

NATIONAL REPORT

on VET Environment:

PORTUGAL

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IFB – The Portuguese Bank Training Institute



National Report on VET Environment: PORTUGAL

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Country scorecard: PORTUGAL

INTRODUCTION

This country scorecard gives a general overview of the quality assurance of vocational education and training (VET) in the Portuguese Financial Services Sector (FSS).

Portugal has a National Qualifications Catalogue, which can be permanently updated by the ANQEP – Agência Nacional para a Qualificação e o Ensino Profissional, IP (National Agency for Qualification and Vocational Education and Training).

ANQEP is a public body under the joint supervision of the Ministry of Economy and Employment and the Ministry for Education and Science in articulation with the Ministry of Solidarity and Social Security.

The National Qualifications Catalogue (NQC) comprises only three qualifications related to the FSS:

- Commercial Banking Agent – a level 4 qualification;
- Banking and Insurance Agent – a level 4 qualification;
- Banking and Insurance Agent Expert – a level 5 qualification.

Officially it was established how to conduct processes of Recognition, Validation and Certification of Competencies (RVCC). The RVCC is a process through which, skills that adults have acquired throughout life, outside formal education and training, are recognized. The aim is to contribute to increase the levels of qualifications and employability of adults and encourage lifelong valorization of all the learning undertaken. All the qualifications from level 2 to level 4 inserted in NQC are being progressively subject to certification by RVCC processes. These processes are conducted in the network centers of IEFP – Instituto do Emprego e Formação Profissional (The Institute of Employment and Vocational Training), the national public employment service.

There is an Open Query Model to Update the National Qualifications Catalogue. This Model is a permanent consultation mechanism extended to all entities of the National Qualifications System

that allows interested parties to submit proposals for updating the National Qualifications Catalogue.

Whenever EU policies are being implemented in Portugal, all the relevant stakeholders are invited to participate through a “public consultation” period.

Regarding quality assurance, the IPQ – Instituto Português da Qualidade, IP (Portuguese Institute for Quality), is a public institution that, under its organic law, has the task of coordinating the Portuguese Quality System. It has created the Sectoral Committee for Education and Training (CS/11), which mission is:

- Analyze quality’s influential vectors in Education and Training Institutions;
- Promote and streamline systems and methodologies for planning, managing, evaluating and improving the performance of Education and Training Institutions.

The CS/11 consists of approximately 30 members, representing various organizations, including associations, schools, and other organizations and institutions in the sector of Education and Training. It comprises the following working groups:

- GT1 - Education and Training;
- GT2 - Higher Education;
- GT3 - Website and Online Community.

ASSESSMENT, VALIDATION AND RECOGNITION OF THE LEARNING OUTCOMES IN THE FINANCIAL SERVICES SECTOR

A) Recognition by the VET providers and Employers

The assessment, validation and recognition of the learning outcomes of regular training programmes in the FSS is usually made by the VET providers or/and the employers.

The Commercial Banking Agent is, nowadays, the only qualification to which an adult can apply to in the scope of a RVCC process.

B) Recognition by the ISP

There are VET providers accredited by the ISP – Instituto de Seguros de Portugal (Insurance and Pension Funds Supervisory Authority) to train and certify insurance intermediaries. The ISP is the national authority responsible for regulation and supervision, either prudential or conduct, for the insurance, reinsurance, pension funds and their management companies and insurance mediation. The ISP is a legal person under public law, endowed with administrative and financial autonomy and its own assets, having been recognized the nature of an independent administrative body for the Law of the Ministry of Finance.

C) Recognition by the OTOC and OROC

Accountants are officially recognized by the (official) Chartered Accountants Association (OTOC – Ordem dos Técnicos Oficiais de Contas), and the auditors are officially recognized by the (official) Statutory Auditors Association (OROC – Ordem dos Revisores Oficiais de Contas).

D) Recognition by the CMVM

The Comissão do Mercado de Valores Mobiliários – The Portuguese Securities Market Commission, also known by its initials "CMVM", has the task of supervising and regulating securities and other financial instruments markets (traditionally known as “stock markets”), as well as the activity of all those who operate within said markets. The CMVM is an independent public institution, with administrative and financial autonomy.

