



## **Template for the contributions of each partner in the project CQAFVET**

In first stage of the CQAFVET-project we jointly develop a Quality Assurance model/framework that is based on Swedish ISO model and good practice on one side. On the other side the model/framework should be able to encompass existing national quality standards or criteria as well as the specific (educational and labour market) context within each partners' countries. Also there is no restriction as to the VET area each partner might focus on for his contributions. This means that in the end the model / framework should be able to give direction on Quality Assurance in subsidized (A) VET as well as in commercial (A) VET.

This is only possible if the development process is focused on discovering what all these different areas, criteria and circumstances all have in common. When we talk about Quality Assurance what kind of processes appear to be really essential for a certain high quality output and satisfied clients? Answering this question and validating the answers is essential work in this stage of our project.

The route we have jointly formulated for the development of this material consists of the next steps (as discussed and agreed in Larissa):

- Specification of VET area each partner will be focusing on;
- Specification of Quality Assurance frameworks, approaches, criteria etc. that are used for quality assurance in that particular VET area;
- Identifying themes that these frameworks, approaches, criteria etc. all have in common; first at the level of each partner; and then secondly deciding what is in common for all partners. This step will consist of research as well as interviews with specific VET provider organizations;
- Defining each theme: a clear and by all partners shared description of what is meant by each theme. Formulating specific indicators for each theme is an essential additional element. Ideally themes and indicators together form our model/framework and should provide a structure for improvement of quality.
- Identifying at users level whether the user (i.e. the VET provider organization) recognizes these common themes and indicators. Once we have deduced and defined the common themes from all our partners input we need to check whether what we have found is recognizable and usable for VET providers. Important questions are: Do they still recognize their



own quality assurance model or approach within these themes? Are the themes incorporated in the ongoing efforts for quality assurance by the VET providers in the way we have defined them and by their nature? Are the indicators that we have tried to formulate relevant for these themes? Do they have example material that could demonstrate how they have handled a certain theme? For providers that are interested in quality improvement: do the themes and the indicators help focusing on relevant processes? What do we need to add to make it worth using for everybody?

- Based on this feedback: a list of common themes and indicators that are relevant for Quality Assurance and that has been checked by research as well as providers feedback from all partners.
- Deciding as to how the list of common themes should / could be used as an EU model or standard.
- Describing the model and how it could be used (concept "manual").
- Consultation of CEDEFOP experts on model development.
- Collecting example materials that demonstrate good practice for the different themes.

Essential is now that we all collect similar information to be able to decide on the relevance of themes and indicators. The model can only be finalized once all partner information has been collected and integrated. Some of the above steps we have already set in Larissa (we have already discovered and discussed 11 themes). Therefore only some of the above steps need to be addressed now (and combined, because of our time path). The template will provide you with the questions that still need to be answered.

Please answer and write a small report on the outcome (app. 20 pages!!). This report can be used to account for all the work in this stage of the project. Please read all the questions first, since work can be combined (interviews for testing relevance of our themes and indicators as well as making an inventory of the existence of example materials)!



## 1. Specification of VET area of each partner

### **Description of the area.**

#### **Reasons for choosing this particular area.**

The system of vocational education and training in Greece is separated in two sub systems: Initial Vocational training and Continuing Vocational training. It has been announced as a decision of the current government that both Initial and Continuing Vocational training will be unified and actions have started to take place towards that direction. The field of initial and continuing vocational training is currently under renegotiation. A revision of structures and institutional frame is taking place, in order to correspond in the continuously change of social and economic conditions but also in the changes that take place in technological and cultural field.

Now Initial and Continuing vocational training are both supervised by the "Ministry of education, lifelong learning and religion affairs" which supervises the Institutes of vocational training, that offer vocational and educational training programs either they belong in the private or Public sector.

The initial vocational training belongs in the post secondary education system and all training subjects lead to certification and to the acquisition of Europass, which promotes the mobility in Europe.

DIMITRA ITD is activated in the Continuing vocational training. How is determined however conceptually the Continuing vocational training?

Continuing vocational training is considered the training process, that provides to individuals all the necessary knowledge and skills, that supplement, improve and upgrade those that have been acquired by the educational system, the initial vocational training, the professional experience or even by other non formal and informal forms of learning. Continuing vocational training aims at helping individual to get into an employment situation, to support their professional and personal development.

National Accreditation Centre of Structures of Continuing vocational training (EKEPIS), is the organization responsible for the certification and evaluation, of vocational training institutes and training courses, of trainers allowed to teach in these courses (derived from a national record of accredited trainers), of courses



curricula, and learning outcomes. EKEPIS is responsible for the implementation of the rules and prerequisites stated by law in the “unified system of management, monitoring and evaluation of vocational training” *which* constitutes, perhaps, the more important tool for people who work in the field of lifelong training, with detailed description for proper planning, implementation and evaluation of vocational training.

The effort of EKEPIS, established in 1997, to ensure quality in the provision of continuing vocational training and improve effectiveness of training services in Greece has been evolving step by step through the development of accreditation systems, which were designed upon social dialogue with the active participation of the social partners and key stakeholders and set transparent legislated criteria and procedures.

First, EKEPIS developed the system for the accreditation of Vocational Training Centers (VTC), i.e. ensuring that the accredited training structures have the appropriate infrastructure.

The process moved on to the development of the system for the accreditation of Trainers for Adults and EKEPIS has compiled a Registry of accredited trainers, who have eligibility for employment in EU co-funded programs offered by VTC accredited by EKEPIS. Further, the organization developed the system for the accreditation of Support Services Professionals (counselors) , who provide support services tailored to the needs of the social vulnerable groups, and has respectively compiled a Registry of accredited support services professionals(counselors), who have eligibility for employment in EU co-funded programs

Every two years, the unified system of management, monitoring and evaluation of vocational training (ESDEK) is renewed and updated, according to which all training activities are planned and implemented.

