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EQAVET and its quality assurance tools for career guidance services

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EQAVET
National
Reference
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MAIN POINTS

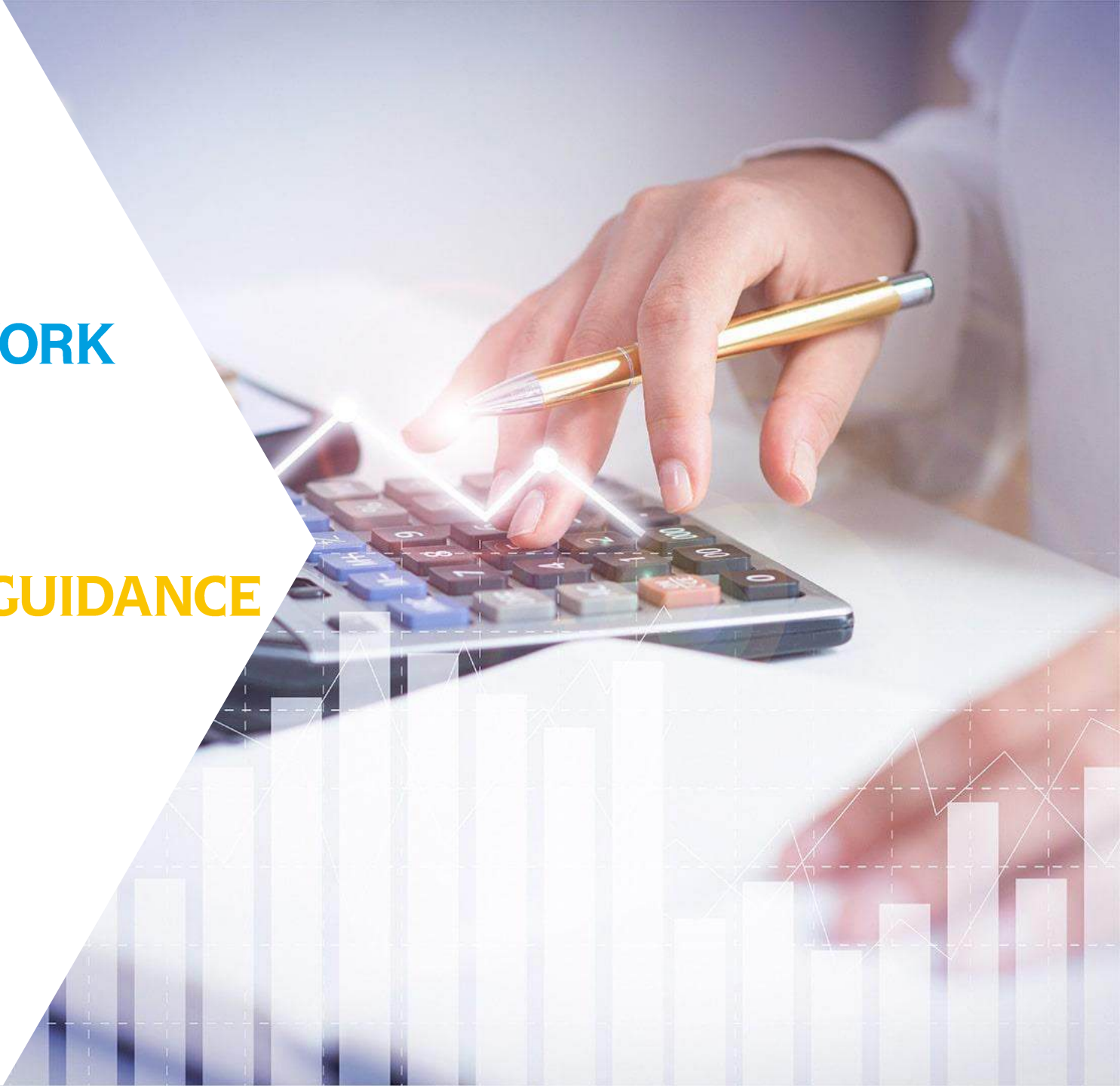
01. THE EQAVET FRAMEWORK

02. THE EQAVET TOOLS

03. QUALITY IN CAREER GUIDANCE

04. A CASE STUDY

05. CONCLUSIONS



Introduction to the EQAVET quality framework

The **European Quality Assurance Reference Framework for Vocational Education and Training (EQAVET)** emerged from the **2009 Recommendation of the EU Parliament and Council***, as a European wide framework to support quality assurance in vocational education and training (VET) across Europe.

