OpenQAsS

Open Source **Q**uality **As**surance **S**ystem for Vocational Education

ERASMUS+ Strategic Partnership

2014-2017

QA System in European VET institutions

CNR

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Author:	Giovanni Fulantelli, CNR, Italy
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1   Introduction

In order to analyse the state-of-the-art of the implementation of Quality Assurance (QA) systems in European VET institutions, partners in the partner countries (UK, Ireland, Italy, Spain and Hungary) have carried out a research task on the implementation of QA systems in their respective countries, and documented their results in national reports.

CAPDM Ltd (UK) has also analysed the QA practices in Finland, the Netherlands and Denmark, which have long traditions and effective results in EQAVET implementation.

After an introduction to the educational systems in each country, the partners have analysed the legal background of vocational and adult education in relation to quality assurance mechanisms. Afterwards, the QA practices adopted by VET schools and providers have been investigated, including through interviews to key personnel, in order to identify methods and tools (especially IT tools) used in QA practices. The reports have focused on practical methods within the different QA systems with the aim of identifying common elements for standardization in an ICT model.

The main hypotheses behind the development of the National studies were:

H1. Most of the vocational schools and institutions in the partner countries operate certain type of QA systems, or there are governmental rules for them to implement certain QA components.

H2. There are systematic controlling processes (in both IVET and CVET) in every partner country; these processes impose strict requirements for establishing internal and/or external evaluation processes.

H3. We know that the level of usage QA systems and the rules of QAs differ from country to country, but we assume that these systems share common components (a sort of *QA Core*), that are the same in every country. This assumption is based on the fact that EC has required all EU countries to introduce the components of EQAVET.

H4. We assume that most of the teachers working in VET are running QA mostly by using traditional methods (for example paper-based surveys), without IT tools, IT support. This imposes an additional effort on teachers and, consequently, they tend to refuse QA activities.

The main results from the national reports are highlighted in this document.

2   One Europe, 27 complex educational models

Different education systems have developed in each European country over centuries; consequently, even though some similarities of the educational systems in some areas of Europe exist, there are meaningful differences from one country to another.

The national reports produced in the OpenQaSS project amply illustrate the diversity of educational systems across member states. Differences in the education systems exist also inside countries; exemplary is the UK situation:

> *The educational system in the UK is slightly complicated by the fact that there are regional differences with policy for education being devolved to the local governments in the four*

countries that comprises the UK, i.e. the governments of England, Wales, Scotland and Northern Ireland have separate responsibility for education. Each of the countries of the United Kingdom have separate systems under separate governments, though in practice England and Wales tend to follow the same system. To a lesser extent Northern Ireland also tends to follow the same practice. Scotland is the one that differs most [UK Ntl. report]

Differences in the educational systems are more evident in the VET sector, since it strongly depends on national as well as regional economic factors.

The diversity of VET models has many consequences:

- **Different definitions of VET**:
  - o *In Italy, the term vocational education and training tends to be 'reserved' for specific programmes primarily under the remit of the regions and autonomous provinces, while from a European perspective the term 'education and training' comprises all types and levels of general education and vocational education and training (VET) [Italian Ntl. report]*
  - o *there is no formal definition of 'vocational education' in England [UK Ntl report]*

  Furthermore, in UK and Ireland, VET is often related to the concept of *Further Education and Training* (with minor differences in meaning), which is rarely found in Mediterranean countries.

- **Different governance systems**. There are important differences in the governance systems from one country to another, from the single player Scottish model where VET is governed by the Scottish Qualification Authority, to the Italian and Spanish models where responsibilities for VET is shared amongst a plethora of organizations (e.g. in Italy: Ministry for Education, Ministry for Labour and Social policies, Regional governments, autonomous provinces).