Objectives of the unified system of management, monitoring and evaluation of vocational training (ESDEK) are:

- a) upgrading the quality of training,
- b) quality criteria for evaluating training courses,
- c) adoption of quality methodology by which courses are implemented,
- d) consistency in managing training courses
- e) adjusting the management of the progress of training courses to the requirements of the Integrated Information System
- f) effective linking of training to employment,



- g) connecting support services with training,
- i) implementation of innovative teaching and learning methods.

## **2. What are specific quality frameworks that this particular (A)VET area uses? (research)**

**What models are in use (ISO, EFQM, Balance Score Card etc.) in this area? (research)**

**Is there a preference for a certain model or approach and why?**

**What are the specific themes that these models / frameworks address?**

**What is difficult in trying to use the framework / model?**

**(Please refer to relevant literature that is used!!)**

Particular emphasis on the subject of quality in the area of vocational training was given after the application of models of quality standards in many industries. Thus, in the late 1980s was imported in some training institutes the strategic Administration of Total Quality (Total Quality Management - TQM) and in the early 1990s begun the adoption of models of quality standards ISO 9000, which, however, covered only part of the principles of TQM.

Special attention was given to quality standards by the institutes of Vocational Training due to the fact that Vocational Training Institutes are closer to market dynamic needs and therefore proof in quality of provided services arose as a necessity in order to be officially recognized by the markets that effectively covers its' needs. A distinctive feature of the ISO 9000 standards for quality assurance in an organization is the application of a certification mechanism. However, regarding the field of education and training, service quality standards ISO 9000 raise questions.

Firstly, ISO 9000 quality standards were drawn for the needs of industry and products. Consequently, subjects of interpretation could arise when it comes to services. The successfully transfer of the term product when it is to be applied to services is of particular importance. It could be considered that it is the training course curricula, the process of learning or the realization of learning itself, terms that also it is not easy to be clarified. Moreover, the certification with ISO 9000 ensures that an organization - company is well organized in order to achieve its objectives, but does not guarantee that the product or the result is of the highest quality. As an example, the content of educational programs may not be in accordance with educational standards. Therefore parallel application of additional quality criteria seemed to be required.



Within this context, additional quality indicators for the education and training system have been developed. In the absence of a general acceptable definition for the term indicator, it could be said that indicator is a characteristic that can be measured so that the results of an intervention will be evaluated. Specifically, an indicator of quality could be determined as a tool that enables the assessment of a qualitative characteristic or facilitates the achievement of training objectives. Widely known in international level in the field of education are the indicators that were developed in early 90's by the "Organization for Economic Co-Operation and Development" in collaboration with other organizations such as the European statistical office EUROSTAT and UNESCO.

Remarkable is that those indicators apply mainly to the general educational system and only partially cover the needs of vocational training system where fast institutional changes occur in a lot of countries and important differences exists among them in the characteristics of these systems making the collection and modification of data a difficult case.

In order to design quality indicators it should first be determined which quality need to be improved. Overall, the indicators can be used for various considerations and requirements, such as a policy for staff involved and influence the training process, indicators for monitoring and reviewing of processes, indicators for documentation and statistical comparison. In the frame of vocational training there is a need of special indicators to be included regarding quality management approaches (Quality Management Approaches QMA).

The approach of quality management in vocational training is defined as an integrated set of policies, processes, rules, criteria, tools and mechanisms of verification that aim in guarantee and improvement of the provision of a quality vocational training. For the achievement of this aim, the adoption of a logic circle of quality (quality circle logic), that indicates a continuous process between objectives, planning, implementation and activities of evaluation is necessary. The logic of a circle of quality is combined with a systemic approach that helps in the analysis of relations between decision makers in educational policy, social partners, trainers, trainees, their priorities and objectives. Therefore, quality in vocational training should integrate indicators that are related not only to the context and to the input, but also to the process and the product. More specifically:

**The context** of curricula should be related to general conditions in small, medium or macro-economic, legal, social level, in which educational programs



are functioning and ought to reflect to its needs (*example of indicator of context: rate of unemployment, workforce in a region or a sector of economy, skills needed*) in order to succeed the general aim of connecting training with the market needs.

Our training institute in order to meet context quality criteria contacts surveys regarding the market needs and proposes training courses and curricula that respond to those needs. The curricula are also being approved by an Academic Expert in the training subject in order to ensure adequate cover of the subject. In the description of a training curriculum learning outcomes are clearly defined for each thematic unit in terms of knowledge, skills and competences acquired from each thematic unit.

**Input** refers all those used to achieve the final objective as, financial/material resources and human resources. *Examples of input could be the number and characteristic of trainees, trainees' qualifications, training personnel and their qualifications, educational material provided, available budget.*

Input also refers to VET center experience in elaborating training courses, the human resources qualifications (administrative staff, trainers, etc) and to VET centers infrastructure. EKEPIS by its rules aims to secure that Centers of Vocational training are well organized, and operate under proper conditions and sets a min and a max number of trainees per course and per training class. However, this does not necessarily mean that the provided services are of best quality possible.

*Regarding trainees' qualifications* our training institute in order to meet input quality criteria has established a certain selection procedure for trainees, trainers and training courses coordinators.