Financial intermediaries and independent investment advisors are subject to the supervision of the CMVM. A professional qualification and aptitude, and the registration within CMVM are required to perform these functions.

Are considered eligible as a candidate to registration as Investment Advisers applicants who demonstrate the following qualifications:

- a) Diploma issued by one of the following entities:
 - i) CFA Institute;
 - ii) European Federation of Financial Analysts Societies, or
 - iii) Association of Certified International Investment Analysts;

- b) A Master's Degree certificate with a Partner with CFA's accreditation;

c) A certificate attesting approval in course or examination considered by the CMVM, after analysis of their content and curriculum level of demand, as equivalent to the level of qualification of those diplomas.

The registration as Investment Advisers depends also on the evaluation by the CMVM of the candidate's professional background.

ACCREDITATION OF VET PROVIDERS

The accreditation of VET providers is made by the DGERT – Direcção-Geral do Emprego e das Relações de Trabalho (the Directorate-General for Employment and Labour Relations). DGERT is a state public service institution whose mission is to support the conception of policies relating to employment, training and professional certification and professional relationships, including working conditions and safety, health and welfare at work.

As stated before, the ISP is responsible for for regulation and supervision, and the accreditation of VET providers that train and certify insurance intermediaries.

The universities and polytechnics must have the accreditation of the A3ES – Agência de Avaliação e Acreditação do Ensino Superior, the agency for the evaluation and accreditation of the institutions that provide higher degrees courses.

CURRICULA SETTING

The qualifications outside the National Qualifications Catalogue follow professional standards of the professional organizations and associations, such as ISP, OTOC and OROC.

ECTS is widely used in the Portuguese higher education system. ECVET is not completely implemented in Portugal yet.

TRAINING OF TEACHERS/TRAINERS

Teacher's training and career development requisites are established by a set of laws. Universities have degrees with an educational path to qualify teachers.

Many of the Portuguese teachers obtain their degrees in polytechnics institutions. The polytechnic higher education system provides a more practical training and is profession-oriented, while the university higher education system has a strong theoretical basis and is highly research-oriented. Polytechnics do not have competences to award 3rd cycle doctorate degrees.

The Institute of Employment and Vocational Training (IEFP) issues trainer's pedagogical competencies' certificates and gives accreditation to VET providers that show technical and pedagogical capacity to certify trainers, and develop "Train of Trainers" courses.

According to the Portuguese Law, trainers must have a higher degree qualification. Trainer's certification has a standard competencies framework. Trains of trainers' courses have reference duration of 90 hours.

CONCLUSION

In Portugal, competencies standards for teachers and trainers are established by law and VET providers must comply with quality systems like the accreditation by DGERT.

Within the FSS, much more can be done in developing qualifications to include in the National Qualifications Catalogue as the offer in this very limited and leaves out of it a set of competences that should be converted into qualifications in different EQF levels. A more complete catalogue would also make possible the wider utilization of the EU recommendations, like the adoption of the EQF levels and of the ECVET system for all the VET programmes.

QUALITY ASSURANCE PRACTICE IN ORGANIZATIONS

INTRODUCTION

The interviewed organizations are offering education and training in the financial services sector.

In-depth interviews were made to the following organizations:

- IFB/ISGB – Instituto de Formação Bancária / Instituto Superior de Gestão Bancária (Org. 1);
- CGD – Caixa Geral de Depósitos (Org. 2), the biggest Portuguese bank;
- CCCAM – Caixa Central de Crédito Agrícola Mútuo (Org. 3), a private co-operative financial group;
- A big Portuguese insurance company (Org. 4).

The total number of employees per organization is listed in the table below:

Org. 1		Org. 2		Org. 3		Org. 4	
Male	Female	Male	Female	Male	Female	Male	Female
30	48	4179	5222	2094	1738	424	251
78		9401		3832		675	

IMPORTANCE OF QUALITY ASSURANCE

All the organizations strongly agreed that quality assurance is important for the success of their activity.

