



GOBIERNO
DE ESPAÑA

MINISTERIO
DE EDUCACIÓN
Y FORMACIÓN PROFESIONAL



Cofinanciado por
la Unión Europea

European Quality Standards in VET.

Connecting Pathways: Erasmus+ Mobility in Dual VET



EQAVET

European Quality Assurance
in Vocational Education and Training

Subdirección General de Evaluación y Calidad del Sistema

Secretaría General de Formación Profesional

Sevilla, Noviembre 2024



Calle Alcalá, 21 (Madrid)
1966



**MANTEQUERIAS
LEONESAS**



FABRICA MODELO DE MANTECA FINA
Fabricación de queso estilo Roquefort **C R A M T**
**MARCELINO RUBIO
VILLAGER (León)**

Sucursales: Montera, 2
Av. Reina Victoria, 4 } MADRID
Serrano, 32 }

Almacén: Tarragona, núm. 2. - MADRID
Casa central: Avda. José Antonio, 6. - MADRID

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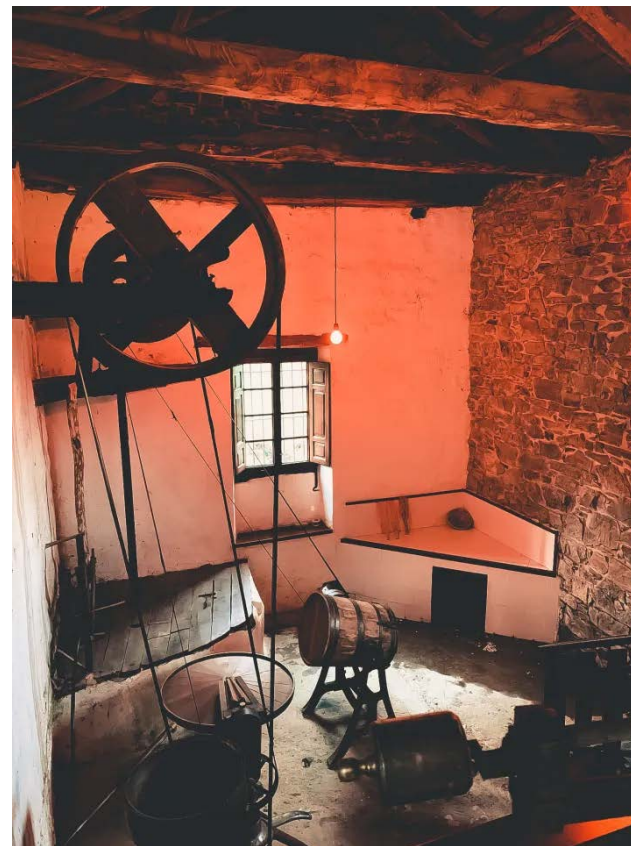
Marcelino Rubio



Escuela Sierra-Pambley
(Villablino, León)



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Lechería Hidráulica "La Popular"
(Sosas de Laciana, León)



