EQAVET+: Ergänzung des Bezugsrahmens

Qualitätssicherung unter Berücksichtigung betrieblicher Ausbildung

Wolfgang Kreher (HKM), 19.04.2016
Skills Agenda

Commission Communication on a new skills agenda for Europe

Focus actions on three main priorities:

- Higher and more relevant skills
- Better use of existing skills and qualifications
- Sounder understanding of skills needs and trends

Wolfgang Kreher (HKM), 19.04.2016
Skills pathways for low qualified people (New Recommendation)

Provide people (15-64) who left education without an upper secondary qualification with learning pathways

- to develop literacy, numeracy and digital skills equivalent to upper secondary education;
- to develop all competences to acquire an upper secondary qualification.
Results on the basis of three documents

1. Report of the commission to EU parliament and Council in 2014
2. External evaluation of EQAVET undertaken by ICF-GHK in 2013
3. Results of the Secretariat survey 2013 - 2014
Seven Priorities to develope EQAVET

1. QA of apprenticeship / WBL provision
2. Process of learning outcomes (LOs)
3. QA certification
4. Pedagogical elements related to LOs
5. Teachers and trainers
6. QA procedures about non-formal and informal learning
7. Review phase of the QA cycle
Added text to introduction of the EQAVET Recommendation Annex (Q-Criteria and descriptors)

“... they can also be applied to school based provision, apprenticeships, in-company training, and non-formal and informal learning.”
Descriptors at VET-System level

Planning: P4

Mechanisms and procedures have been established to identify the training needs of the labour market.
Descriptors at VET-System level

Planning: P7 added

VET qualifications are described using learning outcomes and matched to the national qualifications framework (NQF) which may be referenced to the EQF.
Descriptors at VET-System level

Planning: P8 added

Mechanisms are established for the quality assurance of the design, assessment, certification and review of qualifications.
Descriptors at VET-Provider level

Planning: P2

Explicit goals/objectives and targets are set and monitored, and programmes are designed to meet them.
Descriptors at VET-Provider level

Planning: P6

Providers plan cooperative initiatives with other VET providers, employers and other stakeholders.
Descriptors at VET-System level

Implementation: U3

Guidelines and standards, including those for assessment and certification, have been devised for implementation at different levels.
Descriptors at VET-Provider level

Implementation: U5 added

VET providers‘ programmes enable learners to meet the expected learning outcomes and become involved in the learning process.
Descriptors at VET-Provider level

Implementation: U6 added

VET providers respond to the learning needs of individuals by selecting pedagogic approaches and assessment strategies which enable learners to achieve the expected learning outcomes.
Descriptors at VET-Provider level

Implementation: U7 added

VET providers use valid, accurate and reliable methods to assess individuals’ competences.
Descriptors at VET-Provider level

**Evaluation: E3**

- Evaluation and review includes the collection and use of data, and adequate and effective mechanisms to involve internal and external stakeholders.
Descriptors at VET-System level

Review: Ü1

Procedures, mechanisms and instruments for undertaking reviews are defined and used to improve the quality of provision at all levels.
Descriptors at VET-Provider level

Review: Ü1

Together with teachers’, trainers, employers’ and other stakeholders’ feedback this is used to inform further actions.
Descriptors at VET-Provider level

Review: Ü3

Procedure on feedback and review are part of a strategic learning process in the organisation, support the development of high quality provision, and improve outcomes for learners.
Vielen Dank
für Ihre Aufmerksamkeit!

Wolfgang Kreher
EU-Vertretung
Berufsbildung

Hessisches Kultusministerium
Referat III.4
Luisenplatz 10
65185 Wiesbaden
Internet:
www.kultusministerium.hessen.de