



2<sup>nd</sup> ENIQAB Workshop

Nuremberg

10 February 2012

Protocol: Julia Jörgens

9.00-9.30

**Greeting and opening of the workshop by Barbara Hemkes and Julia Jörgens, round of introduction of the participants, short introduction of ENIQAB, the task levels and working packages**

Julia Jörgens briefly reports on the status of ENIQAB.

The aim of the ENIQAB project is to link the EQAVET process to the national pilot projects on quality assurance and development.

In order to achieve this linkage, three different task levels must be met:

- 1) Transfer of the results and conclusions of the pilot projects into the European process
- 2) Transfer of the European quality strategy into the pilot projects
- 3) Cooperation of the European partners

The following work packages are planned for ENIQAB to satisfy the task levels:

Work package 1: Management (BIBB)

Work package 2: Development (BIBB and partners)

Work package 3: Exploration (BIBB and partners)

Work package 4: Dissemination (BIBB and partners)

#### Work package 5: Quality Assurance (BIBB)

BIBB as the coordinator of ENIQAB is solely responsible for work packages 1 and 5. The workshop will focus on the other work packages, where the European partners play a substantial part.

#### Work package 2 – Development:

As a next step in this work package, the concepts of the pilot projects will be analyzed and processed. Special consideration will be given to the elements and tools of quality development and assurance used in the pilot projects. At a later stage of the project we will inquire, which of the European quality indicators are relevant to the pilot projects. Towards the end of the project we will develop examples of good practice.

#### Work package 3 – Exploration:

Once the European partners have received more information about the pilot projects, they will analyze which instruments could be relevant for their country. Their feedback will be assessed and made available for the national pilot projects. The long-term aim is that the European partners transfer good practice.

#### Work package 4 – Dissemination:

For the dissemination, the following products were/ will be developed:

- Flyer, website, newsletter (eng/ger)
- Reports about the project
- Brochure about the pilot projects
- Compendium of examples of good practice

[Further information](#)

9.30-10.00

### **The European Strategy on Quality Assurance in VET**

First of all, Helena Sabbagh reports on European quality assurance as an answer to global developments. The overall objective is to secure Europe's economic position and prosperity. She points out that globalization, skilled worker shortage owing to demographic changes and scarcity of resources are current problems which make it difficult to reach this goal.

Furthermore the goals of the Copenhagen process for European cooperation are mentioned: mobility, comparability and transparency.

Subsequently the European community of practice EQAVET (European Quality Assurance in Vocational Education and Training) is presented. Its aim is to bring together the Member States, Social Partners and the European Commission to support and stimulate their collaboration in the field of development and improvement of quality assurance in VET. For this purpose the EQAVET Reference Framework is used. EQAVET supports its member states by providing the following EQAVET-instruments:

- Quality cycle based on the Deming cycle
- Quality criteria and descriptors
- "Toolbox" consisting of ten reference indicators

Helena Sabbagh explicitly calls the attention to the fact that EQAVET does not attempt to force every country to use the same quality model.

As key tasks of the EU member states the establishment of a National Reference Point, the conception for improving the national quality assurance system under application of the reference framework and networking are named.

Moreover, Helena Sabbagh briefly presents the EQAVET Quality Cycle with the four stages planning, implementation, evaluation and review as well as the ten reference indicators:

- 1) Relevance of quality assurance systems for VET providers
- 2) Investment in training of teachers and trainers
- 3) Participation rate in VET programmes
- 4) Completion rate in VET programmes
- 5) Placement rate in VET programmes
- 6) Utilisation of acquired skills in the workplace
- 7) Unemployment rate
- 8) Prevalence of vulnerable groups
- 9) Mechanisms to identify training needs in the labour market
- 10) Schemes used to promote better access to VET

At the moment the system level tool can be used on the internet at [www.eqavet.eu](http://www.eqavet.eu).

DEQA-VET, the German Reference Point for Quality Assurance in Vocational Education and Training is at present helping to develop another tool for the provider level which is specially adapted to the needs of small and medium-sized enterprises, among others.

The key task of DEQA-VET is to raise awareness among the national stakeholders of the advantages of applying the principles, methods and tools of quality assurance in vocational education and training. The reference point was established in August 2008 and is part of a European network. It is one of currently 21 National Reference Points in Europe (33 are planned).

The goals of DEQA-VET are:

- promoting the development of a “culture of quality assurance”
- promoting the application of quality assurance in VET
- networking of VET stakeholders and institutions at the German and European level

Helena Sabbagh presents the website of DEQA-VET, which will be translated into English in 2012. On the website you can find, among other things, an overview of German vocational schools which are based on the quality cycle. Furthermore you can find information about the legal framework conditions of VET in Germany and data on companies offering training in Germany.