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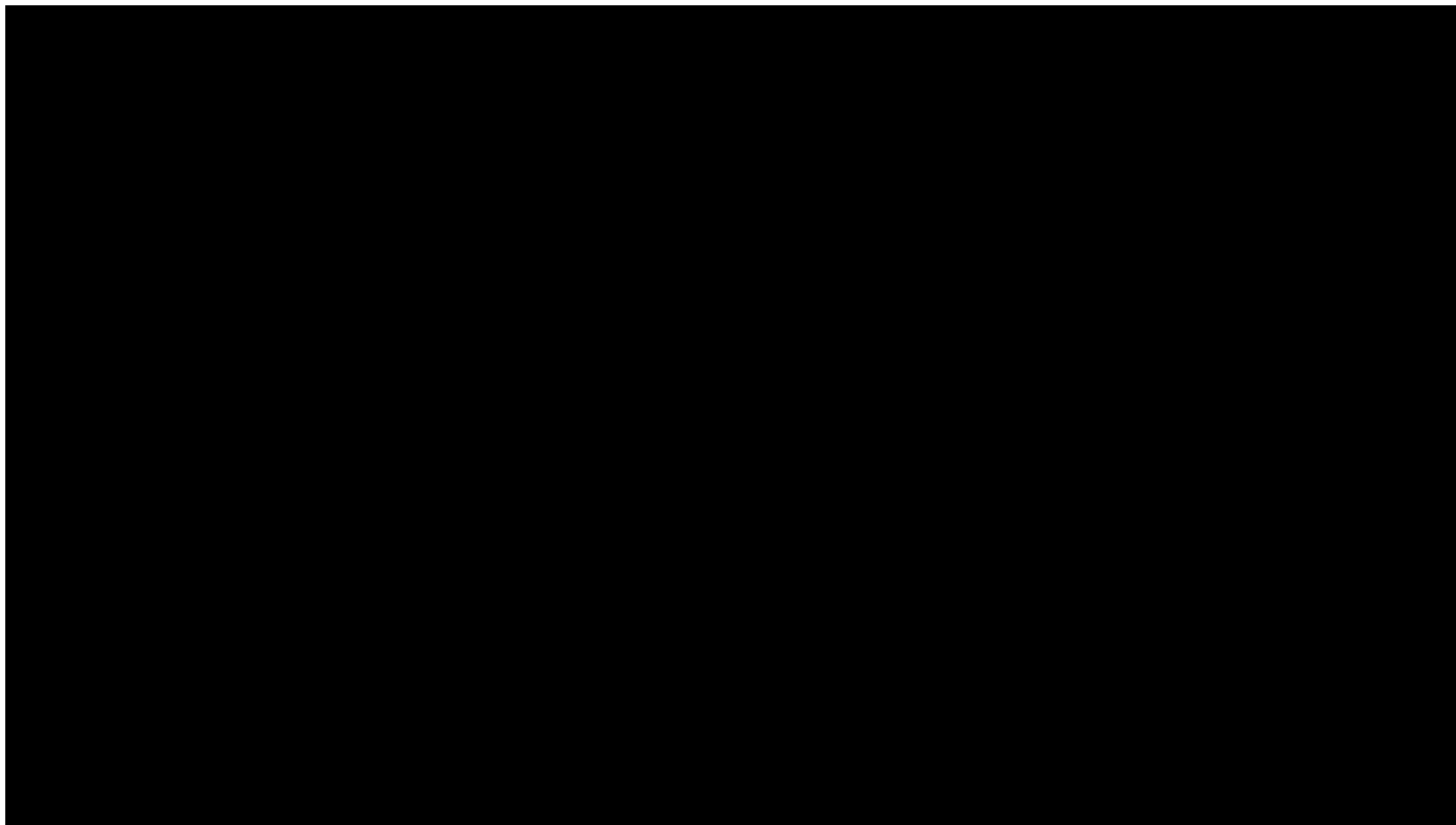
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MONITORING OUTCOMES:

PLACEMENT RATE IN VET PROGRAMMES

UTILISATION OF ACQUIRED SKILLS AT THE WORKPLACE



PLACEMENT RATE IN VET PROGRAMMES

a) Destination of VET learners at designated point in time after completion of training

b) Share of employed learners at designated point in time after completion of training

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



Escuela Sierra-Pambley
(Villablino, León)



Lechería Hidráulica
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EQAVET
European Quality Assurance
in Vocational Education and Training

Supporting the implementation of the
European Quality Assurance Reference Framework
for Vocational Education and Training