The selection procedure/mechanism for trainees involves not only the typical necessary qualifications of trainees but their professional experience or goals, social characteristics and personality characteristics as it can be perceived through selection interviews of the Selection committee with each candidate trainee

In the following table factor gravity per criterion is demonstrated

Criterion	Description	Gravity factor
C1	Typical qualifications	0,20
C2	Additional Knowledge / skills	0,15
C3	Professional experience	0,10



C4	Social characteristics	0,20
C5	Personality characteristics	0,35

For calculating the Total Grade of each candidate trainee, each criterion is being multiplied with the corresponded Gravity Factor and the outcome is being summed up. The Total Grade (TG) of each candidate results from the following calculation: **TG=(C1\*0,2)+(C2\*0,15)+(C3\*0,1)+(C4\*0,2)+C5\*0,35)**

Selection procedure is being concluded through the submission of a selection report from Selection committee signed by all of its members (Course coordinator, Academic Expert, Trainer, Employment office representative, company representative if practice in companies is included in the curricula) and is being kept in the files of the training course.

Also the necessary qualifications of trainers involved and their profile are clearly described in terms of academic knowledge and professional experience according to EKEPIS records (National accreditation records for trainers) in order to successfully implement the course and meet the learning outcomes expected for the trainees. Moreover, trainers profile does not only require reference to their academic knowledge and professional experience but also their pedagogic training and specific knowledge in socially vulnerable groups and academic research on the specific training subject is being evaluated. It also a prerequisite for our trainers to attended a training of trainers seminar in order to learn how to use innovative teaching methods and adjust their methodology to trainees' special characteristics and needs

The selection procedure/mechanism for trainers according our ISO 9001:2000:

The training course coordinator is responsible for the initial communication with trainers registered in EKEPIS records and preferably with those trainers that have tough in previous projects that our organization has elaborated and for which they have been positively evaluated from past trainees

In cases where is not possible to include trainers with which we have worked before, the new trainer has a meeting with the Academic expert and the coordinator (Scientific Committee) of the course where he gets all necessary information for the course and the thematic units he may teach for an overall estimation of his adequacy for training.

In the following table factor gravity per criterion is demonstrated regarding trainers evaluation during their selection process:



Criterion for Trainers	Gravity factor	Scale
C1: Correlation of his Expertise with the training subject	35%	1 - 10
C2: Professional experience	30%	1 - 10
C3: Experience in adult education	10%	1 - 10
C4: Attendance in Training of Trainers programs	10%	1 - 10
C5: Previous Collaboration with our training institute	10%	1 - 10
C6: Familiarity in the use of current teaching methods	5%	1 - 10

Trainers, according to the evaluation that they assemble are classified per Thematic Field at declining line. Those which will finally be called to participate in each course are selected by the Scientific Committee keeping in mind the specific elements of their CV and the above evaluation.

**The process** is related to the procedures of implementation of the program itself. The quality standards ISO 9000 are being directly related to this aspect.

Also the procedures that National Accreditation Centre of structure of continuing education and training (EKEPIS) imposes to VET centers are similar with the criteria of ISO 9000 quality standards.

- **Coordinating and managing**

Every training course is implemented and coordinated based on a completed model of monitoring and implementing training courses that our VET centre has developed aiming quality assurance at all levels of implementation of a training course Specifically:

**Phase A: Planning a training course**

<b>Input</b>	- Project call, ESDEK	- Subproject Manager - Scientific Committee - Financial manager
<b>Interim</b>	- Requirements Analysis Project	
<b>Output</b>	- Establishment of Project Team - Time management-Financial Planning - Factsheets subproject	

**Phase B: Training course management**

<b>Input</b>	- Project call, ESDEK - Contract Award subproject	- Subproject Manager
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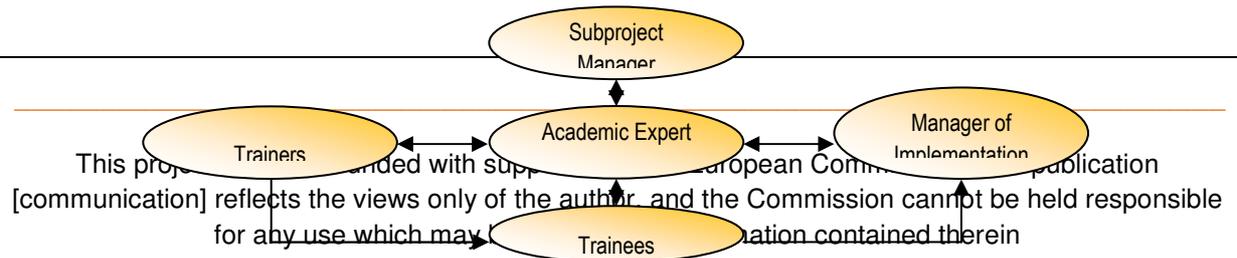
<b>Interim</b>	- Training Course objectives– expected results - Educational methodology, educational material, Infrastructure, Evaluation methodology	- Scientific Committee - Manager of Implementati on
<b>Output</b>	- Recruiting trainers, Selection of trainees	
<b><u>Phase C: Implementation</u></b>		
<b>Input</b>	- Project call, ESDEK - Contract Award subproject	- Scientific Committee
<b>Interim</b>	- Development of educational activities - Monitoring, control, reporting activities - Formative evaluation	- Coordinator of Training course - Trainers
<b>Output</b>	- Training course completion	
<b><u>Phase D: Evaluation of training course</u></b>		
<b>Input</b>	- Project call, ESDEK - Contract Award subproject - Evaluation questionnaires	- Scientific Committee - Implementation Manager
<b>Interim</b>	- Data processing	
<b>Output</b>	- Final report on implementation - evaluation	

**a) Monitoring of the educational work**

The responsibility for monitoring of the educational project has the Scientific Committee while the overall management of the subproject is elaborated by the Subproject Manager. To achieve the objectives of monitoring, meetings are arranged between the stakeholders of the program as follows:

- \* Between the Academic expert and the trainees.
- \* Between the Academic expert and the trainers.
- \* Between the Subproject Manager and the Academic Expert, in order to assess the progress of the training course and take the corrective measures where necessary.

