

CALL FOR CHAPTERS AUTHORS

FOR THE BOOK

QUALITY INDICATORS IN VOCATIONAL EDUCATIONAL TRAINING – METHODOLOGIES AND EXAMPLES OF USE

THE CALL

Collecting and analyzing data serves to identify the needed improvements of Vocational Educational Training (VET) and inspires ideas for change to better meet those needs, thus ensuring the quality of VET provision. Once changes are made, data provides information on their impact and help VET providers to sustain the quality of their own efforts.

The European Quality Assurance Reference Framework (EQAVET) is accompanied by 10 indicators to support the evaluation, monitoring and quality assurance of both VET national systems *and* institutional providers.

With reference to the latter, public and private VET institutions (initial and continuing), regional authorities, but also companies that supply VET as part of their business strategy, can pursue diverse ways of quality assurance approaches which reflect the EQAVET Framework.

EFQUEL invites stand-alone book chapters on these **institutional experiences which demonstrate how quality indicators have been used to support any of the four processes of the EQAVET quality cycle:**

- Planning monitoring processes
- Implement - Putting self-monitoring plans into practice
- Evaluating & assessing the collected data
- Reviewing & Revising - Turning information into evidence by making judgments and decisions, setting priorities and taking action for change.

Encouraging learners to engage in the learning/training process and successfully complete their VET programmes requires high effort from providers of vocational educational training. They need to offer attractive programmes and motivate all learners and trainees, including disadvantaged groups, to actively participate. VET teachers and trainers are pivotal to such processes. To “reap better returns from investment in teacher/trainer further training programmes, VET providers need to forge strong

EQAVET 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 at the workplace
7. Unemployment rate according to individual criteria.
8. Prevalence of vulnerable groups
9. Mechanisms to identify training needs in the labour market
10. Schemes used to promote better access

links between their strategy and objectives, and their training and improvement plans and initiatives” (EQAVET).

In partnership with the TQM project, we particularly welcome book chapters with a **specific focus** on EQAVET indicator 2 “**Investment in training of teachers and trainers**”. Along the quality stages as outlined above, these might address, but are not limited to, the following topics:

- Further training of teachers/trainers with a view to improving learner achievement
- Teachers/trainers engagement in professional learning activities that address specific issues, e.g. adapted training provision for disadvantaged groups
- Effective collaboration with industry, business, or the wider community in taking decisions about the further training of teachers/trainers
- Professional learning opportunities to enhance staff knowledge and understanding of the changing demands of the labour market
- Planning staff training and development: Views of staff and/or learners
- Mechanisms to recognize teachers/trainers strategic competences to implement a chosen strategy
- Organizing training of teachers/trainers to meet strategic needs
- Strategies and systematic processes for developing teacher and trainer competence

BACKGROUND OF THE CALL

Submitted book chapters will undergo an **open review** by the scientific community and as well as a blind review by dedicated referees. Accepted chapters will be published in the book entitled “Quality Indicators in Vocational Educational Training – Methodologies and Examples of Use”, produced by EFQUEL* in the framework of the “Teacher Quality Management” project. The publication will be an **openly licenced**. The Teacher Quality Management project, which is supporting the call for papers, primarily aims to disseminate systems for quality assurance amongst teachers/practitioners in the VET sector.

PRACTICAL INFO



The chapters should be submitted before the **15th of March**.

An online submission form and further details on the open review process will be accessible on the EFQUEL website from the **15th of February**. Please go to <http://efquel.org/tqm-call-for-chapters/> or use the QR code to the left for more information.

*Info about EFQUEL: <http://www.efquel.org>