



Qualifications and
Curriculum Authority

Promoting quality and innovation in VET

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(4 questions and) 3 interesting presentations

1. Quality indicators and principles for EU Vet systems – EQARF
2. Apprenticeship: a learning path in higher education – innovative case study, Modena, Italy
3. Creativity and innovation in IVET in Austria – the apprentices' brass band and national cultural events

What did we learn?





Quality/ QA in VET and in qualifications frameworks

1. **The European quality framework (EQARF) is a guide to good practice:** Systematic framework, Network for cooperation, National reference points, Virtual community, 10 interrelated indicators
2. It can augment and support national approaches to quality assurance, without replacing them; stakeholder/social partner role
3. For cross-country recognition of skills and qualifications, EQF is the key instrument: NQFs will need QA to achieve mutual trust.

Some searching questions:

- Do the instruments touch the core of quality assurance?
- Should EQF have a common reference point for quality?





Initiative/innovation: Apprenticeships in Italian regional HE

Results in

- ++ qualification: Added element to university degree or a double qualification
- New pedagogy for applied learning alongside traditional HE teaching. Plus: individual learning plan
- New relationships established between lecturers and firms
- University adopts new approaches to teaching and learning
- Evidence that students' key competences improve





Creativity: the apprentices' brass band

- Apprentices are trained to be useful.
- Art may be regarded as something strange.
- Co-operations between apprentices, artists and cultural mediators have an impact on the promotion of key skills by encouraging the ability to think creatively and act in an innovative way





Questions

1. Is it really the same approaches and instruments that promote quality (quality/QA) and innovation and creativity (new strategies, new solutions)?
2. What practical approaches to innovation (teaching/learning) can help to reverse the trend away from VET to general education?
3. What innovations can seriously break down the HE/VET boundary lines?
4. What innovations in teaching and learning are now appropriate to pedagogies in VET – active learning, creativity, learning for competence? How's learning best approached in different contexts?





Innovation and creativity: new message for us to act on?

- Bordeaux to Bruges ...A shift of focus to skills and competences, rather than structures and subsystems of E&T
- The work we all do is calling for shifts in pedagogy, but we are not paying much attention to what this means in theory or in practice
- Cedefop: Therefore make a major **research and evidence theme of pedagogy** (teaching and learning) to support critically the shift of focus