The framework of communication among the staff of organization is reflected in the figure below:





- **Monitoring the participation of trainees**

Monitoring the participation of trainees consists of:

- \* Control their participation in the training program in accordance with the timetable.
- \* To monitor progress of trainees in relation to the knowledge and skills they acquire.

The basic goal of the organization also is the systematic monitoring of the trainees who have successfully completed the training course and support services in their professional activities either as employees or self-employed.

- **Administrative-Financial Monitoring**

The Administrative-Financial Monitoring of the training course is undertaken by the Financial Manager in consultation with the Manager of Implementation of the training course. Monitoring involves:

- \* Proper preparation of required documents of the training course as set out in the quality management system
- \* Proper maintenance and secretarial monitoring of the folders of trainers and trainees.
- \* Proper preparation of all necessary forms (monthly, quarterly) as determined by the call of the project.

- b) Tools used to monitor the training course**

The tools used by our organization to monitor the training course are:

- a) Procedures, forms, guidelines, that are provided by the Quality Management System (QMS). Our VET centre is certified according to standard EN ISO 9001:2000 (Certification: TUV CERT).
- b) Complete Enterprise Resource Planning (ERP) system, which is developed for monitoring the training courses.
- c) Forms of the Contracting Authority (attendance lists of trainees, trainers, trainees statements, etc.)



**The product** concerns: (i) the output-results, (example of indicator of output: percentage of trainees successfully finished the course, learning outcomes achieved), (ii) the impact, where the product refers to a longer period (example of indicator of impact: the rate of transition of trainees into jobs. In this category of indicators also belong the indicators of cost - effectiveness.

### **Evaluation Methodology of the training course**

The evaluation of the training course is aiming at its' better implementation, which is reflected from the acquisition of the required knowledge and skills by the trainees in subjects that they will be trained.

#### **a) Evaluation type**

The evaluation type that our organization is using is the one of the formative evaluation. During the formative evaluation appropriate corrective interventions are undertaken to improve the quality of the training course. The design of formative evaluation by our organization includes the assessment of effectiveness of a training course. Furthermore, the evaluation methodology consist the use of internal and external evaluation.

Internal evaluation is done primarily by the Academic expert and the trainers and concerns the educational process which is followed for the training course.

The external evaluation is elaborated by an employee of our organization who has no relation with the plan, implementation of the training course. The main objective of external evaluation is to monitor and measure the effectiveness of the VET centre and the total output of the training course.

#### **b) Evaluation objects**

The categories which are mainly the evaluation objects of training courses are divided into "animate actors" and "non-animate actors".

"Animate actors" are individuals (or groups) involved in planning and implementing training programs (manager of implementation, academic expert of the training course, trainers, trainees, administrative staff - secretarial support).

"Non-animate actors" refer to:

- Objectives of the training course, content and structure of the educational program
- Support material for teaching, infrastructure and educational tools
- Monitoring and evaluation system



- Planning, implementation and results of the training course.

- **Evaluation of the trainers**

The trainers of the training course are evaluated mainly by the Academic expert during the training course, but also by the trainees at the end of it. Aim of the evaluation is to be undertaken corrective measures in order the trainer should assist the trainees. The evaluation is made by the Academic Expert (using a special form of organization), and is implemented at two (2) phases - during the implementation of the training course as follows:

- \* a' phase: the completion of 30% of the training course
- \* b' phase: the completion of 70% of the training course

- **Evaluation of the trainees**

The evaluation of the trainees is focusing on the evaluation of the learning outcomes in order our organization have a complete picture of the progress of each trainee. Furthermore, we collect data that evaluate personality characteristics and attitudes that are formed during the educational process. To obtain the final degree of the progress of the trainees their evaluation is made to the following procedure:

- \* The evaluation of the acquired knowledge is taking 70% of the total evaluation of the trainee and is carried out during the training course, using different tests or exercises and taking final exams (rating scale 1-100).
- \* Evaluation of participation of trainees is taking 30% of the total evaluation and is carried out using a special form of the organization which is completed by the trainer or the coordinator of the training course grading on a scale of 1-100 the specific characteristics that has each trainee developed.

**c) Educational tools used for the evaluation of the training course**

The evaluation tools that are used in a training course are the following:

- a) Application Form (quality management system) for trainees candidates where is recorded the professional experience of the candidates, the studies that they have done outside the formal education system, the level of knowledge of handling PC (where applicable), social characteristics, etc.
- b) Evaluation test (quality management system) the content of which is determined by the trainers in collaboration with the Academic expert and may be in the form of multiple choice, True - False, filling gaps, resolving specific exercises, etc.
- c) Evaluation of Educational Process form, (quality management system)



which is filled in by the Academic expert with the completion of 30% and 70% of the training course. The main themes of evaluation that are included in this document relate to:

- the response of the educational process to the objectives of the curriculum,
- the use of media and educational tools,
- the interest/ involvement/ progress of trainees,
- the knowledge of the training subject by the trainer.

d) Final Evaluation Questionnaire (quality management system) for trainees with the following main areas:

- Evaluation of their participation in the training course.
- Evaluation of the training course (content, training methodology, presentation of new ideas, use of educational tools, PC, educational materials, etc.).
- Evaluation of trainer (preparation, knowledge, support, use of appropriate teaching methods and techniques).
- Evaluations of the VET centre (infrastructure, organization and staff).

e) Trainer Evaluation Questionnaire (quality management system), where is required a full report for the overall operation of the training course by exploring:

- the respond of trainees interest,
- the curriculum,
- the educational technological tools that are used in implementing the training course.

