IO1.A2.1 Designing the Training Course According to the EQAVET Criteria
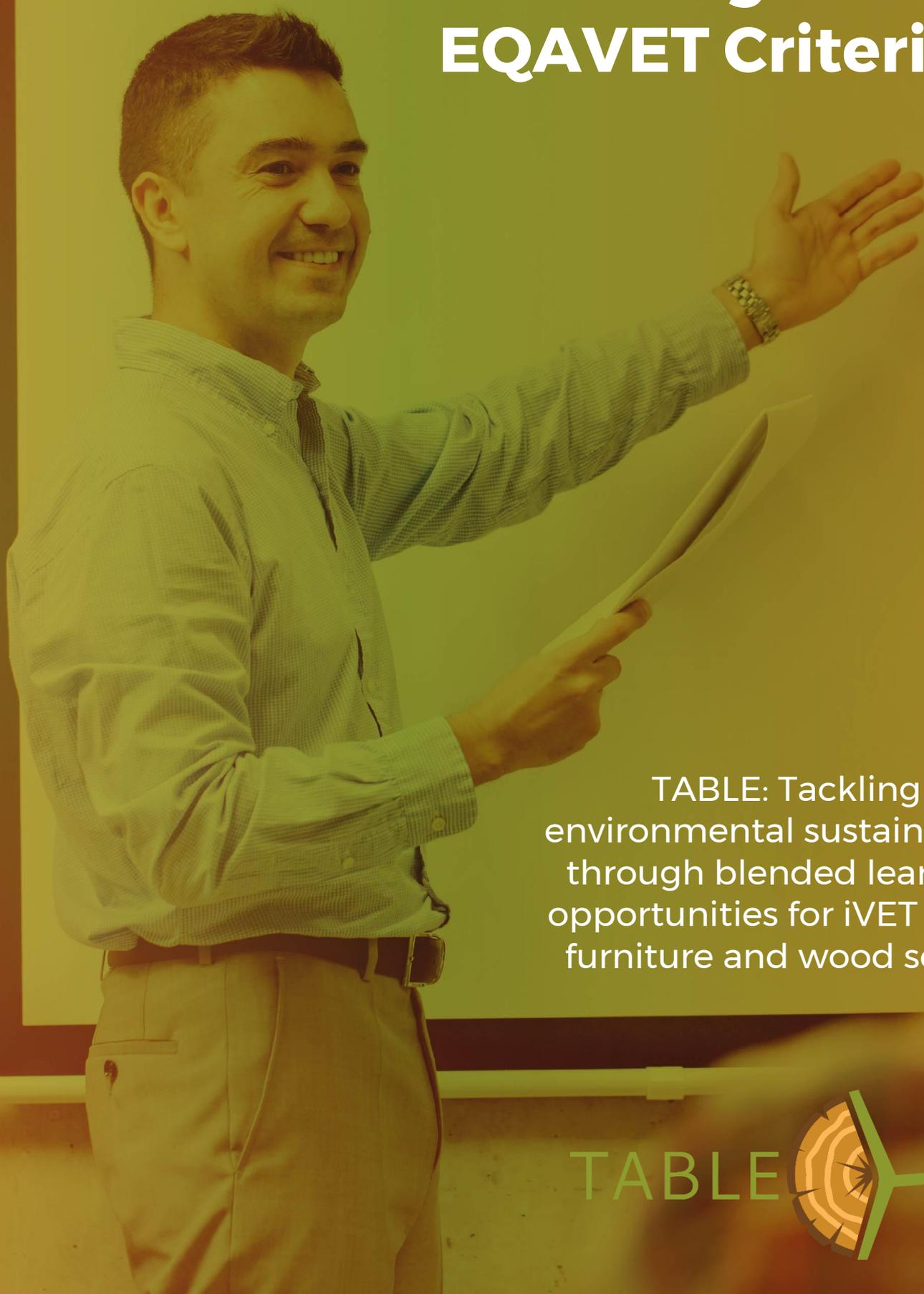
TABLE: Tackling environmental sustainability through blended learning opportunities for iVET in the furniture and wood sector

TABLE

DOCUMENT CONTROL SHEET

Project information

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Table of contents

TABLE - IO1.A2.1 Designing the training course according to EQAVET criteria

Introduction

TABLE is an Erasmus+ European project that intends to deliver an innovative training system based on micro-learning opportunities to i-VET teachers in the furniture and wood sector.

One of the main activities of the TABLE project is to develop a blended training course named "Educational tips: Learning snacks for i-VET teachers in the furniture and wood sector". The course has the objective to provide high quality material for i-VET teachers in the furniture and wood sector to integrate education for sustainable development in their trainings.

A key objective of the TABLE project is to ensure a quality culture in VET programs. TABLE wants to develop approaches which reflect the provider's circumstances and self-assessment, as well as support staff training in relation to quality assurance by using data and feedback to improve VET and guaranteeing the involvement of external and internal stakeholders.

