EQAVET

European Quality Assurance in
Vocational Education and Training

Getting started with EQAVET

Quality Assurance for CoVEs in Spain (QACS) Project

General Secretariat for Vocational Education and Training
Deputy Directorate-General for System Evaluation and Quality

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MINISTERIO DE EDUCACIÓN, FORMACIÓN PROFESIONAL Y DEPORTES

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Getting started with EQAVET



MINISTRY OF EDUCATION, VOCATIONAL EDUCATION AND TRAINING AND SPORTS

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Getting started with EQAVET

MINISTRY OF EDUCATION, VOCATIONAL EDUCATION AND TRAINING AND SPORTS
General Secretariat for Vocational Education and Training
Deputy Directorate-General for System Evaluation and Quality

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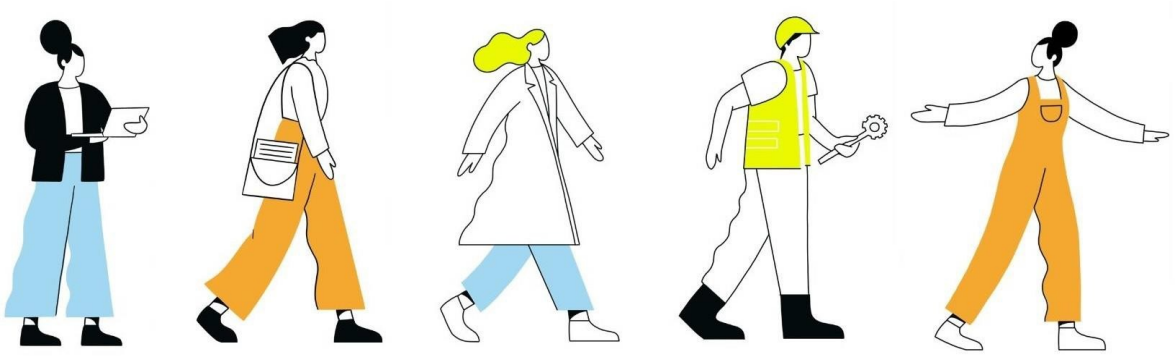
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1. Introduction



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Vocational Education and Training is emerging as a fundamental component in addressing the major challenges facing our country in the current economic and social landscape. In this context, the need to achieve a measurable level of excellence based on defined standards and aligned with the guidelines established by the competent bodies of the European Union is becoming a highly valuable instrument. To address these challenges, in addition to strengthening the role of Vocational Education and Training through a firm commitment to its growth and development, it is essential to undertake continuous and comprehensive evaluation, identifying areas for improvement and correcting potential deviations or errors in a timely manner.

The adoption of European recommendations aimed at improving Quality Management in Vocational Education and Training in Spain requires ongoing work in this field.

The implementation of the European Quality Assurance Reference Framework for Vocational Education and Training (EQAVET) is envisaged as the national reference framework for VET, serving as an inspirational model for achieving comprehensive alignment across the entire Vocational Education and Training System at national level.

The quality of Vocational Education and Training (VET) is addressed in Organic Law 3/2022 on the Organisation and Integration of Vocational Education and Training. Title X regulates the Evaluation and Quality of the VET System. Specifically, Article 110 establishes that the evaluation of the Vocational Education and Training System shall be carried out using the indicators established within the EQAVET Framework.

The Law itself also establishes the need to produce reports on the state of the Vocational Education and Training System, specifying that the General State Administration shall establish and coordinate an evaluation system for the Vocational Education and Training System in order to ensure its continuous improvement and innovation.

Furthermore, Organic Law 3/2022 states that the evaluation system for the Vocational Education and Training System must take into account certain characteristics, including the following:

- The development of evaluation processes, both internal and external, on a continuous basis as part of a permanent improvement cycle.
- The collection of information in accordance with a quality indicator system.
- The use of multiple sources of verification to ensure data triangulation.

- The principles inherent to all public evaluation processes: relevance, effectiveness, efficiency, social impact and sustainability.

