

**Workshopping Together:**  
*Towards an EQAVET inspired tool to support thinking  
about data using the EQAVET Framework, Building  
Block 05: Use data and feedback to improve VET*



## WHAT EVIDENCE, WHAT DATA?

### WORKSHOPPING TOGETHER: TOWARDS AN EQAVET INSPIRED TOOL TO SUPPORT THINKING ABOUT DATA USING THE EQAVET FRAMEWORK, BUILDING BLOCK 05: USE DATA AND FEEDBACK TO IMPROVE VET

Each Seminar proposed a tool that practitioners might use with colleagues to advance work within their service on the theme of the Seminar. This tool is concerned with Evidence and Data.

#### *Introduction: 5 minutes*

The Facilitator introduces the session and the objectives, including the EQAVET Framework and building blocks. The workshop is an opportunity for reflection and exploring together what data is relevant in achieving the core objectives of our Quality Assurance Systems. It allows time to begin a process of considering data planning to support self-evaluation and improvement in FET for both individual practitioners and at system level within provision.

This workshop takes approximately 2 hours 10 minutes.

#### *Task 1 (30 minutes)*

Participants are invited to

- Consider one area of personal interest for self-evaluation and improvement in the FET service that is within your personal scope of influence
- Connect it with possible available sources of data
- Using the table below, consider if the available data is qualitative, quantitative, already in existence or if you need a new source- if so, what might it be?
- Share it with others at your table and consider together if the sources are valid and reliable for your purpose? If not, what could be done?

*Please indicate your area of interest: e.g. I would like to understand more about consistency of learner success and outcomes across programmes; I would like to understand more about learner patterns of engagement with different parts of my programme and subsequent performance...*

---

---

---

The data...

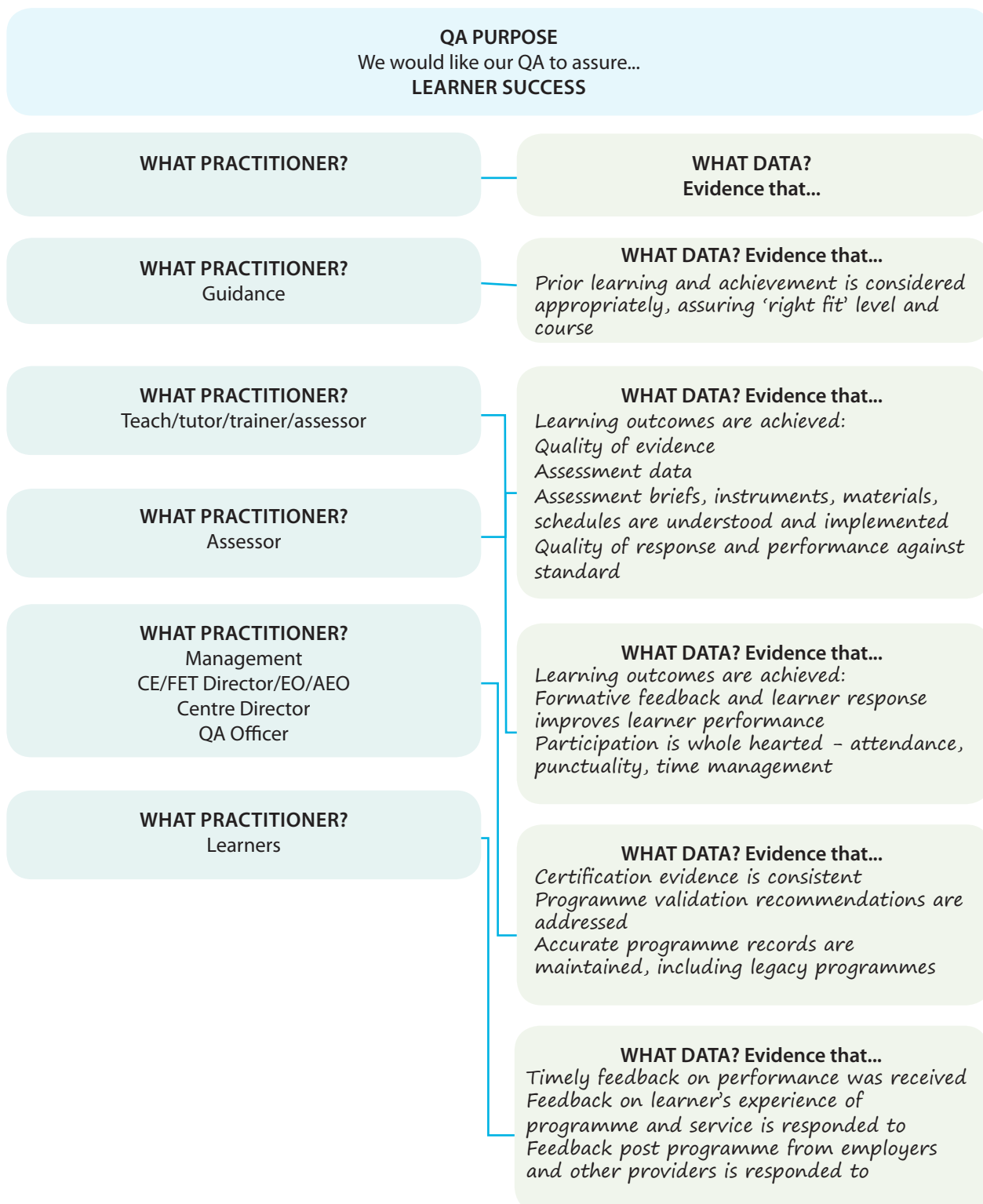
Qualitative	Quantitative
Exists already	Need a new source

