

ANNEX II

The EQAVET Framework

Part A. EQAVET indicative descriptors

This annex proposes indicative descriptors aiming 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.

Quality Criteria	Indicative descriptors at VET-system level	Indicative descriptors at VET-provider level
Planning reflects a strategic vision shared by the relevant stakeholders and includes explicit goals/objectives, actions and indicators	<p>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</p> <p>Social partners and all other relevant stakeholders participate in setting VET goals and objectives at the different levels</p> <p>Targets are established and monitored through specific indicators (success criteria)</p> <p>Mechanisms and procedures have been established to identify the training needs of the labour market and society</p>	<p>European, national and regional VET policy goals/objectives are reflected in the local targets set by the VET providers</p> <p>Explicit goals/objectives and targets are set and monitored, and programmes are designed to meet them</p> <p>Ongoing consultation with social partners and all other relevant stakeholders takes place to identify specific local/ individual needs</p> <p>Responsibilities in quality management and development have been explicitly allocated</p> <p>There is an early involvement of staff in planning, including with regard to quality development</p>
	<p>An information policy has been devised to ensure optimum disclosure of quality results/ outcomes subject to national/ regional data protection requirements</p> <p>Standards and guidelines for recognition, validation and certification of competences of individuals have been defined</p> <p>VET qualifications are described using learning outcomes</p> <p>Mechanisms are established for the quality assurance of the design, assessment and review of qualifications</p> <p>VET programmes are designed to allow flexible learning pathways and to respond quickly to changing labour market needs</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>

Quality Criteria	Indicative descriptors at VET-system level	Indicative descriptors at VET-provider level
Implementation plans are devised in consultation with stakeholders and include explicit principles	<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>Resources are appropriately internally aligned/ assigned with a view to achieving the targets set in the implementation plans</p> <p>Relevant and inclusive partnerships, including those between teachers and trainers, are explicitly supported to implement the actions planned</p> <p>The strategic plan for staff competence development specifies the need for training for teachers and trainers</p> <p>Staff undertake regular training and develop cooperation with relevant external stakeholders to support capacity building and quality improvement, and to enhance performance</p>
	<p>VET providers' responsibilities in the implementation process are explicitly described and made transparent</p> <p>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</p>	<p>VET providers' programmes enable learners to meet the expected learning outcomes and become involved in the learning process</p> <p>VET providers respond to the learning needs of individuals by using a learner – centred approach which enable learners to achieve the expected learning outcomes</p> <p>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</p> <p>VET providers use valid, accurate and reliable methods to assess individuals' learning outcomes</p>
Evaluation of outcomes and processes is regularly carried out and supported by measurement	<p>A methodology for evaluation has been devised, covering internal and external evaluation</p> <p>Stakeholder involvement in the monitoring and evaluation process is agreed and clearly described</p> <p>The national/regional standards and processes for improving and assuring quality are relevant and proportionate to the needs of the sector</p> <p>Systems are subject to self-evaluation, internal and external review, as appropriate</p>	<p>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</p> <p>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</p>

Quality Criteria	Indicative descriptors at VET-system level	Indicative descriptors at VET-provider level
	<p>Early warning systems are implemented</p> <p>Performance indicators are applied</p> <p>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</p>	<p>Evaluation and review includes the collection and use of data, and adequate and effective mechanisms to involve internal and external stakeholders</p> <p>Early warning systems are implemented</p>
Review	<p>Procedures, mechanisms and instruments for undertaking reviews are defined and used to improve the quality of provision at all levels</p> <p>Processes are regularly reviewed and action plans for change devised. Systems are adjusted accordingly</p> <p>Information on the outcomes of evaluation is made publicly available</p>	<p>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</p> <p>Information on the outcomes of the review is widely and publicly available</p> <p>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.</p> <p>Results/outcomes of the evaluation process are discussed with relevant stakeholders and appropriate action plans are put in place</p>

Part B. The reference set of EQAVET Indicators

This section proposes a set of reference indicators which can be used to support the evaluation and quality improvement of national/regional VET systems and/or VET providers when implementing the EQAVET framework.