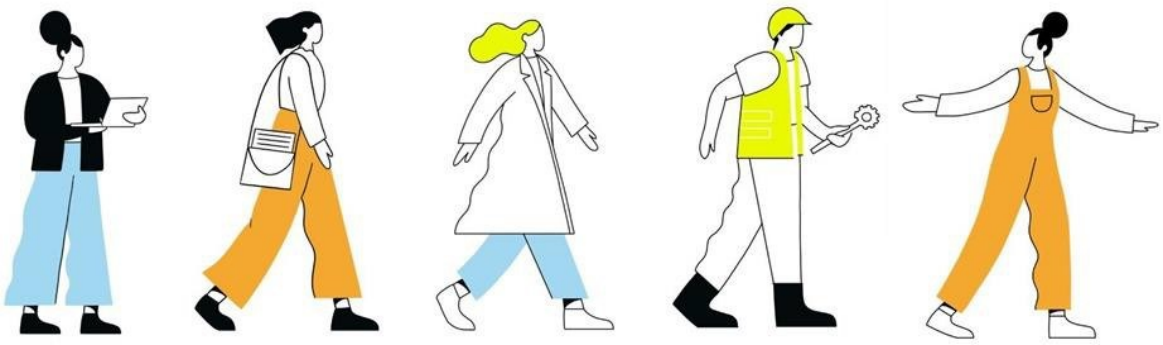
In line with Law 3/2022, Royal Decree 659/2023 of July 2023, which develops the organisation of the Vocational Education and Training System, also recognises the need to guarantee a system of vocational training and guidance that contributes to strengthening and sustaining the economy and is capable of responding flexibly to individuals' interests, expectations and aspirations for professional qualifications throughout their lives, as well as to the skills demanded by the labour market.

This Royal Decree also establishes, in Title IX, that the evaluation and quality assurance framework for the VET system shall cover, at a minimum, the phases of planning, implementation, outcomes and review, in accordance with the indicators established in the European Quality Assurance Reference Framework for Vocational Education and Training (EQAVET).

From the perspective of providers of vocational education and training programmes, the need to create a Quality Culture aimed at achieving excellence is highlighted. This requires the participation of all parties involved in the implementation of quality processes.

This basic guide has been produced following the delivery of the course *Introduction to the Quality Model for Training Providers within the Vocational Education and Training System,* which forms part of the project "Quality Assurance for CoVEs in Spain". It forms part of the ERASMUS2027 programme approved by the European Commission, one of whose objectives is to develop quality assurance and the implementation of the EQAVET quality model as a means of developing internationally recognised certification procedures. These procedures will support the creation of an innovative ecosystem and the development of innovation environments linked to the new Vocational Education and Training System within VET providers and the centres belonging to the National Network of Vocational Education and Training Centres of Excellence.

2. What is EQAVET?



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EQAVET, the European Quality Assurance Reference Framework for Vocational Education and Training, is a reference instrument designed to help EU countries promote and support the continuous improvement of their vocational education and training systems on the basis of commonly agreed reference points. In addition to helping improve quality in this field, its purpose is to establish mutual trust between Vocation Education and Training systems and facilitate the acceptance and recognition of skills and competences acquired in different countries and educational settings.

EQAVET originated from the 2009 Recommendation of the European Parliament and of the Council, which invited Member States to use indicative descriptors and indicators to strengthen the quality of VET provision.

