

Best practices in Quality Assurance Mechanisms in VET

Workshop 1



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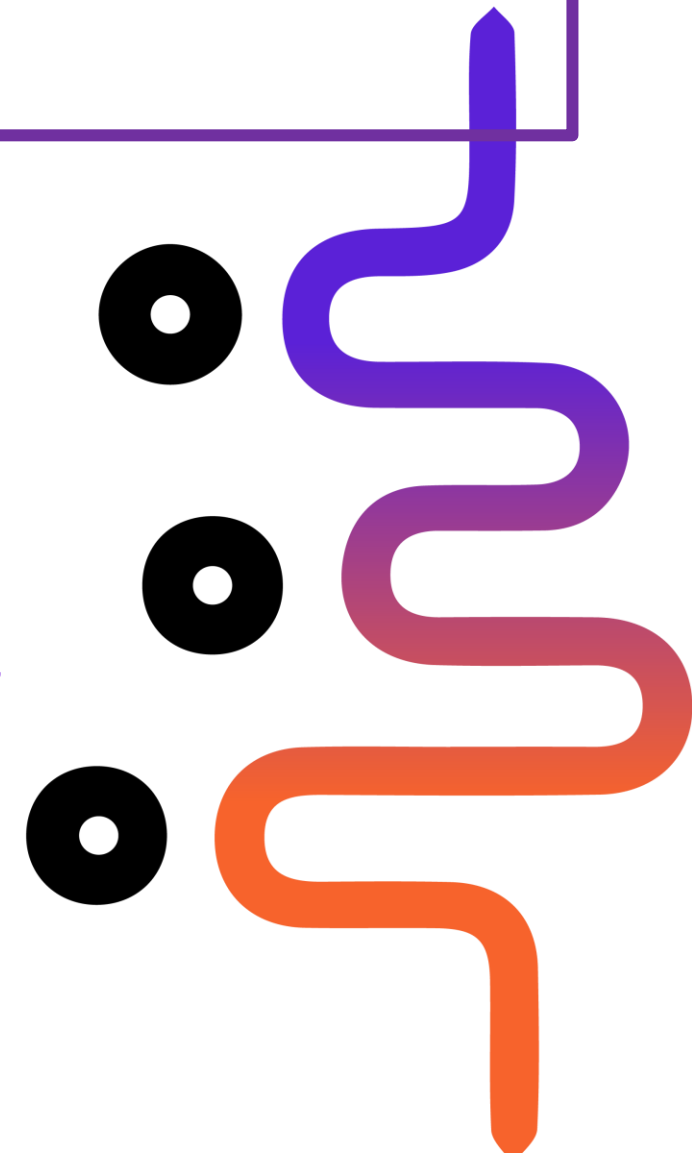


MMC Mediterranean
Management Centre

Objectives of the workshop

In terms of knowledge

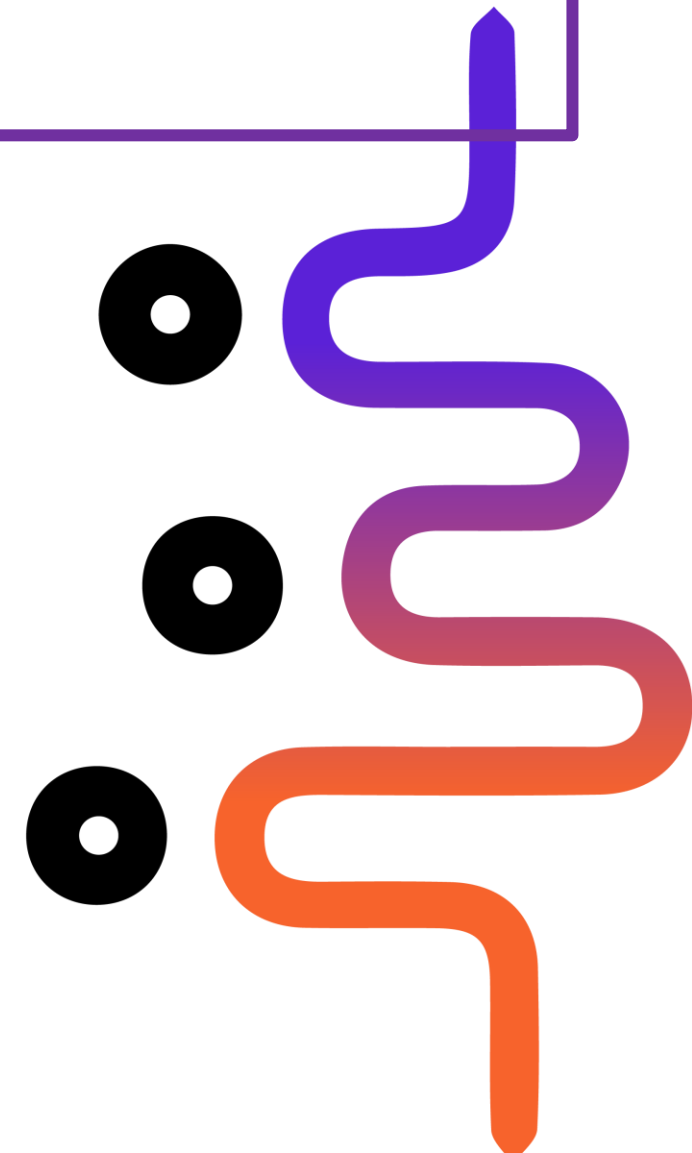
- To define the main European quality assurance policies and tools in VET, with emphasis on the EQAVET framework and the ETF conceptual approach.
- To identify the five key areas of the ETF model: policy and governance; qualification standards; provision; assessment, validation and certification; and data.
- To explain how QA frameworks contribute to improving transparency, accountability, and consistency in VET provision.



Objectives of the workshop

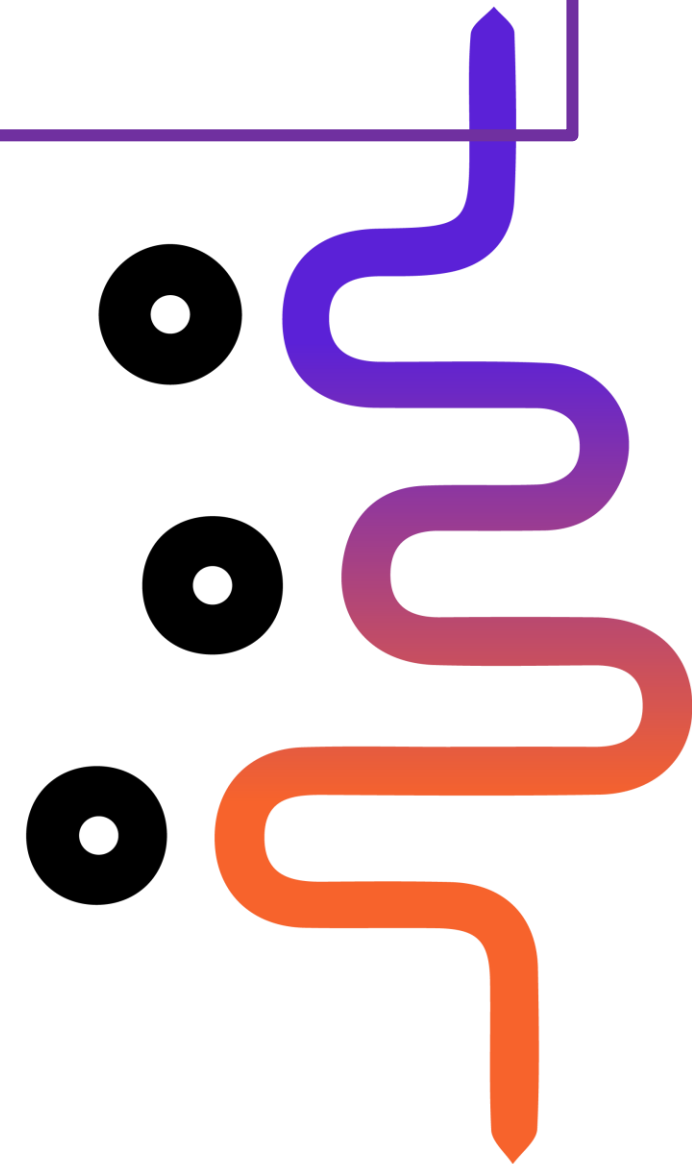
In terms of Skills

- To apply the EQAVET quality cycle (planning, implementation, evaluation, review) to their VET organisation or system.
- To compare and assess different national QA approaches, identifying strengths and areas for improvement.
- To use QA indicators and evidence-based methods to support monitoring, evaluation, and continuous improvement in VET.
- To integrate European and national QA mechanisms into programme design and institutional practices.