This document is a preparatory work that will serve as a basis to develop the training plan for the TABLE course, and make sure that the quality assurance approach is respected throughout the training.

With this work we intend to provide an overview of quality assurance approaches in i-VET training and how teachers can apply them when taking the TABLE training course and teaching environmental sustainability.

This document is a starting point for the development of the TABLE training course, but the project consortium will be continuously working on quality assurance throughout the project and therefore we may review and update the way we will ensure to deliver a high-quality training course.

The document is structured into two main sections:

1. Methodologies and tools for the implementation of Quality Assurance strategy in VET, introductory chapter containing general methodological guidelines, tools and guidance on European EQAVET standards.
2. Baseline for Quality Assurance in the TABLE project, a chapter highlighting the key EQAVET indicators, Indicative Descriptors and Building Blocks that are most relevant to our project.

TABLE - IO1.A2.1 Designing the training course according to EQAVET criteria

Finally, we included a Glossary of terms at the end of the document which defines the main terms used in these guidelines, especially the more technical ones. It also contains references to the sources used to provide the definition.

1 Methodologies and Tools for the implementation of Quality Assurance strategy in VET

In this first section we will discuss useful methodologies and tools to implement a Quality Assurance strategy in VET organisation providing training for entrepreneurship education. General methodological guidelines, toolkits and tools for QA in sustainability education as well as guidance on European EQAVET standards are provided in the following paragraphs.

1.1 Quality Assurance methodologies for VET providers

1.1.1. Methodology for internal evaluation

In order to identify problem areas in the quality of the education for sustainable development (ESD) in VET, it is recommended to undergo internal evaluation first, so that the problem areas can be tackled. This methodology is set up based on a checklist for internal evaluation adapted from the CEDEFOP's Handbook for VET providers. The most relevant components are provided below:

- **Management and organisation**
  First, the basis of the VET ESD quality in VET institutions, needs to be checked. This is the management and organisation and includes aspects like quality management (including evaluation), finance and administration, learner engagement (in decision making), external relations (e.g. community, enterprises, other providers) and engagement in general. Here the focus is on the ESD, which means that for example green initiatives and environmentally friendly practices should be promoted and implemented.

- **Infrastructure**
  The infrastructure should be organised in a certain manner, which provides the ability to facilitate learning about sustainable development. Here, the buildings, facilities and equipment are of importance. For the best quality of education, certain facilities and equipment (e.g. rooms, digital boards, computers, paper, markers, etc.) are needed. Especially when learning about sustainable development, it is important that these facilities are as "green" as possible, and that their environmental impact is considered before making new purchases.

- **Personnel**
  Personnel with relevant knowledge and skills should provide ESD. The following aspects are important here: manager/principal competence (development), staff development

and working conditions of staff. The staff should be kept up to date about ESD by following trainings/workshops and by asking for feedback regularly.

- **Programmes**

  ESD should be provided within certain programmes, specifically designed for this type of education. These programmes include among others: a particular curriculum, didactics, learning outcomes which promote and enhance green knowledge/skills, learner assessment to evaluate the level of green knowledge/skills and learner destination. The curricula and didactics for example, should be adapted to provide education and training in the best possible way.

By following the above-described steps of evaluation, the quality of ESD should be assured internally. It is important to be up to date, regarding each aspect and to keep checking on it regularly (every three months).

1.1.2. Methodology for external evaluation

External evaluation of VET institutions which provide ESD, should be made by the competent national authority, an intermediate authority or by an independent competent body (professional/sectoral or in relation to internationally recognised standards e.g. ISO) and should include one or more of the following:

- **Inspection**, e.g. Schools Inspectorate, which also focuses on the inclusion of the entrepreneurial elements in teaching, learning and assessment;

- **Audits** e.g. with a focus on management, budgets, facilities assigned for entrepreneurship education;

- **Site visits** by public/private reviewers to agree on self-assessment reports specified for ESD;

- **Peer review** in order to achieve and maintain successful ESD;

- **External review of references from key stakeholders** – e.g. employer-, learner-surveys relevant for sustainability learning (knowledge and skills);

- **External evaluation by means of an Information Management System (IMS)** and the analysis of data supplies related to indicators e.g. participation, completion, success, placement rates (quantitative data on ESD results).

1.2 Available toolkits & tools for Quality Assurance in VET

To support the VET providers with the quality assurance, there are available tools & toolkits presented for the quality assurance. First, we will present the **European Quality Assurance in Vocational Education and Training (EQAVET)** toolkits &, as EQAVET promotes European collaboration in developing and improving quality assurance in VET. After that, there will be other existing toolkits and tools presented for the VET providers to use in order to assure quality.

