aN Eu Curriculum
for chef gasTro-engineering
in primAry food caRe

VET QUALITY MANAGEMENT INTERIM REPORT

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WP related to the Deliverable:	**WP8**
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1 ABSTRACT:

This VET Quality Management Interim Report represents the Deliverable 8.2.1 and has been prepared within Task 8.2 "VET quality assurance based on EQAVET" of the NECTAR project. It describes the quality assurance processes, instruments and methods to ensure high quality of the NECTAR project deliverables and outputs related to VET.

In regard of methodology, the VET quality management approach within NECTAR will be based on the EQAVET approach, which contains five main concepts: a quality assurance cycle, Building Blocks for VET designers, definition of quality indicators and indicative descriptors as well as a quality assurance approach for work-based learning (WBL).

The main tools for implementing the EQAVET approach within NECTAR will be the Quality Register (QR), which consists of the Quality Control Plan (QCP) and the Quality Expectations and Indicators Plan (QEIP). Especially the QEIP will be an important tool for EQAVET, because it contains a list of the most important qualitative and quantitative quality criteria defined within the project proposal for core Deliverables, which are also closely linked to EQAVET indicators, as described within this report. The Quality Register will be used to plan, monitor and document internal and external feedback loops and their results as well as the achievement of the predefined quality expectations and indicators for the NECTAR project.

In addition, tools and activities within Evaluation (WP6) are planned in compliance with the EQAVET framework. The quality criteria and Key Performance Indicators (KPI) defined within the Evaluation and Monitoring Plan (EMP) are closely related to different EQAVET indicators. Furthermore, feedback loops (T6.5) will be developed to gather feedback from stakeholders such as beneficiaries, employers, labour market representatives and professional associations. The feedback loops should ensure the sustainability of the project results and the continuous improvement of the pilots and will support the achievement of related EQAVET indicators.

This report outlines the EQAVET approach and how it will be considered and implemented within the NECTAR project to assure high quality of VET offered within the implementation of five Pilots in different regions.

2 KEYWORDS:

Quality Management, Quality Assurance, VET Quality Assurance, Quality Control, Quality Monitoring, Quality Indicators, Evaluation, EQAVET, ECVET, EQF, ESCO

3 REVIEWERS

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4 VERSION HISTORY AND AUTHORS

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1	Seema Akbar, WIAB	A, C	08/04/2022	Developing first Draft Version of the Report
1	Heidemarie Müller-Riedlhuber, WIAB	A, C	11/04/2022	Feedback on first Version
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*Status indicates if:
• A - Author (including author of revised deliverable)
• C - Contributor
• IF – Internal Feedback (within the partner organization)

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6 LIST OF ABBREVIATIONS

AB	Advisory Board
BB	Building Block
CGE	Chef Gastro-Engineering
CM	Consortium Meeting
D	Deliverable
ECVET	European Credit System for Vocational Education and Training
EMP	Evaluation and Monitoring Plan
EPALE	Electronic Platform for Adult Learning in Europe
EQAVET	European Quality Assurance in Vocational Education and Training
EQARF	European Quality Reference Framework
EQF	European Qualification Framework
ESCO	European Skills/Competences, qualifications and Occupations
ER	External Reviewer
IR	Internal Peer Reviewer
KPI	Key Performance Indictors
NECTAR	aN Eu Curriculum for chef gasTro-engineering in primAry food caRe
OP	Occupational Profile
QA	Quality Assurance
QM	Quality Management
QP	Quality Plan
QR	Quality Register
QCP	Quality Control Plan
QEIP	Quality Expectations and Indicators Plan
PC	Project Coordinator
PDCA	Plan-Do-Control-Act
T	Task
VET	Vocational Education and Training
WBL	Work-Based Learning
WP	Work Package

7 INTRODUCTION

Quality Assurance in Work Package 8 (WP8) is under responsibility of WIAB. Within the NECTAR project, quality assurance is divided into two tasks addressing different aspects of assuring the quality of the project and its deliverables and outcomes. In Task 8.1 "Project Quality Assurance", WIAB is responsible to plan, coordinate, control and monitor the quality assurance of the overall project results, which is mainly based on internal quality assurance within the NECTAR consortium provided by internal reviewers, and external quality assurance provided by independent external reviewers. The background, the structure and the roles and responsibilities of the NECTAR project as well as the role of Quality Assurance and Evaluation within the project are described in detail in the Quality Plan (D8.1.1). The main tool for implementing the Quality Plan approach is the Quality Register (D8.1.2), which was developed in the beginning of the project in M8 (see Annex 2). It contains the Quality Control Plan (QCP) and the Quality Expectations and Indicators Plan (QEIP). The QCP provides an overview of the monitoring responsibilities of project partners and external experts and the foreseen time schedules for the review and ensures that all core deliverables will be quality assured. The QEIP entails all relevant quality criteria and Key Performance Indicators (KPI) related to key deliverables of the project, such as milestones. This tool is mainly used to ensure, that the predefined quality criteria, e.g. the "short-term results" in the NECTAR proposal, will be achieved.

Task 8.2 is dedicated to assuring the quality of Vocational and Educational Training (VET) by applying EQAVET principles. This report will outline the EQAVET approach, including the quality assurance cycle, the Building Blocks for VET providers, the EQAVET Indicators, the indicative descriptors and EQAVET approach on assuring high quality for WBL. In each chapter, it will be described how the EQAVET quality indicators and principles will be applied within NECTAR and which activities have been undertaken so far between November 2020 (M1) and March 2022 (M17).

The results of VET quality assurance based on EQAVET principles, indicators and descriptors will be summarized as well in the final VET Quality Management Report at the end of the project (M36). It will describe the VET quality assurance measures undertaken and the "lessons learned" during the project and will provide recommendations for the future (special focus on VET providers and stakeholders).

Notice: During the project time span, the EQAVET website has been taken offline without a particular explanation. Within the development of an EQAVET strategy for NECTAR, we have built upon the information provided on this website, which are now not accessible anymore. Therefore, some of the provided sources are not available at the moment. Where possible, alternative sources were chosen.

8 TASK 8.2 – VET QUALITY ASSURANCE BASED ON EQAVET

Within Task 8.2, WIAB is responsible to to plan, coordinate, control and monitor the quality assurance of the Vocational and Educational Training (VET) undertaken within the NECTAR project within the implementation of five Pilots (WP5). The quality assurance of the training materials and the Pilots is planned according to the EQAVET framework, which is also related to evaluation activities in WP6. WIAB is responsible to ensure the use of EQAVET principles in the evaluation. Furthermore, a concept of a process for continuous feedback loops (T6.5) under the responsibility of WIAB will ensure the sustainability of the project results and that the perspective of stakeholders such as beneficiaries, employers, labour market representatives and professional associations, is taken into account. The tools applied to assure the quality of VET will be:

- The Quality Register (D8.1.2), which includes quality criteria that are linked to EQAVET indicators
- The Evaluation and Monitoring Plan (D6.1) including EQAVET indicators for summative and formative evaluation
- Evaluation procedures and feedback loops with user groups and stakeholders (T.6.5)
- Interim and Final VET Quality Management Report

In this report, the quality management activities for VET based on EQAVET principles, indicators and descriptors are elaborated and the VET quality assurance measures undertaken so far (until M17) will be summarized.

9 EQAVET FRAMEWORK

The **European Quality Assurance Reference Framework for Vocational Education and Training** (EQAVET)[1] offers a framework and reference tool that aims to promote the continuous quality improvement in Vocational and Educational Training (VET) based on a common set of agreed reference criteria. It builds on the European Qualifications Framework (EQF), the European Credit for VET system (ECVET) and previous European quality assurance systems such as the European Quality Reference Framework (EQARF). EQAVET stresses the need for regular monitoring and reporting on progress in VET, the use of common quality criteria and indicative descriptors for monitoring and reporting as well as the importance of common indicators to support the evaluation, monitoring and quality assurance of VET systems and providers.

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[1] Note: The Website of EQAVET is currently not accessible and therefore a lot of the sources in this report cannot be accessed at the moment.

The EQAVET Framework consists of three main parts:
- The EQAVET quality assurance and improvement cycle
- EQAVET Building Blocks for VET providers
- A set of 10 EQAVET quality indicators and related indicative descriptors

EQAVET+ has been developed to complement the existing EQAVET Recommendations with an approach that takes into consideration recent developments such as the increasing importance of work-based learning (WBL) or the individualization of learning. As the NECTAR project will also offer WBL within the 5 Pilots, EQAVET+ indicators (see Annex 2 and 3) will also be considered for assuring high quality of the WBL during the Pilot implementation.

The EQAVET principles will be applied **within NECTAR** in different ways. The Quality criteria and indicative descriptors of EQAVET are considered in the Quality Expectation and Indicators Plan (QEIP) and in the Evaluation and Monitoring Plan (EMP). EQAVET was also used to ensure a high quality of the CGE EU Curriculum and will also be considered for the quality assurance of the localized curricula, training materials, VET training and training materials for teachers. Most importantly, the EQAVET indicators and indicative descriptors will be used for quality monitoring and evaluating the Pilots within NECTAR. Pilot designers will support the review of the Pilots and will create revised versions based on the results of the feedback provided by the leaders of the evaluation task (UALG, WIAB). The following sections will outline the EQAVET framework and its application within the NECTAR project in detail.