EQAVET does not prescribe a particular quality assurance system or approach but provides **a framework of common principles**, indicative descriptors and indicators that may help in assessing and improving the quality of VET systems and provision.

**(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/C 155/01)*



The Quality Assurance Cycle

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



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



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



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

The Quality Assurance Cycle

EQAVET is based on a quality assurance and improvement cycle (**planning, implementation, evaluation/assessment, and review/revision**) and a **selection of descriptors and indicators** applicable to quality management at both VET system and provider levels.



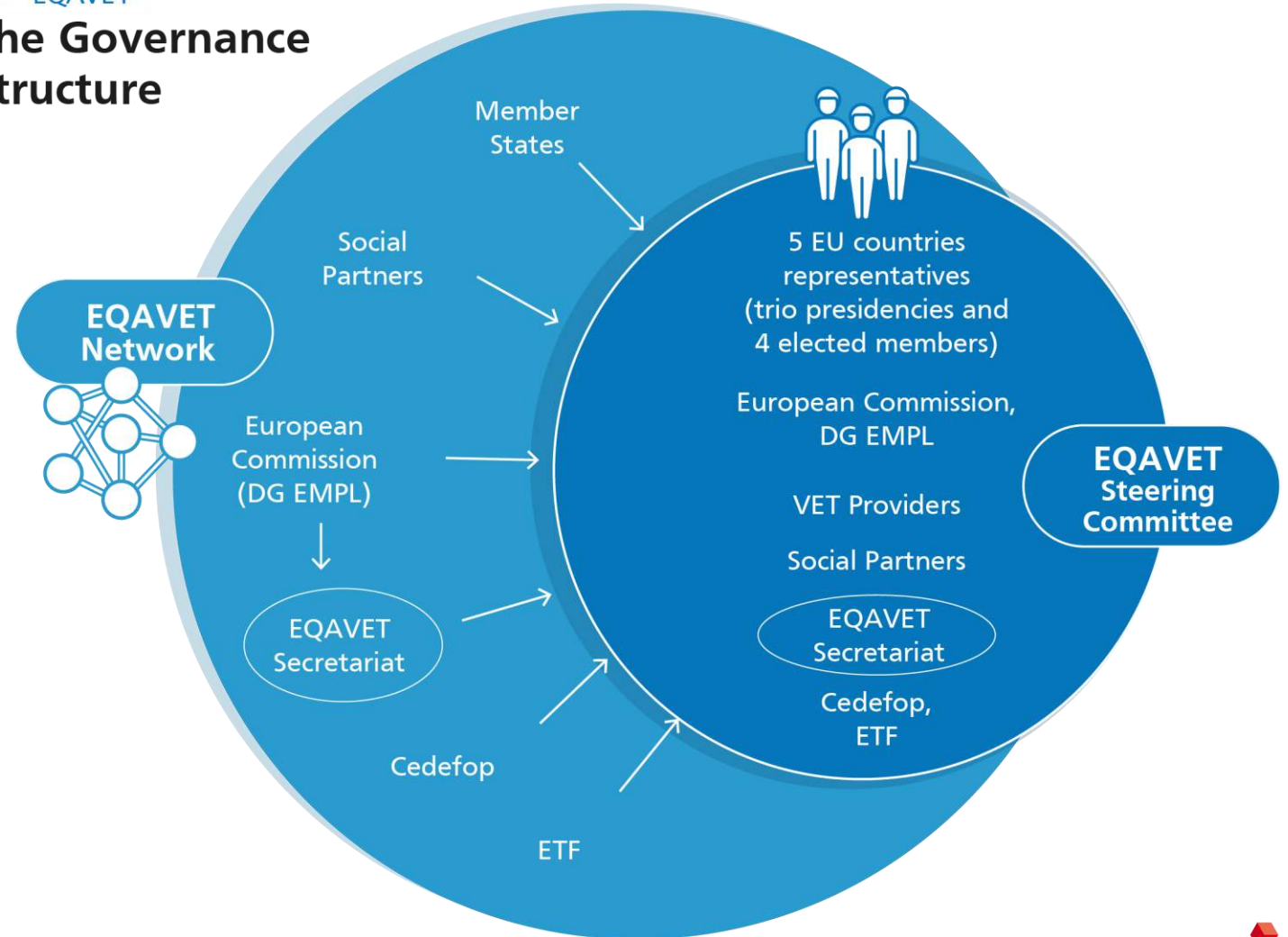
The EQAVET structure

EQAVET supports the implementation of the **2020 Recommendation*** on vocational education and training for sustainable competitiveness, social fairness and resilience.

** (Council of the European Union, (2020a), Council Recommendation of 24 November 2020 on vocational education and training (VET) for sustainable competitiveness, social fairness and resilience. Brussels, Official Journal of the European Union)*