Objectives of the workshop

- In terms of attitude
 - To value the importance of building a strong quality culture within VET systems and institutions.
 - To demonstrate openness toward cross-country learning, exchange of best practices, and alignment with European QA developments..

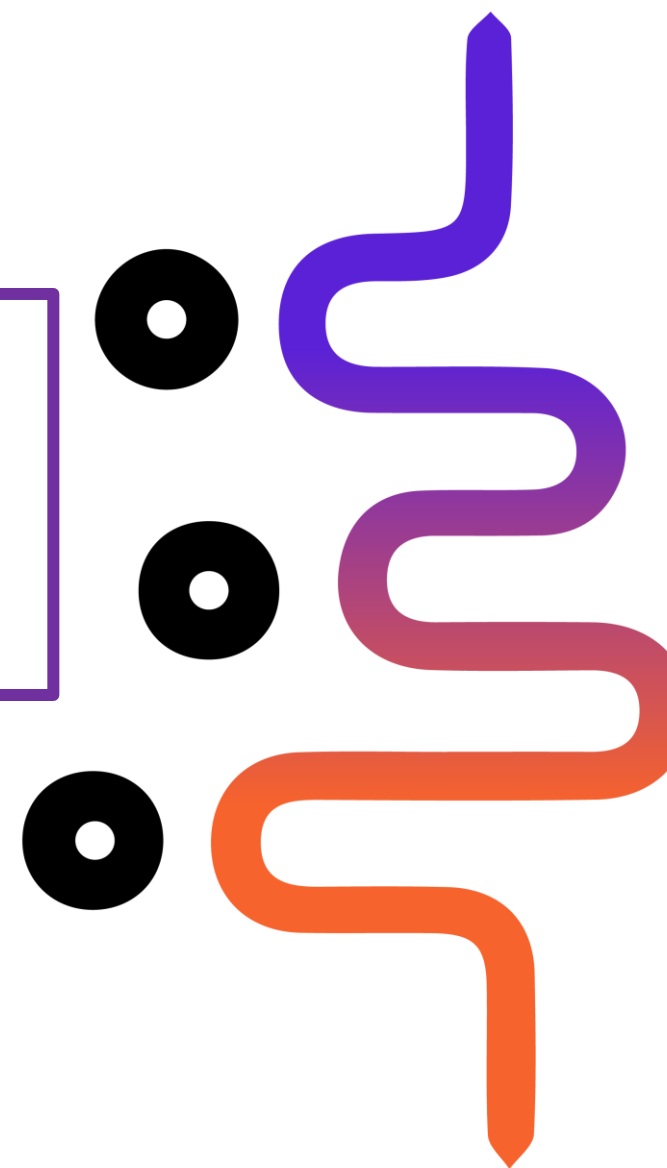


Workshop routemap



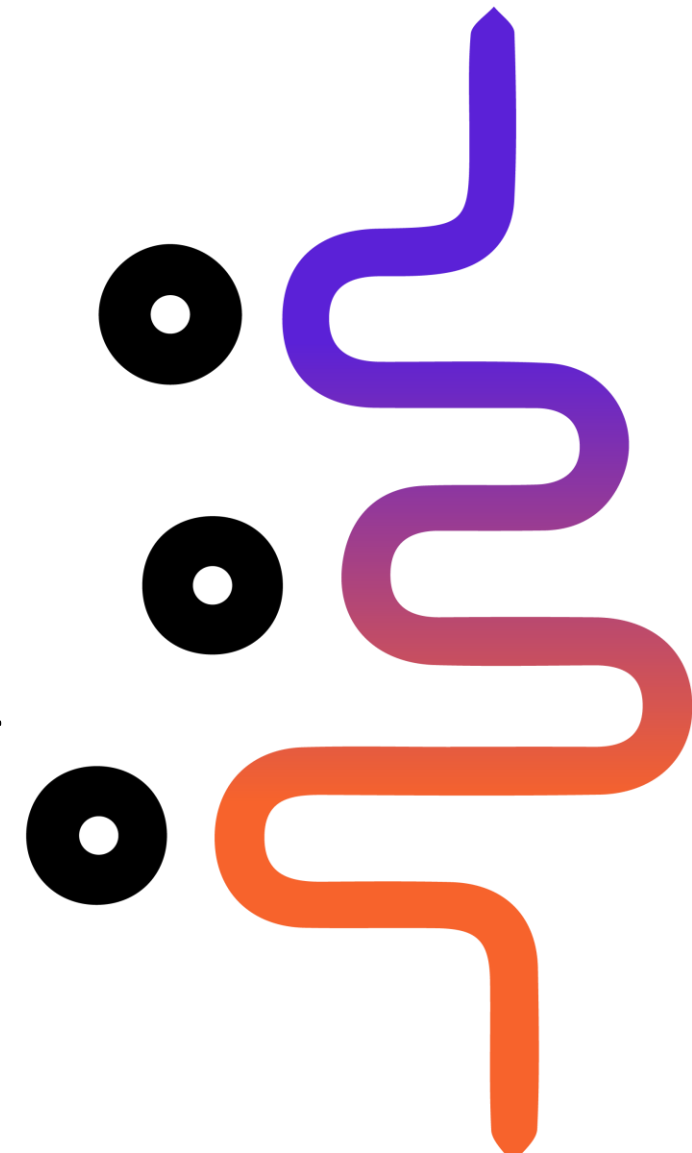
What is the EQAVET?

Unit 1



What is the EQAVET?

The European Quality Assurance in Vocational Education and Training (EQAVET) is a framework established to enhance the quality of vocational education and training (VET) across Europe. It was introduced following the 2009 recommendation of the European Parliament and Council to support quality assurance in VET systems and providers.



Characteristics of EQAVET

Quality Assurance Cycle: EQAVET is based on a four-stage cycle:

[Employment, Social Affairs and Inclusion](#)

- 1.Planning:** Setting clear, measurable goals and objectives aligned with learners' needs and labor market requirements.
- 2.Implementation:** Establishing procedures to achieve the set goals, ensuring resource allocation and stakeholder engagement.
- 3.Evaluation:** Regular assessment of processes and outcomes using relevant data and indicators.
- 4.Review:** Analyzing evaluation results to inform decision-making and initiate continuous improvement actions.

Video Analysis



Good Practices on EQAVET



Through the project, various actors in the HE and VET field get recommendations and a Quick-Scan tool that will help improve quality assurance procedures and systems. As a result, the curricula and the level of qualifications of university and VET graduates will be adjusted to the requirements of the labor market.

Good Practices on EQAVET

Quick Scan

The purpose of this tool quick scan is to support Vocational Education and Training (VET) providers as well as Higher Education Institutions (HEI) who are interested in focusing on the main objective of education: delivering high-quality education that supports the individual student in their development, as well as meet the needs of the labour market.

Good Practices on EQAVET



The project aspires to develop an educational programme along with a certification scheme that will contribute to the certification of the skills, knowledge and attitudes of advisers in Tourism Digitalisation (dTour advisers) who will get qualified to support SMEs.