9.1 EQAVET Quality Assurance Cycle

The **EQAVET quality assurance and improvement cycle** follows a four step Plan-Do-Control-Act logic of quality improvement, which is also applied within the NECTAR project and described within the Quality Plan (D8.1.1). It covers the four iterative stages Planning, Implementation, Evaluation and Review:
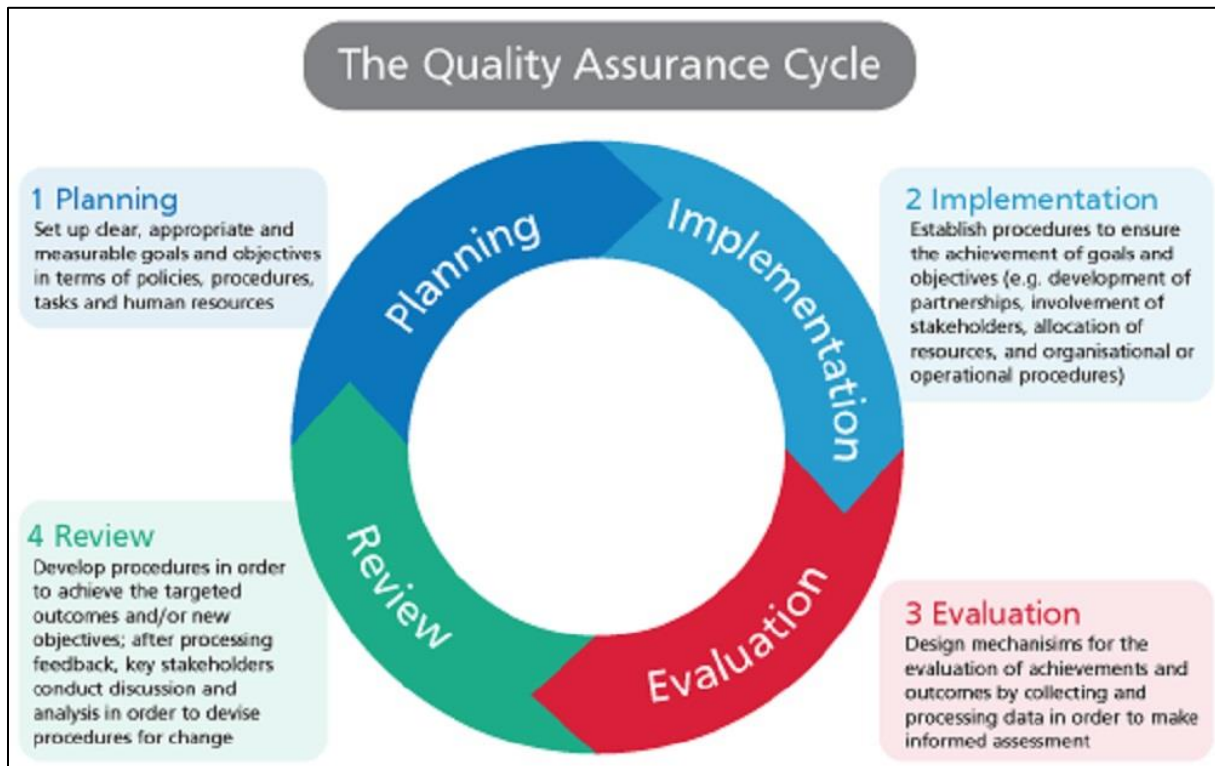
Figure 1: EQAVET quality cycle.[2]

For each step common core quality requirements in terms of indicative descriptors for VET have been specified and agreed at European level. Thus, the indicative descriptors represent quality assurance requirements for any VET system (e.g. at national level) or VET institution (e.g. VET providers) that support a VET-specific quality assurance. The indicative descriptors define a small number of relevant core criteria that should be considered when designing, implementing, evaluating and reviewing respectively improving VET offers in order to deliver high quality. The EQAVET indicative descriptors do however not specify benchmarks, but rather raise awareness for certain VET related quality aspects[3].

The application of the quality cycle is most important for the EQAVET approach. At each stage VET providers should take into account certain aspects:

At the Planning Stage VET providers should:
- Consider the indicators at the start of the planning process
- Check whether the 6 EQAVET Building Blocks for VET providers can be used (see Table 1 below)
- Use the indicative descriptors

At the Implementation Stage VET providers should:
- Design an effective communications strategy early in the process
- Consider the financial implications of implementing a new approach to quality assurance
- Consider how to best integrate the perspective of all the including staff

At the Evaluation Stage VET providers should:
- Consider needs at an early stage
- Define how to collect data in a systematic way
- Consider indicative descriptors to check the effectiveness and identify improvement requirements of their current practice

At the Review Stage VET providers should consider:
- How changes following the review can be introduced in the best way (ideally considered during the planning stage of the quality assurance design)
- How to use to check the effectiveness and identify improvement requirements of their current practice
- Which information on performance might be published to increase the attractiveness of and the confidence in the quality of the VET offer[4]

Closing the quality assurance cycle (review and revision) is of particular importance as it ensures that improvement actions are planned and implemented based on the monitoring results and that the effectiveness of the improvements is checked.

9.1.1 Quality Assurance Cycle: NECTAR Approach

Within NECTAR, all stages of the EQAVET quality cycle will be taken into account. The application of this approach within NECTAR is explained in detail within the Quality Plan (D8.1.1) and will also be elaborated within the following sections.

9.2 EQAVET Building Blocks for VET providers

The EQAVET Building Blocks provide guidance for VET providers for developing VET offers. It consists of six topics, which should be considered at different stages of the EQAVET quality assurance cycle, in order to ensure high quality and successful implementation of VET, VET providers might use one or more of the six Building Blocks for quality assurance to either develop a new quality assurance system or to check improvement possibilities of their existing system:

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[4] Source: https://www.eqavet.eu/EU-Quality-Assurance/For-VET-Providers/Building-your-System (2021-05-12).

Building Blocks for VET providers					
01 Management Culture	02 Approaches reflect the provider's circumstances	03 A culture of self-assessment	04 Support staff training	05 Use data and feedback to improve VET	06 Involvement of stakeholders
Ensure there is a management culture which is committed to quality assurance	Develop approaches which reflect the provider's circumstances	Develop a culture of self-assessment	Support staff training in relation to quality assurance	Use data and feedback to improve VET	Ensure VET is based on the involvement of external and internal stakeholders
Relevant for the following stages of the quality assurance cycle					
Planning	Planning		Planning		Planning
Implementing	Implementing		Implementing		Implementing
Evaluating & Assessing		Evaluating & Assessing		Evaluating & Assessing	Evaluating & Assessing
Reviewing & Revising		Reviewing & Revising	Reviewing & Revising	Reviewing & Revising	

Table 1: EQAVET Building Blocks for VET providers and their link to the EQAVET cycle.[5]

9.2.1 EQAVET Building Blocks: NECTAR Approach

Within NECTAR, all Building Blocks (BB) will be applied. Building Block 2 will be covered only to some extent as several VET providers participate in the project and have their own quality assurance systems in place. Some elements of the existing quality assurance approaches of the different VET providers may however be used also for the NECTAR project. To this end, WIAB has developed a Pilot preparation and monitoring questionnaires and overview (see Annex 6), which includes questions about their Pilot implementation plans, the framework conditions within their VET system for collecting and using data, existing quality assurance systems, collaborations with employers and so on. All five Pilot leaders were asked to fill out this table. This questionnaire provides an overview of the

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[5] Source: https://www.eqavet.eu/EU-Quality-Assurance/For-VET-Providers/Building-blocks (2021-05-15).

overall plans for the Pilots and supports the design and implementation of the evaluation of the Pilots (T6.4 and T6.5).

The commitment of the Project Management to quality assurance (BB 1) is ensured by the close cooperation between WP1 and WP8 leaders and the cooperation with the Steering Committee, which is composed by one member of each Work Package Leaders. A culture of self-assessment (BB 3) is established by implementing an internal peer-review procedure that is documented in the Quality Control Plan (QCP) of the Quality Register (QR) developed by WIAB for controlling and assessing the quality of all Deliverables of the NECTAR project. The QCP includes all information on which partner organisation is responsible for which Deliverables as well as who and by when a partner is responsible to internally peer-review a Deliverable. Until M17 (March 2022), in total 15 Deliverables have been developed, reviewed and revised by the NECTAR Consortium.

Staff training in relation to quality assurance (BB 4) will be supported by the Teachers' Tool Kit developed within the project as well as the training of the Pilot teachers, which is planned within Task 4.4 and will be undertaken before the start of the Pilots. The data and feedback used to improve the VET offer (BB 5) is defined in detail in the overview table of the Quality Register (see Annex 4) and in the EMP (see Annex 5). The Quality Register (QCP and QEIP) will be used to plan, monitor and document the quality of the Deliverables based on predefined qualitative and quantitative indicators. The tables will also be used for planning improvement actions and reviewing their effectiveness if the originally defined indicators could not be achieved. All quality indicators that have been achieved and all improvement measures undertaken will be documented in the Quality Register at the end of the project.

External and internal stakeholders (BB 6) will be involved in the development of the VET offer by collecting feedback from the Advisory Board (AB) and one External Reviewer within Quality Assurance (WP8). The AB is composed by four external experts from piloting countries and one expert from potential roll-out country (NL), who will provide feedback on core deliverables. Additionally, feedback will be gathered within the Evaluation (WP6) from main target groups such as learners, teachers, VET providers, employers and social partners and by involving Associated Partners of the NECTAR project. So far, external feedback within Quality Assurance has already been collected by WIAB for the CGE Occupational Profile and the CGE EU Curriculum and the results have been summarized and transmitted to the responsible partners to be integrated in the final version of these Deliverables. Feedback related to VET, e.g. on the design of the Pilots (WP3), the materials and tools for the educational toolkit platform (WP4) and the Pilots implementation (WP5) will be gathered by stakeholders such as VET providers, teachers and learners within Evaluation (WP6). Here, the data and feedback will be analysed, summarized, and reported by the leaders of the Tasks in WP6 (UALG and WIAB), and the results will be distributed to the different responsible of Deliverables to adapt and improve the final versions according to the feedback.

In addition, external feedback by stakeholders such as beneficiaries, employers, labour market representatives and professional associations will be gathered during the Pilots by implementing feedback loops within the Evaluation Task 6.5. The feedback loops for collecting feedback from stakeholders during and after the pilots will be designed by WIAB in line with the EQAVET approach and are also related to the Building Blocks 5 and 6.

9.3 EQAVET Quality Indicators

The EQAVET framework offers a comprehensive set of 10 quality indicators, which can be used to support the evaluation and confirmation of quality, effectiveness, and efficiency of the VET offer. The indicators cover qualitative and quantitative VET indicators. They focus e.g. on the results of VET, lifelong learning and labour market aspects, in- and output requirements and so on. As pointed out by EPALE most of the indicators are applicable both, at system level and at VET provider level.[6]

The following table lists the indicators as defined in the Recommendation of the European Parliament and Council as well as the type of indicator and the purpose of the policy covered by the indicator:

EQAVET Indicator	Type of Indicator	Purpose of the Policy
1 Relevance of quality assurance systems for VET providers: (a) share of VET providers applying internal quality assurance systems defined by law/at own initiative (b) share of accredited VET providers	Context/Input indicator	• Promote a quality improvement culture at VET-provider level • Increase the transparency of quality of training • Improve mutual trust on training provision
2 Investment in training of teachers and trainers: (a) share of teachers and trainers participating in further training (b) amount of funds invested	Input/Process indicator	• Promote ownership of teachers and trainers in the process of quality development in VET • Improve the responsiveness of VET to changing demands of labour market • Increase individual learning capacity building • Improve learners' achievement

