

Quality assurance for non-formal VET

POLICY DEVELOPMENT**REGULATION/LEGISLATION** BELGIUM-FL

Timeline

2019 **Approved/Agreed**2020 **Implementation**2021 **Implementation**2022 **Implementation**2023 **Implementation**2024 **Completed****ID number 28007**

Background

The link between training or validation programmes and professional qualifications is important; so is their quality. To guarantee this, a common quality framework and neutral and independent quality supervision was implemented. Common basic principles for quality supervision on VET programmes (nationally referred to as qualifying programmes) offer substantive guarantees that what learners, employees and jobseekers acquire in terms of competences is more in line with labour market requirements and that the competences are taught and/or evaluated in a qualitative manner. It is also clearer to all parties involved which competences are part of qualifications obtained. Training providers and assessment centres have a clear and common frame of reference, the professional qualifications, and so a tool to shape their offer.

Objectives

To prescribe the terms for certifying professional qualifications outside formal education.

Description

On the 26 April 2019, the Flemish Government approved a new Decree on common principles about the quality assurance of training (and validation) pathways outside the formal education system, leading to professional qualification, formally linked to the Flemish qualifications framework (*Vlaamse kwalificatiestructuur*). The decree prescribes the terms for certifying professional qualifications by regulating the conditions for quality control at the level of the provider and that of the training (or validation) pathway. The quality assurance is focused on five quality areas:

- (a) learning objectives;
- (b) design of the learning process;
- (c) learner guidance;
- (d) learning process evaluation;
- (e) internal quality assurance processes.

The quality of training (and validation) pathways will be verified at least once every 6 years.

The quality assurance framework has been developed by the Education Inspectorate and the Flemish Social Inspectorate and is aligned with the quality assurance framework of the Education Inspectorate used in formal education.

Several vocational training programmes have already been recognised. The aim is to expand the offer. If an organisation wants to organise a qualifying training or RAC (Recognition of Acquired Competencies) pathway, that pathway must be recognised by the Department of Work and Social Economy. A register keeps track of all recognised pathways. These recognised pathways contain vocational programmes from Work and Education.

Especially for EVC, AHOVOKS contributes to the preparation of legislation and has a role in the implementation.

2019 Approved/Agreed

In 2019, approval of the Decree on common principles about the quality assurance of training (and validation) pathways outside the formal education system.

2020 Implementation

In 2020, a new procedure for recognition of training pathways leading to professional qualifications outside formal education was introduced. At the end of 2020, there are 10 training pathways and four validation pathways recognised within this quality framework.

2021 Implementation

In 2021, there are 16 training pathways leading to professional qualifications outside formal education and four validation pathways which were recognised within this quality framework.

2022 Implementation

In 2022, there are 26 training pathways leading to professional qualifications outside formal education and 7 validation pathways which were recognised within this quality framework.

2023 Implementation

In 2023, there are 23 training pathways leading to professional qualifications outside formal education and 7 validation pathways which were recognised within this quality framework.

In 2023, 980 learners started a training (and validation) pathway, of which 478 were in a validation pathways of previously acquired competences and 502 in a training pathway leading to professional qualifications.

2024 Completed

Until October 2024, there were 45 training pathways leading to professional qualifications outside formal education and 15 validation pathways of previously acquired competences offered by providers outside of formal education, recognised within the common quality framework.

The quality assurance of non-formal VET is based on a decree and agreed procedures and runs as a regular activity.

Bodies responsible

- Flemish Department of Work and Social Economy
- Agency for Higher Education, Adult Education, Qualifications and Study Allowances (AHOVOKS)

Target group

Entities providing VET

VET providers (all kinds)

Other

Validation bodies

Thematic categories

Governance of VET and lifelong learning

Further developing national quality assurance systems

Transparency and portability of VET skills and qualifications

Comprehensive national qualification frameworks

Learners' possibilities of accumulation, validation and recognition of learning outcomes acquired non-formally and informally

Subsystem

IVET CVET

Further reading

[Decree on quality supervision for qualifying trajectories based on a common quality framework](#)

[Decision of the Flemish Government concerning the implementation of the Act of 26 April 2019 regarding quality supervision for professional qualifying programmes based on a common quality framework](#)

[The Quality Supervision Decision for the policy fields employment and professional training of 19 July 2019](#)

Related policy developments

2024 Implementation

Validation framework

There is increased cooperation between different validation providers (inside as well as outside education) and the willingness to create a single framework linking validation processes to the Flemish qualifications framework (FQF).



Type of development

Regulation/Legislation

Subsystem

IVET CVET

2024 **Completed**

National qualifications framework

In 2016 arrangements were made to facilitate the update of the content of the professional qualifications and to provide partial qualifications. Professional qualifications have been levelled individually (as opposed to being placed as a block) in a process involving the main social partners.

**Type of development**

Regulation/Legislation

Subsystem

IVET CVET

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