1.2.1. EQAVET toolkits & tools

The EQAVET Framework was established with a Recommendation of the European Parliament and the Council in 2009[1] and updated in 2020 by the Council Recommendation on vocational education and training for sustainable competitiveness, social fairness and resilience[2]. The EQAVET Framework comprises a quality assurance and improvement cycle based on a selection of quality criteria, descriptors and indicators applicable to quality management at both VET-system and VET-provider level. The text of the 2009 Recommendation specifies that the Framework should be regarded as a 'toolbox': users are not invited to adopt the package of descriptors and indicators as a whole but rather to choose those that are most relevant to the requirements of their particular quality assurance system. The aim of the Framework, in fact, is not to introduce additional standards but to "support Member States' efforts whilst preserving the diversity of their approaches"[3].

The Recommendation of 2009 invited Member States to establish Quality Assurance National Reference Points for VET meant to bring together existing relevant bodies and to involve the social partners and all stakeholders concerned at national and regional levels. National Reference Points are intended to advise, support and facilitate VET providers in the implementation of the Framework at national level; as such, they should be the first to promote a flexible approach to the tool, allowing for alignment with the pre-existing self-monitoring mechanisms of VET providers at national level.

The 2020 Recommendation confirms the role of the National Reference Points in taking concrete initiatives to implement and further develop the EQAVET framework, working together with national, regional and European stakeholders.

- **EQAVET indicators' toolkit**

This toolkit for quality assurance is based on 10 indicators, the relevance of which is based on the context and needs of each VET provider. The ultimate goal is to assure the quality of

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[1] 'Recommendation of the European Parliament and of the Council of 18 June 2009 on the establishment of a European Quality Assurance Reference Framework for Vocational Education and Training' (2009), *OJ C 155, 8.7.2009*
[2] Council Recommendation of 24 November 2020 on vocational education and training (VET) for sustainable competitiveness, social fairness and resilience (2020), *OJ C 417/01, 24.11.2020*
[3] Ibidem.

TABLE - IO1.A2.1 Designing the training course according to EQAVET criteria

VET at both the VET system and the providers' level by providing a user-friendly and dynamic resource for stakeholders engaging in the implementation of the EQAVET. It does not matter where you are in the EQAVET quality assurance and improvement cycle (see the next page), making use of indicators is a necessary step to monitor progress.
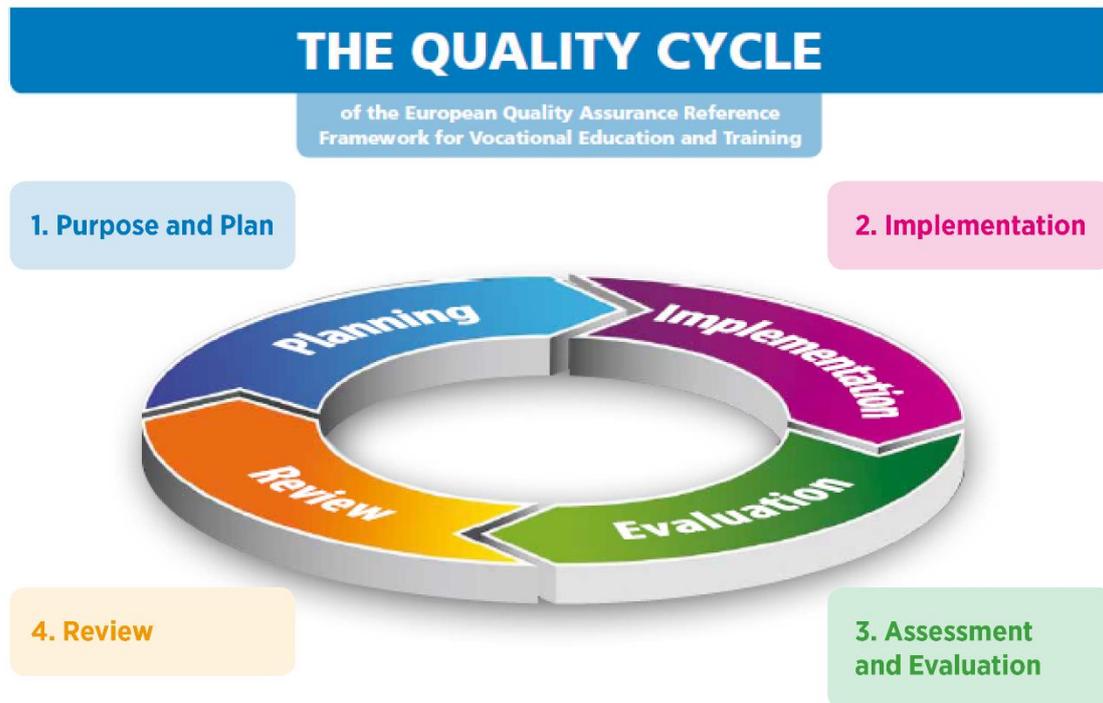

Figure 1 - EQAVET quality cycle

1. Purpose and Plan

Set up clear, appropriate and measurable goals and objectives in terms of policies, procedures, tasks and human resources.

2. Implementation

Establish procedures to ensure the achievement of goals and objectives (e.g. development of partnerships, involvement of stakeholders, allocation of resources and organizational or operational procedures).