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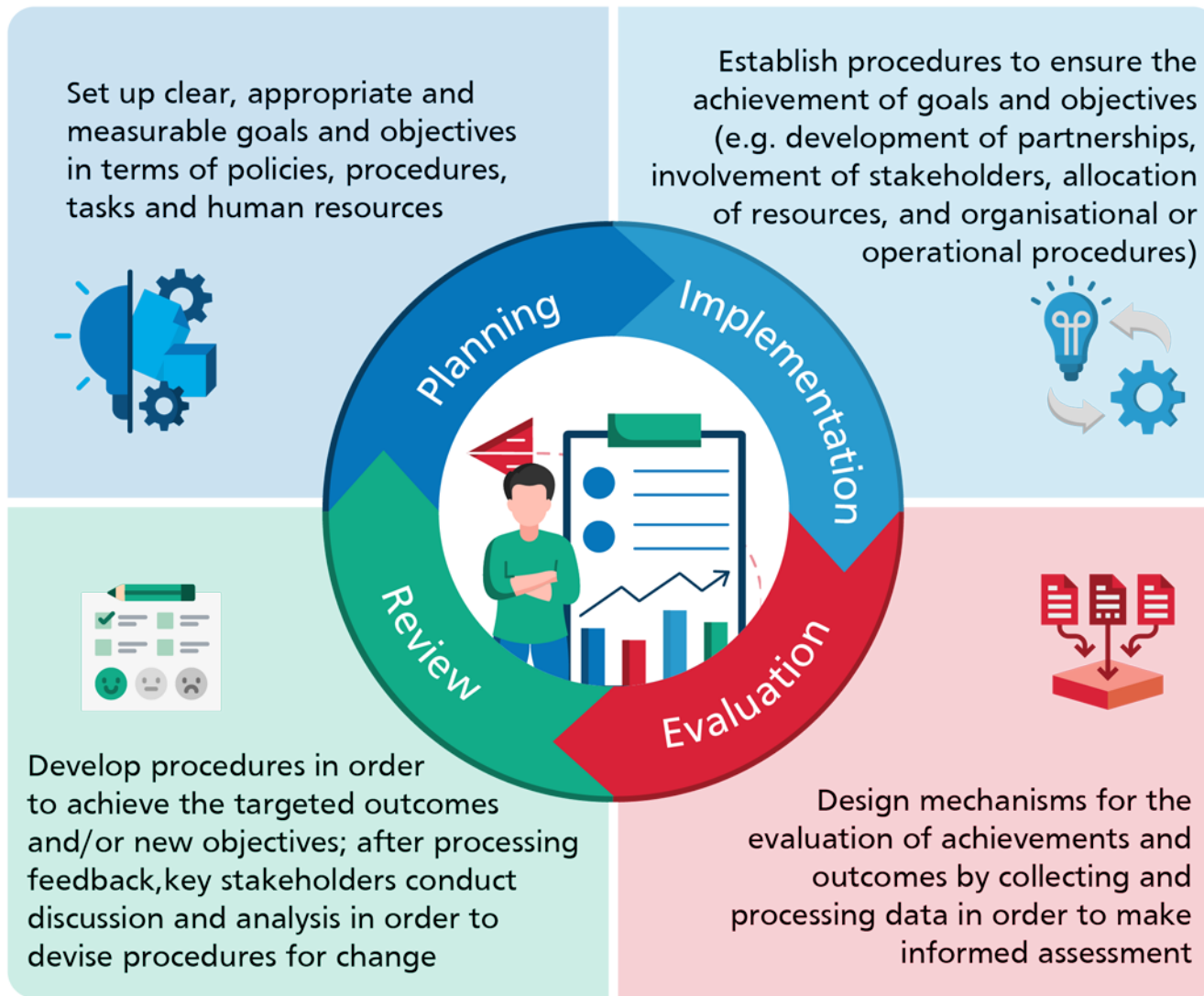
EQAVET Framework



- 2**
- a set of **indicative descriptors** for each phase (system and provider level)

- 3**
- a set of **reference indicators** which can be used to support the evaluation and review of national/regional VET systems and/or VET providers

1 The Quality Assurance Cycle



EQAVET Framework

1

THE QUALITY CYCLE

of the European Quality Assurance Reference Framework for Vocational Education and Training

1. Purpose and Plan

Set up clear, appropriate and measurable goals and objectives in terms of policies, procedures, tasks and human resources.



4. Review

Develop procedures in order to achieve the targeted outcomes and/or new objectives after processing feedback. Key stakeholders conduct discussion and analyse in order to derive procedures for change.