- **Different socio-cultural vision and value of VET**. While VET is a key instrument of social inclusion, in most of the analysed countries, it can sometimes suffer from the perception that is somewhat inferior to academic education. Differences in this perception exist for cultural reasons.
  - o *Research published by the UK-based City and Guilds organisation of young people in Ireland found that those surveyed had a poor perception of vocational education and considered vocation training to be a "low status option" and a "route for the less able" (City and Guilds, 2013). The research indicated that there was an apparent lack of awareness among young people of what constituted vocational education and the opportunities it could bring [Irish Ntl. report]*
  - o *Despite the efforts of the government the number of students studying at vocational schools has hardly increased for years, not like the number of those studying in grammar schools and secondary vocational schools […] We have shown some data of students of adult education which have been far behind the EU (27 countries) for years [Hungarian Ntl. report]*

- **Different educational and training pathways**; in each investigated country, there are different VET pathways, both for young people and adults; furthermore, since VET strongly depends on the workforce needs in local areas, the number of and variety of vocational qualifications in each

country is extremely high, and it requires national and international frameworks of qualifications to compare and officially recognize them (e.g. in UK, the system of Adult Education has over 19,000 regulated vocational qualifications available through 176 awarding organisations).

- **Different interpretations of quality of assurance processes and different QA practices.** This is illustrated in the next sections, as well as in the "*O1-A3 QA Practices*" document, where the UK and Ireland state-of-the-art is compared to **Finland**, the **Netherlands** and **Denmark**, which have long traditions and effective results in EQAVET implementation.

The differences make comparisons of national situations difficult.

It shouldn't be forgotten that these differences have promoted the development of **national and European frameworks** to compare competences and knowledge acquired in different member states or through different education pathways, and ensure that qualifications obtained in a country are quality-assured and recognised internationally.

Actually, comparisons and assessment of vocational qualifications would be impossible without these National and European frameworks.

The two European frameworks are:

- The *Bologna Framework* for Qualifications of the European Higher Education Area, which deals with higher education awards.
- The *European Qualifications Framework (EQF),* which deals with all education levels including schools, VET and Higher Education.[1]

3   National Frameworks of Qualifications

Comparisons and assessment of vocational qualifications would be impossible without National and European frameworks. These frameworks ensure that qualifications obtained in a country are quality-assured and recognised internationally.

In particular, by linking the National Qualifications Frameworks to the European Qualifications Framework (EQF), people can consider employment or study opportunities outside their country.

In all the partner countries, National Qualifications Frameworks have been adopted and referenced to the *European Qualifications Framework (EQF)*.

Hungary

> *After ten long years of development, the Advisory Board of the European Qualifications Framework (EQF) approved Hungary's report on the National Qualifications Framework in Brussels on 03.02.2015. In the Hungarian National Framework there are four descriptors as follows: Knowledge, Skills, Attitude and Autonomy and responsibility. The explanation given by the experts is: "Competence is generally defined in pedagogy and learning research as consisting of integrated pieces of knowledge, skills and attitudes. HuQF applies these*

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[1] Irish National report

elements and complements the descriptors with an element that features the situations in which competences are mobilized.*"[2]*

According to the first pilots of referencing procedures the Hungarian vocational qualifications are mapped into 2-6 HuQF levels, from the "Basic partial vocational qualifications" (Level 2) to "Higher Educational Vocational Qualifications" (Level 6).

From 2015 all graduation certificates and diplomas will have to contain the EQF equivalent level, thus facilitating employment for Hungarians across the EU.

Ireland

The National Framework of Qualifications (NFQ) is a ten-level system (1–10) giving an academic or vocational value to qualifications obtained in Ireland. NFQ levels help indicate how an award can be used for training, education and employment opportunities. […] Referencing the Irish NFQ to the EQF was completed in 2009.

Italy

On 29 May 2013, the Italian Ministry of Labour and the Institute for the Development of Vocational Training (ISFOL) presented the first national referencing report to the European qualifications framework (EQF) advisory group. With this document, Italy linked the qualifications that fall under the remit of the Ministry of Education, University and Research, including those from higher education, and those awarded by Regions and Autonomous Provinces in the framework of State-Region agreements, to the EQF.

The referencing report is to be considered a 'work in progress' to be completed in the future, since it does not include some of the qualifications awarded by Regions and Autonomous Provinces and licences for some regulated professions.