The Governance Structure



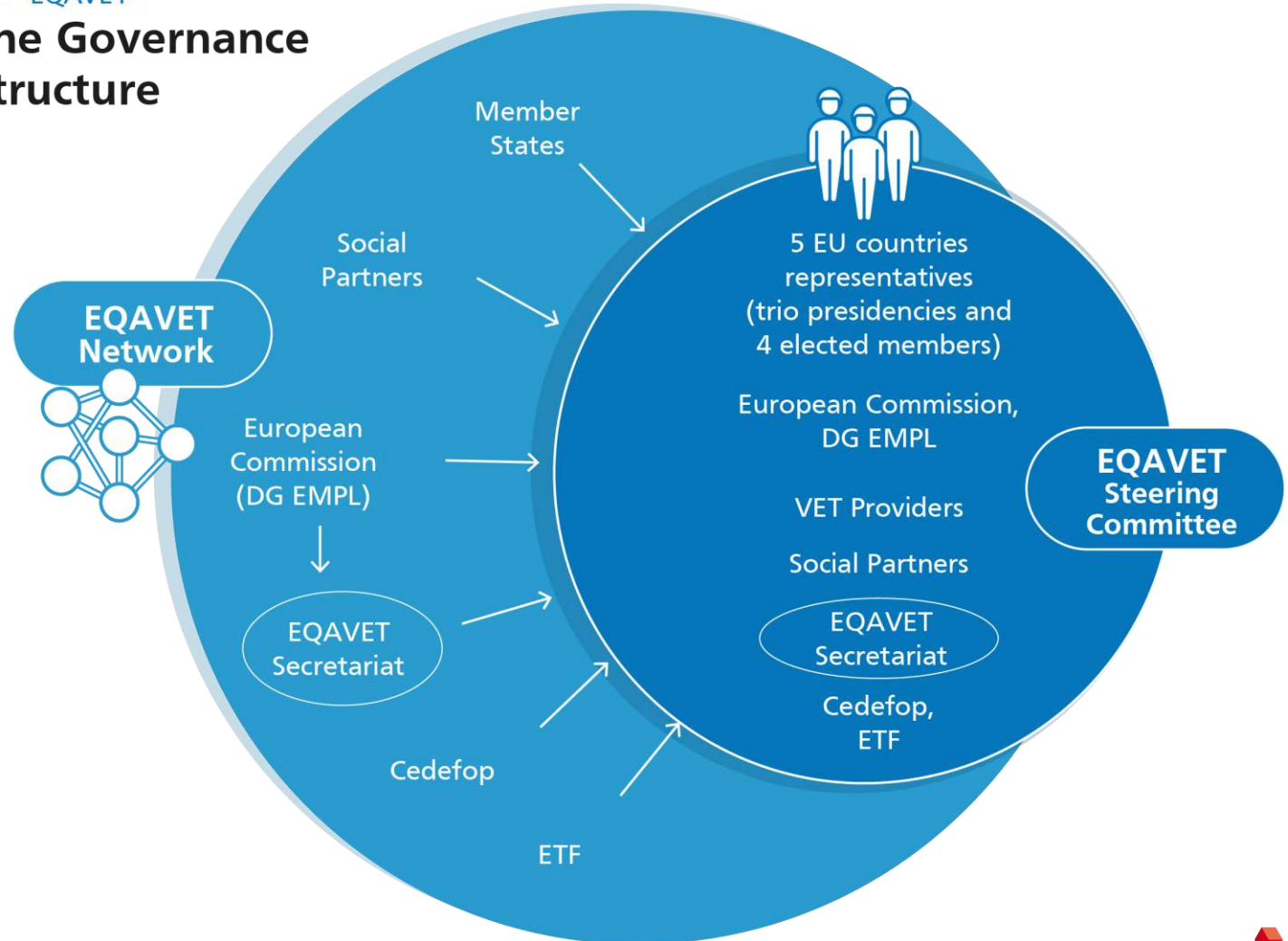
The EQAVET structure

The EQAVET Framework can be used by providers and in systems to support the quality assurance of:

- **all learning environments** (e.g., school-based provision, work-based learning, apprenticeships, formal, informal and nonformal provision);
- **all types of learning contexts** (e.g., digital, face-to-face and blended);
- **all public and private sectors;**
- **awards and qualifications at all levels of EQF.**



The Governance Structure





The EQAVET framework and main tools

The EQAVET Framework jointly with the European Peer Review methodology at provider level, are quality assurance tools in VET which are **adaptable and flexible** to be used also for VET career guidance providers and systems, as well as other education and training sectors.

The EQAVET operational tools aim at encouraging and ensuring self-assessment, external evaluation among Peers and continuous improvement of the quality.



The Peer Review in the EQAVET framework

The European Peer Review methodology* as set down in the European context of the EQAVET network is **an external procedure for quality assurance** in the Vocational Education and Training systems in various European countries (among which Italy is included).

A Peer Review is an **external evaluation carried out by Peers** (colleagues working in similar institutions or environments), who participate in a **Peer Review visit** at the premises of Peer Review host which is **the organization evaluated by the Peers**.