### **3. Are there specific quality assurance conditions or criteria this particular (A) VET area needs to meet? (research)**

**Who is responsible for defining these QA-criteria? Where do they come from? What are they? What specific themes do they address? What does a provider organization need to demonstrate to meet these criteria? (Please refer to relevant literature that is used!!)**

Through a series of Laws and institutional regulations is attempted to ensure quality in vocational training and in the institutions that provide it in accordance with all relevant parameters and stakeholders involved in any way.



The foundation of National Accreditation Centre of Structures of Continuing vocational training (EKEPIS) as supervising institution aims in the certification and evaluation of institutions, trainers, courses, provided knowledge, learning outcomes and professional qualifications.

Moreover, the establishment by law of a national system of administration and monitoring of vocational training is involved in the QA criteria definition in order to secure the connection between the market needs and vocational training by promoting the constitution of unified frame of lifelong education and training. As consequence the national System of Connection of Professional Education and Training with the Employment (ESSEEKA) has been established and is activating for the unification of the frame of lifelong education and training subsystems in national level.

According to the joint ministerial decision of 2003 a System of Monitoring and Evaluation of Vocational Training Centers was established. It is a complete system of methods, procedures and criteria for quality. It has been designed to measures and monitor procedures of Vocational Training Centers and the effectiveness of ongoing actions regarding quality assurance.

The objective of the System of Monitoring and Evaluation of Vocational Training Centers is:

- \* The improvement of provided continuing professional training.
- \* The strengthening of skills and abilities of employed, unemployed and socially vulnerable groups in order to facilitate the integration of human resources in the labour market.
- \* The increase of reliability and effectiveness of VET institutes.
- \* The connection with the existing Qualification System of EKEPIS.
- \* The establishment of qualitative and quantitative criteria and of processes that promote trainees in the employment for Vocational Training Centers.
- \* The collection of VET courses results regarding their effectiveness.
- \* The proposal of necessary meters for upgrading certification issues in Vocational training.

The **themes**, the subjects and the *indicators* of quality assurance dictated by the System of Monitoring and Evaluation of Vocational Training Centers are the following:

<i>Themes</i>	<i>Subjects</i>	<i>Indicators</i>
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<b>Management and Operation of Vocational Training Centres</b>	<u>Business planning</u>	<i>Briefing and training of VET human resources</i>
		<i>Existence of a valid Quality Management System</i>
	<u>Support activities</u>	<i>Researches, studies, Community programs, publicity and dissemination</i>
	<u>Training activities implemented by Vocational Training Centers</u>	<i>Experience of Vocational Training Centers</i>
		<i>Completion of programs from trainees</i>
		<i>Absorption of trainees in the labor market.</i>
<b>Provided Training</b>	<u>Activities on Planning the training courses</u>	<i>Planning procedures before elaboration, planning system for the implementation of training programs</i>
	<u>Implementation, monitoring and evaluation of training activities</u>	<i>Provision of Equal opportunities for all</i>
		<i>Trainees' Selection criteria and Selection procedures followed</i>
		<i>Monitoring and evaluation of training progress of trainees</i>
		<i>Application of adult learning principles, educational methods and didactic techniques</i>
		<i>Monitoring and evaluation of trainers</i>
		<i>Percentage of trainees that completed the course</i>
		<i>Percentage of female trainees that completed the course</i>
		<i>Percentage of female trainees from socially vulnerable groups that completed the course</i>
		<i>Percentage of Successful results in examinations and certification</i>
		<i>Acquisition of Practical experience acquired in collaborating companies</i>
<i>Monitoring and evaluation of training process</i>		
	<i>Number of planed courses that failed</i>	



		<i>to be implemented or elaborated due to any reason</i>
<b>Promoting Employment</b>	<u>Provision of Support Services</u>	<i>Monitoring of trainees progress after training</i>
		<i>Counseling services</i>
		<i>Support services responding to special needs of vulnerable groups</i>
	<u>Absorption of trainees in the labour market</u>	<i>Percentage of trainees employed in companies that have done their practical exercise after the conclusion of the course</i>
		<i>Percentage of trainees who belong to vulnerable groups getting a job position four months after the course</i>
		<i>Percentage of female trainees who belong to vulnerable groups getting a job position four months after the course</i>
		<i>Percentage of trainees getting a job position in any company regardless the training course four months after the program</i>

**4. Are there any additional quality criteria that need to be met in this particular (A)VET area? (research)**

**Who is responsible for these criteria? Where do they come from? Where do they consist of? What specific themes do they address? What does provider organization need to demonstrate to meet these criteria? (Again please refer to relevant literature!!)**

Quality issues of a training program should apply to all of its characteristics. Therefore, a high quality training course is the one that succeeds in matching the key features of a specific training subject with specific conditions and standards. The national system of administration and monitoring of continuing vocational training (ESDEK) underlines that the level of quality standards of vocational training provided by a training centre is determined by:

- ✓ The content, educational tools and methodology of implementation. Sufficiency of curriculum, effectiveness of educational methods, adequacy of educational tools, the existence of adequate trainers, etc. (Educational / pedagogical



approach).

- ✓ The relation among available financial resources and the training results. Effectiveness of vocational training depends on the available budget per trainee in order to cover specific needs or to resolve problems which may arise (macro-economic approach).
- ✓ The provision of equal training opportunities for specific social groups. Provision of training opportunities for individuals that belong to socially disadvantaged population groups in order to cover certain social needs through a training course (social approach)
- ✓ The satisfaction of all possible stakeholders. Correspondence of providing vocational training to the needs and demands of trainees, labour market, employers as they are required by the labour market practices or plans (eg acquisition of new skills, increase of productivity). The cover of existing needs or declared requirements (approach of offer of services).
- ✓ The effectiveness of project management planning and implementation of a training course. Optimization of performance of individuals and of functional units of a training organization that are involved in activities of planning, implementation and evaluation of a training course (administrative approach).