Good Practices on EQAVET

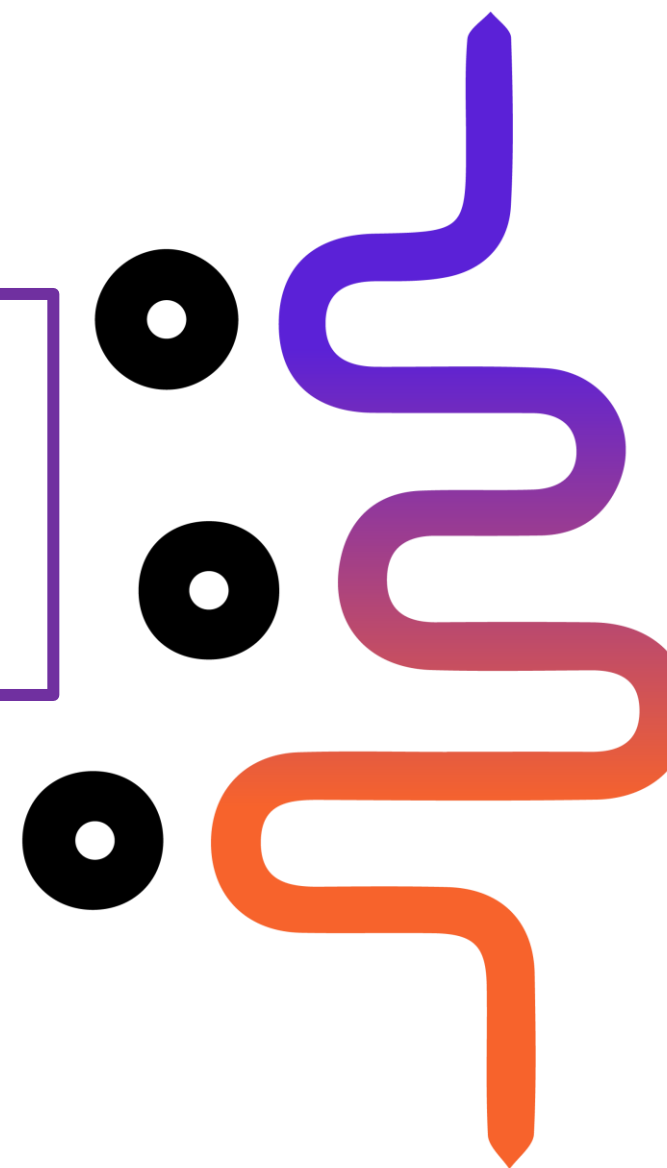


dTour Navigation Guide

The main purpose of the dTour adviser is not only to be able to use the digital tools for the businesses, but rather develop a plan according to the needs of the company that will help the SMEs exploit the new digital trends and technologies in the sector, in order to be used for operations management and enhanced guest experience.

What is the ETF?

Unit 2



What is the ETF?

The European Training Foundation (ETF) has developed a conceptual framework to promote quality assurance in Vocational Education and Training (VET).

This framework focuses on five key areas:

- 1. Policy and Governance:**
- 2. Qualification Standards**
- 3. Provision**
- 4. Assessment, Validation, and Certification**
- 5. Data**

5 Key Areas of ETF?

1. **Policy and Governance:** Establishing clear policies and effective governance structures to oversee and guide VET quality assurance.
2. **Qualification Standards:** Developing and maintaining robust qualification standards that align with labor market needs, ensuring learners acquire relevant competencies.
3. **Provision:** Ensuring that VET providers deliver high-quality education and training programs, encompassing curriculum design, teaching methodologies, resource allocation, and professional development of educators.
4. **Assessment, Validation, and Certification:** Implementing reliable assessment methods to evaluate learner achievements, validating acquired skills and knowledge, and issuing recognized certifications.
5. **Data:** Collecting and analyzing relevant data to monitor and evaluate the performance of VET systems, using indicators and benchmarks to inform policy decisions and identify areas for improvement.

Using ETF?

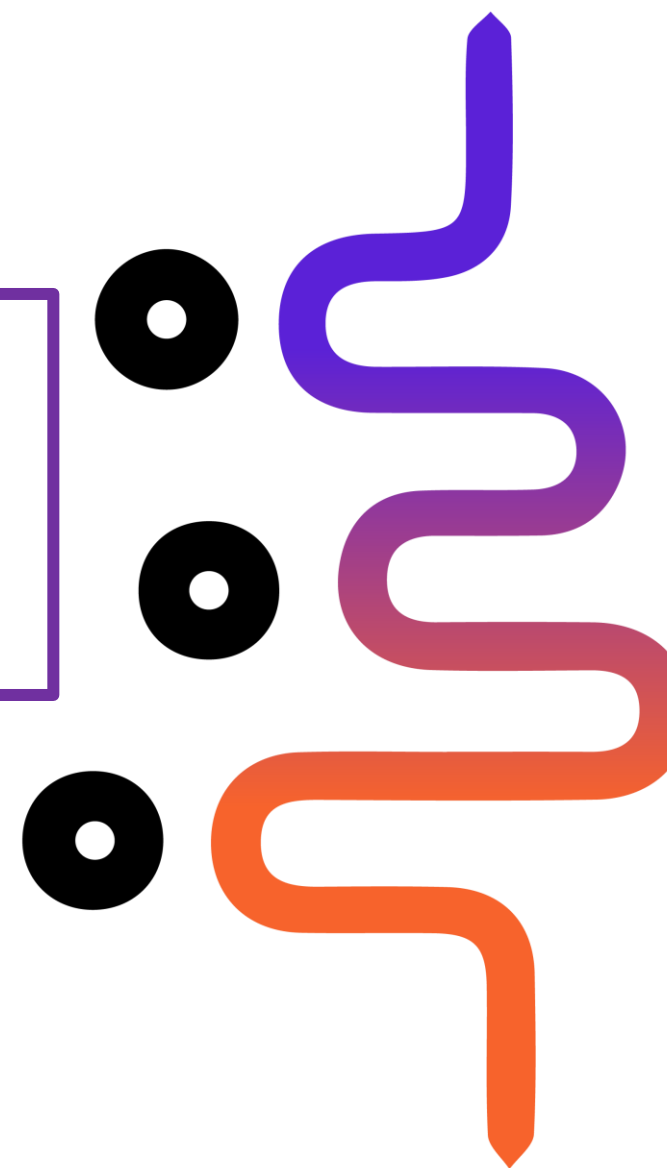
ETF's expertise in vocational education and training (VET), lifelong learning, and skills development can enhance the quality and relevance of RAPPORT's educational and training components

ETF provides:

- **Country-specific insights and labor market intelligence.**
- **Research-based policy advice on VET reforms.**
- **Support countries to implement EU tools like EQAVET, ECVET, and Europass.**
- **Promote GreenComp and DigComp frameworks.**

What is the EQF?

Unit 3



What is the EQF?

- **The European Qualifications Framework (EQF)** is a common reference framework that helps compare qualifications across Europe.
- **Established in 2008 and revised in 2017**, it improves transparency, comparability, and mobility of qualifications.
- **Supports lifelong learning and employment mobility within and across countries.**
- **Facilitates recognition of skills and qualifications between different national education and training systems.**

Key Principles of the EQF

- **Learning outcomes approach:** Focuses on what a learner knows, can do, and understands, rather than the duration of studies.
- **Comparability of qualifications:** Helps translate national qualification levels across Europe.
- **Inclusivity:** Covers all types of learning—academic, vocational, and professional.
- **Flexibility:** Supports **non-formal and informal learning** validation.
- **Quality assurance:** Ensures trust in qualifications across Europe.

Who Benefits from the EQF?

- **Learners & Workers:** More opportunities for learning and career development.
- **Employers:** Better understanding of candidates' qualifications from different countries.
- **Education & Training Providers:** Enhanced curriculum alignment with industry needs.
- **Policymakers & Institutions:** Supports lifelong learning policies and mobility frameworks.