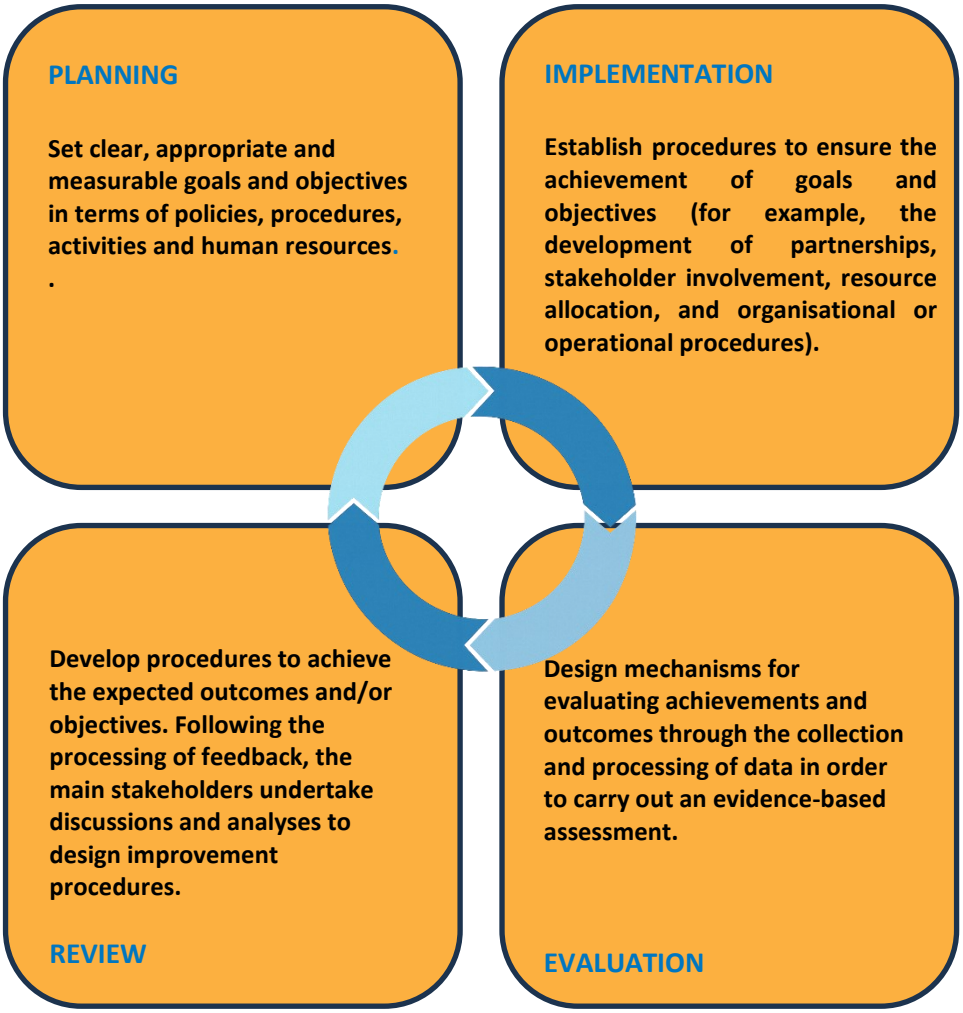
EQAVET was subsequently further developed through the 2020 Recommendation on Vocational Education and Training for sustainable competitiveness, social fairness and resilience.

The Recommendation on Vocational Education and Training describes how EQAVET can be used to strengthen the quality of both initial and continuing VET and presents the complete EQAVET framework.

The European Quality Assurance Reference Framework is a reference instrument intended to help Member States promote and monitor the continuous improvement of their VET systems on the basis of common European benchmarks. Its purpose is to contribute to improving the quality of VET and to enhance transparency and coherence among Member States in the development of their VET policies, promoting mutual trust, the mobility of workers and learners, and lifelong learning, while ensuring common standards and encouraging the mobility of students and skilled workers.

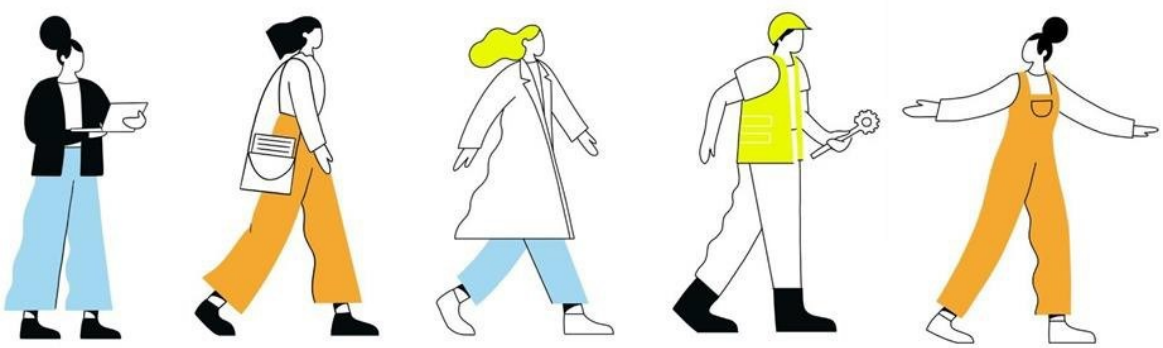
EQAVET comprises a cycle of planning, implementation, evaluation and review for the quality assurance and improvement of VET. This cycle is supported by a set of quality criteria, indicative descriptors and indicators applicable to quality management at both system and Vocational Education and Training provider level. These are provided solely for guidance purposes and may be selected and applied by users of the Framework in accordance with all or part of the applicable requirements and provisions.

EQAVET Quality Assurance Cycle



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3. What is EQAVET for?