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3 Participation rate in VET programmes: Number of participants in VET programmes, according to the type of programme and the individual criteria	Input/Process/ Output indicator	• Obtain basic information at VET-system and VET-provider levels on the attractiveness of VET • Target support to increase access to VET, including for disadvantaged groups
4 Completion rate in VET programmes: Number of persons having successfully completed/abandoned VET programmes, according to the type of programme and the individual criteria	Process/Output /Outcome indicator	• Obtain basic information on educational achievements and the quality of training processes • Calculate drop-out rates compared to participation rate • Support successful completion as one of the main objectives for quality in VET • Support adapted training provision, including for disadvantaged groups
5 Placement rate in VET programmes: (a) destination of VET learners at a designated point in time after completion of training, according to the type of programme and the individual criteria (b) share of employed learners at a designated point in time after completion of training, according to the type of programme and the individual criteria	Outcome indicator	• Support employability • Improve responsiveness of VET to the changing demands in the labour market • Support adapted training provision, including for disadvantaged groups
6 Utilisation of acquired skills at the workplace: (a) information on occupation obtained by individuals after completion of training, according to type of training and individual criteria (b) satisfaction rate of individuals and employers with acquired skills/competences	Outcome indicator (mix of qualitative and quantitative data)	• Increase employability • Improve responsiveness of VET to changing demands in the labour market • Support adapted training provision, including for disadvantaged groups
7 Unemployment rate according to individual criteria	Context indicator	• Background information for policy decision-making at VET-system level

8 Prevalence of vulnerable groups: (a) percentage of participants in VET classified as disadvantaged groups (in a defined region or catchment area) according to age and gender (b) success rate of disadvantaged groups according to age and gender	Context indicator	• Background information for policy decision-making at VET-system level • Support access to VET for disadvantaged groups • Support adapted training provision for disadvantaged groups
9 Mechanisms to identify training needs in the labour market: (a) information on mechanisms set up to identify changing demands at different levels (b) evidence of their effectiveness	Context/Input indicator (qualitative information)	• Improve responsiveness of VET to changing demands in the labour market • Support employability
10 Schemes used to promote better access to VET: (a) information on existing schemes at different levels (b) evidence of their effectiveness	Process indicator (qualitative information)	• Promote access to VET, including for disadvantaged groups • Support adapted training provision

Table 2: List of EQAVET Quality Indicators.[7]

Some EQAVET indicators are more input oriented (e.g. indicator 1: relevance of quality assurance systems for VET providers), others refer rather to the context or process of VET (e.g. indicator 10: schemes used to promote better access to VET) and a third type is related to the outcome of VET (e.g. indicator 6: Utilisation of required skills at the workplace).

While EQAVET indicators are rather general references aiming at performance measurement, indicative descriptors are explicit quality requirement statements referring to effective practice. EQAVET indicative descriptors are structured in line with the EQAVET cycle phases, but they can also be linked to one or more specific EQAVET indicators.[8] The indicative descriptors will be outlined in detail in the following chapter.

9.3.1 EQAVET Indicators: NECTAR Approach

Within NECTAR, nearly all EQAVET indicators were considered already within the planning phase of Quality Assurance and Evaluation. Only the EQAVET Indicators 7 "Unemployment rate according to individual criteria" and 8 "Prevalence of vulnerable groups" will not be covered within this project. The NECTAR project is seeking to establish a new occupation,

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[7] Source: Recommendation of the European Parliament and the Council 2009/C155/01, own representation (https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=OJ:C:2009:155:FULL&from=IT, 2022-04-13).
[8] Source: EQAVET Secretariat, Oviedo 2017, 9ff.

covering different skills and competences by developing an Occupational Profile, a Curriculum and training materials as well as by testing the developed educational tools and materials within Pilots in five different regions at the end of the project. Therefore, it will not be possible to gather insights on the unemployment rate for this new profession within the project lifetime. Furthermore, the training offer addresses cooks that have already achieved a certain qualification level. There exists also a shortage of such professionals in the labour market at the moment in some European countries and these professionals are usually not extremely motivated to participate in further education in general. So, it will be difficult to recruit enough qualified participants for the training. Therefore, and since the new developed training will be tested the first time taking already several aspects into account, the project doesn't focus on the prevalence of vulnerable groups.

As already described above, the quality expectations and indicators are stated within the QEIP (see Annex 4) and the EMP (see Annex 5). The following table shows the quality criteria defined within the QEIP, which are in line with the short-term results, predefined in the NECTAR proposal as well as the links to different EQAVET indicators:

Deliverable	Quality Expectation	Quality Indicator	KPI	Related to and support achievement of…
D2.2 EU Chef Gastro Engineer Occupational Profile (OP)	**Compliant with EU standards and instruments such as ESCO, ECVET, EQF, the EU Skills Panorama**	OP is taking into account EQF descriptors and is compliant with ECVET	**OP covers EQF descriptors and EQF levels; ECVET principles are used to define a proper glossary and to provide the proper framework to the OP**	EQAVET indicator 1, 3, 5, 10
		OP is formally in line with ESCO occupational profiles	OP covers key activities for the performance of the profession (regardless of its application context); Differentiates mandatory skills from other skills	EQAVET indicator 1, 3, 5, 10
		OP is based on the analysis of **current ESCO occupational profile(s) and other existing profiles for cooks**	At least 2 ESCO occupational profiles and 1 other profile for cooks have been analyzed	EQAVET indicator 1, 5 6, 9, 10
		OP is based on information included in EU Skills Panorama	OP takes an analysis of the EU Skill Panorama into account, containing information on cooks and chefs	EQAVET indicator 6, 9
	Meets the needs/requirements of the target-groups	**Positive feedback from the main target groups such as VET-Providers; (education) experts in health; Decision Makers at local, regional and national level; Service-Providers and umbrella organizations**	**Min 15 stakeholders consulted during preparatory analysis +** Positive feedback from all 5 Advisory Board members and 1 External Reviewer	EQAVET indicator 1, 6, 9

		Overall **min 50 chefs in at least 3 EU countries consulted** by the end of the project and 10-15 chefs consulted before the finalization of the **occupational profile**	Min. 7 chefs have been consulted before the finalization of the OP	EQAVET indicator 1, 6, 9
D3.1 Design of the CGE EU Curriculum	**Compliant with EU standards and instruments such as ESCO, EQF and ECVET**	Curriculum takes into account ESCO and EQF descriptors: Knowledge, Skills, Autonomy/Responsibility	Curriculum refers to Knowledge, Skills and Autonomy/Responsibility.	EQAVET indicator 1, 3, 5, 10
		Curriculum takes into account ECVET requirements: Learning Outcome orientation and ECVET points	**Curriculum includes Learning Outcomes (covering job specific skills, key competences for lifelong learning, soft skills),** units of learning outcomes and **supports ECVET points**	EQAVET indicator 1, 3, 5, 10
	Is flexible, adaptable and transferrable to different EU countries	**Positive evaluation from VET designers about flexibility and adaptability to different EU countries**	*defined within the EMP*	EQAVET indicator 6, 9, 10
		Positive feedbacks from the main target groups	**Min 50 chefs consulted on the Curriculum in at least 3 EU countries** + Positive feedback from all 5 Advisory Board members and 1 External Reviewer	EQAVET indicator 6, 9
D3.2.2 Web based step-by-step guide	**Compliant with EU standards and instruments such as ESCO, EQF and ECVET**	Tools and guides provide information on how to achieve compliance with ESCO and EQF descriptors in the local context	Tools and guides take into account ESCO and include references to EQF descriptors	EQAVET indicator 1, 3, 5, 10

supporting the CGE EU Curriculum localization				
		Tools and Guides include a flexible matrix offering for each Learning Outcome possible ranges of choices (for national implementation) and suggested ECVET points	Positive Feedback on the usability and feasibility of the flexibility matrix by all 5 Advisory Board members and 1 External Reviewer	EQAVET indicator 1, 3, 5, 10
		Positive Feedback by Pilot Designers and other VET designers on the usability and feasibility of the flexibility matrix	*defined within the EMP*	EQAVET indicator 10
	Is user-friendly and helpful for the localization of the CGE EU Curriculum	**Positive feedbacks from project VET designers about usability** and **from VET designers external to the project about usability**	*defined within the EMP*	EQAVET indicator 10
		Guidelines for recognition of prior learning are included	Guidelines support the validation and recognition of prior learning (formal and informal) in order to access the CGE Curriculum at the proper "entry-level" (EQF4)	EQAVET indicator 1, 10
		Step-by-step guide covers not only online information, but also downloadable files	**Includes downloadable Tools**	EQAVET indicator 10

D3.3 Instructional Design documents of five localized curricula and five pilot courses	**5 localized curricula are based on the CGE EU Curriculum**	The 5 curricula provide a **clear definition of learning outcomes in compliance with ECVET**	Learning outcomes are clearly defined in all 5 localized curricula and the localized curricula are based on the CGE EU Curriculum; The curricula support ECVET points	EQAVET indicator 1, 6, 10
		Positive feedback about the Instructional Design documents for the **proper contextualization of the EU curriculum from the project partners** (pilot leaders)	*defined within the EMP*	EQAVET indicator 1, 6, 10
	Positive evaluation based on evaluation plan and **EQAVET indicators**	**Positive evaluation of** Instructional Design documents for the **pilots following the evaluation plan indicators** (defined in WP6) **and the EQAVET indicators** (defined in WP8)	*defined within the EMP*	EQAVET indicator 1, 9
	The 5 design documents of pilot courses are based on the localized curricula	Pilot courses follow a common approach	**Pilot courses are described according to a unique template defined in the project**	EQAVET indicator 1, 10
D4.1.1 Educational toolkit platform	The Educational Toolkit Platform meets all requirements of the target	Includes a definition of the target audience and user-groups	The report provides a needs analysis of the main target groups (such as students, teachers, VET-Providers)	EQAVET indicator 3, 10

description	groups			
	The report covers aspects for the **technical processing of the e-learning platform**	**The report provides information on technical requirements, taking into account the feasibility for platform implementation**	The report provides a description of technical requirements and factors to implement the e-learning platform successfully	EQAVET indicator 3, 10
		Takes into account legal issues regarding data and web presence	The report provides an analysis of legal, copyright and privacy issues	EQAVET indicator 1, 10
	Outline and preparation of the content	Includes definitions of the course content	The report provides a definition of amount and extent of courses, overall themes, module structures and design.	EQAVET indicator 3, 4
			An **outline of Open Access Teaser Course** is provided	EQAVET indicator 10
D4.1.2 NECTAR educational toolkit platform	The platform is accessible to the public for free	**The Online platform is available for free after a registration process**	A registration routine is implemented at the platform. After registration users have free access to the e-learning courses	EQAVET indicator 10
		Platform is compliant with accessibility standards such as Web Content Accessibility Guidelines	*defined within the EMP*	EQAVET indicator 10
	Meets all requirements of the main target groups (students and teachers of the pilots; VET-Providers; Chefs/Cooks)	**The customization is based on a user requirements analysis**	*defined within the EMP*	EQAVET indicator 9, 10