Structure of the EQF

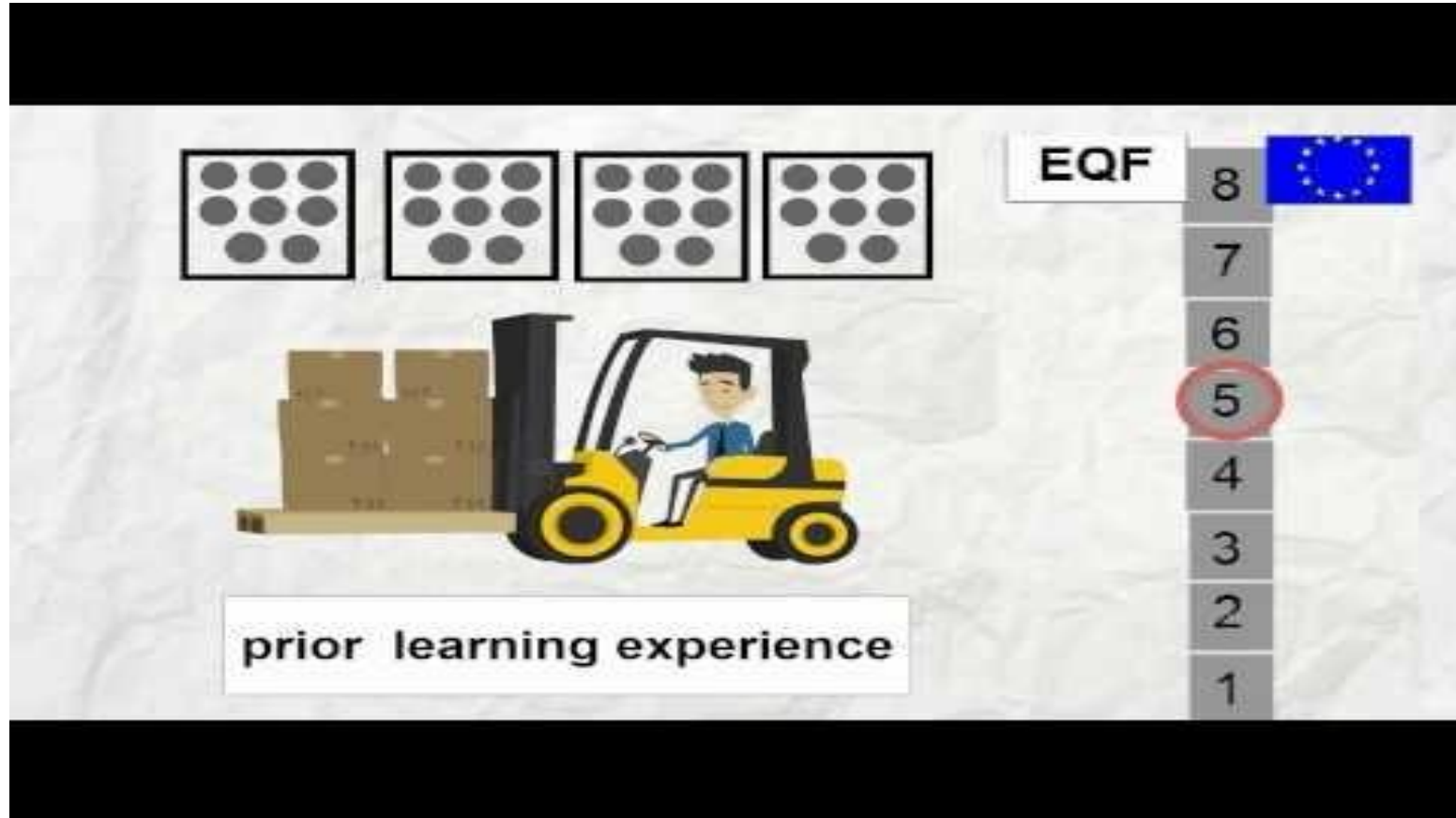
8 learning levels based on increasing complexity.

Levels are described using three learning outcome categories

- **Knowledge:** Theoretical and/or factual understanding.
- **Skills:** Cognitive (thinking) and practical (manual skills, use of tools).
- **Autonomy & Responsibility:** Ability to apply knowledge and skills independently.

Covers formal, non-formal, and informal learning.

Educational Video



8 Learning levels based on increasing complexity

	 Knowledge	 Skills	 Responsibility and autonomy	
	In the context of the EQF, knowledge is described as theoretical and/or factual.	In the context of EQF, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments).	In the context of the EQF, responsibility and autonomy is described as the ability of the learner to apply knowledge and skills autonomously and with responsibility.	
Level 1	Basic general knowledge.	Basic skills required to carry out simple tasks.	Work or study under direct supervision in a structured context.	Level 1
Level 2	Basic factual knowledge of a field of work or study.	Basic cognitive and practical skills required to use relevant information in order to carry out tasks and solve routine problems using simple rules and tools.	Work or study under supervision with some autonomy.	Level 2
Level 3	Knowledge of facts, principles, processes and general concepts in a field of work or study.	A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information.	Take responsibility for completion of tasks in work or study. Adapt own behaviour to circumstances in solving problems.	Level 3
Level 4	Factual and theoretical knowledge in broad contexts within a field of work or study.	A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study.	Exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change. Supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities.	Level 4

8 Learning levels based on increasing complexity

	 Knowledge	 Skills	 Responsibility and autonomy	
Level 5	Comprehensive, specialised, factual and theoretical knowledge within a field of work or study, and an awareness of the boundaries of that knowledge.	A comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems.	Exercise management and supervision in contexts of work or study activities where there is unpredictable change. Review and develop performance of self and others.	Level 5
Level 6	Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles.	Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study.	Manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts. Take responsibility for managing professional development of individuals and groups.	Level 6
Level 7	Highly specialised knowledge, some of which is at the forefront of knowledge, in a field of work or study, as the basis for original thinking and/or research. Critical awareness of knowledge issues in a field and at the interface between different fields.	Specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures, and to integrate knowledge from different fields.	Manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches. Take responsibility for contributing to professional knowledge and practice, and/or for reviewing the strategic performance of teams.	Level 7
Level 8	Knowledge at the most advanced frontier of a field of work or study, and at the interface between fields.	The most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation, and to extend and redefine existing knowledge or professional practice.	Demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts, including research.	Level 8

EQF Levels and Their Relation to Academic Categories

The European Qualifications Framework (EQF) provides a structured way to compare qualifications across Europe. It aligns with national qualification frameworks and academic degrees to ensure consistency in education and professional recognition. Here's how EQF levels correlate with academic categories

EQF Level	Academic Category	Examples of Qualifications
Level 1	Basic Education	Primary school certificate
Level 2	Lower Secondary Education	Lower secondary school diploma (e.g., GCSE in the UK)
Level 3	Upper Secondary Education	High school diploma, vocational training certificate (e.g., A-levels,)
Level 4	Post-Secondary Non-Tertiary	Advanced vocational qualification, professional diploma (e.g., higher technical diploma, pre-university courses)
Level 5	Short Cycle Higher Education	Higher National Diploma (HND), Associate Degree, Foundation Degree
Level 6	Bachelor's Degree	Bachelor's Degree (BA, BSc, BEng, etc.)
Level 7	Master's Degree	Master's Degree (MA, MSc, MBA, etc.)
Level 8	Doctorate (PhD)	PhD, Doctorate of Professional Practice

Definition of Learning Outcomes

Learning outcomes are clear, measurable statements that describe what learners are expected to know, understand, and be able to do as a result of participating in a learning experience. They define the knowledge, skills, attitudes, and competencies that learners should acquire by the end of a course, training session, or educational activity.

- **Knowledge**
- **Skills**
- **Attitudes / Competences**

Blooms Taxonomy Verbs

To ensure that **Vocational Education and Training (VET) courses** align with the **European Qualifications Framework (EQF)**, we use **Bloom's Taxonomy** verbs to define learning outcomes at different EQF levels. This helps categorize **cognitive (knowledge), skills, and affective (autonomy & responsibility)** learning domains according to complexity.

Blooms Taxonomy Verbs

Bloom's Taxonomy consists of **six cognitive levels**, which increase in complexity:

- 1 Remember** – Recall facts, basic concepts
- 2 Understand** – Explain ideas, classify, describe
- 3 Apply** – Use information in new situations
- 4 Analyze** – Examine relationships, differentiate
- 5 Evaluate** – Justify decisions, critique
- 6 Create** – Develop new solutions, innovate

EQF levels (1-8) **progressively demand higher-order thinking skills**, making Bloom's Taxonomy a useful tool for **mapping learning outcomes** in VET.