INTERNAL QUALITY ASSURANCE SYSTEMS

The IFB/ISGB has internal quality assurance systems that are compliant with the demands of the external agencies. The institutes have the accreditation from DGERT (IFB) and form A3ES (ISGB).

IFB assures quality through a set of quality assurance mechanisms, being the evaluation of the training courses the main process used. In ISGB the courses' evaluation is also the main process used, and it is done twice a year, through questionnaires delivered to students and teachers.

Follow-up studies, involving former students, employer institutions and entities welcoming IFB/ISGB trainees, are also among the evaluation practices, though there is no defined rhythm for its implementation; these studies provide relevant elements of assessment, such as employability rate, adjustment to the labor market, career development and trainees' performance levels. The complaints book allows, through a regular analysis of complaints received, the identification of areas for improvement. There is also a generic email address to IFB/ISGB through which students and trainees can send suggestions or complaints to the two Institutes.

In the CGD, the training is always evaluated through satisfaction questionnaires. They also have knowledge evaluation in many of their training programmes and evaluate the training impact of part of those programmes. All e-learning training courses have evaluation before and after the training. They have a process certifying internships as well. They also provide the certification of the insurance intermediaries (covering about 3 000 employees).

The CCCAM has a training center which is accredited by DGERT. There, they conduct satisfaction evaluation, knowledge evaluation and impact evaluation.

The insurance company is also accredited by DGERT and by ISP. They perform pre and post evaluation of the trainees' knowledge, with an average of 30% of knowledge improvement after the training programmes.

ROLE OF EQAVET

From the previously mentioned organizations, the IFB/ISGB was the only organization familiar with the EQAVET. The other organizations are not familiar with this quality assurance framework.

PDCA – CYCLE

In detail the PDCA steps were rated as follows by the institutes of the Portuguese sample:

	Org. 1	Org. 2	Org. 3	Org. 4
PLAN	Very strong	Very strong	Very strong	Very strong
DO	Very strong	Very strong	Very strong	Very strong
CHECK	Very strong	Very strong	Very strong	Very strong
ACT	Very strong	Very strong	Strong	Very strong

CONCLUSION

All the interviewed institutions look at quality assurance as a very important subject, although they do not have standard quality assurance systems like ISO or the EQFM model implemented.

What can be noted is that the main procedures regarding quality assurance are linked with the evaluation of training. In fact, the inquiry of trainers and trainees is always conducted. The banks and the insurance company also interview trainees' hierarchy on a regular basis. They all provide feedback about the evaluation procedures and results.

RELEVANT EQAVET INDICATORS IMPLEMENTED FOR THE FINANCIAL SERVICES SECTOR

INTRODUCTION

About the turnover and investment in teachers and trainers, it is a fact that the majority of the interviewed institutions did not provide any quantitative indicators.

RELEVANCE OF QUALITY ASSURANCE SYSTEMS FOR VET PROVIDERS

As previously stated, although the inquired institutions did not implement so far standard quality assurance systems like ISO or the EQFM model, they comply with quality standards defined by Portuguese agencies (like DGERT) and regulators (like IPS). Three of the institutions have their training centers accredited.

INVESTMENT IN TRAINING OF TEACHERS AND TRAINERS

The IFB/ISGB invested 0,5% of the turnover in training of teachers and trainers. The other institutions did not provide an estimated percentage.

PARTICIPATION RATE IN VET PROGRAMMES

The total number of participants in the training programmes was as follows:

	Org. 1	Org. 2	Org. 3	Org. 4
2011	19 084	9 206	7 704	1 500
2012	17 754	9 114	10 484	1 250
2013 (expected)	15 000	Similar to 2012	11 000	1 800

The fields in which training as occurred are as follows:

	Org. 1	Org. 2	Org. 3	Org. 4
Languages	No	Yes	Yes	Yes
Sales and marketing	Yes	Yes	Yes	Yes
Banking	Yes	Yes	Yes	No
Insurance	No	Yes	Yes	Yes
Personal skills/development	No	Yes	Yes	Yes
ICT	No	Yes	Yes	Yes
Engineering, manufacturing, construction, transport	No	No	No	No
Environmental protection and occupational health and safety	No	Yes	Yes	Yes
Other training subjects	Yes	Yes	Yes	Yes

UTILISATION OF ACQUIRED SKILLS AT THE WORKPLACE

The IFB/ISGB evaluates the application of acquired skills at the workplace on demand. It can be part of the evaluation plan for a certain training program.