4. Review

Develop procedures in order to achieve the targeted outcomes and/or new objectives; after processing feedback, key stakeholders conduct discussion and analysis in order to devise procedures for change.

3. Assessment and Evaluation

Design mechanisms for the evaluation of achievements and outcomes by collecting and processing data in order to make informed assessment.

The 10 indicators presented in the EQAVET indicators' toolkit are:
1. Relevance of quality assurance systems for VET providers
2. Investment in training of teachers and trainers
3. Participation rate in VET programmes
4. Completion rate in VET programmes
5. Placement rate in VET programmes

9

TABLE - IO1.A2.1 Designing the training course according to EQAVET criteria

6. Utilisation of acquired skills at the workplace

7. Unemployment rate[4] according to individual criteria

8. Prevalence of vulnerable groups

9. Mechanisms to identify training needs in the labour market

10. Schemes used to promote better access to Vocational Education and Training

All these indicators are presented on the EQAVET website[5] in separate modules, which are designed in the following way:

- A definition of the indicator

- Two main headings are used to organize information: *Key Information* and *Technical Notes*

- Guiding *Questions & Answers* are used to present the information regarding different dimensions of each indicator

- Seven dimensions are considered to be: operational definition, recommended use, EQAVET related indicators, possible additional information, indicator's components, indicator mathematical formula and usually reported subgroups

- A final *Note* provides those who are interested to read the on line existing practices in Member States.

- **EQAVET Quality Assurance for VET systems**

EQAVET provides an online tool developed in the EQAVET framework for VET systems. First, it focuses on the 10 indicators mentioned above and on the Building Blocks related to the stages of the EQAVET quality assurance and improvement cycle, a set of criteria that can help VET providers develop a quality assurance approach. Every block is being described. Afterwards, the four stages of the EQAVET quality assurance and improvement cycle are being highlighted to build their own system:

1. **Planning à 2. Implementation à 3. Evaluation à 4. Review**

- *Indicative descriptors* help to review own quality assurance system and to approximate how much progress has already been made.

- *EQAVET+[6] Indicative Descriptors* include more indicative descriptors, which concern a wider range of learning contexts, including the achievement and recognition through

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[4] Definition according to ILO and OECD: individuals 15-74 years old without work, actively seeking employment and ready to start work

[5] EQAVET Indicators - Eqavet

[6] EQAVET+ complements EQAVET to further strengthen quality assurance approaches in line with EQAVET. It provides more information on the Annex I of the EQAVET Recommendation, i.e. related to the indicative descriptors. EQAVET+

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TABLE

informal and non-formal learning. Each stage has own EQAVET+ indicative descriptors, except for Evaluation.

- *Indicators* which are being specified.

What else?

- After the system is built by following the four stages mentioned above, there is a possibility to *monitor the quality of own system* by the stages Evaluation and Review.
- EQAVET Quality Assurance for VET systems also provides *downloadable materials* which are designed to support European, national and regional organisations that are interested in using the EQAVET Recommendation so that they can monitor and/or develop their quality assurance approaches.
- There is an *overview of the participating countries and the organisations involved* in the EQAVET working groups which produced this on-line tool.
- The tool also describes the *EQAVET+*, by informing on the EQAVET+ Approach, EQAVET+ Key Themes and EQAVET+ Brochure.

- **EQAVET Quality Assurance for VET providers**

The EQAVET tool for VET providers has almost the same structure as the one for VET systems. The information is now addressed to VET providers. There are no *Indicators* included for each of the EQAVET quality assurance and improvement cycle stages in the **Building your System** section. The **Material** section provides relevant documents for the VET providers.

EQAVET for Work-based learning (WBL)

In the case of EQAVET for Work-based learning, there are 6 building blocks involved, which are built on the EQAVET indicators and indicative descriptors. These blocks are:

- Design

- Improve

- Respond

- Communicate

- Train

- Assess

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indicative descriptors can also be applied to school-based provision; apprenticeships, in-company training, lifelong learning programmes, informal and non-formal learning.

The EQAVET for Work-based learning is mainly based on the National Reference Points and can be helpful to encourage VET providers, so that they apply Quality Assurance approach that could be integrated in line with their EQAVET compatible system.

1.2.2. Other existing toolkits & tools

There are a lot of tools available based on the Plan, Do, Check and Act (PDCA)/quality cycle. Those tools are meant to be applied for internal quality management. Only a number of them is presented below. For more tools based on the PDCA/quality cycle, please consult *Handbook for VET providers* created by CEDEFOP.

- **Questionnaire to teachers for self-reflecting on learner's assessment**

This is a tool which helps the teachers to reflect on how they evaluate learners. It consists of multiple-choice questions, that the teachers have to answer about this topic. This way the teachers will get an overview on how they evaluate learners regarding time management, correction of written texts, mark and appeal. This tool could easily be modified and applied for sustainability education.

- **Questionnaire to students for self-reflection**

This tool helps students understand their learning process and focus on critical aspects. The teacher can use this tool at the end the completion of a subject, a module or a course to help students understand what they understand well, what they could improve, factors that influenced their learning. The tool consists of multiple choice and open questions.