The website also provides information about the DEQA-VET portfolio and activities, which are:

- Raising awareness of the topic of quality assurance
- Provision and dissemination of information on the website [deqa-vet.de](http://deqa-vet.de)
- Newsletter with current topics 3-4 times a year
- Organization of an annual symposium: information, discussion, networking
- Providing orientation by giving examples of good practice from Germany and Europe

[Further information](#)

**10.00-10.30**

### **Challenges of Quality Development and Assurance in Company-based VET (characteristics and core issues of the pilot projects)**

Dr. Dorothea Schemme refers that pilot projects, the so called “Modellversuche”, are an instrument for qualitative change and innovation in VET. They are funded by the Federal Government in accordance with article 90, item 3, number 1d.

Involved are stakeholders from science, politics and practice. The dynamic coproduction of these constituents functions as follows:

politics

- orders science/research to carry out the evaluation
- provides framework conditions and sets priorities for VET practice

science/research

- secures and transfers the results to politics and consults the latter
- consults and accompanies VET practice and transfer results to it

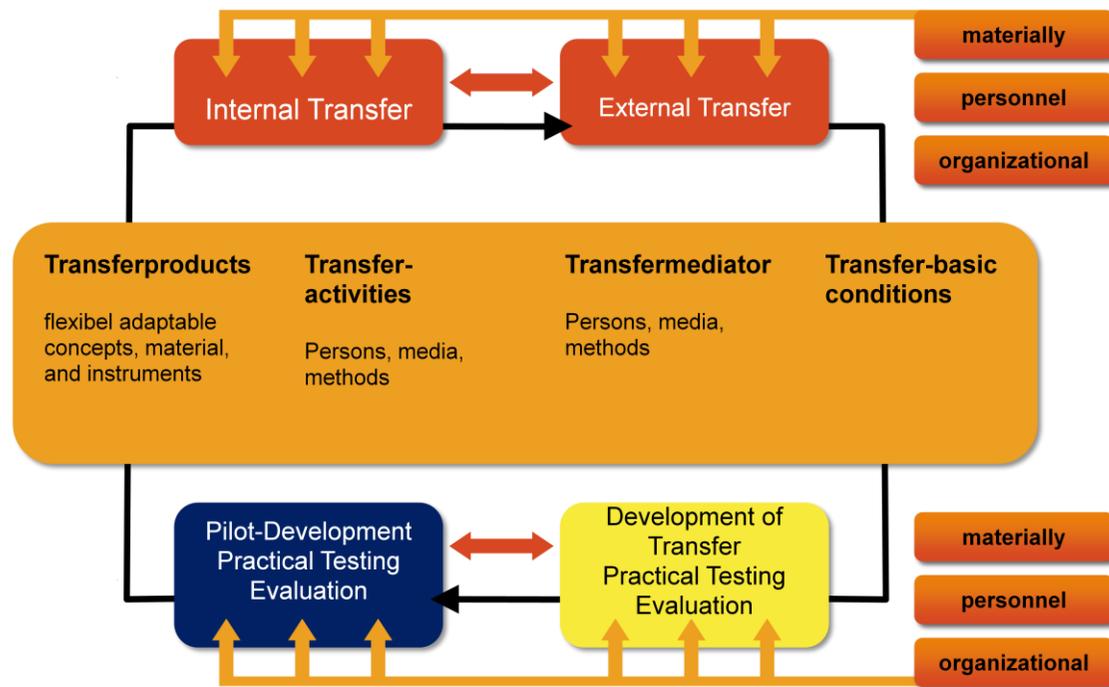
VET practice

- transfers practical innovations to science/research
- testing of reform approaches for politics

Furthermore the criteria for the appraisal and selection of the pilot projects are mentioned:

1. Potential of innovation – to create an example / model
2. Nationwide Relevance
3. Process character
4. Scientific advice and accompanying research
5. Transfer orientation – Dissemination
6. Cofinancing

Finally, Dr. Schemme portrays the transfer of the results of the pilot projects as a complex process of dialogue, learning and formation:



[Further information](#)

## 10.45-11.15

### **Approaches to Quality Development and Assurance in VET – Introduction to the 10 Pilot Projects (thematic structuring, cross-cutting issues)**

Initially, Susanne Weber presents the team of the scientific support and evaluation and explains its functions and tasks:

1. Monitoring, consultation and supervision of the pilot projects
2. Moderation and networking: support of exchange between the pilot projects
3. Analyses of pilot projects and the programme as a whole
4. Formative and summative evaluation
5. Dissemination and transfer of results

Subsequently, the dual system in Germany is briefly described.