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Through this Framework, EU countries can improve their quality assurance systems with the involvement of all stakeholders and, in particular:

- Establish national quality assurance reference points.
- Participate actively in relevant European networks.
- Develop a national approach to improving quality assurance systems and make the best possible use of the Framework.

Thanks to EQAVET, both Public Administrations with responsibilities for Vocational Education and Training and the centres and organisations responsible for delivering such training can support the implementation of quality systems and quality evaluation in:

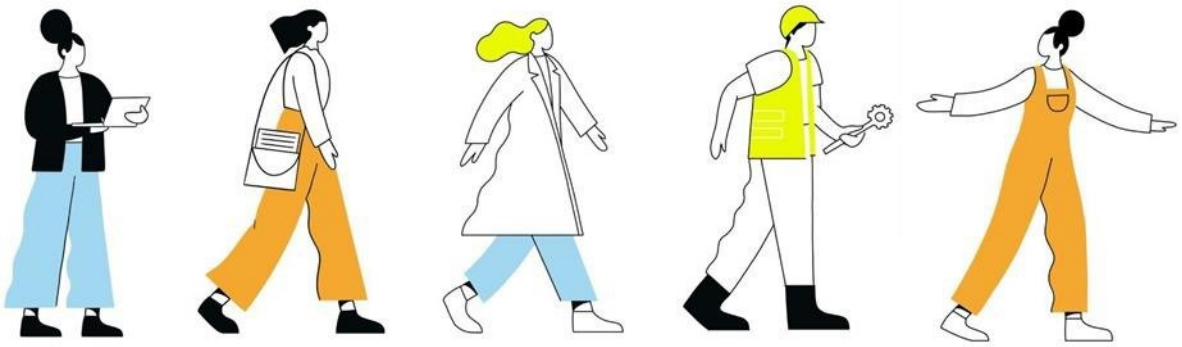
- Learning environments (educational provision, Dual VET, formal, informal and non-formal provision).
- All types of learning delivery (online, face-to-face or blended).
- VET centres and organisations, whether publicly funded or privately funded.
- VET awards and qualifications at all levels of the European Qualifications Framework.

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4. Getting started with EQAVET

“The longest journey begins with a single step”
(Hindu proverb)



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The following section presents three tasks, three initial steps, which any centre can implement independently and through self-guided work in order to begin the process of implementing the EQAVET framework. Please refer to the Annexes section for detailed information on each of these steps and access to the necessary resources.

1. INITIAL SCOPING MEETING WITH THE MANAGEMENT TEAM/VOCATIONAL TRAINING DEPARTMENT RELATIONSHIP WITH STAKEHOLDERS

The implementation of a Quality Assurance System is a complex process that requires an in-depth analysis of the situation of the stakeholders involved in the processes of the Vocational Education and Training centre.

This first step involves analysing the situation of an important group within the educational centre, such as the Management Team or a Vocational Training Department, in relation to their readiness to implement the EQAVET system.

Once the group to be selected (Management Team/Vocational Training Department) for the fieldwork has been identified, a working session must be scheduled with its members for the scoping exercise.

2. EQAVET DESCRIPTORS AND INDICATORS IDENTIFICATION OF EQAVET DESCRIPTORS AND INDICATORS WITHIN THE SCHOOL'S/VOCATIONAL TRAINING DEPARTMENT'S PROCESSES.

The European Union recommendation within the EQAVET Reference Framework sets out a series of specifications at system level and provider level, known as **"descriptors"**, which guide the implementation of the EQAVET system in Vocational Education and Training centres. In addition, these descriptors are organised according to the implementation phases of the Quality Cycle established by Deming (planning, implementation, evaluation and review).

Furthermore, EQAVET establishes a set of guidelines for the collection of relevant data within the centre for system evaluation, known as **"indicators"**, which each centre, in accordance with its autonomy, would seek to complete.

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3. SELF-ASSESSMENT EQAVET SELF-ASSESSMENT PILOT FOR THE EDUCATIONAL CENTRE

One of the most important phases of the Quality cycle on which the EQAVET Reference Framework is based is the "Evaluation" phase. In this phase, centres organise a series of reflection sessions to carry out a diagnosis of the system's strengths and weaknesses. Based on this system self-assessment analysis, educational centres establish **Improvement Proposals** in order to address their weaknesses. This continuous process of self-assessment and improvement ensures that centres not only update their procedures and adapt them to generational changes, but also demonstrate an ongoing commitment to continuous improvement.