EQF Level

Level 1

Level 2

Level 3

Level 4

Level 5

Level 6

Level 7

Level 8

Learning Outcomes in VET (Aligned to Bloom's Taxonomy)

✓ **Remember:** Identify basic tools and materials.

✓ **Understand:** Explain safety procedures.

✓ **Apply:** Follow standard procedures in practical tasks.

✓ **Analyze:** Troubleshoot and compare solutions.

✓ **Evaluate:** Assess and justify choices.

✓ **Create:** Design and develop new solutions.

✓ **Innovate & Research:** Create new methods.

✓ **Expertise & Leadership:** Lead innovations.

Example (**VET Course: Electrical Engineering Technician**)

"Identify different types of electrical cables."

"Describe safety measures for electrical installations."

"Wire a simple circuit following a given diagram."

"Compare different wiring methods for efficiency."

"Evaluate energy efficiency in electrical systems."

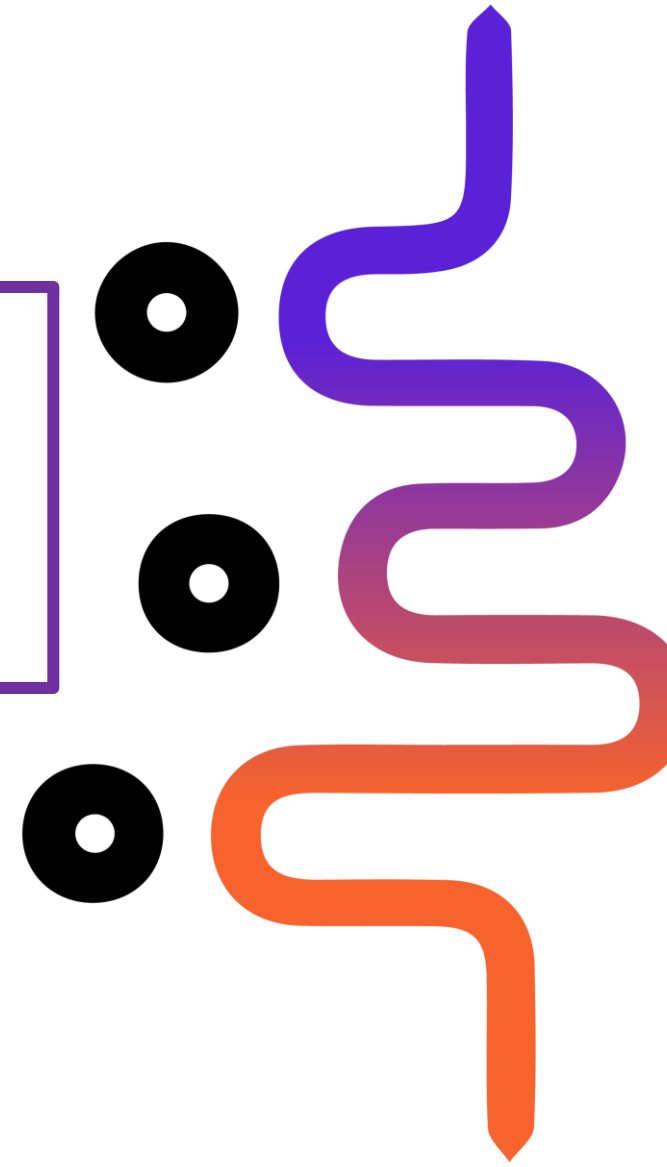
"Design an automated energy-saving circuit."

"Develop a prototype for a renewable energy system."

"Publish research on smart grid technologies."

What are microcredentials?

Unit 4



Official definition of microcredentials

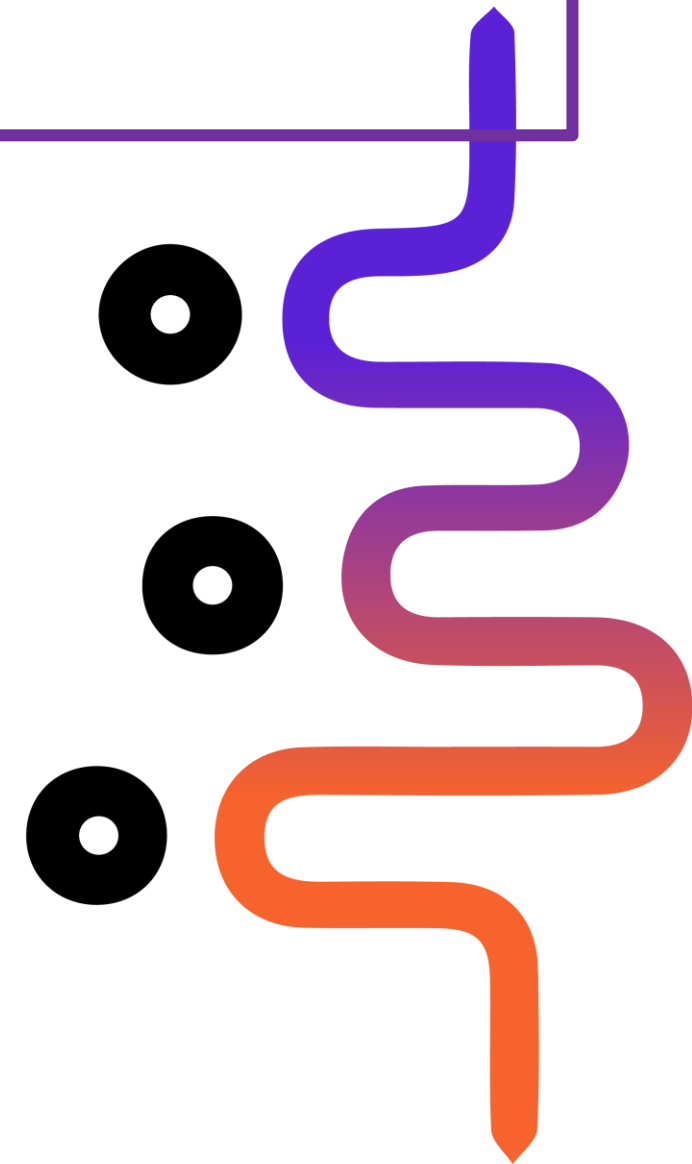
- ‘Micro-credential’ means the record of the learning outcomes that a learner has acquired following a **small volume of learning**. These learning outcomes have been **assessed** against **transparent and clearly defined standards**.

Microcredentials

- They make possible the **targeted, flexible** acquisition of knowledge, skills and competences to meet **new and emerging needs in society and the labour market**, while not replacing traditional qualifications.
- Micro-credentials can help **certify the outcomes of small tailored learning experiences**.
- Micro-credentials can be designed and delivered by a **variety of providers** in different learning settings (whether these settings be formal, non-formal or informal).

Courses leading to microcredentials

- designed to provide the learner with specific knowledge, skills and competences that respond to societal, personal, cultural or labour market needs.



Why microcredentials?

Update knowledge, skills and competences to fill the gap between formal education and the needs of a fast-changing society and labour market

Insufficient supply of the right skills in the EU labour market.
Need for upskilling and reskilling

People need access to quality teaching and learning provided in different ways and settings, to develop their personal, social, cultural and professional competences.