- **Teachers' self-reflection on assessment**

This tool consists in multiple choice questions and helps teachers assessing how they feel about different aspects of the assessment, such as time management, the correction of tests, marks and appeals.

- **Teacher assessment form**

This tool consists of a list of criteria that students can rate from 1 to 5. There is also the possibility to add comments. This tool is useful for teachers to gather feedback about their teaching method and style, understand where they can improve and what they are good at.

1.3 EQAVET toolbox of indicators for VET systems and/or VET providers

EQAVET indicators are a useful tool for VET systems and/or VET providers to support the implementation of their Quality Assurance strategy. This set of 10 indicators was first introduced in 2009 as an Annex to the Recommendation that established the European

Quality Assurance Reference Framework[7] and reported in Annex II of the 2020 Council Recommendation for VET[8].

The EQAVET Framework includes the following 10 indicators:

Indicator	Type of Indicator	Purpose of the Policy
Overarching Indicators for Quality Assurance		
1. **Relevance of quality assurance systems for VET providers**: 1.1 Share of VET providers applying internal quality assurance systems defined by law/at own initiative 1.2 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**: 2.1 Share of teachers and trainers participating in further training 2.2 Amount of funds invested	Input/Process indicator	→ Promote ownership of teachers and trainers in the process of quality development in VET → Improve responsiveness of VET to changing demands of labour market → Increase individual learning capacity building → Improve learners' achievements
Indicators supporting quality objectives for VET policies		
3. **Participation rate in VET programmes**:	Input/Process/Output indicator	→ Obtain basic information at VET-system and VET-

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[7] 'Recommendation of the European Parliament and of the Council of 18 June 2009 on the establishment of a European Quality Assurance Reference Framework for Vocational Education and Training' (2009), *OJ C 155, 8.7.2009, p. 1–10*.
[8] Council Recommendation of 24 November 2020 on vocational education and training (VET) for sustainable competitiveness, social fairness and resilience (2020), *OJ C 417/01, 24.11.2020*

TABLE - IO1.A2.1 Designing the training course according to EQAVET criteria

Number of participants in VET programmes[9] according to the type of programme and the individual criteria[10]		→ 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 the training processes → Calculate drop-out rates compared to participation rates → Support successful completion as one of the main objectives of quality in VET → Support adapted training provision, including for disadvantaged groups
5. **Placement rate in VET programmes**: 5.1 Destination of VET learners at a designated point in time after completion of training, according to the type of programme and the individual criteria[11] 5.2 Share of employed learners at a designated point in time after completion of training,	Outcome indicator	→ Support employability → Improve responsiveness of VET to the changing demands in the labour market → Support adapted training provision, including for disadvantaged groups

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[9] For IVT: a period of 6 weeks of training is needed before a learner is counted as a participant.
For lifelong learning: percentage of population admitted to formal VET programmes.
[10] Besides basic information on gender and age, other social criteria might be applied, e.g. early school leavers, highest educational achievement, migrants, persons with disabilities, length of unemployment.
[11] For IVT: including information on the destination of learners who have dropped out.

TABLE - IO1.A2.1 Designing the training course according to EQAVET criteria

according to the type of programme and the individual criteria		
6. **Utilization of acquired skills at the workplace**: 6.1 Information on occupation obtained by individuals after completion of training, according to type of training and individual criteria 6.2 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
Context information		
7. **Unemployment rate[12] according to individual criteria**	Context indicator	→ Background information for policy decision-making at VET-system level
8. **Prevalence of vulnerable groups**: 8.1 percentage of participants in VET classified as disadvantaged groups (in a defined region or catchment area) according to age and gender 8.2 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

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[12] Definition according to ILO and OECD: individuals aged 15-74 without work, actively seeking employment and ready to start work.

TABLE - IO1.A2.1 Designing the training course according to EQAVET criteria

9. **Mechanisms to identify training needs in the labour market**: 9.1 information on mechanisms set up to identify changing demands at different levels 9.2 evidence of their effectiveness	Context/output 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** 10.1 information on existing schemes at different levels 10.2 evidence of their effectiveness	Process indicator (qualitative information)	→ Promote access to VET, including disadvantaged groups → Provide guidance to (potential) VET learners → Support adapted training provision

2 Baseline for Quality Assurance in the TABLE project

In the previous sections we have seen an overview of methodologies and tools to implement a quality assurance approach in VET training. In this section, we will describe how quality assurance can be applied to the first intellectual output of the project, the TABLE training course.

