



2nd Newsletter

for the Quality Standards for evidence-based vocational education project, in short called QSE-VET.



This issue presents the main results from the work done in WorkPackage-3 Awareness-raising. The key objective with this WorkPackage-3 was to raise awareness of the evidence-based issue by consultation and engagement among key stakeholders within vocational education and training in the partner countries.

Key conclusions and proposals from WP-3 Awareness-raising

The respondents main proposals for future action are focused around the communication between enterprises and VET providers:

- *To develop standards or methods for how to translate the demands into learning objectives*
- *To develop a tool or method so providers and employers can make a joint translation of skills in a VET program*
- *To develop the part regarding key competences and to develop teachers training and training materials.*
- *We need to develop a common terminology specially regarding curricula*
- *We need to develop a common language for VET providers and enterprises: a common syllabus would be needed, and we need to develop some references or technology*

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Director Jesper Østrup from Roskilde Technical College in Denmark presents one of their many ways to cooperate with enterprises regarding how to prepare the students for the future skills requirements.



Methodology

The interviewed 51 respondents from UK, Italy, Ireland, Greece, Sweden, Poland, Spain, Lithuania, Denmark and Sweden give a good overview on the current practices and their judgment of a number of the statements regarding their quality assurance approach to relevant aspects of Evidence-based VET presented below.

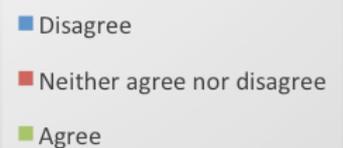
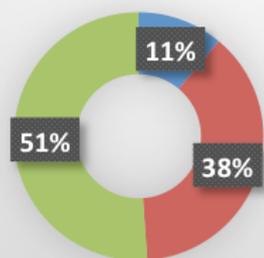
The respondents differ in size, sector, region and perspectives. When selecting those for interview, we wanted to ensure that we were capturing wide-ranging input from broad perspectives.

The results are presented in a 86 pages comprehensive and informative report.

ANALYTICAL GROUND FOR THE MAIN CONCLUSIONS AND PROPOSALS

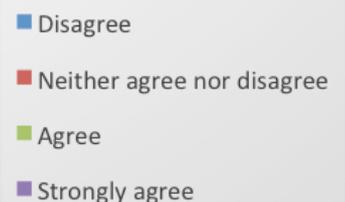
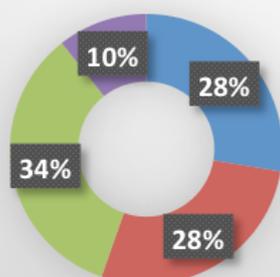
The key conclusions and proposals are grounded in the analysis of the answers to a number of statements including the following selected especially for this Newsletter.

1. The VET system in our country is good at predicting future skills needs. TOTAL.



The overall accumulated results show relatively big differences between the countries. 11 % disagree and state that their VET system is not good at predicting future skills needs, where 51 % find that their VET system is good at it.

3. Vocational provision is according to OECD often rooted in education institutions, tending to develop its own dynamic (way of doing things), and can be too separated from the fast-changing world of modern economies. TOTAL.



28 % of the total respondents disagree with the statement and 28 % neither agree nor disagree. It leaves almost half of the respondents (44 %) stating that they agree or strongly.

ANALYTICAL GROUND FOR THE MAIN CONCLUSIONS AND PROPOSALS

The key conclusions and proposals are grounded in the analysis of the answers to a number of statements including the following selected especially for this Newsletter.

5. VET authorities require that (your) VET provision is accountable for its relevance to the needs of employers / companies – and have a system for making sure of this. TOTAL



Totally shows the results that 65 % of the respondents agree or strongly agree in this statement. Only 4 % disagree and 31 % neither agree nor disagree.

6. You / VET providers are encouraged to teach/organize training in ways that promote and strengthen the key skills / core competences that employers need? TOTAL



Totally shows the results that 87 % agree and strongly agree in the statement, and only 6 % disagree and 7 % neither agree nor disagree.



QSE-VET Objectives

The Quality standards for evidence-based vocational education (QSE) project sets out to develop guidelines, with relevant operational indicators and best practices, to provide a basis for supporting European policy development of EQAVET, especially with regards to EQAVET indicators 5 and 6:

Indicator 5 – ‘Placement rate in VET programmes’.

This refers to the destinations of those that complete (or do not complete) VET provision, including how many of them find (relevant) employment.

Indicator 6 – ‘Utilisation of acquired skills at the workplace’.

This refers to the degree of satisfaction recorded by employers and learners in terms of the relevance of the skills and competences that were acquired through the VET provision.

In the QSE project, when we refer to ‘evidence-based’ we are referring specifically to questions such as: How do you know that the skills being provided (e.g. by a particular VET institution or programme) are relevant to the skills demanded by employers (companies and industry)?

Process

To develop new guidance that will inform the policy process for EQAVET in relation to the indicators 5 and 6, the QSE project undertakes a number of activities, specifically:

Raising awareness of the ‘evidence-based’ issue (WP3) – by consultation and engagement (interviews and workshops with guidance material) - presented in this Newsletter

and the **next activities** will be:

Identifying, through the gathering and study of specific data, the state of the art - and developing a software-led solution to support competency mapping, led by the needs of employers (WP4)

Design, test and validate this solution, and provide guidance on the development of evidence-based approaches (WPs 5 and 6)



PROJECT COORDINATOR AND PROJECT PARTNERS