Indicator	Type of Indicator	Purpose of the Policy
Overarching Indicators for Quality Assurance		
Number 1		
<p>Relevance of quality assurance systems for VET providers:</p> <p>a) share of VET providers applying internal quality assurance systems defined by law/at own initiative</p> <p>b) share of accredited VET providers</p>	Context/Input indicator	<p>Promote a quality improvement culture at VET-provider level</p> <p>Increase the transparency of quality of training</p> <p>Improve mutual trust on training provision</p>
Number 2		
<p>Investment in training of teachers and trainers:</p> <p>a) share of teachers and trainers participating in further training</p>	Input/Process indicator	Promote ownership of teachers and trainers in the process of quality development in VET

Indicator	Type of Indicator	Purpose of the Policy
b) amount of funds invested, including for digital skills		Improve the responsiveness of VET to changing demands of labour market Increase individual learning capacity building Improve learners' achievement

Indicators supporting quality objectives for VET policies

Number 3

Participation rate in VET programmes: Number of participants in VET programmes ⁽¹⁾ , according to the type of programme and the individual criteria ⁽²⁾	Input/Process/Output indicator	Obtain basic information at VET- system and VET-provider levels on the attractiveness of VET Target support to increase access to VET, including for disadvantaged groups
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Number 4

Completion rate in VET programmes: Number of persons having successfully completed/abandoned VET programmes, according to the type of programme and the individual criteria	Process/Output/Outcome indicator	Obtain basic information on educational achievements and the quality of training processes Calculate drop-out rates compared to participation rate Support successful completion as one of the main objectives for quality in VET Support adapted training provision, including for disadvantaged groups
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Number 5

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 ⁽²⁾ 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	Outcome indicator	Support employability Improve responsiveness of VET to the changing demands in the labour market Support adapted training provision, including for disadvantaged groups
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⁽¹⁾ For IVT: a period of 6 weeks of training is needed before a learner is counted as a participant. For lifelong learning: percentage of population admitted to formal VET programmes.

⁽²⁾ Besides basic information on gender and age, other social criteria might be applied, e.g. early school leavers, highest educational achievement, migrants, persons with disabilities, length of unemployment.

⁽³⁾ For IVT: including information on the destination of learners who have dropped out.

Indicator	Type of Indicator	Purpose of the Policy
Number 6		
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 b) satisfaction rate of individuals and employers with acquired skills/competences	Outcome indicator (mix of qualitative and quantitative data)	Increase employability Improve responsiveness of VET to changing demands in the labour market Support adapted training provision, including for disadvantaged groups
Context information		
Number 7		
Unemployment rate ⁽⁴⁾ according to individual criteria	Context indicator	Background information for policy decision-making at VET-system level
Number 8		
Prevalence of vulnerable groups: a) percentage of participants in VET classified as disadvantaged groups (in a defined region or catchment area) according to age and gender b) success rate of disadvantaged groups according to age and gender	Context indicator	Background information for policy decision-making at VET-system level Support access to VET for disadvantaged groups Support adapted training provision for disadvantaged groups
Number 9		
Mechanisms to identify training needs in the labour market: a) information on mechanisms set up to identify changing demands at different levels b) evidence of the use of such mechanisms and their effectiveness	Context/Input indicator (qualitative information)	Improve responsiveness of VET to changing demands in the labour market Support employability
Number 10		
Schemes used to promote better access to VET and provide guidance to (potential) VET learners: a) information on existing schemes at different levels b) evidence of their effectiveness	Process indicator (qualitative information)	Promote access to VET, including for disadvantaged groups Provide guidance to (potential) VET learners Support adapted training provision

⁽⁴⁾ Definition according to ILO: individuals aged 15-74 without work, actively seeking employment and ready to start work.