		The platform fits with the needs of pilot students and pilot teachers	*defined within the EMP*	EQAVET indicator 9, 10
		Is accessible to a broad range of European users due to the providence of 5 language versions	Is provided in **Multiple languages: English language from the administrator and user side; Italian, Portuguese, Dutch and German are supported from the end-user (student) side.**	EQAVET indicator 10
D4.2.1 NECTAR Guidelines for teachers for curriculum implementation	Effectiveness of the Guidelines: Attractive, easy to use and to understand for European VET teachers	**Positive feedback about effectiveness from the project partners**	*defined within the EMP*	EQAVET indicator 1, 10
		Positive feedback about effectiveness from representatives of VET and **teachers/trainers**	*defined within the EMP*	EQAVET indicator 1, 10
D4.3 Teaching Toolkit and Multilingual Open Contents	Sustainable and accessible several years after the end of the project	**Available for free access for at least 3 years by the end of the project**	Commitment of hosting the Teaching Toolkit and Multilingual Open Contents by a project partner	EQAVET indicator 10
	Effectiveness of the Toolkit and Open Content: Attractive, easy to use and to understand for other European VET	**Positive feedback about effectiveness from the project partners**	*defined within the EMP*	EQAVET indicator 1, 10

		Positive feedback about effectiveness from representatives of VET teachers/trainers	*defined within the EMP*	EQAVET indicator 1, 10
	Accessible for other European countries and project external users	**Available in 5 European languages: English, Dutch, Italian, Portuguese, and German**	5 language versions of the Teaching Toolkit and Multilingual Open Contents (English, Dutch, Italian, Portuguese, and German)	EQAVET indicator 10
			Positive feedback on accessibility by all 5 Advisory Board Members	EQAVET indicator 10
D4.4 Report on pilot teachers training and participatory creation	**Positive feedback from participants**	**Positive assessment of teachers' trainers** about the training course and pilot teachers training	**At least 75 % of the teachers involved in the pilots participate in the course**	EQAVET indicator 2
WP5 Pilots Delivery	The training materials have a high quality and are in line with user requirements and foreseen budget	High **Quality of training materials**	**Material user-friendly, target-group oriented and effective; Achievement level of learning outcomes are defined according to ECVET;**	EQAVET indicator 1, 4
		Cost-effectiveness	The training materials, including teaching costs, have not exceeded the estimated budgets	
		Presence of multiple training	The trainings apply different teaching and	EQAVET indicator 1,

		methodologies such as work-based learning	training methodologies, e.g. work-based learning	6
		Attractiveness: Overall at least 80 participants from piloting countries start to participate in the training	**At least 20 chefs are trained** in each pilot site	EQAVET indicator 3, 4
	Competent teachers provide effective training	**Competence and effectiveness of teachers**	*defined within the EMP*	EQAVET indicator 2
	Participants are satisfied with courses	High **satisfaction level of students attending the course**	*defined within the EMP*	EQAVET indicator 3, 4, 6
		Satisfaction and effectiveness: Participants complete the training successfully	**Drop out is under 20%** overall	EQAVET indicator 3, 4
	Validation of prior learning as well as certification of completed trainings are being issued	Validation of prior learning	**Personal interviews carried out with each applicant for the validation of prior learning**	EQAVET indicator 1
		Certifications for CGE issued	Chefs who completed the training receive a certificate for CGE	EQAVET indicator 4, 6

Table 3: Relation between Quality Indicators for Deliverables defined in the QEIP and EQAVET Indicators[9]

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[9] Bold letters in the table refer to requirements covered in the project proposal.

Additionally, WIAB is responsible to develop feedback loops (T6.5), which should be implemented to ensure the sustainability of the project results and the continuous improvement of the Pilots. The feedback loops will include the perspective of stakeholders such as beneficiaries, employers, labour market representatives and professional associations. The aim of this evaluation task is to develop feasible mechanisms and procedures to gather feedback from all relevant stakeholders and to distribute the outcomes of this feedback to the VET providers, in order for them to take adaptations of their VET provision. Furthermore, this task is closely related to the following EQAVET indicators:

- EQAVET indicator 5 "Placement rate in VET programmes",
- EQAVET indicator 6 "Utilisation of acquired skills at the workplace" or
- EQAVET indicator 9 "Mechanisms to identify training needs in the labour market".

This leads to the second and content-related aim of this Evaluation Task as the results of the feedbacks should enable VET providers to ensure their VET offer meets labour market needs in the sense, that:

- the training increases the likelihood of students to find a job (EQAVET indicator 5),
- the acquired skills are useful at the workplace (EQAVET indicator 6) and
- the training meets skills gaps or skill mismatches in the current labour market (EQAVET indicator 9).

The feedback loops will be designed to receive feedback on the Pilot training by labour market representatives during and after the end of the Pilots to gain insights on the impact and effectiveness of the training. On one hand, adequate measures to track the students after successfully completing the training will be developed. On the other hand, mechanisms to gather feedback on the relevance of the training by labour market representatives such as employers and other stakeholders will be identified. The feedback loops will be designed according to the possibilities of the Pilot Partners, tested in parallel to the Pilots and refined at the end of the NECTAR project. Furthermore, the lessons learned in this context will be described in a recommendation manual for further reference for VET providers.

9.4 EQAVET Indicative Descriptors

From 2015 until 2017 the EQAVET Network developed EQAVET+ to complement the existing EQAVET Recommendations with an approach that takes into consideration the increasing importance of work-based learning, learning outcome orientation, individualization of learning, the recognition of non-formal and informal learning and the like.

In addition to the existing EQAVET indicative descriptors, EQAVET+ indicative descriptors have been defined at VET provider level for the different phases of the EQAVET cycle. The EQAVET

web platform describes the EQAVET+ indicative descriptors in detail and links them to the existing EQAVET indicators.[10]

9.4.1 EQAVET Indicative Descriptors: NECTAR Approach

The following table shows all relevant EQAVET and EQAVET+ indicative descriptors, the EQAVET indicators that have been linked to the EQAVET+ indicative descriptors at the EQAVET web portal (bold) and links to indicators based on own considerations (not bold). Furthermore, the third column of the table shows how the indicative descriptors (and related EQAVET indicators) are applied **within NECTAR:**

VET providers who focus on this EQAVET indicative descriptor …	… are more likely to make progress on the EQAVET indicator/s	Within NECTAR the indicative descriptor is considered by…
Planning Phase		
European, national and regional VET policy goals/objectives are reflected in the local targets set by the VET providers	1, 3, 5, 10 (based on own consideration)	Quality indicators referring to EQF, ECVET, ESCO and EQAVET compliance (within QEIP)
Explicit goals/objectives and targets are set and monitored, and programmes are designed to meet them	**1, 2, 3, 4 (based on EQAVET+ definition)**	Quality indicators and KPIs are set and monitored in the QEIP of the Quality Register
Ongoing consultation with social partners and all other relevant stakeholders takes place to identify specific local/individual needs	**1, 2, 4, 5, 6, 9 (based on EQAVET+ definition)**	Evaluation and quality assurance feedback collected from internal and external experts (Advisory Board, target groups such as cooks, teachers…)
Responsibilities in quality management and development have been explicitly allocated	1, 9 (based on own consideration)	In the QCP and QEIP of the Quality Register
There is an early involvement of staff in planning, including with regard to quality development	1, 3, 9 (based on own consideration)	Evaluation and feedback loops foreseen for VET designers for the piloting
Providers plan cooperative initiatives with other VET providers and all other relevant stakeholders	**1, 4 (based on EQAVET+ definition)**	Involvement of Associated Partners; Dissemination activities such as Final Conference
The relevant stakeholders participate in the process of analysing local needs	3, 6, 9 (based on own consideration)	Several evaluation and feedback loops targeting e.g., cooks
VET providers have an explicit and transparent quality assurance system in place	1, 6, 9 (based on own consideration)	Quality Plan and Quality Register

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[10] See: https://www.eqavet.eu/EU-Quality-Assurance/For-VET-Providers/Building-your-System/Planning/EQAVETplus-Indicative-Descriptors, https://www.eqavet.eu/EU-Quality-Assurance/For-VET-Providers/Building-your-System/Implementation/EQAVETplus-Indicative-Descriptors, https://www.eqavet.eu/EU-Quality-Assurance/For-VET-Providers/Building-your-System/Evaluation/EQAVETplus-Indicative-Descriptors and https://www.eqavet.eu/EU-Quality-Assurance/For-VET-Providers/Building-your-System/Review/EQAVETplus-Indicative-Descriptors (all 2021-05-15).

Implementation Phase		
Resources are appropriately internally aligned/assigned with a view to achieving the targets set in the implementation plans	1, 2, 3 (based on own consideration)	Overall project plan and Pilot implementation planning by national partners
Relevant and inclusive partnerships, including those between teachers and trainers, are explicitly supported to implement the actions planned	**2, 4, 10 (based on EQAVET+ definition)**	Involvement of Associated Partners, project partner networks
The strategic plan for staff competence development specifies the need for training for teachers and trainers	1, 2 (based on own consideration)	Teachers Training Tool Kit
Staff undertake regular training and develop cooperation with relevant external stakeholders to support capacity building and quality improvement, and to enhance performance	1, 2, 3 (based on own consideration)	Teachers Training Tool Kit, feedback loops with external experts (Advisory Board) & the main target group during the development of training content
VET providers' programmes enable learners to meet the expected learning outcomes and become involved in the learning process	**1, 3, 4, 9 (based on EQAVET+ definition)**	Interviews with learners and information on learning outcomes of the training before the start of the training; Formative evaluation during the training phase
VET providers respond to the learning needs of individuals by using approaches to pedagogy and assessment which enable learners to achieve the expected learning outcomes	**1, 2, 3, 4, 9 (based on EQAVET+ definition)**	Formative and summative evaluation; Monitoring of the learning progress of the learners during the training phase and of interim assessment results; Evaluation of the Teaching Toolkit and Multilingual Open Content
VET providers use valid, accurate and reliable methods to assess individuals' learning outcomes (LO)	**1, 2, 4, 6, 9 (based on EQAVET+ definition)**	Accreditation and recognition of prior learning will be based on LO and common assessment criteria
Evaluation Phase		
Self-assessment/self-evaluation is periodically carried out under national and regional regulations/frameworks or at the initiative of VET providers	1, 3, 4, 5 (based on own consideration)	Monitoring includes internal peer-review
Evaluation and review cover processes and results/outcomes of education including the assessment of learner satisfaction as well as staff performance and satisfaction	2, 3, 4, 5 (based on own consideration)	Formative and summative Evaluation of the Pilots
Evaluation and review the collection and use of data, and adequate and effective mechanisms to involve internal and external stakeholders	**1, 2, 3, 4, 5, 6, 9 (based on EQAVET+ definition)**	Internal peer-reviews are planned; With regard to Evaluation external stakeholders will be addressed (e.g. Advisory Board and External Reviewer) and feedback will be collected from the main target groups on a regular basis; feedback loops