Based on the expected results of the TABLE training course, a baseline for the implementation of quality assurance in the training program according to the EQAVET framework is provided. The main expected results are to:

1. Empower teachers of VET schools on how to engage students starting from environmental sustainability and climate change as motivational spring;
2. Increase in the competences of VET teachers in terms of innovative pedagogy, online learning and environmental sustainability applied to furniture and wood classes in VET schools (and not only);
3. Increase in the digital and linguistic competences of VET teachers attending the course both online (digital) and offline;

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4. Develop higher awareness for the teachers in VET schools to have a central role as "change makers" to make green careers more attractive to students and the workers of tomorrow;

5. Increase the exchanges among the teachers and experts working in the field of furniture and sustainable development, increasing the chances of peer learning and building bridges;

Based on these goals, we can identify a set of indicators and indicative descriptors that are most relevant to ensure that the quality assurance approach is respected in the Intellectual Output 1, "Educational Tips: Learning Snacks for I-VET Teachers In the Furniture and Wood Sector". Furthermore, we can refer to some EQAVET "Building blocks" as general guiding principles.

2.1 Indicators:

We have selected 5 indicators that are most relevant to our project. These indicators were selected at an early stage of the development of the project and are meant to be the points where our attention will focus first regarding quality assurance. However, this does not mean that other EQAVET indicators are not relevant or do not apply to TABLE, since as we progress with the development of our training course we may find that the relevant domains are wider than expected. Therefore, this preliminary selection is meant to serve as guidance for the development of the training plan and make sure that the training course complies to the quality assurance approach.

- **Indicator 1: Relevance of quality assurance systems for VET providers**

This indicator is relevant for TABLE since a quality assurance approach will be embedded in the structure and content of the training for i-VET teachers. Therefore, the project will contribute to the promotion of a quality improvement culture at VET-provider level.

- **Indicator 2: Investment in training of teachers and trainers**

Investing in training of teachers and trainers is at the core of the TABLE project. By supporting teachers in integrating sustainability aspects in their courses, the project will contribute to improve the responsiveness of VET to changing demands of the labour market, improve teachers' competences and learners' achievements.

- **Indicator 3: Participation rate in VET programmes**

TABLE aims to enhance access to VET training and qualifications for all. To do that, the project will equip teachers and trainers with a new approach to the subject based on sustainability, making VET careers more attractive in collaboration with NGOs working for

the reduction of consumption of natural resources and SMEs in the furniture sector, which can provide insights about the sustainability trends in the market of reference.

- **Indicator 5: Placement rate in VET programmes**

The TABLE project will contribute to support employability and improve responsiveness of VET to the changing demands and trends in the labour market, specifically the trend towards sustainable production and consumption.

- **Indicator 6: Utilization of acquired skills at the workplace**

Similarly to indicator 5, indicator 6 will contribute to increase employability and push teachers and learners to use the green skills they acquired thanks to our course at the workplace.

2.2 Indicative descriptors

Similarly to what we did with indicators, we have selected a set of Indicative Descriptors at VET-provider level that we deem most appropriate for the development of the TABLE training plan and course. The descriptors are classified according to the four stages of the EQAVET quality cycle: Purpose and Plan, Implementation, Evaluation and Assessment, and review. When relevant, EQAVET+ Indicative Descriptors where also mentioned.

PURPOSE AND PLAN
Planning reflects a strategic vision shared by the relevant stakeholders and includes explicit goals/objectives, actions and indicators
- Explicit goals/objectives and targets are set and monitored, and programmes are designed to
  meet them
- Ongoing consultation with relevant stakeholders takes place to identify specific local/ individual needs
- Responsibilities in quality management and development have been explicitly allocated
- The relevant stakeholders participate in the process of analysing local needs
- VET providers have an explicit and transparent quality assurance system in place

IMPLEMENTATION
Implementation plans are devised in consultation with stakeholders and include explicit principles
- Resources are appropriately internally aligned/ assigned with a view to achieving the targets set in the implementation plans

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- The strategic plan for staff competence development specifies the need for training for teachers and trainers

EQAVET+ Indicative Descriptors:
- VET providers' programmes enable learners to meet the expected learning outcomes and become involved in the learning process
- 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

EVALUATION AND ASSESSMENT

Evaluation of outcomes and processes is regularly carried out and supported by measurement.
- Self-assessment/self-evaluation is periodically carried out under national and regional
  regulations/frameworks or at the initiative of VET providers, covering also the digital readiness and environmental sustainability of VET institutions
- Evaluation and review covers processes and results/outcomes of education including the assessment of learner satisfaction as well as staff performance and satisfaction

REVIEW
- Learners' feedback is gathered on their individual learning experience and on the learning and teaching environment. Together with teachers', trainers' and all other relevant stakeholders' feedback this is used to inform further actions
- 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

2.3 Building Blocks:

To complement the selected indicators and indicative descriptors, we may also refer to the EQAVET Building Blocks. For each Building Block, we have specified the relevance for VET providers in the context of our project.

BUILDING BLOCK	DESCRIPTION	RELEVANCE
1. Ensure there is a management culture which is committed to quality assurance	Central to providers' implementation is a culture which supports and values quality assurance.	The importance of quality assurance will be promoted throughout the TABLE project and the training course.

