



in **VET** and **Higher Education**
for improving their permeability

CONTRIBUTION

Workshop 1
**Quality assured work-based learning
and work-based assessment**
Rapporteur: Katalin Molnár-Stadler

22-23

October 2013
Brussels, EESC

Why (QA of) work-based learning?

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- High-quality work-based learning lies at the heart of current European education and training policies and is currently on the agenda in many countries.
- Shared importance for both VET and HE (new challenges, recent developments).
- Common goals:
 - Increasing employability (of young people).
 - Better match between training supply and labour market demand.
 - Improving labour-market relevance of skills and qualifications.
 - Facilitating smooth transition from education/training to work.
 - Better match with society.
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4 presentations

22-23 October 2013
Bonn, EFMD

- **HE, Germany:** *Quality assurance of work-based learning with the focus on cooperative studies*
by **Ms Ewa Tränkner**, Department of cooperative studies, BSEL-Berlin
- **VET, NL:** *Quality assurance in work placements*
by **Ms Monique Jordense**, The Centre of Expertise on VET and the labour market - KCH
- **VET, France:** *Preparing the way to firms*
by **Mr Alain Tambour**, Délégation Académique à la formation Continue, réseau des GRETA de Basse Normandie
- **VET, Malta:** *VET and industry working together: a quality assurance approach in Malta*
by **Ing. Vincent Maione**, QA Director, Malta College of Arts, Science and Technology (MCAST)

Tools to support effective, high quality work-based learning (1)

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- „Win-win” situation, partnership approach but regulatory framework is needed (e.g. work placement protocol, learning agreement (NL), student contract) defining the roles, tasks, rights, obligations of each party involved (company, learner, E&T institution, society, centre of expertise). *PLANNING*
- Integration of WBL into study (VET/HE) programmes: well defined learning objectives, joint ownership of programs, LOs clearly defined, practical work identified for each LO (MT); standard training plan for coordination of theoretical and practical training, discussion on the organisation, content and structure of the study course (DE). *PLANNING, IMPLEMENTATION*
- Assessment and recording of student’s achievement in WBL: assessment method agreed between employer and VET provider, assessor from employer identified, assessment tasks verified by VET provider (MT); Combined Examination Board (1:3, DE). *EVALUATION*
- Human factor: definition of the profile (qualification, skills etc.) and the tasks of a mentor, trainer, tutor, workplacement trainer. *IMPLEMENTATION*

Tools to support effective, high quality work-based learning (2)

- Evaluation, monitoring and improvement of (provision of) WBL: Quality assurance procedures to ensure
 - systematic (360 degree) feedback – surveying the satisfaction and needs of all relevant stakeholders (companies, learners, trainers) ⇒ need for any change?;
 - that the results are being used in a systematic way (feedback loops, improvement actions). *EVALUATION, REVIEW*
- External QA / evaluation measures: Examination of the ability of the company (DE), Quality Charter for accreditation of companies (NL), Accredited WBL (MT), inspection of employers by VET providers (MT), Greta+ (Fr). *EVALUATION*
- Close/active involvement of social partners: 1. to ensure that WBL remains responsive; 2. to identify future skills requirements; 3. to make input to the definition and revision of training/occupational standards. *PLANNING, REVIEW*

Proposals for further cooperation in relation to QA of VET and HE (1)

1. QA of work-based learning is a possible area of cooperation (for learning from each other, VET has a longer tradition, HE is gaining increased interest).
2. Developing common quality language on QA in general, and on QA in work-based learning in particular.
3. Responsibility for QA in work-based learning
 - QA mechanisms to cover also delivery of training in companies.
 - In the cases presented E&T institutions (universities, VET providers) have the final responsibility for QA.
 - How companies are involved in QA of work-based learning?

Proposals for further cooperation in relation to QA of VET and HE (2)

4. Shift (from process orientation) to output-based QA systems.
 - Definition and assessment of learning outcomes (agree on the language, role of E&T providers and employers).
5. Elaborate / develop common indicators (on the example of the EQAVET indicators).
6. In the view of permeability – a concrete proposition: focus WBL for
 - level 5 and 6 of EQF.
 - joint degrees / joint diplomas.
 - Elaborate indicators to joint diplomas which are relevant to both VET and HE and which can be used for the whole process of work-based learning.



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Thank you for your attention!