		addressing stakeholders such as beneficiaries, employers, labour market representatives and professional associations
Early warning systems are implemented	1, 9 (based on own consideration)	Risk Management Plan, Concept for Collecting and Reporting Advisory Board Feedback; Formative evaluation of Pilots; Quality Register for monitoring the achievement of KPIs
Review Phase		
Learners' feedback is gathered on their individual learning experience and on the learning and teaching environment. Together with teachers', trainers' and all other stakeholders' feedback this is used to inform further actions	**1, 3, 4, 6, 9 (based on EQAVET+ definition)**	Evaluation includes formative and summative feedback from learners and the collection of teachers' feedback
Information on the outcomes of the review is widely and publicly available	10 (based on own consideration)	The review results are documented in publicly available Reports (e.g. Interim and Final Quality Management Reports, Evaluation Reports) and in the QR
Procedures on feedback and review are part of a strategic learning process in the organisation, support the development of high-quality provision, and improve opportunities for learners	**5, 6 (based on EQAVET+ definition)**	The results of formative evaluation of the Pilots and the feedback loops will be summarized in the Quality Interim Report together with "lessons learned" and improvement recommendations and will contribute to the improvement of the project results
Results/outcomes of the evaluation process are discussed with relevant stakeholders and appropriate action plans are put in place	8, 9, 10 (based on own consideration)	Quality & VET Quality Interim and Final Reports; Dissemination activities; Final Conference

Table 4: EQAVET indicative descriptors for the EQAVET cycle, indicators and coverage in NECTAR.[11]

Besides the written information on EQAVET and EQAVET+ provided in the Quality Plan and within this report, WIAB also presented all information about EQAVET to the project partners within an Online Workshop on Quality Assurance and Evaluation on the 14th of April 2021 (see Annex 7) as well as in more detail within the fourth Online Consortium Meeting on the 10th of February 2022 (see Annex 8) to ensure that the EQAVET cycle approach and the set of indicators and indicative descriptors applied is well understood by all partners of the NECTAR project.

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[11] Source: EQAVET Secretariat, London 2021, 12.

9.5 Quality Assurance for WBL based on EQAVET Building Blocks

In addition to the indicative descriptors described above, specific Building Blocks have been defined within the EQAVET framework to help VET providers develop and support a quality assurance approach for work-based learning (WBL). The Building Blocks can be applied for the following three WBL types:

- Apprenticeship combining training in companies and VET schools or other training institutions
- On-the-job training in companies (covering e.g. internships or work placements as compulsory or optional elements of VET offers that lead to a formal qualification)
- On-site laboratories, workshops, kitchens, practice firms, simulations and the like that represent an integrational part of a school-based programme

In total six Building Blocks have been identified, which build on the EQAVET indicative descriptors and indicators. Each Building Block includes a set of activities, key issues and success factors that support the development of a quality assurance approach for WBL (see Annex 3). To ensure high quality of their WBL offers, VET providers should consider these requirements and key issues when designing, operating, evaluating and improving their quality assurance system.[12]

9.5.1 EQAVET Building Blocks for WBL: NECTAR Approach

Within NECTAR, in WP3 (Design and Localization of the CGE EU Curriculum), Tools and Guides to support VET designers in the localization of the CGE EU Curriculum (T3.2) have been developed, which include a Guide on how to set up effective WBL within NECTAR (WBL-Guide). In the development process of this Guide, WIAB provided an input on how to integrate and support quality assurance for WBL based on the six EQAVET Building Blocks (see Annex 3). As a result, all six Building Blocks were integrated within the WBL-Guide and propositions on how to integrate these within the implementation of WBL as part of the training for CGE have been suggested.

In a second step, WIAB developed Key Performance Indicators (KPI) for WBL for each EQAVET Building Block, which should be considered within the implementation of WBL in the five Pilots of the NECTAR project:

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[12] See: http://www.euroapprenticeship.eu/UserFiles/File/quality-process/eqavet-quality-assuring-work-based-learning.pdf (2022-04-06).

Quality expectations (common understanding of quality requirements applied)	Quality indicators (must have criteria)	KPI (Key Performance Indicators, measurable)	Related EQAVET Building Block for WBL
Quality Assurance is considered during the planning of WBL e.g., by including agreements	Agreements and Guides are provided to support the partnership in implementing WBL in their pilot	A WBL-Guide as well as agreements on which LO will be addressed by WBL is provided	Building Block 1 - Design work-based learning
Content of WBL-Training is linked to the learners' qualification	WBL will be designed by Pilot Leaders in accordance with the EQF-Level and national context	The number of WBL-training hours is in accordance with the related EQF-Level and the national context	
Quality of WBL-training is monitored, and possible improvements are considered	**The quality of training is monitored and reviewed on an on-going basis (not only when the learners have finished their course or qualification)**	Feedback on WBL is gathered by students within the formative and summative evaluation of the Pilots	Building Block 2 - Improve the quality
		Results of the assessment and feedback will be delivered to the involved partners (VET providers and employers)	
Learners' needs are integrated throughout their WBL	**Member of staff is named to support learners during the WBL**	A WBL-Coordinator or -Mentor is nominated at each pilot site, who functions as a communicator and contact person to support students, teachers and employers during WBL	Building Block 3 - Respond to learners' needs
	Learners are given the time and opportunity to provide feedback on their experiences, training and learning	Students in each pilot provide feedback on their WBL experience	
Ensure learners and partner organisations are kept well informed and receive frequent updates in all aspects of the training	**Frequent communication regarding WBL between partner organisations (e.g., employers) is provided**	*(Will be discussed with the Pilot Partners)*	Building Block 4 - Communicate

	Frequent communication and information regarding WBL to the students is provided	IT-Systems are used to support students during WBL e.g., e-portfolios, e-learning platforms or Apps	
Staff are well prepared for their training role, which includes quality assurance	**WBL staff is trained for their specific role (coordinator, teacher, or mentor)**	*(Will be discussed with the Pilot Partners)*	Building Block 5 - Train the staff
	WBL staff is informed that WBL-training is evaluated and reviewed	*(Will be discussed with the Pilot Partners)*	
	Staff training includes guidance on how to support Quality Assurance processes	WBL-trainer are informed on Quality Assurance activities and for e.g., which LOs should be addressed during WBL, and which assessment criteria are defined to assess the students	
Assessment of individual learners' achievement during the WBL	**A process on how to assess the individual learners' achievement is agreed on**	Criteria and methods on how to assess the students during WBL are predefined in each pilot (e.g., self-assessment, assignment and projects, WBL reports, portfolios, students journal, oral presentations) within the pilot course description (D3.3)	Building Block 6 - Assess the learners
	There is a clear statement for learners of which LO, standards or competences need to be demonstrated during WBL	LO and assessment criteria addressed in WBL are included in the pilot course description (D3.3) and disseminated to the students	

Table 5: Definition of KPI for WBL in relation to the EQAVET Building Blocks (see also Annex 3)[13]

The KPIs (see table 5) are based on the key issues described for each Building Block and have been slightly adapted for the integration to the NECTAR project. For each Building Block 1-2 Quality expectations and Quality indicators were defined which result in measurable KPIs, which should be considered for the implementation of WBL and assure a high quality of WBL within the NECTAR project. The table also includes information on who, when and in context of which Task the achievement of the defined KPIs should be monitored. It therefore provides a tool to plan, document and monitor the quality assurance of the WBL planned within the Pilots (WP5).

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[13] Bold letters in the table refer to the Key Issues of the EQAVET Building Blocks for WBL (slightly adapted).

10 TASK 8.2 – SUMMARY OF WORK DONE SO FAR

In the first half of the project the following tasks have been fulfilled:

- Concept development of integrating the EQAVET approach and principles in NECTAR within the Quality Plan (see D8.1.1)

- Mapping EQAVET indicative descriptors with activities planned within NECTAR (see Table 4)

- Definition of project relevant quality indicators and linking them to EQAVET indicators within the QEIP (see Table 3 and Annex 4)

- Defining relevant EQAVET indicators regarding Evaluation within the EMP (see Annex 5)

- Hold a workshop on Quality Assurance explaining the EQAVET approach within NECTAR in May 2021 (see Annex 7)

- Preparation of a questionnaire for Pilot Designers in line with the EQAVET approach for assuring the quality of the Pilots and to plan the evaluation of the Pilots (see Annex 6)

- Introduction and guidance of the piloting partners with regard to EQAVET at the 4th Consortium Meeting (see Annex 8)

- Provision of an EQAVET input for the WBL-Guide to assure a quality management approach of the planned WBL (see Annex 9)

- Definition of KPI for WBL in line with EQAVET Building Blocks for WBL to evaluate and monitor the quality of WBL (see Table 5)

- EQAVET Interim Report

11 REFERENCES

EQAVET Secretariat; Oviedo, Arancha (2017): The EQAVET Framework. European cooperation to promote a culture of quality assurance in VET.

EQAVET Secretariat, London Metropolitan College International (LMCI) (2021): The European Quality Assurance Reference Framework for VET – Training material for national reference points.