2. Develop approaches which reflect the provider's circumstances	The EQAVET Recommendation covers all aspects of VET provision. VET can be supported by building on existing quality assurance arrangements.	The TABLE training resources are be meant to be integrated within existing courses and adapted to the provider's circumstances.
3. Develop a culture of self-assessment	A culture which encourages reflection and self-assessment will lead to improved quality of provision.	Self-assessment, of both trainers and lerners, will be an important part in the TABLE training course.
4.Support staff training in relation to quality assurance	VET is dependent on the knowledge, skills and competences of staff. VET can be enhanced if staff have an increased awareness of quality assurance.	Good quality assurance practices within the TABLE course will improve teachers' competences.
5. Use data and feedback to improve VET	VET has to both meet employers' and learners' needs. Key to any quality assurance system is the way data on performance is systematically collected and used by VET providers to modify and improve provision.	Teachers taking the TABLE training will be encouraged to gather feedback from their students.
6. Ensure VET is based on the involvement of external and internal stakeholders	VET is based on effective partnerships. These exist between government, social partners and national stakeholders; employers and VET providers; and learners and society. They create the foundation stone of the VET system which gives it strength, relevance and acceptability.	The TABLE training course will be suitable to be integrated in existing training programs, allowing to build partnerships and involve stakeholders.

Conclusions and way forward

This file is a working document, that aims to provide the fundamental notions of the Quality Assurance Tools and Methods, and, specifically, the EQAVET standards and principles, in order to make sure that the quality assurance approach is implemented in the TABLE training course.

These guidelines are meant to function as a reference point to develop the TABLE training plan and the training content, with particular reference to the EQAVET indicators, Indicative Descriptors and Building Blocks highlighted in section 2.

This work also represents the base of the adaptation of the EQAVET tools to Environmental Sustainability Education in i-VET, which is the core of the TABLE project.

The guidelines may also be relevant to i-VET teachers interested in taking the TABLE training course and willing to know about quality assurance methods and tools, as well as how to apply them.

The next step after the production of this document is the development of the training plan for the table training course on how to integrate environmental sustainability education in i-VET training for the furniture and wood sector. As mentioned throughout the document, as the work on the training course progresses it is likely that there will be changes and adaptations in the way the consortium intends to apply the quality assurance approach.

All the relevant updates about the project news and deliverables produced will be regularly published on the project website: https://tableproject.eu/

Glossary of terms

CERTIFICATION: An activity which assesses whether a particular product, service, process or system (e.g. quality management system) complies with requirements defined by a standard or other document containing criteria. It is conducted by an external independent certification body. The result of the successful certification is the certificate awarded to the organisation by the certification body.

Source: [Eurostat's Concepts and Definitions Database, RAMON- Eurostat, European Union](#)

COMPETENCE: A combination of knowledge, skills and attitudes appropriate to the context. Key competences are those which all individuals need for personal fulfilment and development, active citizenship, social inclusion and employment.

Source: [Recommendation of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning](#)

EDUCATION/TRAINING PATHWAY: A set of related education or training programmes provided by schools, training centres, higher education institutions or VET providers, that facilitates individuals' progression within or between activity sectors.

Source: [CEDEFOP - Terminology of European education and training policy](#)

EDUCATION/TRAINING PROVIDER: Organisations specifically set up for the purpose of providing education and training, or others, such as employers who provide training as a part of their business activities, or independent individuals who offer services.

Source: [European Quality Assurance in Vocational Education and Training - Glossary](#)

EFFECTIVENESS: The extent to which the intervention's objectives in the field of VET were achieved, or are expected to be achieved, taking into account their relative importance.

Source: [European Quality Assurance in Vocational Education and Training - Glossary](#)

EMPLOYABILITY: Combination of factors (such as job-specific skills, soft skills) which enable individuals to progress towards or enter into employment, stay in employment and progress during their careers

Source: [European Quality Assurance in Vocational Education and Training – Glossary](#)

EMPLOYER: A legal entity that controls and directs a servant or worker under an express or implied contract of employment and pays (or is obligated to pay) him or her salary or wages in compensation

Source: [Business Dictionary](#)

TABLE - IO1.A2.1 Designing the training course according to EQAVET criteria

EUROPEAN CREDIT SYSTEM FOR VOCATIONAL EDUCATION AND TRAINING (ECVET): A set of knowledge, skills, and/or competences which constitute a coherent part of a qualification. A unit can be the smallest part of a qualification that can be assessed, transferred, validated and, possibly, certified. A unit can be specific to a single qualification or common to several qualifications.

Source: CEDEFOP - Terminology of European education and training policy

EUROPEAN QUALIFICATION FRAMEWORK (EQF): A reference tool for the description and comparison of qualification levels in qualifications systems developed at national, international or sectoral level.

Source: CEDEFOP - Terminology of European education and training policy

EUROPEAN QUALITY ASSURANCE REFERENCE FRAMEWORK (EQARF): The Reference Framework forms part of a series of European initiatives which aim is to recognise qualifications and competences received by learners across different countries or learning environments, thereby promoting modernisation, mutual trust and mobility in vocational education and training (VET).