The CGD evaluates the application of acquired skills at the workplace in certain training programmes. The evaluation is undertaken by the hierarchies and is usually conducted three months after the completion of the training program. Training related with software is evaluated 15 days after its end, in order to access the utilisation of new skills.

The CCCAM has no defined procedures regarding the verification of training transfer, but the hierarchies usually supervise the trainees when they return to their work after training. The follow up evaluation is conducted five months after the training completion. This evaluation is implemented for training courses that are considered strategically important and for training that was specifically design to improve certain areas.

The insurance company evaluates all the trainees before and after the training. In some cases, the evaluation is conducted two months after training, in order to access training transfer to the workplace.

MECHANISMS TO IDENTIFY TRAINING NEEDS IN THE LABOUR MARKET

The IFB/ISGB, as the body of the Portuguese Banking Association (APB), conducts four annual meetings with the presence of the Portuguese Banks' representatives, who are APB's associates. Every year a training indicators survey is launched to provide information about the training in banks.

At the CGD the training needs are identified with the help of the Head of each department, the strategic plan, and the feedback collected from the trainees.

The CCCAM conducts a needs diagnosis for the Central Bank and for the co-operative banks of the group. They also collect information from the Plan of Activities.

The insurance company bases the training needs on consultant reports (from PricewaterhouseCoopers and Hay, for example). They also have an annual "salary survey". The evolution of the salary in some areas shows them the trends of investment in those areas.

SCHEMES USED TO PROMOTE BETTER ACCESS TO VET

The IFB/ISGB offers Certified Modular Training that allows the progressive completion of a professional qualification. The Certified Modular Training courses are partially funded by the IEFPP and help employed or unemployed people with low qualifications to improve their competencies and promote their own employability.

The CGD promotes better access to VET by recognizing the status of worker-student and by paying tuition to the employees that apply for a university degree or a post-graduation training course.

The CCCAM helped some of the employees with lower qualifications to achieve higher qualifications through the program “Novas Oportunidades” (“New Opportunities”). This program promoted by Portuguese Government through the IEFP centers, is a way of having the competencies acquired within a non-formal or informal context validated and recognized.

The insurance company offers internships to university students to promote better access to the labour market.

CONCLUSION

The EQAVET indicators are relevant for the interviewed institutions. However, the data regarding investment in training of teachers and trainers is not available in the majority of inquired institutions.

QUALITY ASSURANCE CRITERIA FOR SELECTED VET PROGRAMME

INTRODUCTION

The interviewed organizations use a diversity of quality instruments that can provide valuable information to assure the quality of its training provision.

INPUT FACTORS CONTRIBUTING TO QUALITY OF VET

Internalization plays a role in IFB/ISGB's VET programmes. The institutes receive incoming trainees, cooperate with international partners and participate in international research projects.

Both banks stated that internalization does not play a role in their VET programmes. Nevertheless, CGD had incoming trainees and outgoing trainees and CCCAM already had incoming trainees and has participated in international research projects.

The insurance company stated that internalization plays a role in the VET programmes. They have foreign-language modules, they receive incoming trainees and they cooperate with international partners.

The share of work-place related / practice oriented training in the VET programmes is as follows:

- IFB/ ISGB: 40%
- CGD: 70%
- CCCAM: 50%
- Insurance Company: 70%

The coordination of theory and practice in the VET programmes is as follows:

	Org. 1	Org. 2	Org. 3	Org. 4
Seminar papers with practical relevance	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	---	<input checked="" type="checkbox"/>

Practical exams	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Case studies	---	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Committees with company members	---	---	---	<input checked="" type="checkbox"/>
Lectures given by practitioners	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Others	<input checked="" type="checkbox"/>	---	---	<input checked="" type="checkbox"/>

For the IFB/ISGB, the “others” refers to internships in banks.