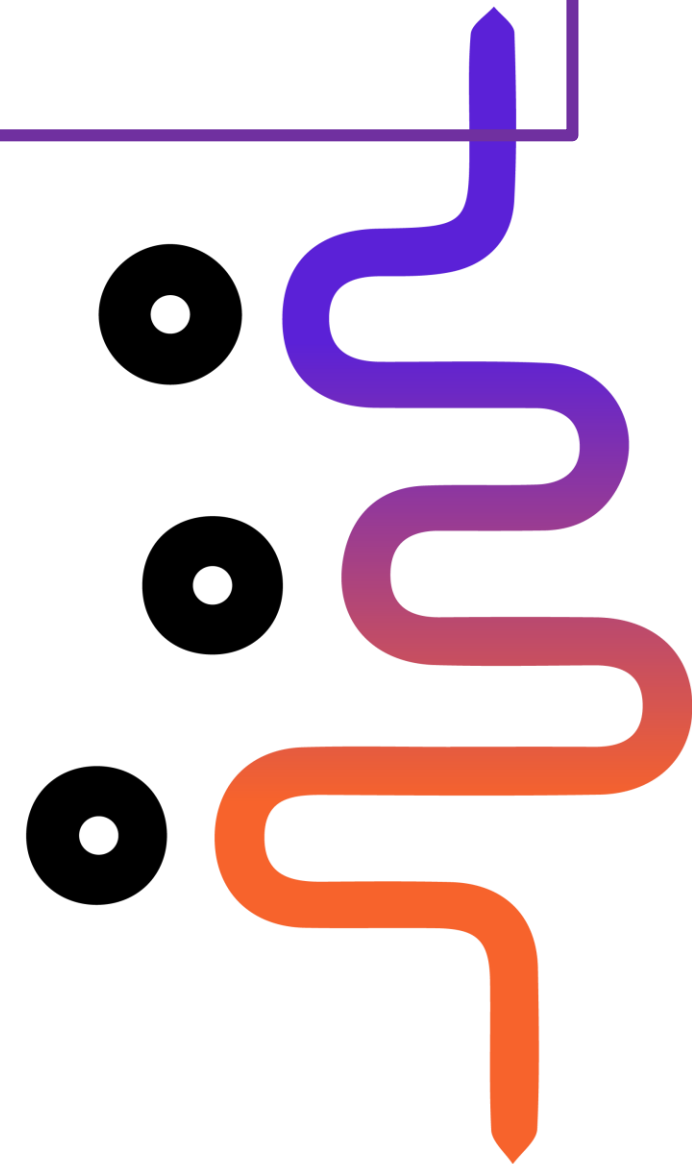
Education and training systems have been called on to become more flexible and find solutions to deliver more learner-centred, accessible and inclusive learning to a wider range of profiles.

Microcredentials

- Serve as a **bridge** between *formal qualifications* and *non-formal/informal learning experiences*.
- Support **lifelong learning** and **employability** by validating what learners already know and can do

Microcredentials and the learner

- **owned** by the learner
- can be **shared** (digitally **shared** (e.g., through Europass, Open Badges, LinkedIn) with employers, training bodies, or accreditation authorities.
- are **portable**
- may be **standalone** or **combined** into larger credentials.
- underpinned by quality assurance following agreed standards in the relevant sector or area of activity.



Why

Can play an active role in **delivering EU policy initiatives** to advance the digital and green transition.

Micro-credentials can:

- (i) underpin the goals of the updated Digital Education Action Plan to help provide flexible, accessible learning opportunities for digital skills; and
- (ii) deliver on the targets of the Commission's '2030 Digital Compass' plan to develop a digitally skilled population and highly skilled digital professionals in Europe by 2030.

Micro-credentials can also play a role in delivering on 'The European Green Deal', which is Europe's growth strategy aiming to transform its economy and society and put them on a more sustainable path.

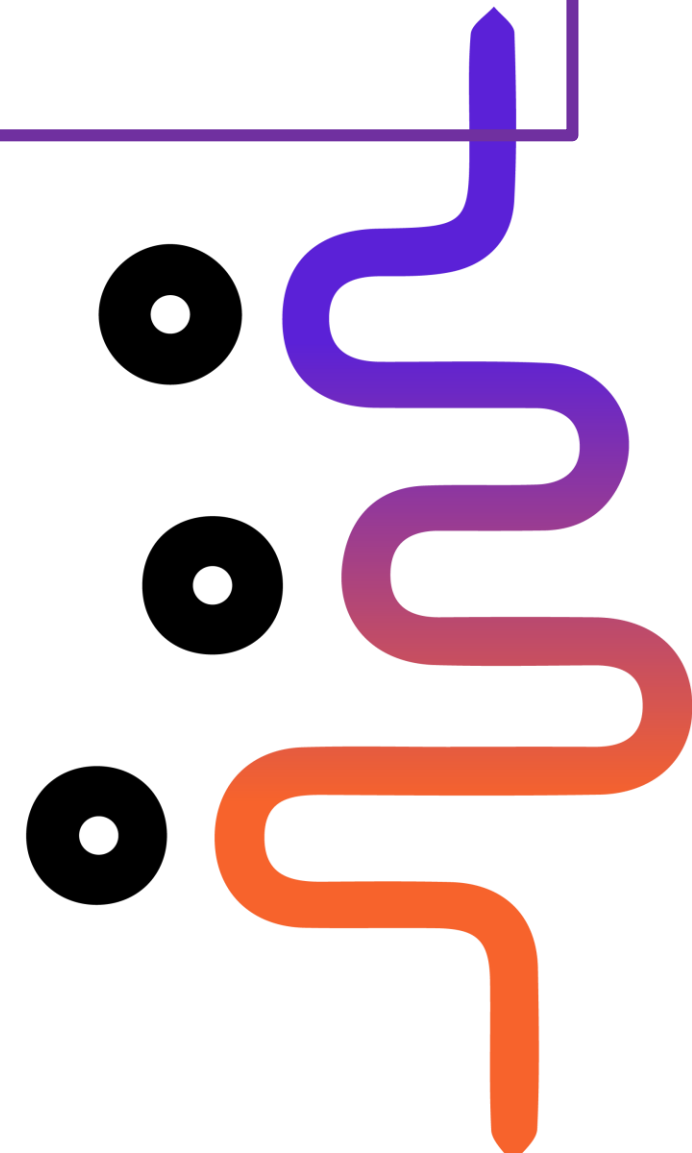
Role in Validation of Non-Formal and Informal Learning

Provide a standardised framework for recognising learning outcomes achieved outside formal settings.

Allow assessment based on competence frameworks (e.g., EQF, ESCO, DigComp, GreenComp).

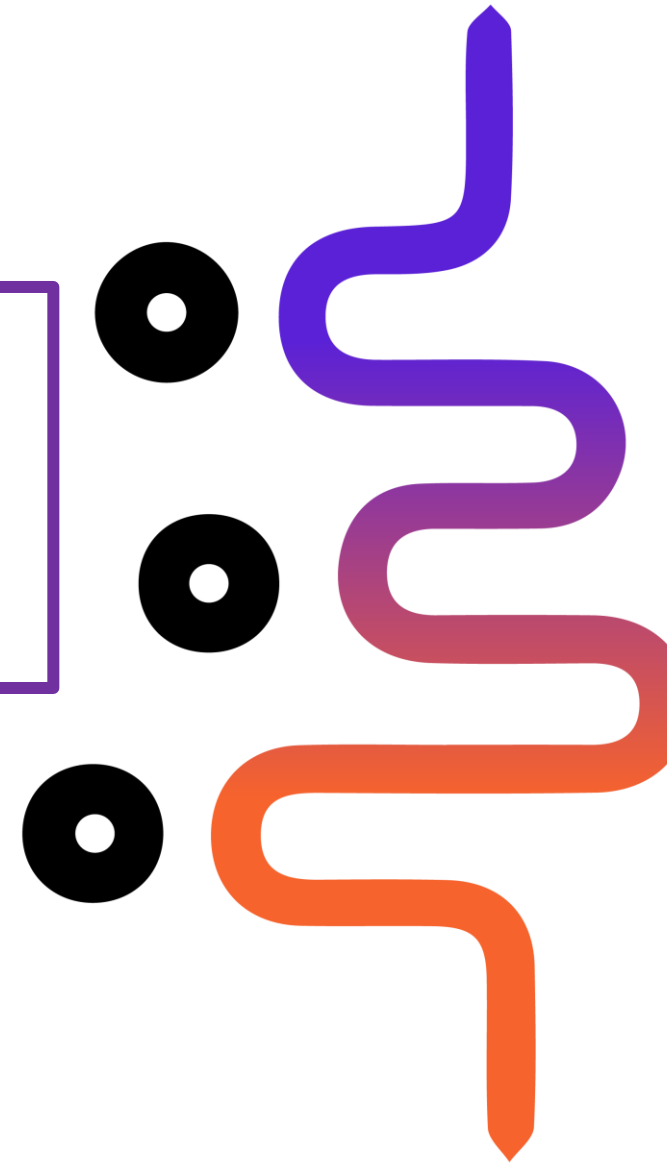
Enable evidence-based assessment (portfolios, digital badges, peer review).