In this task, a pilot exercise is carried out because only a small part of the system is analysed. The centre is asked to analyse two descriptors that it considers to be strengths of its VET provision, and two descriptors that are implemented in the centre but considered weaknesses, for which improvement proposals will be developed. Similarly, the results of two EQAVET indicators that are suitable for improvement will be identified, and improvement proposals will be developed.

STEPS	RESOURCES
1. Initial scoping meeting with the management team/vocational training department. Relationship with stakeholders	- EQAVET summary video - EQAVET presentation - EQAVET infographic - "Identifying Barriers" form - "Relationship with Stakeholders" form
2. EQAVET Descriptors and Indicators Identification of EQAVET descriptors and indicators in the processes of the centre/vocational training department	- Spreadsheet "Identification of EQAVET Descriptors and Indicators" - QACS Project: Quality Assurance in the National Network of Centres of Excellence in Spain. Technical dossier
3.Self-assessment EQAVET Self-assessment pilot for the educational centre	Spreadsheet: "EQAVET Self-assessment"

Please refer to the Annexes section for more detailed information on each of these steps and to access the necessary resources.

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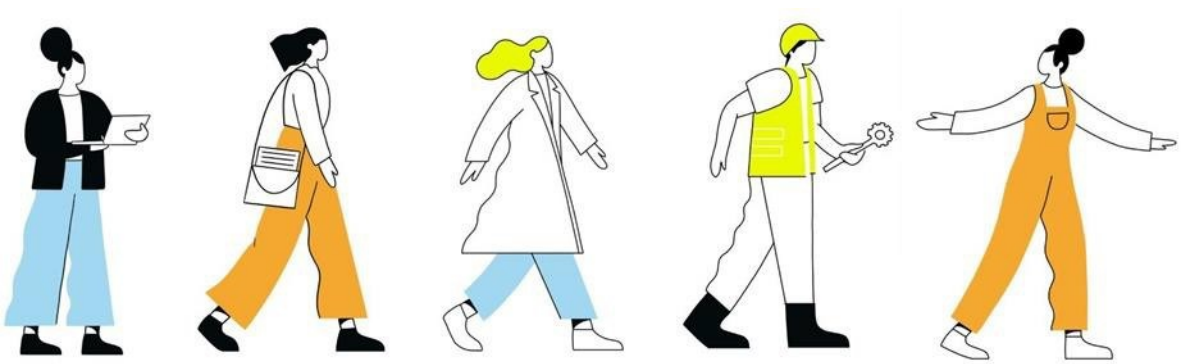
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There is no quality without warmth. That warmth is always provided by the people involved in any Quality Assurance System: teaching staff, students, families and staff from partner companies.

According to a proverb attributed to the oral tradition of various African cultures, “if we walk alone, we will go faster; if we walk together, we will go further”. In this regard, the National EQAVET Reference Point remains available to support you throughout this process. Do not hesitate to send us your questions, suggestions, experiences, or even resources you may have developed during the implementation of EQAVET and wish to share with the educational community.

You can contact us at: eqavet.spain@educacion.gob.es

5. ANNEXES



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A.
STEP 1.
INITIAL SCOPING MEETING WITH THE MANAGEMENT TEAM/VOCATIONAL TRAINING DEPARTMENT RELATIONSHIP WITH STAKEHOLDERS

1. OBJECTIVES:

- To provide information on the EQAVET system.
- To analyse potential obstacles to the implementation of the EQAVET framework.
- To analyse the current relationship between the centre and its stakeholders (teaching staff, students, host organisations).

2. APPROACH:

The implementation of a Quality Assurance System is a complex process that requires an in-depth analysis of the situation of the stakeholders involved in the processes of the Vocational Education and Training centre.

This first step involves analysing the situation of an important group within the educational centre, such as the Management Team or a Vocational Training Department, in relation to their readiness to implement the EQAVET system. Once the group to be selected (Management Team/Vocational Training Department) for the fieldwork has been identified, a working session must be scheduled with its members for the scoping exercise. The initial scoping session has three parts to be performed:

FIRST PART.

Information on the EQAVET system:

- The EQAVET summary video “What is EQAVET?” is shown.
- The EQAVET presentation is explained and the infographic is distributed.

SECOND PART.

Identification of barriers and obstacles to the implementation of EQAVET in the centre:

The “Identifying Barriers” document is completed based on the views of the members of the group, followed by a joint discussion of the main reasons behind the barriers identified.