EQAVET Information at the website of the European Commission (2022): https://ec.europa.eu/social/main.jsp?catId=1536&langId=en (2022-04-13)

European Parliament and Council (2009): Recommendation of the European Parliament and the Council 2009/C155/01 (https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=OJ:C:2009:155:FULL&from=IT (2022-04-13)

12 ANNEXES

ANNEX PART A: QUALITY TOOL FOR THIS REPORT

ANNEX 1 – QUALITY CONTROL CHECK LIST

Quality Control Check	
Generic Minimum Quality Standards	
Document Summary provided (with adequate synopsis of contents)	x
Compliant with NECTAR format standards (including all relevant Logos and EU-disclaimer)	x
Language, grammar and spelling acceptable	x
Objectives of the application form covered	x
Work deliverable relates to adequately covered	x
Quality of text is acceptable (organisation and structure, diagrams, readability)	x
Comprehensiveness is acceptable (no missing sections, missing references, unexplained arguments)	x
Usability is acceptable (deliverable provides clear information in a form that is useful to the reader)	x
Deliverable specific quality criteria	
Deliverable meets the 'acceptance Criteria' set out in the Quality Register:	x
Checklist completed and deliverable approved by Name: Date: 26/04/2022 Ana Isabel	

ANNEX PART B: EQAVET Material

ANNEX 2 – EQAVET+ Building Blocks

EQAVET+ Building Blocks	1 Design for work-based learning	2 Improve the quality	3 Correspond to learners' needs	4 Communicate	5 Train the staff	6 Assess the learners
Meaning	Work with partner organisations to ensure the relevance of learners' training during periods of work-based learning	Agree with partner organisations when the quality of training will be monitored and how improvements will be made	Continue to be aware of the specific needs of learners throughout their work-based learning	Ensure learners and partner organisations are kept well informed and receive frequent updates on all aspects of training	Ensure staff are well prepared for their training role, which includes quality assurance	Work with partner organisations to review the work-based training programme and to assess and certify individual learner achievements, where appropriate
Call for activity	Which organisations should we work with in order to provide high quality training? Which courses/ qualifications should learners follow?	How should an organisation take responsibility for monitoring quality? When and how will improvements be made?	How will we respond to learners' ongoing or emerging training needs? How will problems experienced by a learner be resolved?	How will organisations involved in training communicate with each other? How will partner organisations involved in training keep in touch with each other and	How will all staff be made aware of how quality is assured? Which staff will need training in relation to quality assurance?	What type of assessment will be completed by the learner? Who will assess each learner – and has the learner been informed? What does a learner have to demonstrate to

				with learners?		'pass' or complete the training?
Key issues about success factors	– The quality of WBL can be enhanced if quality assurance is considered during planning. In some situations, this can be part of a formal arrangement between partner organisations. – It is important to ensure that each partner organisation links the content of their training to the learner's qualification. – Quality assurance is strengthened if each partner organisation has an opportunity to evaluate and review their working relationship.	– The quality of training is improved when it is monitored and reviewed on an on-going basis (not only when the learners have finished their course or qualification). – Identifying staff with responsibility for quality assurance can be a core part of an improvement plan	– Learners are more confident and feel more secure when there is a named member of staff to support them during work-based learning. – Quality is enhanced when VET schools keep in touch with learners during periods of work-based learning (and employers keep in touch with learners while they attend a VET school). – Quality is strengthened when learners are given the time and opportunity to provide feedback on their experiences, training and learning.	– Communication between partner organisations is one of the most important aspects of work-based learning. – The quality of training is enhanced when partner organisations work on the basis of 'no surprises'. – Learners should be as well informed as the organisations that are managing their learning.	– Quality is improved when all members of staff know that training is evaluated and reviewed regularly – Identifying those with responsibility for quality assurance helps – but it is not enough. Quality assurance should be seen as a shared responsibility. – Staff training should include guidance on how to manage a quality assurance process.	– Views on an individual learner's achievement can vary: quality is improved when there is an agreed process for resolving any differences before they occur. – The quality of the learner's experiences and the accuracy and validity of their assessment is strengthened when there is a clear statement of which learning outcomes, standards or competences need to be demonstrated.

03 Respond to learners' needs

What does the Building Block mean?	'Call to action' – have you decided?	Key Issues about factors for success	Main messages Suggesting new ways forward
Continue to be aware of the specific needs of learners throughout their work-based learning	How will we respond to learners' ongoing or emerging training needs? How will problems experienced by a learner be resolved?	– Learners are more confident and feel more secure when there is a named member of staff to support them during work-based learning. – Quality is enhanced when VET schools keep in touch with learners during periods of work-based learning (and employers keep in touch with learners while they attend a VET school). – Quality is strengthened when learners are given the time and opportunity to provide feedback on their experiences, training and learning.	Matching individual needs of learners to the needs of employers brings benefits for everyone. Assigning a member of staff to support learners during work-based training strengthens the quality of provision and enhances the quality assurance process. Work-based learning enables VET providers and employers to design more individualised approaches to learning. Learner and employer feedback is part of a systematic approach to quality assurance during work-based learning. This feedback is used during training and at the end of the courses to improve quality. VET providers, employers and stakeholders need to work closely together during periods of work-based learning. In some situations this closeness is characterised by staff from VET schools visiting students and organising regular meetings with employers.

04 Communicate

What does the Building Block mean?	'Call to action' – have you decided?	Key Issues about factors for success	Main messages Suggesting new ways forward
Ensure learners and partner organisations are kept well informed and receive frequent updates on all aspects of training	How will organisations involved in training communicate with each other? How will partner organisations involved in training keep in touch with each other and with learners?	– Communication between partner organisations is one of the most important aspects of work-based learning. – The quality of training is enhanced when partner organisations work on the basis of 'no surprises'. – Learners should be as well informed as the organisations that are managing their learning.	IT systems are important to ensure learners, employers and VET schools remain in contact during work-based learning. There is an increase in the use of real-time systems to improve quality, monitor progress and ensure communication is effective. Formal agreements between VET schools, employers and other stakeholders are being used to strengthen communication during work-based learning. Learners are being seen as key stakeholders who have a stake in their own learning – this is particularly noticeable during periods of work-based learning.

05 Train the staff

What does the Building Block mean?	'Call to action' – have you decided?	Key Issues about factors for success	Main messages Suggesting new ways forward
Ensure staff are well prepared for their training role, which includes quality assurance	How will all staff be made aware of how quality is assured? Which staff will need training in relation to quality assurance?	– Quality is improved when all members of staff know that training is evaluated and reviewed regularly – Identifying those with responsibility for quality assurance helps – but it is not enough. Quality assurance should be seen as a shared responsibility. – Staff training should include guidance on how to manage a quality assurance process.	Training in both pedagogy and quality assurance is becoming more important for company-based staff. Training which supports company-based staff and other stakeholders to become more involved in assessment is important in many situations.

06 Assess the learners

What does the Building Block mean?	'Call to action' – have you decided?	Key Issues about factors for success	Main messages Suggesting new ways forward
Work with partner organisations to review the work-based training programme and to assess and certify individual learner achievements, where appropriate	What type of assessment will be completed by the learner? Who will assess each learner – and has the learner been informed? What does a learner have to demonstrate to 'pass' or complete the training?	– Views on an individual learner's achievement can vary: quality is improved when there is an agreed process for resolving any differences before they occur. – The quality of the learner's experiences and the accuracy and validity of their assessment is strengthened when there is a clear statement of which learning outcomes, standards or competences need to be demonstrated.	VET schools expect employers to be involved in assessment. For many VET schools, employer involvement is an essential part of work-based learning. Assessing learners while at work is one aspect of the assessment of practical skills and professional competences which are essential for VET qualifications. Assessment during work-based learning should be based on a pre-determined set of competences and skills. Agreement on the focus of assessment improves the quality of training and work-based learning.

Source of all figures: http://www.euroapprenticeship.eu/UserFiles/File/quality-process/eqavet-quality-assuring-work-based-learning.pdf (2022-04-06)

ANNEX PART C: MATERIAL DEVELOPED BY WIAB

ANNEX 4 – Quality Register

QCP: QUALITY CONTROL PLAN (Draft)

Link to Microsoft Teams:

https://hubkaho.sharepoint.com/:x:/r/sites/NECTAR/Gedeelde%20documenten/General/Workpackages/WP8%20Quality%20Assurance/T8.1%20Project%20quality%20assurance/NECTAR_WP8_Quality%20Control%20Plan.xlsx?d=wb7a4876e46ea4461a1c905e7b2e34933&csf=1&web=1&e=DDq7ih

QEIP: QUALITY EXPECTATIONS AND INDICATORS PLAN (Draft)

Link   to   Microsoft   Teams:
https://hubkaho.sharepoint.com/:x:/r/sites/NECTAR/Gedeelde%20documenten/General/Workpackages/WP8%20Quality%20Assurance/T8.1%20Project%20quality%20assurance/NECTAR_WP8_Quality_Register_Indicators_03052021.xlsx?d=w7f3a841130c84312bc444d6eb27ac4a6&csf=1&web=1&e=fA23UC

ANNEX 5 – Evaluation and Monitoring Plan

EMP: EVALUATION AND MONITORING PLAN (Draft)

Link to Microsoft Teams:

https://hubkaho.sharepoint.com/:x:/r/sites/NECTAR/Gedeelde%20documenten/General/Workpackages/WP6%20Evaluation/T6.1%20Evaluation%20and%20monitoring%20plan/WP6_EMP_final_CorrectedUAlg_01Nov.xlsx?d=wf0333d736b2d488a93e5fc9f5960c41f&csf=1&web=1&e=TKdXDM

ANNEX 6 – Pilot Preparation Questionnaire

T.6.4 - Formative and Summative Evaluation of the Pilots (Questionnaire for Pilot Designers/Leaders)

Basic information
Organisers
Resulting Qualification Level
Duration of the training
Planned number of (possible) participants = students (as written in the proposal)
Will the planned number of participants be reachable? If not, how many participants will be feasible?
Who is the target group for the pilots (potential students)?
Recruitment Process of the pilot teachers
Who is in charge of the recruitment?
How will the pilot teachers be recruited?
Which competences/qualification need to be fulfilled to become a pilot teacher?
How will the pilot teachers will be trained in August/September/October 2022?
Recruitment Process of the pilot students
Who is in charge of the recruitment?
How are you planning to recruit students for the pilot courses?
Are you already in contact with potential students?
Are the students already/still employed/working?
Will you also contact organisations/employers of chefs in the field of health and care etc. to recruite students?
Validation of prior competences
By whom?
With which methods/tools are you planning to validate prior competences?

Are there any preconditions, which need to be fullfilled by applicants to start the validation process?
Which validation/assessment standards will you (be able to) use?
There's a related short-term result stating "personal interviews carried out with each applicant for the validation of prior learning". Will you manage to do personal interviews in your organisation?
Do you need any support/input for the validation process?
Learning/Teaching Methods
Will use Blended Learning?
Will you use E-Learning (modules)?
Will you use On-site teaching?
Will you use Work-based learning?
Are you planning to provide a WBL-trainer, WBL-coordinator and WBL-mentor for the students as suggested in the WBL-Guide?
Will you design agreements for WBL with the employers, which set clear expectations for the training? (EQAVET Building Block 2)
How will the training be splitted by the methods (e.g. in percentage and in terms of learning phases)?
How many modules are you planning for your pilot?
How is a valid, transparent and fair assessment of the students' performance ensured? (Definition of assessment criteria)
Will it be possible for the students to repeat a module, if they didn't complete it successfully?
Which criteria need to be fulfilled to complete the training successfully? (definition of graduation criteria)
Certification
By whom? Who issues the certificate?
Is it planned to have the certificate recognized by others?
When does the student receive a certificate?
There's a related long-term result stating "At least the 80% of the course learning outcomes have been reached by students getting the qualification". Is this feasible? If not, please explain where you are facing challenges.