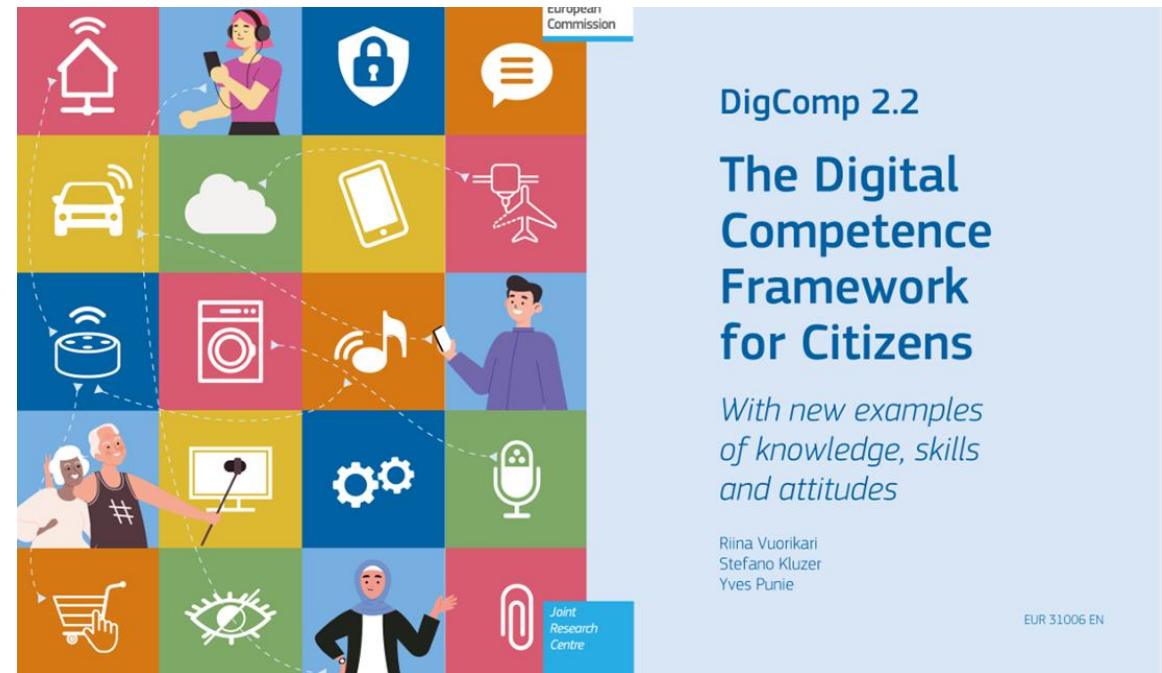
Make skills visible, portable, and comparable across institutions and borders.



Integrating a Framework

Unit 5





GreenComp

GreenComp: Competence Framework consists of four competence 'areas' that correspond to the definition of sustainability; and the 12 'competences' that, taken together, make up the building blocks of the sustainability competence for all people.



GreenComp

Table 1. GreenComp areas, competences, and descriptors.

AREA	COMPETENCE	DESCRIPTOR
1. <i>Embodying sustainability values</i>	1.1 Valuing sustainability	To reflect on personal values; identify and explain how values vary among people and over time, while critically evaluating how they align with sustainability values.
	1.2 Supporting fairness	To support equity and justice for current and future generations and learn from previous generations for sustainability.
	1.3 Promoting nature	To acknowledge that humans are part of nature; and to respect the needs and rights of other species and of nature itself in order to restore and regenerate healthy and resilient ecosystems.
2. <i>Embracing complexity in sustainability</i>	2.1 Systems thinking	To approach a sustainability problem from all sides; to consider time, space and context in order to understand how elements interact within and between systems.
	2.2 Critical thinking	To assess information and arguments, identify assumptions, challenge the status quo, and reflect on how personal, social and cultural backgrounds influence thinking and conclusions.
	2.3 Problem framing	To formulate current or potential challenges as a sustainability problem in terms of difficulty, people involved, time and geographical scope, in order to identify suitable approaches to anticipating and preventing problems, and to mitigating and adapting to already existing problems.

GreenComp

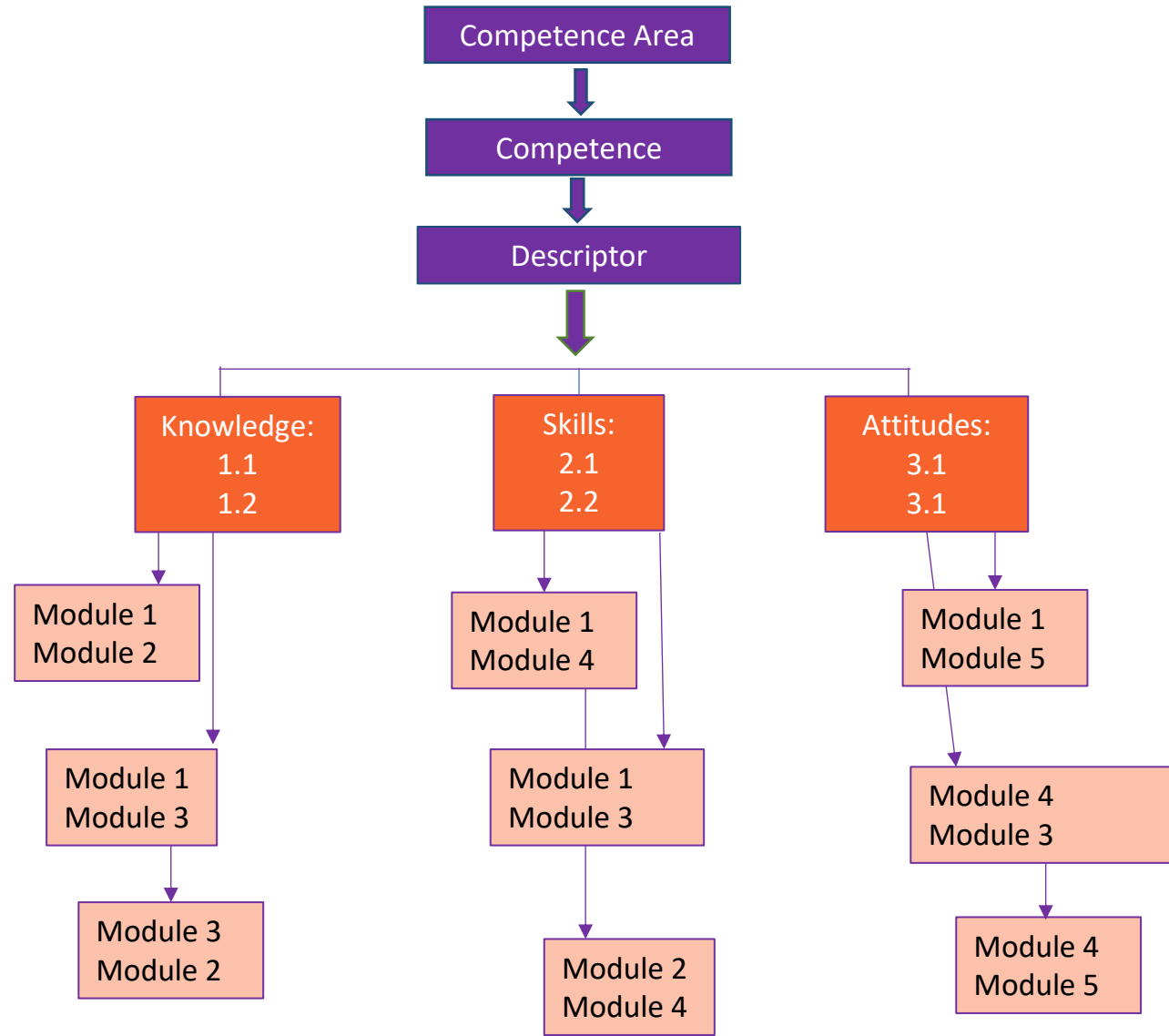
<i>Embodying sustainability values</i>		
1.1 Valuing sustainability		To reflect on personal values; identify and explain how values vary among people and over time, while critically evaluating how they align with sustainability values.
<i>KSA</i>		<i>Statements</i>
<i>Knowledge</i>	1	Knows the main views on sustainability: anthropocentrism (human-centric), technocentrism (technological solutions to ecological problems) and ecocentrism (nature-centred), and how they influence assumptions and arguments.
	2	Knows the main values and principles underpinning socio-economic models and their relation to sustainability.
	3	Knows that values and principles influence action that can damage, does not harm, restores or regenerates the environment.
	4	Knows that various cultures and generations may attach more or less importance to sustainability depending on their value systems.
	5	Knows that when human demand for resources is driven by greed, indifference and unfettered individualism, this has negative consequences for the environment.
	6	Knows how one's position in society influences personal values.