For the Peer Review visit, the evaluated organization will prepare a **Self-Assessment Report** which is the basis for the Peers evaluation and the draft of the **Final Peer Review Report**.

**(European Commission, (2023), The EQAVET Network's approach to VET system level Peer Reviews: A Manual. Luxembourg, Publications Office of the European Union.)*



THE PEER REVIEW

Phase 4: Implementation of Plans

Identification of target,
Definition of resources,
Action Plan

Phase 1: Preparation

Start, Invitation of
Peers, Self-Assessment
and SA Report

Phase 3: Peer Report

Draft Report,
Institution/Centre
Comments, Final
Report

Phase 2: Visit of Peers

Data Collection, Data
Analysis, Feedback



The Peer Review main tools

The existing tools include, among others:

- the gender mainstreaming – checklist;
- the Self-Assessment report;
- the agenda template for the Peers visit;
- the interview report;
- the fundamental rules for Peers;
- the Peer meta-evaluation form;
- the Final Peer Review report;
- the document providing the Quality Areas and indicators used for a European Peer Review.



The role of peers

Peers are colleagues that take part in the Peer Review (for a specific quality area of the EQAVET framework) and play the role of **“critical friends”** to analyse the self-evaluation report, to provide feedback and to suggest improvements to the host organisation.

Do they need a specific training?



Quality in career guidance

Career guidance will play a crucial role in all main education and employment systems.