Centers of vocational training as a factor in the overall system and as receptors of the policy guidelines wish to improve the quality of vocational training by the simultaneous development of quality criteria with corresponding indicators for monitoring and evaluating the effectiveness of training actions such as:

- Training of trainers in teaching methods and in processes of evaluation and certification.
- Training of VET staff in planning and implementing training programs. Elaboration of innovative learning methods with a shift in experiential learning, distance learning, e-learning, blended learning.
- Elaboration of new teaching methods with processes of certification of training results.
- Establishment of a National Quality Framework (NQF), rationalization and clarity of qualifications that are obtained and their correlation with the labor market in Greek and European level to ensure the mobility of learners and the workforce.



## **5. What is the opinion of provider organization regarding quality frameworks, conditions and criteria? (five interviews)**

*What are the themes they think relevant to focus on?*

*What do they think of the importance and usefulness of the 11 themes we have selected?*

*How do they actual work on quality (see also answer on question 2)?*

*Do they have example material of some of these activities they consider as relevant?(is it available?)*

*Please check cross relevance of answers by interviewing five different organizations!*

### **ERGON KEK** (*national VET centre*)

A lengthy discussion in the field of quality assurance in VET has provided organizations with all the required context, principles and criteria needed for quality assurance in education and training. As for the eleven themes on which your project has focused it seems as if an all-encompassing approach attempts to support organizations.

Our organization focuses primarily on the following priorities:

- Curriculum
- Learning Methods and Processes
- Apprenticeship and work based learning
- Accessibility
- Examination

The difficult in the quality model being implemented by ERGON KEK relates mostly not in the data collection procedures but also on the data analysis phase, due to the wealth of information being amassed.

Our organization builds its quality plan on the principles set out by both ISO and the Balanced Scorecard methodology.



The importance of the eleven themes being selected for the quality model rests on the fact that a holistic approach to evaluation is being attempted, that focuses on all aspects that may influence quality,

**TECHNOPOLIS** (*national VET centre*)

Our organization focuses primarily on the following themes:

- Curriculum
- Learning methods and processes
- Apprenticeship & Work based learning
- Coaching, tutoring and mentoring
- Leadership
- Accessibility
- Guidance, care structure and student rights
- Examination
- Staff development and staff allocation
- Outcome, accountability, valuation
- Intake, information and assessment

All themes are important as they are key parameters that affect the quality and effectiveness of training courses. Our Training organization has processes for implementing, monitoring and evaluating, applying the necessary corrective actions for continuous improvement of those processes through implementing training courses. The quality model used by our organization is ISO. The scope of the Quality Management System of our organization is to plan, implement and evaluate a) co-financed by the European Social Fund (ESF) training courses and b) unfunded training courses. The certification of the Quality Management System complies with the requirements of international standard ELOT EN ISO 9001:2008.

Below are listed are some basic performance indicators monitored under the Quality Management System of our organization on an annual basis:

- Average score of all the technical bids for implementing training courses.
- Number of technical bids below 75 mark.



- Number of new training programs will be designed by the company.
- Average Rating by program.
- Number of trainers with an average score below the 80.
- Average Rating of educational work and organizing the programs of trainees.
- Number of complaints regarding trainers.
- Number of complaints regarding VET centre.
- Percentage of all trainees who completed the program.
- Percentage of all trainees to obtain certification exam skills.
- Percentage of trainees who were absorbed into the labor market.
- Number of internal problems related to internal organization and working relationships.
- Number of educational programs or processes monitored by employees.

#### **DYNAMIKI** (*regional VET centre*)

We believe that quality in vocational training should be reinforced every day. Within this general framework is necessary to promote a stable environment and quality models with emphasis on:

- Adaptation of criteria and indicators for quality training
- Development of measurable and representative quality indicators
- Promoting evaluation procedures at all levels
- Using a modern system and methodological tools for quality in training courses
- Training and evaluation of human resources involved in processes
- The general assessment of processes and results related to objectives and quality and inclusiveness of all stakeholders, and trainees in these processes
- The consulting guidance of trainees, particularly in relation to the labor market

Our organization puts more emphasis on the following themes:

#### **Curriculum**

#### **Learning methods and processes**

#### **Intake, information and assessment**

#### **Guidance, care structure & learner rights**

#### **Staff development and staff allocation**



### **Leadership**

We agree on the usefulness and significance of the eleven themes. We also agree with the definitions and we believe that the indicators are good to have a less theoretical approach. Indicators should be more meaningful and practical that link quality with training, objectives and outcomes. Our organization was incorporated into the dynamic processes of quality ISO (awaiting certification). Furthermore, we use modern software, which integrates monitoring and evaluation, linking the quality with training services. The experience of our organization and its involvement in similar projects and networks allow us significantly to link training with quality standards.

### **OLYMPIAKI EKPAIDEYTIKI**

*(national VET centre)*

This educational institute uses a quality model ISO. Greater emphasis is given on the following areas:

#### **Curriculum**

#### **Learning methods and processes**

#### **Coaching, tutoring and mentoring**

#### **Leadership**

#### **Accessibility**

#### **Examination**

The greatest difficulties encountered by this VET centre relating to the implementation of ISO standards are the simultaneous implementation of several training programs and the absence of a flexible system for collecting and recording data in affinity with the themes and indicators for monitoring and evaluation.

Particular attention is paid in planning training courses, in implementation procedures, in recruiting trainers and in training of VET staff. Finally, evaluation as a research process attributes to a great degree the achievement of objectives of each program but also the objectives of the Vocational centre.

### **MENTOR EKPAIDEYTIKI**

*(national VET centre)*

Due to the rapidly changing environment, there is a growing need to set new priorities such as ensuring the possible access to learning, increased investment in human resources, learning outcomes, innovating learning methods.