Evaluation of Pilots
When will the pilot start and end (time frame of the pilot)?
Will it be possible to collect feedback from the pilot teachers and students 3 times in total with an online questionnaire (at the beginning, middle, end of training)? If not, please let us know what you would propose instead.
Who can/will translate the questionnaires into the national language?
Are you planning to collect any statistical data during the training (e.g. students attendance rate, participation rate, drop-out rate)?
WIAB is planning to provide a catalog in which the Pilot Teachers document various statistical data and send it to WIAB at the end and in the middle of the pilots. Will it be feasible for you?
Will it be possible for you to collect the following data information:
1) Number of participants in the beginning and at the end of the pilot training.
2) statistical information about gender/age
3) employment status
4) former qualifications/work experience
5) Participations rate
6) Drop-Out Rate (and time of drop out)
7) Number of certified students
Is it possible for you to provide these data anonymously?
Is it possible that you provide the data already in a format that is based on your evaluation results?
Feedback Loops
Which internal/external Quality Assurance system do you apply for regularly reviewing your VET offer?
Which methodologies do you use, if any, for assessing the relevance of your VET provision regarding current and future needs of the labour market?
Do you usually stay in contact with your graduates after the completion of a training e.g. by surveys or other methods?
Are you in contact with employers? Which methods do you use to stay in contact with the industry to collect their input on a long-term basis?
How do you identify and involve the most relevant stakeholders from different education and industry interest groups in developing training offers that are focused on the needs of the target group and the labour market?

PILOT PREPARATION QUESTIONNAIRE AND OVERVIEW (DRAFT):

Link to Microsoft Teams:

https://hubkaho.sharepoint.com/:x:/r/sites/NECTAR/Gedeelde%20documenten/General/Workpack
ages/WP5%20Pilots%20delivery/Preparation%20of%20evaluation_Pilots%20Overview_Questionn
aire_WIAB.xlsx?d=w2389007dabc3418e9375e687f2aab03d&csf=1&web=1&e=T3sjBC

ANNEX 7 – Workshop on Quality Assurance

WORKSHOP: QUALITY ASSURANCE

WP8 Quality Assurance – Tasks

Task 8.1 – Project Quality Assurance
- Internal QA (Internal Peer Review feedback)
- External QA (Advisory Board and External Reviewer feedback)

Task 8.2 – VET Quality Assurance
- EQAVET compliance: EQAVET cycle, indicators and indicative descriptors
- Cooperation with and QA of WP6 Evaluation (end user and stakeholder feedback)

Both Tasks
- Ensuring compliance with European standards: ECVET, EQF and ESCO
- Defiining concrete/measurable indicators for monitoring, improvement & review
- Ensuring data collection that is in line with QA and Evaluation needs

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WORKSHOP: QUALITY ASSURANCE

WP8 Quality Assurance – Internal Review

Internal feedback loops: 4-eye-principle and Internal Peer Review

Partner responsible for a D (*applies 4-eyes-principle*)

WP Leader (1st Internal QA)

Internal Peer Reviewer(s) (2nd Internal QA)

Project Coordinator (back-up QA)

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WORKSHOP: QUALITY ASSURANCE

WP8 Quality Assurance – External Review

External QA feedback loops:
Advisory Board & External Reviewer

Internal Review: all D, overall Q

ER: Published & core D, overall Q

AB: Core D, VET/LM Q

VET Evaluation feedback loops:
End users (Chefs, cooks, teachers…)

Evaluation: Feedback Chefs & Cooks

Evaluation: Feedback teachers

Evaluation VET providers …

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WORKSHOP: QUALITY ASSURANCE

WP8 Quality Assurance – Quality Register

QR: planning, monitoring, documenting achievements & improvement activities

Quality Register

Quality Control Plan

Quality Expectations & Indicators Plan

- Overview: IR, ER & AB tasks
- Time Schedule for review
- Links to approved versions

- Overview: quality expectations & indicators for core D (basis for monitoring)
- References to QCP & EMP
- Date of approval OR comment on required improvement

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WORKSHOP: QUALITY ASSURANCE

WP8 VET Quality Assurance – EQAVET cycle

EQAVET cycle

THE QUALITY CYCLE

Within NECTAR

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WORKSHOP: QUALITY ASSURANCE

WP8 Quality Assurance – QCP and QEIP

QCP:
- Use it! WP leaders are responsible for keeping the QCP info of their WP up-to-date
- Send the D to the IR/ER when it is ready for review or inform him/her on delays
- AB feedback shall be collected in collaboration with WIAB
- Review templates should be used to document review results

QEIP:
- Feedback from partners on the defined indicators has already been collected
- Open questions regarding feasibility for 2 indicators (SC decision required)
- WP Leaders should check the defined indicators before they start to work
- Internal Reviewers should check the defined indicators and decide whether they have been met or not (yes > enter date of approval; no > comment on necessary improvements and inform WP Leader & PC)

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WORKSHOP: QUALITY ASSURANCE

WP8 Quality Assurance – QEIP (Excerpt)

Deliverable	Quality Expectation	Quality Indicator	KPI	Method to evaluate the achievement of the KPI
D4.3 Teaching Toolkit and Multilingual Open Contents	Effectiveness of the Toolkit and Open Content: Attractive, easy to use and to understand for other European VET providers	Positive feedback about effectiveness from the project partners		Evaluation (T6.3)
		Positive feedback about effectiveness from representatives of VET teachers/trainers		Evaluation (T6.3)

Open question (MUG):
This will be not feasible (consultation with Regina). How and who are we going to persuade if we don't have fully trained CGE and the training is not well known?

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WORKSHOP: QUALITY ASSURANCE

WORKSHOP: QUALITY ASSURANCE

WP8 Quality Assurance – QEIP (Example CGE OP)

Quality expectations (common understanding of quality requirements applied)	Quality indicators (must have criteria)	KPI (Key Performance Indicators, measureable)	Methods to evaluate the achievement of quality indicators	By when	Reviewer
Compliant with EU standards and instruments such as ESCO, ECVET, EQF, the EU Skills Panorama	OP is taking into account EQF descriptors and is compliant with ECVET	OP covers EQF descriptors and EQF levels; ECVET principles are used to define a proper glossary and to provide the proper framework to the OP	External Review (External Reviewer)	M7 (May 2021)	Herman
	OP is based on the analysis of current ESCO occupational profile(s) and other existing profiles for cooks	At least 2 ESCO occupational profiles and 1 other profile for cooks have been analyzed	External Review (External Reviewer)	M7 (May 2021)	Herman
Meets the needs/requirements of the target-groups	Positive feedback from the main target groups such as VET-Providers; (education) experts in health; Decision Makers at local, regional and national level; Service-Providers and umbrella organizations	Min 15 stakeholders consulted during preparatory analysis	Personal consultation/interview of stakeholders in the context of D2.2 ; Advisory Board Feedback	M8 (June 2021)	AB members
	Overall min 50 chefs in at least 3 EU countries consulted by the end of the project and 10-15 chefs consulted before the finalization of the occupational profile	Min. 7 chefs have been consulted before the finalization of the OP	Personal interviews or written feedback answering 3 predefined questions		

WORKSHOP: QA & EVALUATION

WP8 – Quality Assurance: To Do's for the partners

WP Leaders:
- **Fill in the QCP**, e.g. links to files, review results... (see Step-by-Step-Guide)
- **Check quality expectations & indicators** of your D
- **Ensure/Initiate the review of your D** (Internal/External Review)

Internal Peer Reviewers:
- **Fill in the check list** in the Annex of a reviewed document
- **Check and assess the quality indicators** in the QEIP
- **Indicate an approval date** in the QEIP when the D is approved
- **Refer to necessary improvement** in the QEIP, if not approved

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WORKSHOP: QA & EVALUATION

WP8 – Quality Assurance: Next Steps

- Recruiting AB members from Italy & Portugal (ODISEE & WIAB)
- Kick-off Workshop with AB members (WIAB)
- AB feedback collection for CGE OP (ODISEE & WIAB)
- Sharing Quality Plan & Quality Register (WIAB, **all partners**)
- Finalizing the Evaluation & Monitoring Plan (UALG & WIAB)
- Workshop „EQAVET principles & indicators" (WIAB, **all partners**)
- Workshop „Data collection for Quality Assurance & Evaluation" (WIAB, **all partners**)
- Contacting ESCO Secretariat (ODISEE & WIAB)

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WORKSHOP: QA & EVALUATION

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ANNEX 8 – Presentation of EQAVET at CM4

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aN Eu Curriculum for chef gasTro-engineering in primAry food caRe

Co-funded by the Erasmus+ Programme of the European Union

WP8 - Quality Assurance: NECTAR AND EQAVET

Consortium Meeting
Online, 10.02.2022

Heidemarie Müller-Riedlhuber & Seema Akbar

WIAB.
Wiener Institut für Arbeitsmarkt- und Bildungsforschung

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NECTAR AND EQAVET

Content

- Background information on EQAVET
- Insight in NECTAR use of EQAVET
- Introduction in the EQAVET Framework
- Overview on EQAVET indicators & indicative descriptors
- EQAVET+ and Building Blocks
- WIAB support for EQAVET implementation

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NECTAR AND EQAVET

Context of the European Quality Assurance Reference Framework EQAVET

- **Copenhagen Process,** calling for
  - more collaboration of European countries in the field of VET
  - better cooperation in the field of quality assurance, e.g. through development of general criteria and principles for quality in VET

- **Strategic Framework for *EU cooperation in the field of education* (2021-2030):**
  *We are currently witnessing an increase in labour market needs for a different mix of skills and qualifications, as well as structural changes in the VET landscape. Both developments call for modernised, effective, inclusive and excellent VET that has an impact on meeting labour market and societal challenges. It is necessary to continue to further develop VET as an attractive and high-quality pathway for jobs and life.
  The share of recent graduates from VET benefiting from exposure to WBL during their VET should be at least 60%, by 2025*
  (Source: https://www.consilium.europa.eu/media/48584/st06289-re01-en21.pdf p12)

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NECTAR AND EQAVET

Contribution of EQAVET to Quality Assurance

EQAVET builds on
- European Qualifications Framework (EQF)
- European Credit for VET system (ECVET)
- previous European quality assurance systems (e.g. EQARF, the European Quality Reference Framework)

EQAVET stresses
- the need for regular monitoring and reporting on progress in VET
- the use of common quality criteria and indicative descriptors for monitoring and reporting
- the importance of common indicators to support the evaluation, monitoring and quality assurance of VET systems and providers

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NECTAR AND EQAVET

NECTAR applies EQAVET principles in different ways:

- Quality criteria and indicative descriptors of EQAVET in the Evaluation and Monitoring Plan
- Compliance of EU Curriculum with EQAVET
- EQAVET-based quality assurance of localized curricula, training materials, VET training and training materials for teachers
- EQAVET-based quality monitoring and evaluation of the pilots

Pilot designers will take care for the review of pilots and will create revised versions based on the EQAVET cycle approach