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In the “Classification” column, the arithmetic mean of the barrier ratings given by members of the group is recorded, on a scale from 1 to 10, where 1 represents the greatest number of obstacles and 10 represents the fewest obstacles.

In the “Justification” column, the main reasons (no more than three) provided by members of the Management Team/Vocational Training Department are recorded, explaining why they consider each item to be a potential obstacle to the implementation of EQAVET.

THIRD PART.

Analysis of the relationship with stakeholders:

The “Relationship with Stakeholders” document is completed, analysing the current state of relationships with the stakeholders involved in the implementation of the EQAVET system (teaching staff, students, host organisations).

3. STEPS TO FOLLOW:

BEFORE THE SESSION

- Agree with the school management or departmental head (depending on the selected group) the date of the meeting with the Management Team or Department members for the “Initial Scoping” exercise. Ensure it is included in the meeting minutes as an agenda item. If there is not enough time to complete the work during the meeting, an additional date should be scheduled before closing the session.

- Prepare all materials for the meeting:
  - EQAVET summary video
  - Presentation by José Francisco Alonso Calvo
  - EQAVET explanatory infographic
  - “Identifying Barriers” form
  - “Relationship with Stakeholders” form

DURING THE SESSION(S)

- Show the EQAVET summary video.
- Explain the basic features of EQAVET implementation using the presentation and infographic.
- Initiate a discussion on the potential obstacles to implementing EQAVET in the centre and complete the “Identifying Barriers”

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form collectively with the group (Management Team/Vocational Training Department).

- Highlight the importance of active participation by all stakeholders in the EQAVET implementation process and initiate a discussion on the current relationship with stakeholders, completing the “Relationship with Stakeholders” form.

AFTER THE SESSION(S)

Complete the documents:

- “Identifying Barriers”
- “Relationship with Stakeholders”

4.- RESOURCES:

- *EQAVET summary video What is EQAVET?*
- *EQAVET presentation (José Francisco Alonso Calvo)*
- *EQAVET explanatory infographic*
- *“Identifying Barriers” form*
- *“Relationship with Stakeholders” form*

Access the resources by clicking the folder. 

B.
STEP 2.
EQAVET DESCRIPTORS AND INDICATORS IDENTIFICATION IN THE PROCESSES OF THE CENTRE/VOCATIONAL TRAINING DEPARTMENT

1. OBJECTIVE

To identify the descriptors and indicators set out in the EQAVET Reference Framework and link them to the management processes of the educational centre.

2. APPROACH

The European Union recommendation within the EQAVET Reference Framework sets out a series of specifications at system level and provider level, known as **"descriptors"**, which guide the implementation of the EQAVET system in Vocational Education and Training centres. In addition, these descriptors are organised according to the implementation phases of the Quality Cycle established by Deming (planning, implementation, evaluation and review).

Furthermore, EQAVET establishes a set of guidelines for the collection of relevant data within the centre for system evaluation, known as "**indicators**", which each centre, in accordance with its autonomy, would seek to complete.
This second step has two parts:

FIRST PART

Identification of EQAVET Descriptors:

- Read and understand the EQAVET descriptors in the "***EQAVET Descriptors***" tab of the spreadsheet "***Identification of EQAVET Descriptors and Indicators***", provided as a resource for this task.

- Read and understand the specifications of the EQAVET descriptors in the "S***pecification of EQAVET Descriptors***" tab of the spreadsheet "***Identification of EQAVET Descriptors and Indicators***".

- **Identify evidence** that can be used to fulfil the EQAVET descriptors within the educational centre by completing the ***"Identification of EQAVET Descriptors"***

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tab. An evidence item is any document, tool or institutional record, formal or informal, used within the centre's processes that demonstrates that an EQAVET descriptor or indicator is fully or partially covered. In other words, any documentation, resource or tool used or produced by the centre to demonstrate that a descriptor is covered, for example:

- Minutes (governing bodies / school councils, teaching staff meetings, departmental meetings, team meetings)
- General programme documents, teaching programmes
- Surveys, survey result reports
- Training plans, action plans, improvement plans
- IT applications (educational management systems), technological resources (Moodle, etc.)
- Procedures and formats within the quality management system
- Records (relations with host organisations).