In general, our VET center focuses on all listed themes.

The reported themes are close to the key processes in the area of training and establish a holistic approach in order to improve the service of an educational organization. It is also shown that they serve the important objective of continuous improvement at all levels within full control and measurement of actions planned in the base of the model: "plan - implement - evaluate - act". Training should be a flexible process that serves the real needs of all human resources involved and contributes significantly to quality assurance.

The scope of activities of our VET centre includes the following:

- Planning and implementation of training courses co-financed by the European Social Fund (ESF) and programs for continuing professional
- Planning and implementation of unfunded training courses

The quality model used by MENTOR EKPAIDEYTIKI is the International Standard EL0T EN ISO 9001:2000. The priorities and indicators that are served by this model include the following procedures:

- Management resources
- Quality management system
- Purchasing management
- Continuous improvement
- Human resources management
- Planning training courses
- Management training courses

The implementation of the referenced model quality does not present great difficulties. The design of a quality model was based on structured and existing features of the VET centre serving the objective of meeting the needs of trainees and the quality of implementation of training courses.

## **6. Check for common themes, their definition and potential criteria**

*The 11 themes we have presented in Larissa have appeared to be dominant in all VET interviews in the Netherlands on quality and are recognizable for Cypress as well as Sweden. In Larissa we also have come up with a list of indicators for each theme. While working on the questions 2 to 5 the most important thing is that you check whether our Larissa-list is complete (research as well as practice based evidence through interviewing) and whether the definitions we tried to agree on are clear.*



*Remember that our model should be "light", present a basis. Working according to our new model should not burden an organization with extra questions! The model needs to fit in easily in the way they already handle Quality Assurance or it should give direction to those who do not use any framework or criteria at all! Since we would like to develop a "All European Model" we also need to look for added value of the model for those organizations that are very familiar with quality assurance and have extended experience with it. One might say: we need to add a kind of expert level. This will make the model more dynamic and useful. To do all this we work along two lines:  
Cyprus, Greece and Spain will check out the next questions regarding the themes, each in their preferred context. While, on the basis of the same questions, Sweden and the Netherlands will look for information to add at each of the 11 themes a kind of level differentiation. Revalento and Folksuniversitetet will then combine all this information and feedback the outcome to all partners. This will be the final concept model. This will be presented in September to all. Please check the summary of themes, definitions and indicators (Larissa notes). Some are not yet well defined or clearly described. Please contribute by making suggestions!*

Curriculum	Is it also considered as basic? Does the definition encompass the basics they consider being relevant? Concept indicators Larissa OK? New ones? Why?
Learning methods and processes	Is it also considered as basic? Does the definition encompass the basics they consider being relevant? Concept indicators Larissa OK? New ones? Why?
Apprenticeship & Work based learning	Is it also considered as basic? Does the definition encompass the basics they consider being relevant? Concept indicators Larissa OK? New ones? Why?
Coaching, tutoring and mentoring	Is it also considered as basic? Does the definition encompass the basics they consider being relevant? Concept indicators Larissa OK? New ones? Why?
Intake, information and assessment	Is it also considered as basic? Does the definition encompass the basics they consider being relevant? Concept indicators Larissa OK? New ones? Why?
Accessibility	Is it also considered as basic? Does the definition encompass the basics they consider being relevant? Concept indicators Larissa OK? New ones? Why?



Guidance, care structure and student rights	Is it also considered as basic? Does the definition encompass the basics they consider being relevant? Concept indicators Larissa OK? New ones? Why?
Examination	Is it also considered as basic? Does the definition encompass the basics they consider being relevant? Concept indicators Larissa OK? New ones? Why?
Staff development and staff allocation	Is it also considered as basic? Does the definition encompass the basics they consider being relevant? Concept indicators Larissa OK? New ones? Why?
Outcome, accountability, valuation	Is it also considered as basic? Does the definition encompass the basics they consider being relevant? Concept indicators Larissa OK? New ones? Why?
Leadership	Is it also considered as basic? Does the definition encompass the basics they consider being relevant? Concept indicators Larissa OK? New ones? Why?

From our research and interviews with vocational training centers are arising themes as well as indicators and tools which substantially agree with Larissa list, in a more briefing way.

Themes CQAF-VET	Themes (System Quality management)	Indicators/tools
Curriculum	<b>Process of training courses planning</b> <ul style="list-style-type: none"> <li>• Product development and design (training courses curricula).</li> <li>• Control methods are determined and ways of correlation of growth and designing of service activities.</li> <li>• Planning services verification.</li> </ul> Planning is assigned in adequate staff, technical specifications are determined, correspondence of training offer to the requirements is ensured and the result of designing coincidence with the initial proposals is being verified. Ensuring that the service meets the prescribed requirements and verify that the result meets the original proposals.	<ul style="list-style-type: none"> <li>• System and tools for planning data collection</li> <li>• Files of previous courses with specific educational content, training methods and procedures</li> <li>• Evaluations of previously elaborated training courses</li> <li>• Updating of previously elaborated courses where it is required</li> <li>• Monitoring and corrective actions during the implementation</li> <li>• Take necessary precautionary actions for next training courses</li> </ul>
Learning methods and processes		