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NECTAR AND EQAVET

The EQAVET Framework

The EQAVET Framework consists of three main parts:
- The EQAVET quality assurance & improvement cycle
- Monitoring procedures
- 10 EQAVET quality indicators and a set of indicative descriptors

THE QUALITY CYCLE
of the European Quality Assurance Reference Framework for Vocational Education and Training

At each cycle stage VET providers should consider certain aspects:
- indicators for planning, implementation, evaluation, review phase
- whether the Building Blocks for VET providers can be used
- whether indicative descriptors can be used …

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NECTAR AND EQAVET

10 EQAVET quality indicators (source: NECTAR Quality Plan):

EQAVET Indicators	
1 Relevance of quality assurance systems for VET providers: (a) share of VET providers applying internal quality assurance systems defined by law/at own initiative (b) share of accredited VET providers	6 Utilisation of acquired skills at the workplace: (a) information on occupation obtained by individuals after completion of training, according to type of training and individual criteria (a) satisfaction rate of individuals and employers with acquired skills/competences
2 Investment in training of teachers and trainers: (a) share of teachers and trainers participating in further training (b) amount of funds invested	7 Unemployment rate according to individual criteria
3 Participation rate in VET programmes: Number of participants in VET programmes, according to the type of programme and the individual criteria	8 Prevalence of vulnerable groups: (a) percentage of participants in VET classified as disadvantaged groups (in a defined region or catchment area) according to age and gender (b) success rate of disadvantaged groups according to age and gender
4 Completion rate in VET programmes: Number of persons having successfully completed/abandoned VET programmes, according to the type of programme and the individual criteria	9 Mechanisms to identify training needs in the labour market: (a) information on mechanisms set up to identify changing demands at different levels (b) evidence of their effectiveness
5 Placement rate in VET programmes: (a) destination of VET learners at a designated point in time after completion of training, according to the type of programme and the individual criteria (b) share of employed learners at a designated point in time after completion of training, according to the type of programme and the	10 Schemes used to promote better access to VET: (a) information on existing schemes at different levels (b) evidence of their effectiveness

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NECTAR AND EQAVET

Set of indicative descriptors (source: NECTAR Quality Plan):

VET providers who focus on this EQAVET indicative descriptor …	… are more likely to make progress on the EQAVET indicator/s	Within NECTAR the indicative descriptor is considered by…
Planning Phase		
European, national and regional VET policy goals/objectives are reflected in the local targets set by the VET providers	1, 3, 5, 10 (based on own consideration)	Quality indicators referring to EQF, ECVET, ESCO and EQAVET compliance (within QEIP)
Explicit goals/objectives and targets are set and monitored and programmes are designed to meet them	1, 2, 3, 4 (based on EQAVET+ definition)	Quality indicators and KPIs are set and monitored in the QEIP of the Quality Register
Ongoing consultation with social partners and all other relevant stakeholders takes place to identify specific local/ individual needs	1, 2, 4, 5, 6, 9 (based on EQAVET+ definition)	Evaluation and quality assurance feedback collected from internal and external experts (Advisory Board, target groups such as cooks, teachers…)
Responsibilities in quality management and development have been explicitly allocated	1, 9 (based on own consideration)	In the QCP and QEI of the Quality Register
There is an early involvement of staff in planning, including with regard to quality development	1, 3, 9 (based on own consideration)	Evaluation and feedback loops foreseen for VET designers for the piloting
Providers plan cooperative initiatives with other VET providers and all other relevant stakeholders	1, 4 (based on EQAVET+ definition)	Involvement of Associated Partners; Dissemination activities such as Final Conference

NECTAR AND EQAVET

EQAVET+ and Building Blocks:

EQAVET+
- has been developed to complement the existing EQAVET Recommendations
- takes into consideration work-based learning (WBL)

NECTAR will offer WBL >> EQAVET+ will be relevant

6 independent EQAVET+ Building Blocks
- are based on EQAVET indicative descriptors and indicators
- provide guidance and set out activities that help VET providers to develop and support a quality assurance approach for WBL
- include each: "call for action" (necessary activities), key issues (factors of success), main messages (analysis of current practice)

NECTAR AND EQAVET

EQAVET+ Building Blocks (source NECTAR Quality Plan):

EQAVET +Building Blocks	1 Design for work-based learning	2 Improve the quality	3 Correspond to learners' needs	4 Communicate	5 Train the staff	6 Assess the learners
Meaning	Work with partner organisations to ensure the relevance of learners' training during periods of work-based learning	Agree with partner organisations when the quality of training will be monitored and how improvements will be made	Continue to be aware of the specific needs of learners throughout their work-based learning	Ensure learners and partner organisations are kept well informed and receive frequent updates on all aspects of training	Ensure staff are well prepared for their training role, which includes quality assurance	Work with partner organisations to review the work-based training programme and to assess and certify individual learner achievements, where appropriate
Call for activity	Which organisations should we work with in order to provide high quality training? Which courses/ qualifications should learners follow?	How should an organisation take responsibility for monitoring quality? When and how will improvements be made?	How will we respond to learners' ongoing or emerging training needs? How will problems experienced by a learner be resolved?	How will organisations involved in training communicate with each other? How will partner organisations involved in training keep in touch with each other and with learners?	How will all staff be made aware of how quality is assured? Which staff will need training in relation to quality assurance?	What type of assessment will be completed by the learner? Who will assess each learner – and has the learner been informed? What does a learner have to demonstrate to 'pass' or complete the training?

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NECTAR AND EQAVET

EQAVET implementation support offered by WIAB

- providing information in the Quality Plan
- implementing links to indicators in the Evaluation and Monitoring Plan
- informing partners on EQAVET(+) in meetings/workshops
- offering input for guidance documents, e.g. the WBL Guide
- developing pilot preparation and monitoring questionnaires and overview tables in line with EQAVET principles
- …

=> *We will ask you first for input and afterwards discuss it in a meeting; Next input meeting (pilot preparation) is planned for mid of Mach*

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NECTAR AND EQAVET

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ANNEX 9 – EQAVET Input for WBL-Guide

Quality Assurance for work-based learning (WBL) based on EQAVET Building Blocks

(Input for WBL-Guide within NECTAR)

General Information:

- Building Blocks are built on the EQAVET indicative descriptors and indicators
- Are designed for three different models of WBL:
  1) Apprenticeship (combi of training in companies and VET schools/providers)

  2) On-the-job training in companies (e.g., compulsory/optional internships, work placements or traineeships to gain a qualification)

  3) school-based learning programs with on-site laboratories, workshops, kitchens, restaurants, simulation, etc.

Source: http://www.euroapprenticeship.eu/UserFiles/File/quality-process/eqavet-quality-assuring-work-based-learning.pdf

Questions to be integrated within the WBL-Guide:

We propose to integrate the following table in the WBL-Guide, to call attention to the questions related to the EQAVET+ indicators/building blocks. These questions should have to keep in mind when implementing WBL within the Pilot in each country. After the WBL/Pilot phase, these questions will be again asked to the Pilot leaders for monitoring, what have been achieved/adapted within NECTAR and where were partners facing difficulties.

EQAVET+ Building Blocks	Related Questions (Call for activity)
1 Design for work-based learning	Which organisations should we work with in order to provide high quality training? Which courses/ qualifications should learners follow?
2 Improve the quality	How should an organisation take responsibility for monitoring quality? When and how will improvements be made?
3 Correspond to learners' needs	How will we respond to learners' ongoing or emerging training needs? How will problems experienced by a learner be resolved?
4 Communicate	How will organisations involved in training communicate with each other? How will partner organisations involved in training keep in touch with each other and with learners?
5 Train the staff	How will all staff be made aware of how quality is assured? Which staff will need training in relation to quality assurance?

6 Assess the learners	What type of assessment will be completed by the learner? Who will assess each learner – and has the learner been informed? What does a learner have to demonstrate to 'pass' or complete the training?

Input for WBL-Guide for Annex or background thoughts regarding guiding WBL

The following table can be seen as a proposition on how the Building Blocks can be implemented/taken into account within NECTAR. Here, I have summarized the "Key Issues" of the Building Blocks into important KPIs relevant to the NECTAR approach for WBL. I also already filled in information, where and how these KPIs are considered according to the WBL-Guide (last online version on Teams). Columns with "?" might be an important input for the WBL-Guide to address these questions with possible actions and to give partners guidance on how to address these KPIs. Please feel free to correct current or add any missing information.

Building Blocks and relevant quality indicators for WBL within NECTAR:

Building Block	Key Issues (KPI)	Within NECTAR
1 – Design work-based learning	Quality Assurance is considered during the planning of WBL, can be included in a formal agreement	By WBL-Guide, by this Input and a formal agreement is planned/issued within the guide.
	Content of WBL-Training needs to be linked to the learners' qualification	Each training will be designed by Pilot Leaders in accordance with the EQF-Level and national context
	Partner organizations have an opportunity to evaluate and review their working relationship e.g., through online systems	WBL-Guide recommends e-learning options
2 – Improve the quality	The quality of training is improved when it is monitored and reviewed on an on-going basis (not only when the learners have finished their course or qualification).	Monitoring and assessment of the students and training is based on formative and summative assessment + Evaluation activities within WP6 (Evaluation of the Pilots)
	Staff with responsibility for quality assurance is identified	?
3 – Respond to learners' needs	A member of staff has been identified to support learners during work-based learning and supports matching of needs of learners and employers	WBL-Guide recommends installing a practical training coordinator, a practical training trainer and a practical training mentor
	Close collaboration between VET schools and learners during WBL e.g., by regular visits by VET teachers or regular meetings with employers	?

	Learners are given the time and opportunity to provide feedback on their experiences, training and learning	Is planned as a WP6-Evaluation activity Additional plans by VET designers?
4 – Communicate	Learners and partner organizations are kept well informed and receive frequent updates on all aspects of training e.g., by using IT-Systems or by formal agreements	?
5 – Train the staff	Trainings staff will be trained before the start of the training	It is planned to train the VET teachers and the WBL-Trainers
	All members of staff know that training is evaluated and reviewed regularly	This should be communicated to all staff members in the beginning of the Pilot/training
	Staff training includes guidance on how to manage a quality assurance process	?
6 – Assess the learners	Agreement of the process on how to assess the learners' achievement	WBL Guide should give a precise strategy and tools (currently work in progress)
	Learners are aware, which learning outcomes, standards or competences need to be demonstrated to complete WBL successfully e.g., by a clear statement	?
	Learners are assessed while working to assess their practical skills	?
	Assessment during work-based learning is based on a predetermined set of competences and skills	Predefinition of Learning Outcomes within the CGE Curriculum, related EQF-Level and if this LO is optional or mandatory. LO should be considered when planning the assessment.