SECOND PART

Identification of EQAVET Indicators:

- Read and understand the EQAVET Indicators in the "***EQAVET Indicators***" tab of the spreadsheet "***Identification of EQAVET Descriptors and Indicators***", provided as a resource for this task. It is very important to note that some EQAVET indicators are difficult to assess because they require data collection at system level and cannot be addressed at centre level. This applies to the following indicators:

    - Indicator 1 Percentage of vocational education and training centres showing evidence of applying EQAVET principles, in relation to the total number of registered vocational education and training providers.

    - Indicator 2a Total annual expenditure on continuing training for teachers and trainers, divided by the total number of teachers and trainers who have participated in continuing training.

    - Indicator 3b Number of participants in a continuing vocational education and training programme aged between 15 and 74, divided by the population aged 15 to 74 × 100.

- The remaining indicators can be assessed from the perspective of the centre, especially indicators 4, 5 and 6.

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- Identification of **evidence** (see information on evidence in the first part of the approach.) Some evidence for the indicators is obtained through surveys of enrolled students and graduates. Other data may come from the school administration office or from the educational management systems used in each autonomous community.

3. STEPS TO FOLLOW

- **Download the spreadsheet** "Identification of EQAVET Descriptors and *Indicators"*

- **Complete the "*Identification of EQAVET Indicators*" tab of the spreadsheet.** It is recommended to complete at least half of the descriptor specifications for each phase of the Quality Cycle:
    - Planning phase: correctly complete at least 7 EQAVET descriptor specifications
    - Implementation phase: correctly complete at least 6 EQAVET descriptor specifications
    - Evaluation phase: correctly complete at least 7 EQAVET descriptor specifications
    - Review phase: correctly complete at least 3 EQAVET descriptor specifications

- **Complete the "*Identification of EQAVET Indicators*" tab** of the spreadsheet. It is recommended to complete at least indicators 4, 5 and 6.

Instructions for identifying descriptors and indicators are included in the spreadsheet.

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INSTRUCCIONES DE CUMPLIMENTACION DE LA PESTANA IDENTIFICACION DE DESCRIPTORES DE EQAVET

1º Se debe entender el significado de cada una de las concreciones de los Descriptores de EAQVET aplicados al centro educativo para las enseñanzas de Formación Profesional.

2º En la columna "ESTADO DEL DESCRIPTOR EN EL CENTRO" se indica si ese descriptor se cumple, es decir si se cubre, si lo hace parcialmente o no lo tiene actualmente el centro contemplado



IDENTIFICACIÓN Y CUMPLIMIENTO DE DESCRIPTORES EQAVET					
Centro			Fecha		
Fase Ciclo de Autoevaluación y Mejora	ID DESCRIPTOR	CONCRECIÓN DESCRIPTOR	ESTADO DEL DESCRIPTOR EN EL CENTRO (Se cumple | Parcial | No Contemplado)	IDENTIFICA LAS EVIDENCIAS QUE UTILIZA EL CENTRO PARA DEMOSTRAR EL CUMPLIMIENTO DEL DESCRIPTOR EQAVET (Si el descriptor esta cubierto por el SGC del centro (ISO, EFQM) Indicar el código/nombre del procedimiento y formato que lo cubre)	DESCRIPTORES C C (Indicar la evidencia que ha

3º En la columna "IDENTIFICA LAS EVIDENCIAS QUE UTILIZA EL CENTRO PARA DEMOSTRAR EL CUMPLIMIENTO DEL DESCRIPTOR EQAVET" se rellena con las evidencias que utiliza el centro para cumplimentar el Descriptor. Si el centro tiene implantado un Sistema de Gestión de Calidad como una certificación ISO o EFQM sería suficiente indicar el nombre y código del manual de Calidad que hace que se cumpla.

¿Qué es una evidencia? Es ese documento/herramienta/registro institucional formal o informal que se utiliza dentro del los procesos del centro y demuestra que cubre total o parcialmente el Descriptor/Indicador de EQAVET. Por ejemplo Actas (Consejos sociales/Educativos, Claustro de Profesorado, Departamentos Didácticos, Sesiones de Equipo educativo), Programaciones Generales, Programaciones Didácticas, Encuestas, Informes de Resultados de Encuestas, Planes de formación, Planes de Acciones, Planes de Mejora, aplicativos informáticos (de gestión de Sistemas Educativos), Recursos tecnológicos (Moodle…), Procedimientos y formatos del SGC. Registros (de relación con entidades de acogida). En definitiva cualquier documentación, recurso, herramienta que use/genere el centro para demostrar que se cubre el Descriptor

