction
2. Guidance
3. Care structure
4. Internationalisation

Teaching:

1. Curricula
2. Methods of teaching
3. Coaching, mentoring
4. Apprenticeship and WBL

A simplified self-assessment:

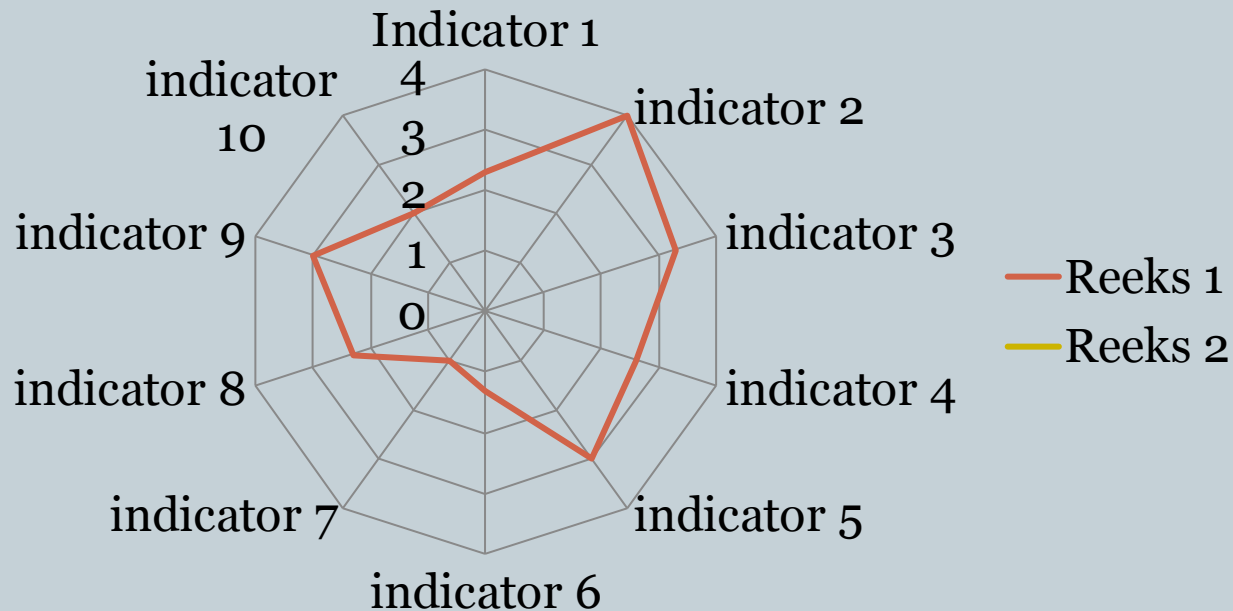


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Feedback Quick Scan: Spider Graph



Spider graph presenting average scores on each one of the selected indicators



Guidelines for improvement:



Theme 1: leadership

Recommendation:

Leadership enables the institute to set the right circumstances to create a culture of quality: a culture in which all staff is actively involved in creating an attractive and challenging learning environment, a learning environment in which students are motivated to develop their talents and in which the labour market is actively involved in the process of education. To achieve this effect there is a clear connection between the general learning objectives, the learning outcomes, the vision of the institute and its policy.

- Develop a strategy through which all staff of the institute are actively involved in discussing vision and policy
- Chose a limited set of indicators which indicate whether learning climate and learning outcomes are met
- For all staff arrange for periodic, systematic evaluation and improvement
- Etc.

Main differences:



1. **Flexibility:** Users can select themes they are interested in(Min 5)
2. Very limited amount of questions (5 – 8 max per theme)
3. **Easier to understand:** Simpler questions, easier to translate in uniform way
4. **Adaptability:** Questions easier to adapt to education, context, country
5. No programming issues
6. No doubling of questions
7. Providing **direction** / not standard solution