In the field of VET, the Federal Government is responsible for in-company vocational training, while the Federal States, the Länder, are responsible for vocational training in schools, and hence also for vocational schools.

Susanne Weber refers that pilot projects in general allow innovative developments in the area of initial and continuing training and test them in the actual practice. The pilot projects about quality improvement and quality development relevant in this case cover the following subjects:

- Professionalization of training staff
- Development of instruments for quality development and assurance
- Development of communication and cooperation structures

Each pilot project was asked about the thematic priority.

The pilot project “ProfUnt - Professionalization of IVET actors in Thuringian companies” indicates the professionalization of training staff as the top priority.

Keywords about ProfUnt:

- Quality focus: Interaction between training staff and trainees, learning as social process, improvement of skills and competences
- Outcomes: Workshop developed in cooperation with IVET actors, topics: problems for trainees when accessing VET, competence- based assessment, support of work-based learning, personal and social competences of trainees, implementation, measurement and assurance of quality

The development of instruments for quality development and assurance is indicated by the following projects as the first priority:

Keywords about “QUESAP”/ Quality development in IVET for geriatric care

- Quality focus: Improvements concerning cooperation of learning venues and professionalization of training staff in geriatric care by means of instruments
- Outcomes: Six quality modules supported by instruments: training scheme, vocational training plan, individual training plan, vocational teaching methods, assessment instruments, learning diary

Keywords about “Graswurzel QES”/ Grassroots Quality Development and Assurance

- Quality focus: Continuous quality improvement by the PDCA cycle (Plan-Do-Check-Act)
- Outcomes: Interactive – situational instruments for improvement of the interaction between training staff and trainee, instruments for supervision of the learning process

Keywords about “BAQ”/ Berlin IVET Quality in Training Networks

- Quality focus: Quality concept for companies in training networks
- Outcomes: Development of common model for successful IVET which contains the aims of VET, the achievements, the trainee as receiver, the skills and competences of the training staff and equipment

Keywords about “Ganzheitlicher Ausbildungsnachweis“/ Integral job report

- Quality focus: Improvement of VET process through optimised IVET report
- Outcomes: Integral job report for establishing regular feedback processes contents: description and assessment of competences, holistic understanding of competences (vocational, methodological, social, personal)

Keywords about “Ausbildungsqualität Handwerk“/ Quality development in IVET in skilled-craft enterprises: Development of instruments and qualification concepts

- Quality focus: Improving communication between training staff and trainees for VET quality
- Outcomes: Instruments such as workbook starting VET, questionnaires for estimating VET for training staff and trainees, quality development by means of a quality matrix

The following three pilot projects name the development of communication and cooperation structures as the top priority:

Keywords about “Ausbildungsmeister“/ Mastering IVET in the skilled crafts in Western Mecklenburg - Quality and networks for the future

- Quality focus: Sustainable regional structures for actors involved in IVET in skilled crafts sector
- Outcomes: Models for mastering IVET in the skilled crafts of the region, seal of quality for best practice

Keywords about “Q<sup>3</sup>“/ Quality circles for the development of a common awareness of quality and the origination of quality standards across all actors in vocational education and training

- Quality focus: Common quality standards for actors involved in training networks
- Outcomes: Quality circles in which quality is discussed among the different actors and instruments will be developed and tested

Keywords about “ML-QuES“/ Quality development and assurance in the IVET process in skilled-craft painting and varnishing SMEs in Hamburg

- Quality focus: Quality for enhancing the attractiveness of VET
- Outcomes: Open exchange of experience among companies and the development of a common understanding of teaching-and -learning process quality, good practice solutions

The pilot project Q:LAB states that it has two priorities: the development of instruments for quality development and the assurance and the development of communication and cooperation structures.

Keywords about “Q:LAB”/ Integrated quality management system in learning-oriented IVET

- Quality focus: Starting point for IVET quality: vocational action skills
- Outcomes: Instruments: quick check reality of VET, feedback/reflection/self evaluation for trainees/training staff/works council/companies

[Further information](#)

**11.15-11.45**

### **Stakeholder Involvement in Quality Development and Assurance: Experiences in the pilot project “ML-QuES”**

Carmen Hahn and Anna Jastrzebski refer about the experiences of stakeholder involvement in the project ML-QuES. The aim of ML-QuES is to raise the quality of skilled-craft apprenticeships for painters and sprayers.

ML-QuES comprises basically three work phases:

- step 1: establishment of contact with companies and interviews/surveys about the IVET situation and further training needs
- step 2: creation of different instruments to improve the training/ instruments match the individual needs of each company
- step 3: implementation of the instruments by the companies (current phase)

Companies which take part in the project have to meet the following requirements: They have to take part in the project meetings (every three months), they should be open to changes, spend time with interviews, visits etc. and allow external insight into the company.