4º En la columna "DESCRIPTORES CUBIERTOS PARCIALMENTE O NO CONTEMPLADOS" se indica la evidencia que habría que generar para cubrir completamente el Descriptor EQAVET porque actualmente la evidencia que utiliza el centro relacionada con ese descriptor no se puede demostrar que lo cubre totalmente o que no se tenga cubierto porque no se está llevando a cabo ningún acción para ese Descriptor



IDENTIFICACIÓN Y CUMPLIMIENTO DE DESCRIPTORES EQAVET					
Centro			Fecha		
Fase Ciclo de Autoevaluación y Mejora	ID DESCRIPTOR	CONCRECIÓN DESCRIPTOR	ESTADO DEL DESCRIPTOR EN EL CENTRO (Se cumple | Parcial | No Contemplado)	IDENTIFICA LAS EVIDENCIAS QUE UTILIZA EL CENTRO PARA DEMOSTRAR EL CUMPLIMIENTO DEL DESCRIPTOR EQAVET (Si el descriptor esta cubierto por el SGC del centro (ISO, EFQM) Indicar el código/nombre del procedimiento y formato que lo cubre)	DESCRIPTORES CUBIERTOS PARCIALMENTE O NO CONTEMPLADOS (Indicar la evidencia que habria que generar para cubrir completamente el descriptor)

4. RESOURCES

- *Spreadsheet "Identification of EQAVET Descriptors and Indicators"*
- *QACS Project: Quality Assurance in the National Network of Centres of Excellence in Spain Technical dossier*

Access the resources by clicking the folder.

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C.
STEP 3.

SELF-ASSESSMENT EQAVET SELF-ASSESSMENT PILOT FOR THE EDUCATIONAL CENTRE

1. OBJECTIVE

To carry out a self-assessment pilot exercise regarding EQAVET descriptors and indicators in the educational centre.

2. APPROACH

One of the most important phases of the Quality cycle on which the EQAVET Reference Framework is based is the "Evaluation" phase. In this phase, centres organise a series of reflection sessions to carry out a diagnosis of the system's strengths and weaknesses. Based on this system self-assessment analysis, educational centres establish **Improvement Proposals** in order to address their weaknesses. This continuous process of self-assessment and improvement ensures that centres not only update their procedures and adapt them to generational changes, but also demonstrate an ongoing commitment to continuous improvement.

In this task, a pilot exercise is carried out because only a small part of the system is analysed. The centre is asked to analyse two descriptors that it considers to be strengths of its VET provision, and two descriptors that are implemented in the centre but considered weaknesses, for which improvement proposals will be developed. Similarly, the results of two EQAVET indicators that are suitable for improvement will be identified, and improvement proposals will be developed.

This task has two parts:

FIRST PART.

Planning of self-assessment sessions:

- Analysis with the Management Team on which descriptors and indicators will be subject to self-assessment.
- Study of the availability of the Management Team for the sessions and the possibility of participation of other stakeholders (Department Heads, student representatives, representatives of host organisations).
- Planning of dates for the self-assessment session(s).
- Preparation of evidence related to the EQAVET descriptors and indicators that will

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be analysed in the self-assessment sessions.

SECOND PART.

Development of the self-assessment sessions

- Analysis of weaknesses and strengths of the EQAVET descriptors and indicators brought to the sessions and the development of improvement proposals to address the identified weaknesses.
- Completion of the spreadsheet **"EQAVET Self-assessment"** provided for the task.

3. STEPS TO FOLLOW:

- **Download the spreadsheet** "EQAVET Self-assessment" provided as a resource for this task.

- **Plan** the self-assessment sessions with the Management Team, defining who will carry out the self-assessment. Study the availability of the management team and other teaching roles such as department heads. Study the possibility of other stakeholders (students, families, companies) depending on which aspects will be self-assessed.

- Define how much time will be dedicated to assessing and checking EQAVET descriptors and indicators. It is advisable to estimate the time required for checking and assessment in relation to available evidence.

- Set up a calendar of self-assessment sessions, preparing meeting notices and booking rooms.

- Prepare the self-assessment session, collecting the necessary evidence.

- **Complete the "*Self-assessment*" tab of the spreadsheet.** It is recommended to complete at least the strengths of two descriptors, the weaknesses of two descriptors, and improvement proposals for these weaknesses. In the same way, improvement proposals will be developed for processes related to two indicators.

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4. RESOURCE

- *Spreadsheet: "EQAVET Self-assessment"*

Access the resource by clicking on the folder. 

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