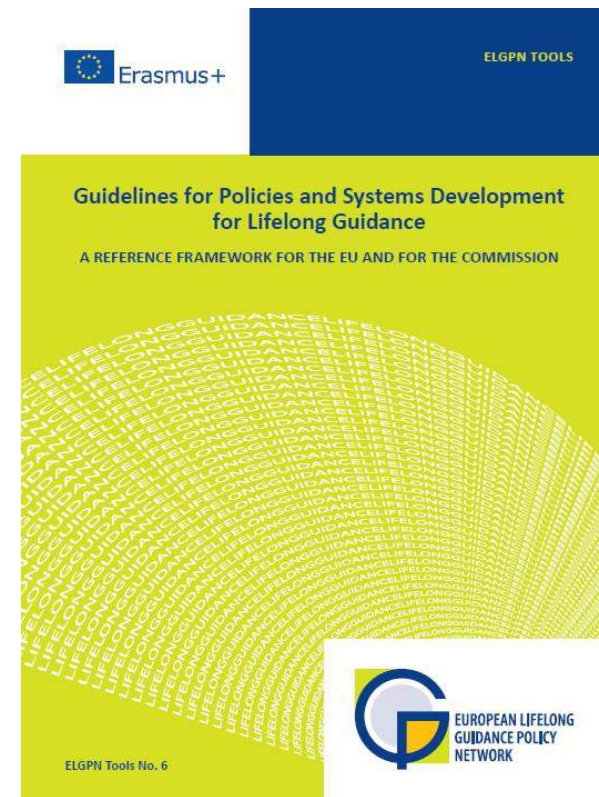


Quality in career guidance

As stated by the **ELGPN team on quality (ELGPN tool n. 1, 2016)** a number of different **Quality Assurance (QA) models** have been applied to the planning, management and delivery of career guidance services.

These include approaches that seek to:

- standardise the process of organisational self-assessment;
- measure the effectiveness of careers information, advice and guidance based upon 'ideal input' factors;
- gather evidence to demonstrate accountability;
- distinguish between the various input, process and outcome factors involved in the delivery of careers information, advice and guidance;
- apply a model of quality assurance to careers information, advice, and guidance (i.e. career professionals working together to produce a customer service charter and procedures for guaranteeing desired quality standards).



A QUALITY MODEL

MY FUTURE Project

Enhancing the quality of career guidance

HANDBOOK FOR TEACHERS AND PRACTITIONERS

Prof. Ronald Sultana

University of Malta

The model for enhancing the quality of career guidance at school based on **6 main areas** and a new role for teachers as **Reflective Practitioner** (Sultana, 2018).



The quality model is based on 6 main areas:

**Career
education**

**Career
information**

**Career
Guidance**

**Career
Center**

**Career
Network**

**Reflective
Practitioner**

R. Sultana (2018) "Enhancing the quality of career guidance: A handbook". Siena: Pluriversum



A Case Study

The **GUIDING SCHOOLS** Project - A pathway to quality



The main aims of the project:

- 1 - **Improving quality standards** for career guidance services in secondary schools;
- 2 - Providing **tools and training for teachers and practitioners**;
- 3 – Building a platform for **career Guiding Schools (Benchmarking)**.



A Case Study

A STRATEGIC
PARTNERSHIP



7 Countries
8 Languages

Different
education
systems



GUIDING
SCHOOLS





How can we become a career «**Guiding School**»?

<https://www.guidingschools.eu/>



The quality model is based on 6 main areas:

**Career
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**Career
Center**

**Career
Network**

**Reflective
Practitioner**

R. Sultana (2018) "Enhancing the quality of career guidance: A handbook". Siena: Pluriversum



The role of teachers as a Reflective Practitioners

Teachers as reflective practitioners play a crucial role in the quality assurance process, contributing to assessment, re-design of services, continuous improvement and effective career guidance practices.

*“Reflective competency refers to the career professional's ability to **identify and critically evaluate** the basic conceptions, values and attitudes related to working as a career professional, as well as thinking and operating models”. (Vuorinen et others, 2024)*



TRAINING

*The international training of teachers
and practitioners in Bari (Puglia - Italia)*

by the University of Bari

The training includes:

- Workshop on the new **quality framework** for career guidance at school
- Work sessions on the **Career Management Skills** approach
- Working groups on the **role and skills of the teachers.**



Conclusions

- Both models (EQAVET and Guiding Schools) focused on self-assessment, benchmarking and the active role of teachers/practitioners in Peer Review and evaluation.
- The case study focused on the need of a dedicated training to improve reflective and evaluation skills of teachers involved in the model.
- EQAVET's flexible tools offer significant potential for improving career guidance services across education sectors, ensuring high-quality support for all learners.
- Future exploration should focus on the synergies between EQAVET and other quality assurance frameworks to foster quality standards in other fields (including career guidance).
- The Italian EQAVET National Reference Point (NRP) is going to organise a new Peer Review at system level in 2025 to evaluate regional policies and systems: the PR is focused on the Regional Career Guidance System of the Piedmont Region.



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GRAZIE! THANKS! KIITOS!

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