GreenComp

AREA	COMPETENCE	DESCRIPTOR
3. <i>Envisioning sustainable futures</i>	3.1 Futures literacy	To envision alternative sustainable futures by imagining and developing alternative scenarios and identifying the steps needed to achieve a preferred sustainable future.
	3.2 Adaptability	To manage transitions and challenges in complex sustainability situations and make decisions related to the future in the face of uncertainty, ambiguity and risk.
	3.3 Exploratory thinking	To adopt a relational way of thinking by exploring and linking different disciplines, using creativity and experimentation with novel ideas or methods.
4. <i>Acting for sustainability</i>	4.1 Political agency	To navigate the political system, identify political responsibility and accountability for unsustainable behaviour, and demand effective policies for sustainability.
	4.2 Collective action	To act for change in collaboration with others.
	4.3 Individual initiative	To identify own potential for sustainability and to actively contribute to improving prospects for the community and the planet.

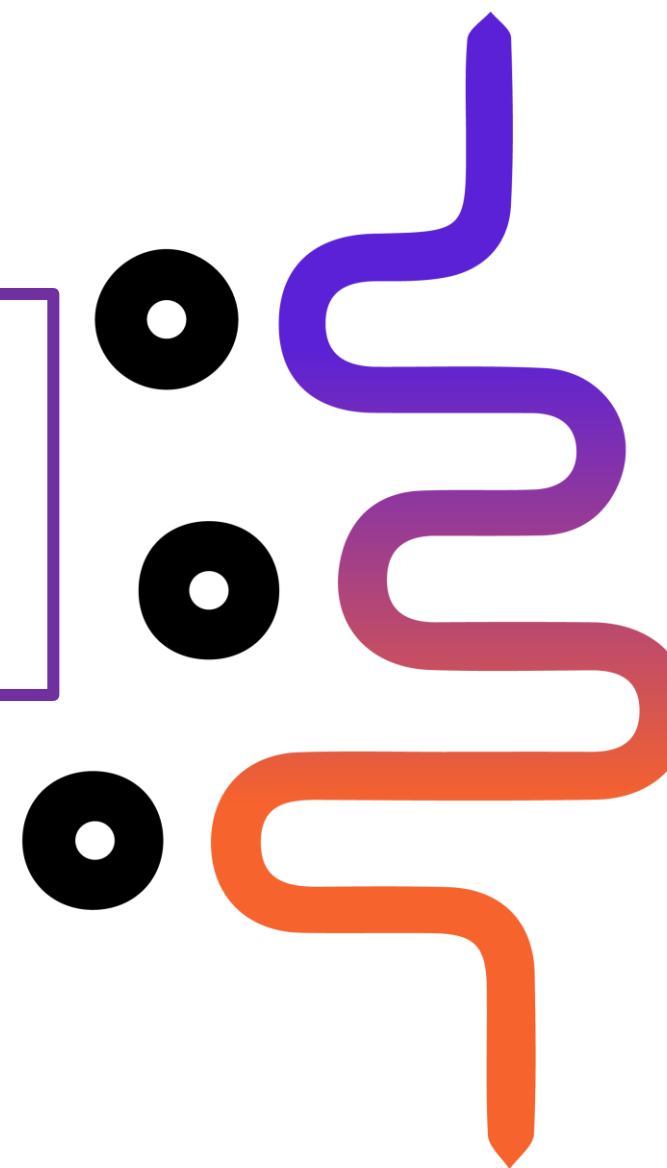
GreenComp

<i>Skills</i>	1	Can critically assess and compare underlying sustainability values and principles in arguments, action, policies and political claims.
	2	Can evaluate issues and action based on sustainability values and principles.
	3	Can bring personal choices and action in line with sustainability values and principles.
	4	Can articulate and negotiate sustainability values, principles and objectives while recognising different viewpoints.
	5	Can identify and include values of communities, including minorities, in problem framing and decision making on sustainability.
<i>Attitudes</i>	1	Is prone to acting in line with values and principles for sustainability.
	2	Is willing to share and clarify views on sustainability values.
	3	Is open-minded to others and their world-views.
	4	Is ready to critique and value various cultural contexts depending on their impact on sustainability.



Conclusion

Unit 6



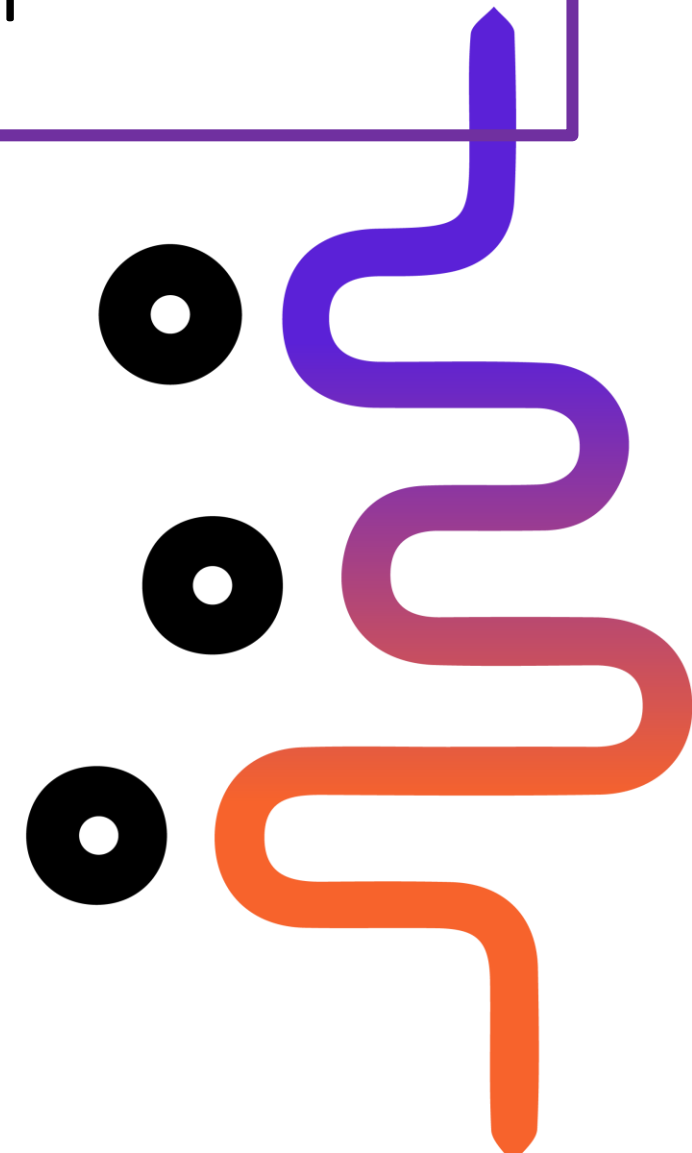
Workshop Conclusion

First Steps on how to use
EQAVET Indicators.

- ETF & EQF use on the creation of Framework and educational materials

- Research Focus on mapping the skills demanded by the labor market in Albania and BiH (Green, Digital, Entrepreneurship)

- To ensure that the curricula and micro credentials developed are relevant, targeted, and increase employability.





Thank you!