The insurance company referred that one of its external VET provider uses case studies for their training. The “others” category is linked to the possibility offered to the employees with high potential that can have internships in different departments inside the company.

The EQF descriptions are only used by IFB/ISGB, as it is the only organization to offer higher education degrees and a double certification course that attributes the EQF level and the academic level.

All the inquired institutions offer both standard and customized training programmes.

As the ECVET is not in use in Portugal yet, the workload to achieve one credit is not calculated for VET training. All the programmes of ISGB, the higher education institution, have the indication regarding the ECTS credits.

The relation trainer to trainees, in average, is as follows:

- IFB/ ISGB: 1-18
- CGD: 1-16
- CCCAM: 1-16
- Insurance Company: 1-12

The proportion of external and internal staff is as follows:

	Org. 1	Org. 2	Org. 3	Org. 4
Internal staff	70%	73%	23%	70%
External staff	30%	27%	77%	30%

For the IFB/ISGB, trainers and teachers must have a graduate degree as professional qualification. The trainers must also have a pedagogical course (Train of Trainers) and the trainer's pedagogical competencies' certificate.

For the CGD, trainers must have a vocational qualification, at least two years of experience in the job, and preparation as trainer, including training simulation in real time (class simulation).

For the CCCAM, trainers must have vocational qualifications – both professional and pedagogical. They are interviewed and selected to better understand their motivation for this activity.

For the insurance company, trainers must have vocational qualifications – both professional and pedagogical, a minimum of two years of professional expertise and the trainer's pedagogical competencies' certificate.

QUALITY ASSURANCE OF THE TEACHING AND LEARNING PROCESS

The share of multi-media tools that are used in VET programmes is as follows:

- IFB/ ISGB: 50%
- CGD: 52%
- CCCAM: 28%
- Insurance Company: 80%

The assistance and guidance offered to teachers and trainers of the interviewed organization are as follows:

Quality Development Roadmap for Training in the Financial Services Sector – QUADRO

Project Number: 526749-LLP-1-2012-1-PT-LEONARDO-LMP

	Org. 1	Org. 2	Org. 3	Org. 4
Mentoring program	<input checked="" type="checkbox"/>	---	---	<input checked="" type="checkbox"/>
Classroom observation	---	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Team teaching	<input checked="" type="checkbox"/>	---	---	<input checked="" type="checkbox"/>
Other	Train of Trainers' course	Train of Trainers' course	---	On job training

The motivating methods used for trainees are the following:

	Org. 1	Org. 2	Org. 3	Org. 4
Target agreements	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	---	<input checked="" type="checkbox"/>
Informing about tasks, responsibilities and expectations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Acting as a role model	---	<input checked="" type="checkbox"/>	---	<input checked="" type="checkbox"/>
Giving credit to trainees	<input checked="" type="checkbox"/> (ECTS, in some cases)	---	---	---
Providing appropriate conditions for learning	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Promoting individual development	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Giving feedback	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Others	---	---	---	---

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QUALITY ASSURANCE CONCERNING THE OUTPUT OF YOUR VET PROGRAMMES

The assessments mostly used are as follows:

	Org. 1	Org. 2	Org. 3	Org. 4
Written exams	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Oral exams		<input checked="" type="checkbox"/>	---	---
Seminar paper	<input checked="" type="checkbox"/>		---	<input checked="" type="checkbox"/>
Combined exams	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	---	---
Certificate of participation	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
None	---	---	---	---
Others	---	---	---	---

The evaluation of teaching is implemented as follows:

	Org. 1	Org. 2	Org. 3	Org. 4
Evaluation of every trainer after completion of a module	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
General evaluation of the module	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	---	<input checked="" type="checkbox"/>
Evaluation following a specific evaluation plan	<input checked="" type="checkbox"/>	---	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Evaluation on demand	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	---	<input checked="" type="checkbox"/>
Other	---	---	---	<input checked="" type="checkbox"/>

For the insurance company, the “other” refers to the official certification that is conducted for the activity as trainer.

QUALITY ASSURANCE CONCERNING THE OUTCOME OF YOUR VET PROGRAMMES

Only IFB/ISGB has one person appointed to be responsible for quality management in the organization.