Source: EQAVET Glossary

EUROPEAN QUALITY ASSURANCE IN VOCATIONAL EDUCATION AND TRAINING (EQAVET): A community of practice that promotes European collaboration in developing and improving quality assurance in VET.

Source: EQAVET official website

KNOWLEDGE: The outcome of the assimilation of information through learning. Knowledge is the body of facts, principles, theories and practices that is related to a field of study or work.

Source: CEDEFOP - Terminology of European education and training policy

LEARNING: A process by which an individual assimilates information, ideas and values and thus acquires knowledge, know-how, skills and/or competences.

FORMAL LEARNING: Learning that occurs in an organised and structured environment (e.g. in an education or training institution or on the job) and is explicitly designated as learning (in terms of objectives, time or resources). Formal learning is intentional from the learner's point of view. It typically leads to validation and certification.

INFORMAL LEARNING: Learning resulting from daily activities related to work, family or leisure. It is not organised or structured in terms of objectives, time or learning support. Informal learning is in most cases unintentional from the learner's perspective.

Non-Formal Learning: Learning which is embedded in planned activities not explicitly designated as learning (in terms of learning objectives, learning time or learning support). Non-formal learning is intentional from the learner's point of view.

Source: CEDEFOP - Terminology of European education and training policy

Lifelong Learning: All learning activity undertaken throughout life, which results in improving knowledge, know-how, skills, competences and/or qualifications for personal, social and/or professional reasons.

Source: CEDEFOP - Terminology of European education and training policy

PDCA cycle: Acronym for "Plan-Do-Check-Act". It is an iterative quality improvement model consisting of a logical sequence of four steps:

Plan: define a problem and hypothesize possible causes and solutions;

Do: implement a solution;

Check: evaluate the results;

Act: return to the Plan step if the results are unsatisfactory, or standardise the solution if the results are satisfactory.

Source: The Deming Institute

Quality Assurance: An organisation's guarantee that the product or service it offers meets the accepted quality standards. It is achieved by identifying what "quality" means in context; specifying methods by which its presence can be ensured; and specifying ways in which it can be measured to ensure conformance

Source: EQAVET Glossary

Quality Manager: The person who oversees all activities and tasks needed to maintain a desired level of excellence. This includes the determination of a quality policy, creating and implementing quality planning and assurance, and quality control and quality improvement. In general, quality managers manage the quality of services in business organisations. They ensure the quality of in-house company operations such as customer requirements and service quality standards. Quality services managers monitor the company's performance and implement changes where necessary.

Source: ESCO - European Skills, Competences, Qualifications and Occupations

Self-monitoring: gives information on "where" the VET provider is at any given time (and over time) relative to its objectives and outcomes.

Source: EQAVET's Guide for QA National Reference Points

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TABLE

SELF-EVALUATION: gives evidence of "why" VET objectives and outcomes are being achieved or not.

Source: EQAVET's   Guide   for   QA   National   Reference   Points

SKILL: ability to apply knowledge and use know-how to perform tasks and solve problems.

HARD SKILL: Specific abilities, or capabilities, that an individual can possess and demonstrate in a measured way. Hard skills are demonstrable and quantifiable; individuals who possess hard skills can be tested to prove their capacity in each hard skill they possess. There are objective metrics that can be applied to the hard skill, not just subjective judgment. Furthermore, an individual's proficiency in any particular hard skill can be measured against the proficiency of other individuals who possess that same hard skill. Possessing a hard skill connotes mastery and an expertise within the individual to perform a specific task or series of tasks to complete a job.

SOFT SKILL: Character traits and interpersonal skills that characterize a person's relationships with other people. In the workplace, soft skills are considered to be a complement to hard skills, which refer to a person's knowledge and occupational skills. Sociologists use the term soft skills to describe a person's emotional intelligence quotient (EQ) as opposed to intelligence quotient (IQ)

Source: Recommendation of the European Parliament and of the Council of 23rd April 2008 on the establishment of the European Qualifications Framework for Lifelong Learning

VET: Acronym for Vocational Education and Training. Education and training which aims to equip people with knowledge, know-how, skills and/or competences required in particular occupations or more broadly on the labour market.

Source: CEDEFOP - Terminology of European education and training policy

iVET: Acronym for Initial VET. General or vocational education and training carried out in the initial education system, usually before entering working life.

Source: EQAVET Glossary

cVET: Acronym for: Continuing Vocational Education and Training. It follows the iVET and is part of lifelong learning. It may encompass any kind of education (general, specialised or vocational, formal or non-formal, etc.) and it is crucial for the employability of individuals.

Source: EQAVET Glossary

VET-PROVIDER: any organisation or individual providing education or training services. Education and training providers may be organisations specifically set up for this purpose, or they may be other bodies, such as employers who provide training as part of their business activities. Training providers also include independent individuals who offer services.

Source: CEDEFOP - Terminology of European education and training policy

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