IQAVET
NATIONAL REFERENCE POINT IRELAND

Fáilte

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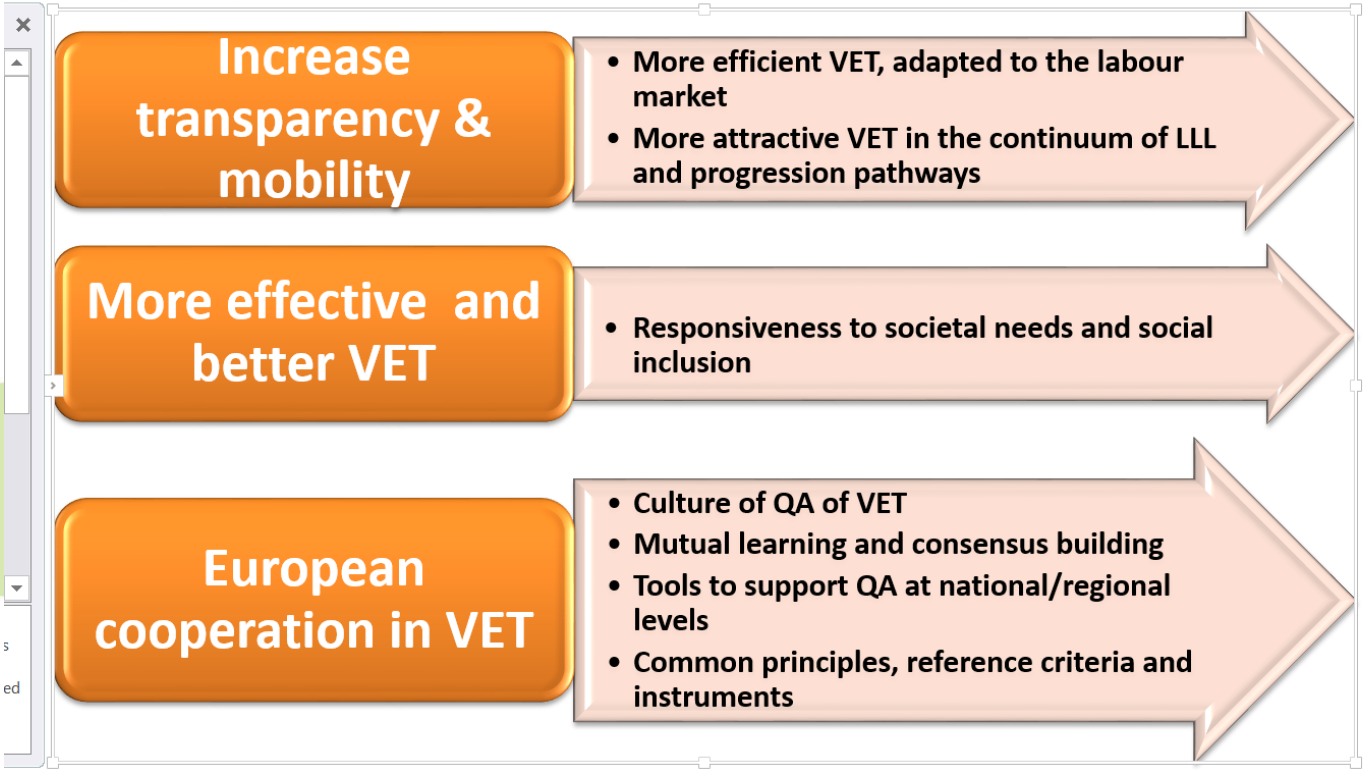
QQI
Quality and Qualifications Ireland
Dearbhú Cáilíochta agus Cáilíochtaí Éireann

EQAVET
European Quality Assurance in Vocational Education and Training

Why quality assurance of VET?

EQAVET
European Quality Assurance in Vocational Education and Training
Supporting the implementation of the European Quality Assurance Reference Framework for Vocational Education and Training



Short term deliverables for VET

Bruges Communiqué and short term deliverables 2010-2015 related to EQAVET	Riga Conclusions and short term deliverables 2015-2020
Participating countries were invited to establish at national level a: - QA frameworks in accordance with the EQAVET Recommendation by 2013; - Common QA framework for VET providers compatible with the EQAVET framework which also applies to WBL by 2015	1. Promote WBL in all its forms 2. Further develop QA mechanisms in VET in line with the EQAVET, and establish continuous information and feedback loops in IVET and CVET based on LO 3. Enhance access to VET and qualifications for all through more flexible and permeable systems 4. Further strengthen key competences in VET curricula 5. Introduce systematic approaches and opportunities for initial and continuous professional development of VET teachers, trainers and mentors in both school and WBL settings

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EQAVET model, deepening a culture of QA

THE QUALITY CYCLE

of the European Quality Assurance Reference Framework for Vocational Education and Training

1. Purpose and Plan
Set up clear, appropriate and measurable goals and objectives in terms of policies, procedures, tasks and human resources.

2. Implementation
Establish procedures to ensure the achievement of goals and objectives (e.g. development of partnerships, involvement of stakeholders, allocation of resources, and organisational or operational procedures).

4. Review
Develop procedures in order to achieve the targeted outcomes and/or new objectives: after processing feedback, key stakeholders conduct discussion and analysis in order to devise procedures for change.

3. Assessment and Evaluation
Design mechanisms for the evaluation of achievements and outcomes by collecting and processing data in order to make informed assessment.

What data? What evidence?

Seminar Aims

- To consider available data and information in the context of self evaluation
- To consider mechanisms for benchmarking and gathering own data sustainably and consistently with own quality objectives, context and scope
- Develop awareness of data and metrics used elsewhere- nationally, internationally and utilising EQAVET toolkits
- To share insights and perspectives with colleagues

Self Evaluation

- Looks at effectiveness, and enhancement
- Assists in meeting responsibilities- in managing quality and in the provision of programmes leading to awards in the NFQ
- Informs decision making
- Uses indicators- peer, external, qualitative and quantitative
- Metrics might include
  - Enrolment profiles
  - Completion- including awards achieved
  - Destinations of learners, outcomes as experienced
  - Participation information
  - Inputs- staffing numbers
- Involves a team- internally
- Results in a published report

Blue skies- reclaiming the space!

Workshop 1

Vision, mission and QA are inextricably linked

What do you hope your QA will assure?

- *Better teaching?*
- *Better teaching and learning?*
- *Moving the dial from access to success?*
- *Employment led learning?*
- *Coherent and accountable integrated service?*

Workshop (1)

- How best to exploit diverse data sources?
- What infrastructure do you need?
- What data do you want?

  programmes, awards, learners, inputs, outcomes?
- Validity- how do we know that the data we collect will validly inform our evaluation of the effectiveness of what we do?
- Will it tell us whether we are doing the 'right' things?
- Who wears the 'data hat'? Data proofing?

Feedback from tables

Workshop (2)

Serving its purpose, sustainably

The purposes of self evaluation

Targeting improvement planning

- What data assists?
- How is it collected individually within ETBs?
- Can anything be done cross sectorially?
- How best to embed the collection of data within existing structures in sustainable ways?

Feedback, Q&A, next steps

Close

Next steps-

- a report of outcomes
- planning for Autumn (*full team ahead!)*
- opening out seminars?
- willingness/capacity to tackle one data area and share progress over 2016?
- wraparound activities

'We often see things as we are, not as they are'

Anais Nin

Thank you!