The time spent for quality management issues per month is as follows:

- IFB/ ISGB: 42 hours
- CGD: 28 hours
- CCCAM: could not provide a number
- Insurance Company: 20 hours

When students finish the VET programmes, IFB/ISGB inquires them through a questionnaire.

The other organizations use a survey after graduation and interviews with the hierarchies. In the CGD and in the insurance company, graduates can also be interviewed in some cases, but it is not a systematic procedure.

All the organizations have follow-up surveys installed. In IFB/ISGB its implementation has no defined rhythm. In the CGD follow-up is conducted three to five months after the VET program. In the CCCAM follow-up is done after five months and in the insurance company after two months.

All the organizations collect feedback from banks and financial organizations on the usability of degrees and certificates in practice, mainly by inquiring the trainees' hierarchies.

The deficits in the VET process are corrected both individually and through standard processes like PDCA-Cycle in all the inquired organizations. The CCCAM also referred that in VET projects involving many trainees, the programmes are previously tested by conducting a piloting test and the results are verified, in order to introduce the necessary corrections.

CONCLUSION

There is enough available information collected in these organizations regarding the inputs, the outputs, and the outcomes of training. The organizations know and use a variety of instruments that enable the planning, the implementation, the verification and the correction of the training programmes.

USE OF QUALITY ASSURANCE INSTRUMENTS

INTRODUCTION

There are many instruments in use in the interviewed organizations that can add value to the process of assuring the quality of training. Some of the instruments are not use specifically to contribute to quality assurance of VET itself, but provide valuable information to the organizations and show the concern with the quality issues.

USE OF QUALITY ASSURANCE INSTRUMENTS

All the interviewed organizations know and use the instruments referred in the questionnaire.

The only exception is the insurance company, in which there is no officially declared mission statement for the organization. This company has a strong strategic component that is well known for all the employees. This component encompasses the strategic vision of what is needed for the current year and for the next three years.

EXAMPLES OF GOOD PRACTICE

Partnerships between organizations are a good example being practiced. Different organizations provide complementary know-how and help to achieve higher quality results.

The CGD stated that the internship plans they provide to their employees are development plans clearly linked to career path. The employees involved in these plans go through assessment in the beginning, in an intermediate stage and in the end of the internship. The progress achieved can be easily monitored. All the assessment carried out helps to complete the PDCA-cycle.

The insurance company conducts interviews and focus group, in order to better understand trainees' level of expertise and take into account the cultural differences of the various zones of the country. These procedures help to better balance theory and practice of their training programmes.

CONCLUSION

For the interviewed organizations the activity plan and the strategic plan are essential to achieve a good training plan because they help to forecast the training needs.

The data collected in the follow-up surveys conducted by these organizations confirm that the former trainees recognize the alignment between their training needs and the training that they attended.

The CGD reported between 60 and 70% of satisfaction within the indicators that emerged from the staff appraisal interviews.

In the interview with the insurance company it was referred that there's the need to look more carefully to training transfer by creating more mechanisms to monitoring the performance after training periods. For this organization, the cooperation with the hierarchies is fundamental to collect more feedback.

Also the CCCAM looks at training transfer as a challenge to cope with in the near future.

SUMMARY

In Portugal, the accreditation of VET providers by DGERT is widely recognized by the organizations. Teacher's training and career development requisites are established by a set of laws that aim at having a high quality educational system.

For the organizations, quality assurance is an important subject. There is the concern of having instruments and methodologies that help having an efficient training provision. For reaching that goal, many of the quality assurance activities are linked with evaluation practice: trainees, trainers, former trainees and the trainees' hierarchy are usually inquired for providing feedback about the training, its usefulness and its application on the job.

The major challenge identified by the interviewed organizations is to collect reliable indicators concerning training transfer.

As far as training is concerned, the Financial Services Sector is one of the most active sectors of activity in Portugal in providing training to its employees. Therefore, the dissemination of the EQAVET indicators can be useful in enhancing the quality assurance culture within it.

IFB, Lisbon, 30th April, 2013.