## Task 2 (30 minutes)

Every Quality Assurance system supports at its heart the achievement of a range of beliefs and purposes. Different practitioners within the education and training service seek different inputs, outcomes and evidence and therefore data in relation to that goal. For each to reflect on the quality of their work, they will need to consider

- What their community of practice would like the QA system to assure?
- What data might arise from that?

Briefly discuss the examples of data for different practitioners driven by the QA purpose of 'Learner Success' below:



**Task 3** (45 minutes)

Using Task sheet below

**STEP (I)** Start with your core objective for your service or area of responsibility from a Quality Assurance perspective.

**STEP (II)** Identify which practitioners are involved in delivering aspects of that objective

**STEP (III)** Identify what data might be involved to give evidence from that practitioner's perspective, that the objective was achieved.

OUR PURPOSE	
WHAT PRACTITIONER?	WHAT DATA?
WHAT PRACTITIONER?	WHAT DATA?
WHAT PRACTITIONER?	WHAT DATA?
WHAT PRACTITIONER?	WHAT DATA?
WHAT PRACTITIONER?	WHAT DATA?
WHAT PRACTITIONER?	WHAT DATA?

**Task 4 Towards a data plan (20 minutes)**

The questions below aim to help in thinking about planning to have the right data to inform personal quality assurance concerns and ambitions:

Does your service host such evidence? Yes / No

If so, can you identify where it is located? \_\_\_\_\_

Do you and the relevant practitioners have access to it? \_\_\_\_\_

\_\_\_\_\_

On what basis- individually, in relation to others, in relation to national or international comparisons?

\_\_\_\_\_

\_\_\_\_\_

Is the data quantitative or qualitative, or a mix of both? \_\_\_\_\_

\_\_\_\_\_

Is the data used already to inform evaluation? \_\_\_\_\_

\_\_\_\_\_

Can its use be improved? \_\_\_\_\_

\_\_\_\_\_

For which groups? \_\_\_\_\_

\_\_\_\_\_

How? \_\_\_\_\_

\_\_\_\_\_

What are the benefits and costs of exploring that? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Complete the following sentence:**

*I could improve my use of data in relation to* \_\_\_\_\_

\_\_\_\_\_

*by doing* \_\_\_\_\_

\_\_\_\_\_

*because I would like to know that* \_\_\_\_\_

\_\_\_\_\_