The motivation for most companies to take part in the project is that they take the opportunity to recognize their individual difficulties and they want to improve and assure their training quality in order to get skilled workers.

The following issues and problems so far arose in the projects:

- The cooperation is prevented by limited personnel and time resources
- The role of instructor (responsible for training) is not clear
- Commissioned work may limit and determine the working experiences of the apprentice
- Fear of change (structure, organization)
- Fear of academic know-all manner ("expert" knowledge)
- Mistrust of theory compared to practice

In view of the problems Helmut-Schmidt-University (HSU) makes the following efforts:

- Closeness to reality/actual process (visit of companies, calls)
- Trusting the companies as experts
- Development of instruments/methods in close cooperation with companies
- To show the importance of the instructor role (responsible for training)
- Consideration for commissioned work (project meetings)
- Step by step implementation of instruments within companies
- Individual scheme (implementation, time to change – fear)
- financial support

[Further information](#)

**11.45-14.30** (interruption of lunchtime snack: 12.30-13.30)

### **Approaches and Experiences of International Partners**

The participants of the workshop agreed in a little change of the agenda. The partners reported on the VET systems and approaches in their countries:

#### **Austria**

Dr. Franz Gramlinger refers that Austria has a dual VET system. The VET programmes are provided at VET schools and VET colleges. One of the main tasks of ARQA-VET (Austrian National Reference Point for Quality Assurance in VET) is to support the VET Quality Initiative QIBB (QualitätsInitiative Berufsbildung) and thus especially the IVET sector. QIBB was launched in 2004 and aims to establish a quality management system in VET schools and colleges. It comprises all institutional levels of the VET school system (650 schools) and incorporates the elements and principles set forth in the CQAF (Common Quality Assurance Framework)/EQARF (European Quality Assurance Reference Framework). Moreover, in 2009 the implementation of Peer Review started within QIBB.

#### **Portugal**

Isilda Fernandes reports that in 2007, a new legislative framework for education and training was published in Portugal and the National Qualifications System (SNQ) was established. The aim of SNQ is to constitute common goals and instruments in the context of a renewed institutional framework.

The General Directorate for Employment and Industrial Relations (DGERT) is responsible, among other things, for quality assessment and the accreditation of training providers. The accreditation system is mandatory for training providers wishing to access public funds. Isilda Fernandes emphasises the importance of this system, which has the aim to increase VET provider's quality and to promote their external recognition.

## Poland

Anna Atlas initially refers about the education system in Poland. A reform of the education system was introduced in 1999. The educational system of Poland is divided into a six year-long primary school, a three year-long gymnasium and six post-gymnasium optional schools. As far as practical vocational training is concerned (it is undergoing a period of transition), there are currently three forms:

- 1) a full-time curriculum is provided at school and comprises practical classes and workshops
- 2) apprentices can attend apprenticeships at enterprises (mostly small and medium-sized enterprises), at school theoretical classes are given
- 3) students of all types of vocational schools can receive practical training through practical training centers

With regard to introductory vocational training two levels of vocational schools exist:

- 1) basic vocational schools, the education takes 2 to 3 years (about 60% is devoted to practical training)
- 2) vocational secondary schools, two types exist:
  - technical secondary schools (around 1800 hours of vocational training)
  - supplementary technical secondary school (1224 hours of vocational training)
  - profiled secondary school (486 Hours, offers pre-vocational training)

The mentioned schools offer the possibility to gain a matriculation certificate (apart from basic vocational school that gives only vocational qualifications).

14.30-15.00

### **Organizational Issues/Further Planning**

Towards the end of the workshop the next steps of ENIQAB were discussed. The analysis of the instruments used by the pilot projects is indicated as one medium-term objective. For further information the European partners will be able to refer to a brochure about the pilot projects, which will be published soon. They will give feedback about which instruments could be useful in their country. At a later stage of the project examples of good practice will be developed.

Furthermore, Julia Jörgens mentioned that the progress report has to be handed in quite soon and reminded the partners to hand in their parts. Finally, additional wishes or suggestions were discussed. One idea is to organize a visitors' programme for the European partners. In this context they could be given the possibility to visit a pilot project of their choice. Once they receive the new brochure about the pilot projects, the partners will be able to express their wishes about projects they are especially interested in.

Next ENIQAB meetings:

13./14. September 2012: 3rd ENIQAB Workshop together with Annual conference of DEQA-VET

end of February 2013: final ENIQAB Workshop