	<ul style="list-style-type: none"> <li>• Decrease of the probabilities of omissions that can affect negatively in the quality or effectiveness of provided service.</li> </ul>	
<p>Apprenticeship &amp; work based learning</p> <p>Coaching, tutoring and mentoring</p> <p>Intake, information and assessment</p> <p>Accessibility</p> <p>Guidance, care structure &amp; learner rights</p> <p>Examination</p>	<p><b>Management Process</b> This process is applied at all stages of training courses.</p>	<ul style="list-style-type: none"> <li>• Procedures, instructions and monitoring tools of supplied educational services and learning progress of trainees</li> <li>• System, instructions and tools for selection, monitoring, support and assessment of trainers and trainees</li> <li>• Study Regulations, briefing notes for trainers and course stakeholders</li> <li>• Archives of tests, tasks, exercises and activities to assess learning outcomes of trainees</li> </ul>
<p>Staff development and staff allocation</p>	<p><b>Human Resources</b> To ensure the capacity of VET staff regarding the responsibilities and work performed, the VET centre is conducting a series of steps and actions, which are reflected in the following:</p> <ul style="list-style-type: none"> <li>• Needs analysis regarding the educational needs of VET centre staff and trainers.</li> <li>• Determination of the required training (internal and / or foreign body) presented in structured staff training programs</li> <li>• Realization and records of realization of training programs for VET centre staff and trainers</li> <li>• Evaluation of elaborated training courses for VET centre staff and trainers</li> </ul>	<p><u>For VET centre staff</u></p> <ul style="list-style-type: none"> <li>• CV of each employee</li> <li>• Proposals for training of VET staff</li> <li>• Record of annual employee evaluation</li> <li>• Schedule for training of staff</li> <li>• Evaluation of effectiveness of training courses attended by staff</li> </ul> <p><u>For trainers</u></p> <ul style="list-style-type: none"> <li>• CV's of trainers</li> <li>• Records of trainers Performance from the assessments by their trainees and VET staff</li> </ul>
<p>Outcome, accountability, valuation</p>	<p><b>Process of evaluating aspects of training courses</b> <u>Aims to:</u></p> <ul style="list-style-type: none"> <li>• measure the degree of customer satisfaction</li> <li>• Collect information that may lead to further improvement of the quality system and organization operation</li> <li>• Enhance communication with customers</li> </ul> <p>The assessment in all aspects of a training course includes:</p> <ul style="list-style-type: none"> <li>• The trainees</li> <li>• trainers</li> <li>• The VET centre</li> </ul> <p>Information gathered from the above evaluations is being processed, in order to determine actions for improvement. Also the</p>	<ul style="list-style-type: none"> <li>• Evaluation System &amp; Tools (questionnaires)</li> <li>• Reporting progress of trainees, trainers, training course, operation of VET centre, human resources affecting training course</li> <li>• quality standards relating to the minimum performance of trainers and training courses</li> </ul>



	<p>results of this process are always topics of discussion during reviewing the system.</p>	
Leadership	<p><b>Management</b> The Administration's commitment to quality standards and efficiency of providing products and services is described through the quality policy which is being approved and constantly updated. The organizational structure of the VET centre is reflected in the Organization Chart which determines the horizontal and vertical communications / responsibilities between departments and activities of the VET centre. The chart is accompanied by specific job descriptions, through which the responsibilities and duties of each job are clearly defined and the integration of each individual to the organization as it is shaped through the processes of the system. Once a year is made a total review of the system in order to take decisions regarding the continuous improvement of the system. Once a year Quality Boards meet or whenever is necessary by the Quality Manager or the General Management for quality decision making in the frame of a constant updating of quality plan. Setting measurable quality objectives. The evaluation results regarding quality objectives are taking place within the framework of the Review of Quality Management System.</p>	<ul style="list-style-type: none"> <li>• Quality Policy</li> <li>• Chart</li> <li>• Job descriptions</li> <li>• Minutes Council on System Reviewing</li> <li>• Minutes Council meeting on Quality</li> <li>• Quality Objectives</li> </ul>
<p><b>7. Based on your research and interviews: have new themes become eminent?</b></p>		
<p><i>What is / are the extra themes? (beware! please keep it simple and obvious! And only suggest additional themes if it <b>really</b> is useful at a basic level). Why are they relevant?</i></p>		



*How would you define the theme?*

*What kind of indicator(s) could be met for that specific theme?*

*Please check each time whether adding a new theme offers a balance between the necessary care for quality and potential extra restrictions in terms of use it might throw up.*

### **8. Based on your research and interviews which of the themes need to be prioritized ?**

*What, why? (put themes in logical order from high priority to least)*

*What theme would you consider less relevant and skip from the short list*

*Why? (Use above input from interviews as well as research).*

*Sweden and the Netherlands: for each theme separately how can one define the themes best, describe indicators and define an expert level differentiation?*

*Finalize this to the level of a concept model and present this again to all partners in the September 2010 meeting in Santander.*

*(And: have you reasons to add one or two additional themes at the expert level? Which theme, which indicators?).*

- \* **Curriculum**
- \* **Learning Methods and Processes**
- \* **Apprenticeship and work based learning**
- \* **Coaching, tutoring and mentoring**
- \* **Leadership**
- \* **Accessibility**
- \* **Examination**
- \* **Staff development and staff allocation**
- \* **Intake, information and assessment**
- \* **Guidance, care structure & learner rights**
- \* **Outcome, accountability, valuation**

### **Annexes: How we move on**

After this input is collected and processed (by Revalento and Folksuniversitetet), the new short list (including all definitions and indicators for different levels) will be presented again to all partners in our next meeting (in September in Cypress) as the final concept model. In the next stage of the project we all need to check



at provider's level whether they still see the basics of their own Quality Assurance program and/or efforts reflected in this model. How we will do that will be addressed in our next meeting.

Also, once agreed, the use of model needs to be described and agreement needs to be established whether an organization needs to demonstrate activities on all themes or on a selection when trying to comply to the minimal norm.

Additional a consultation at CEDEFOP could be recommendable in this stage.

If you have any questions regarding the above please do not hesitate to contact one of us (Skype, email) so that we are able to discuss and clarify it.

Kind regards,

Ali, Jennie and Roger