2

indicative descriptors

3

indicators

2

indicative descriptors

Indicators for each phase of the quality cycle: system level



1. Planning	2. Implementation	3. Evaluation	4. Review
<ul style="list-style-type: none"> Goals/objectives of VET are described for the medium and long terms, and linked to European and Sustainable Development Goals taking into account environmental sustainability considerations Social partners and all other relevant stakeholders participate in setting VET goals and objectives at the different levels Targets are established and monitored through specific indicators (success criteria) Mechanisms and procedures have been established to identify the training needs of the labour market and society An information policy has been devised to ensure optimum disclosure of quality results/outcomes subject to national/regional data protection requirements Standards and guidelines for recognition, validation and certification of competences of individuals have been defined VET qualifications are described using learning outcomes Mechanisms are established for the quality assurance of the design, assessment and review of qualifications VET programmes are designed to allow flexible learning pathways and to respond quickly to changing labour market needs 	<ul style="list-style-type: none"> Implementation plans are established in cooperation with social partners, VET providers and other relevant stakeholders at the different levels Implementation plans include consideration of the resources required, the capacity of the users and the tools and guidelines needed for support Guidelines and standards have been devised for implementation at different levels. These guidelines and standards include assessment, validation and certification of qualifications Implementation plans include specific support towards the training of teachers and trainers, including for digital skills and environmental sustainability VET providers' responsibilities in the implementation process are explicitly described and made transparent A national and/or regional quality assurance framework has been devised and includes guidelines and quality standards at VET-provider level to promote continuous improvement and self-regulation 	<ul style="list-style-type: none"> A methodology for evaluation has been devised, covering internal and external evaluation Stakeholder involvement in the monitoring and evaluation process is agreed and clearly described The national/regional standards and processes for improving and assuring quality are relevant and proportionate to the needs of the sector Systems are subject to self-evaluation, internal and external review, as appropriate Early warning systems are implemented Performance indicators are applied Relevant, regular and coherent data collection takes place, in order to measure success and identify areas for improvement. Appropriate data collection methodologies have been devised, e.g., questionnaires and indicators/metrics 	<ul style="list-style-type: none"> Procedures, mechanisms and instruments for undertaking reviews are defined and used to improve the quality of provision at all levels Processes are regularly reviewed and action plans for change devised. Systems are adjusted accordingly Information on the outcomes of evaluation is made publicly available



2

indicative descriptors



Indicators for each phase of the quality cycle: provider level

1. Planning	2. Implementation	3. Evaluation	4. Review
<ul style="list-style-type: none"> European, national and regional VET policy goals/objectives are reflected in the local targets set by the VET providers Explicit goals/objectives and targets are set and monitored, and programmes are designed to meet them Ongoing consultation with social partners and all other relevant stakeholders takes place to identify specific local/ individual needs Responsibilities in quality management and development have been explicitly allocated There is an early involvement of staff in planning, including with regard to quality development Providers plan cooperative initiatives with relevant stakeholders The relevant stakeholders participate in the process of analysing local needs VET providers have an explicit and transparent quality assurance system in place Measures are designed to ensure compliance with data protection rules 	<ul style="list-style-type: none"> Resources are appropriately internally aligned/assigned with a view to achieving the targets set in the implementation plans Relevant and inclusive partnerships, including those between teachers and trainers, are explicitly supported to implement the actions planned The strategic plan for staff competence development specifies the need for training for teachers and trainers Staff undertake regular training and develop cooperation with relevant external stakeholders to support capacity building and quality improvement, and to enhance performance VET providers' programmes enable learners to meet the expected learning outcomes and become involved in the learning process VET providers respond to the learning needs of individuals by using a learner – centred approach which enable learners to achieve the expected learning outcomes VET providers promote innovation in teaching and learning methods, in school and in the workplace, supported by the use of digital technologies and online-learning tools VET providers use valid, accurate and reliable methods to assess individuals' learning outcomes 	<ul style="list-style-type: none"> Self-assessment/self-evaluation is periodically carried out under national and regional regulations/frameworks or at the initiative of VET providers, covering also the digital readiness and environmental sustainability of VET institutions Evaluation and review covers processes and results/outcomes of education and training including the assessment of learner satisfaction as well as staff performance and satisfaction Evaluation and review includes the collection and use of data, and adequate and effective mechanisms to involve internal and external stakeholders Early warning systems are implemented 	<ul style="list-style-type: none"> Learners' feedback is gathered on their individual learning experience and on the learning and teaching environment. Together with teachers', trainers' and all other relevant stakeholders' feedback this is used to inform further actions Information on the outcomes of the review is widely and publicly available Procedures on feedback and review are part of a strategic learning process in the organisation, support the development of high-quality provision, and improve opportunities for learners. Results/outcomes of the evaluation process are discussed with relevant stakeholders and appropriate action plans are put in place



