

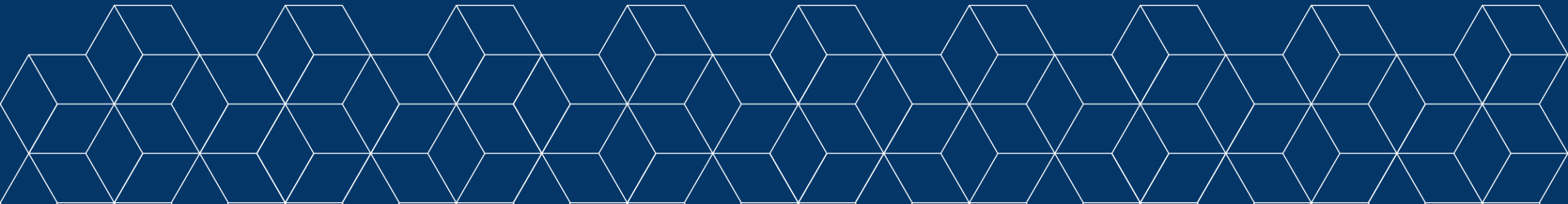


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QUALITY IN WBL IN ITALY

PLA QA in WBL

Zagreb, 10-11 December 2025



WBL IN ITALY AND OUR FOCUS

- **Several work-based learning (WBL) opportunities** are embedded within the national VET system, managed by different institutional bodies and subject to diverse quality assurance mechanisms.
- My presentation will focus on IVET opportunities offered by the Regions, specifically the **leFP programmes**, positioned at EQF levels 3 and 4. leFP is an integral part of upper secondary education.
- Young people may participate in leFP **as full-time students or apprentices**, both of which incorporate significant work-based learning and extensive practical experience in authentic workplace settings. I will concentrate on tools and mechanisms available for apprentices.
- Typically, students enter leFP at the age of 14, upon completion of the eight-year primary education cycle. They begin with a three-year course leading to a level 3 vocational qualification. Subsequently, they may progress by enrolling in a four-year course, which leads to a vocational diploma at level 4.
- Students may participate in leFP through a specific apprenticeship scheme (Type 1), from the age of 15 up to 25, entering the programme from the first year or from subsequent ones, if they have same prior learning validated.



POLICIES, STRATEGIES, MECHANISMS FOR QA IN WBL

Italy has a **National Plan for quality assurance in VET**, which serves as an overarching framework for quality assurance. It was established in 2012 and reviewed in 2017

leFP is covered by this National Plan, which outlines the key components of the national approach to quality assurance, based on the following pillars:

- ✓ **Accreditation:** a preliminary assessment of training centres' capacity to deliver high quality learning programmes.
- ✓ **National System for Certification and validation of prior learning:** includes the National Register of qualifications, designed according to a competence-based approach and expressed in learning outcomes, and sets out procedures for validating prior learning.
- ✓ **National Evaluation System:** originally conceived for the education system and progressively extended to IVET.



IND. 2: INVESTMENT IN TRAINING OF TEACHERS AND TRAINERS

The accreditation model, agreed at national level and implemented by the Regions, sets out three main requirements for professionals involved in training delivery, namely teachers and trainers:

- **Requirements to access the occupations:** minimum standards are defined for both education level and professional experience.
- **Work commitment:** the role must be performed continuously, for at least 80 working days per year.
- **Professional skills development:** participation in training activities (internal or external) relevant to the role is mandatory. Individual Regions set minimum level of participation per year in terms of working hours. Some regions require the accredited provider to develop an annual human resources development plan, specifying the person responsible, the objectives, the duration, and the organizational chart members involved.

Training providers organize the training, sometimes making use of public funds allocated by the Regions for this purpose



IND. 6: UTILISATION OF ACQUIRED SKILLS AT THE WORKPLACE

Several mandatory mechanisms and tools, established by the legal framework, **ensure coherence** between curriculum design, work-based learning (WBL) arrangements, and human resource practices in companies.

Protocol: before enrolling an apprentice, the company and the school prepare and sign an agreement defining content and duration of on- and off-the-job training

Individual Training Plan (ITP): developed jointly by the employer and the school, it must be included as an annex to the apprenticeship agreement, which is also signed by the apprentice. It contains the elements necessary to ensure the achievement of the intended training objectives, that is: details of apprentice/school/company; qualification to be obtained; working hours; apprentice's contractual classification; duration; details of the academic and company tutors; structure of internal and external training periods; overall skills to be acquired, specifying those that can be acquired within the company.



IND. 6: UTILISATION OF ACQUIRED SKILLS AT THE WORKPLACE

Individual dossier: prepared by the training institution, in collaboration with the company tutor, and it highlights learning outcomes in terms of competences, skills, and knowledge acquired during on- and off-the-job training. It also includes documentation of midterm and final learning assessment, as well as the evaluation of skills acquired during the apprenticeship.

Tutorial function: the school and the company must each appoint a tutor, who collaborate to: i. ensure the integration between on- and off-the-job training; ii. complete the apprentice's individual dossier; iii. monitor the individual training plan. Specifically:

- Company tutor:** facilitates the apprentice's integration into the company; supports and assists the apprentice with on-the-job training; provides the skills necessary to perform assigned tasks.
- Training tutor:** assists the apprentice in interactions with the organization; monitors learning progress; participates in initial, midterm, and final evaluations.



IND. 9: MECHANISMS TO IDENTIFY TRAINING NEEDS IN THE LM

Two main tools are used to conduct skills intelligence and labour market analysis in Italy.

The **ATLAS of WORK and QUALIFICATIONS** is a classification and information system that describes work and maps the qualifications awarded in Italy. It was developed through a participatory process involving institutions, social partners, professional associations, industry experts, and other stakeholders in the work-training system.

It is organized into three sections:

- ❖ Work Atlas, containing: 24 economic-professional sectors; 87 work processes; 277 process sequences; 949 activity areas; 7,195 activities; 2,439 expected results; 10,087 case studies; 450 case studies
- ❖ National Qualifications Register, containing 116 qualifications from Second cycle education and training; 58 Tertiary education and training qualifications (university, AFAM, ITS); 5366 Regional Vocational Training and IFTS qualifications
- ❖ Atlas and Professions, describing the world of professions and divided into: Register of Apprenticeship Professions; Regulated Professions; Professions not organized into professional orders and colleges.



IND. 9: MECHANISMS TO IDENTIFY TRAINING NEEDS IN THE LM

The **Occupation Information System on** is a Labor Market Intelligence (LMI) platform, designed according to Linked Open Data (LOD) logic, connecting occupational data produced by central and local institutions. The ontology used to represent and disseminate the data is the Classification of Professions (CP2021) defined by the International Labour Organization.

Over time, most central institutions and some local authorities have joined the Occupation Information System.

Users have access to a vast array of information on professions, skill needs, and employment. Navigating this thematic portal, you can gather information regarding: the characteristics of professions; short- and medium-term developments and skills requirements; medium-term employment forecasts at national and regional level; projections of economic and sectoral employment trends in the coming years.

The Occupations Information System can be used for educational and career guidance, for matching job supply and demand, for training and upskilling, for research, or for services provided by employment centers.





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