



## Quality Indicators based on EQUAVET for TNS

In the project one aspect is also the Quality management.

Therefore we use the EQUAVET as a guideline. The quality system has, as the most quality management systems, a quality cycle as a basis. – **Plan**, - **Do**, - **Check**, - **Act**,

To keep in line with this quality system we should structure our scenario planning according to the EQUAVET quality cycle and evaluate the test pilots according to the EQUAVET indicators.

To keep in line with the Quality cycle we'll do the following steps:

### **Plan (Planning):**

In this step we are now.

Every scenario from a test bed partner is a plan for lessons using digital media with the example of nutrition education.

### **Do (Implementation):**

Run the pilot at the end of the year with your described target group, methods and media.

### **Check (Evaluation):**

Is the evaluation of the test bed scenarios with the evaluation instruments presented on the Vienna meeting.

### **Act (Review):**

Is the redefining of the scenarios according to the evaluation result.



### **Important**

For the scenarios is important to keep the relevant indicators in mind for the planning and description of the scenarios.

We use the following indicators (In EQUAVET there are 10):

No 6

Utilisation of acquired skills at the workplace:

(a) information on occupation obtained by individuals after completion of training, according to type of training and individual criteria

(b) satisfaction rate of individuals and employers with acquired skills/competences

*Purpose:*

Increase employability.

Improve responsiveness of VET to changing demands in the labour market.

Support adapted training provision, including for disadvantaged groups.



No 8

Prevalence of vulnerable groups:

- (a) percentage of participants in VET classified as disadvantaged groups (in a defined region or catchment area) according to age and gender
- (b) success rate of disadvantaged groups according to age and gender

*Purpose:*

Background information for policy decision-making at VET-system level.

Support access to VET for disadvantaged groups.

Support adapted training provision for disadvantaged groups.

No 9

Mechanisms to identify training needs in the labour market:

- (a) information on mechanisms set up to identify changing demands at different levels
- (b) evidence of their effectiveness

*Purpose:*

Improve responsiveness of VET to changing demands in the labour market.

Support employability.

If you describe your scenario write some sentences to these indicators.

- How do you acquire workplace needs and integrate them into your scenario?
- How do you ensure that also vulnerable groups can participate in your pilot lessons?
- How do you identify training needs in the labour market and integrate this in your courses?

All description should be done according to the Indicators described above. And also **important** for the evaluation; we must measure the success of the implementation of these indicators. So it would be good if also can think about how to measure this. E.G. can you ask your teacher how he manage to acquire workplace needs? Do they have a database for these needs? , etc.?

More information in your language about the Quality indicators you can find here:

<http://eur-lex.europa.eu/JOHtml.do?uri=OJ%3AC%3A2009%3A155%3ASOM%3AEN%3AHTML>

Just choose your language right on the top of the page and then choose the first pdf “2009/C 155/01”

Indicators and steps of the quality cycle are described in the annex part.