EQAVET Framework

1

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2

indicative descriptors

3

indicators

OVERVIEW OF THE 10 INDICATORS

INDICATOR	SUB-INDICATOR
1. Relevance of quality assurance systems for VET providers	Share of VET providers applying internal quality assurance systems (1) defined by law (2) at own initiative
	Share of accredited VET providers
2. Investment in training of teachers and trainers	Share of VET teachers and trainers participating in further training
	Amount of funds invested in the further training of VET teachers and trainers
3. Participation rate in VET programmes	Participation rate in VET programmes
4. Completion rate in VET programmes	Completion rate in VET programmes
5. Placement rate in VET programmes	Destination of VET learners at a designated point in time after completion of training, according to the type of programme and individual criteria
	Share of employed VET learners at a designated point in time after completion of training, according to the type of programme and individual criteria
6. Utilisation of acquired skills at the workplace	Information on occupation obtained by individuals after completion of VET training, according to the type of training and individual criteria
	Satisfaction rate of individuals and employers with acquired skills/competences
7. Unemployment rate	Unemployment rate (age group 15–74)
8. Prevalence of vulnerable groups	Percentage of participants in VET classified as disadvantaged groups (in a defined region or catchment area) according to age and gender
	Success rate of disadvantaged groups (from VET) according to age and gender
9. Mechanisms to identify training needs in the labour market	Information on mechanisms set up to identify changing demands at different levels
	Evidence of their effectiveness
10. Schemes used to promote better access to VET	Information on existing schemes at different levels
	Evidence of their effectiveness

EQAVET ³ Reference Indicators



Flexible framework developed specifically to ensure quality in VET

Ley Orgánica 3/2022, de 31 de marzo,
de ordenación e integración
de la Formación Profesional.

TÍTULO X
Evaluación y calidad del Sistema de
Formación Profesional

**Artículo 110. Criterios y responsabilidad
de la evaluación.**

1. La evaluación de la calidad del Sistema de Formación Profesional se realizará con arreglo a los indicadores establecidos en el Marco Europeo de Garantía de la Calidad de la Formación Profesional (**EQAVET**).

TITLE X

Evaluation and quality of the Vocational Training System

Article 110. Criteria and responsibility for evaluation.

1. The evaluation of the quality of the Vocational Training System shall be carried out in accordance with the indicators established in the European Quality Assurance Framework for Vocational Training (EQAVET).



Real Decreto 659/2023, de 18 de julio,
por el que se desarrolla la ordenación
del Sistema de Formación Profesional.

TÍTULO IX
Calidad y evaluación del sistema
CAPÍTULO I
Calidad y evaluación del sistema a nivel estatal

Artículo 218. Marco de Evaluación y Garantía de Calidad.

2. El Marco de Evaluación y Garantía de Calidad del sistema de Formación Profesional abarcará, al menos, las fases de planificación, implementación, resultados y actualización, de acuerdo con los indicadores establecidos en el Marco Europeo de Garantía de Calidad de la Formación Profesional (**EQAVET**).

Article 218. Evaluation and Quality Assurance Framework.

2. The Evaluation and Quality Assurance Framework of the Vocational Training system shall cover, at least, the planning, implementation, results and updating phases, in accordance with the indicators established in the European Quality Assurance Framework for Vocational Training (EQAVET).



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