Spain

The Spanish National Catalogue of Professional Qualifications, known in Spanish as CNCP, is an instrument of the Spanish National System for Qualifications and Vocational Education and Training (VET) which arranges the professional qualifications according to competences appropriate for an occupational performance […] The CNCP comprises the most important professional qualifications of the Spanish productive system; professional qualifications have been arranged in 26 professional families and 5 levels of qualification taking into account UE criteria.

UK

There is more than one qualifications framework in the UK, with each country (jurisdiction) potentially having it own.

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[2] Referencing and self-certification of the Hungarian Qualification Framework to the EQF and to the EHEA, Educational Authority, Hungarian National Coordination Point, Budapest, 2015.

- *England and Northern Ireland share the National Qualifications Framework (NQF) and the Qualifications and Credit Framework (QCF)*
- *Wales has its own Credit and Qualifications Framework which aligns closely with the NQF and QCF*
- *Scotland has its own Credit and Qualifications Framework (SCQF).*

4   Quality Assurance practices

Quality management is performed in vocational schools, colleges, VET and FET providers in all partner countries, even though the national reports amply illustrate the diversity of Quality Assurance practices across member states.

Hungary

School-based and adult education is regulated separately in Hungary. Accordingly the regulation of quality assurance is different too, although in content they have similarities. A detailed list of similarities and differences of QA practices in the two types of education is reported in the Hungarian National report (Table 3.1. Quality Assurance in the Hungarian Public and Adult Education)

While the school-based vocational training directly supervision, quality assurance system is mandatory introduced in adult education. Quality assurance system operates independently on the basis of legislation.

*In Hungary it is compulsory for every school to make some kind of **self-assessment**. The system of **school inspection** (pedagogic-professional controlling model) was introduced in school-based education in Hungary in 2013 – like in most EU countries. It is mainly based on external evaluation, but self-assessment is also part of it. The fields of the external evaluation in the general (public) education are the following: the teacher, the institution leader, the institution. As most of the vocational schools (IVET institutional) are operating under the rules of the public education, they are controlled in the frame of requirements listed above.*

1. Institutional accreditation and registration, authorisation
2. Content control
3. In-service training system for teachers
4. External evaluation

    a) Official and legal control
    b) Pedagogical and professional evaluation
    c) Vocational examinations
    d) Secondary school leaving examination
5. Internal evaluation

*The **adult education** institute has to operate an appropriate quality assurance system that must fit the quality assurance framework set out in the decree (No. 58/2013(XII.13) Decree of the Ministry for National Economy), which is an external evaluation performed at least once every two years. The request for the issuance, modification or supplementation of the permit shall be submitted to the relevant authority, i.e. National Office for Vocational Education and*

Training and Adult Education. The most important criteria for granting the permit for external evaluation are the following: Does the adult education institution have:

- *a training programme preliminarily certified by an adult education expert or a programme expert,*
- *the personal and objective conditions (infrastructure) as stated by the decree[3],*
- *a quality assurance system according to the decree,[4]*
- *the conditions required for operating the adult education information system,*
- *quality aims that can be professionally revised,*
- *the financial cover as stated by the decree?[5].*

A detailed list of assessing and measuring tasks is illustrated in the Hungarian National report (Table 3.2. Measuring/assessing activity of QA in the Hungarian Public and Adult Education), together with information about their implementation in the two types of education.

Ireland

*Education providers must apply to Quality and Qualifications Ireland (QQI) for approval to become a **registered provider**. If approved, a provider is then enabled to offer programmes that lead to QQI awards within the National Framework of Qualifications in Ireland.*

*QQI completes **regular monitoring audits** to ensure that all providers adhere to **quality standards**. The QQI monitoring process consists of:*

- *desk monitoring*
- *site visits*
- *reporting on the effectiveness of providers' quality systems*
- *follow-up and reviews.*

*The process involves a review of a **provider's quality system** and identifies good practice and areas for improvements as appropriate. A standard monitoring report is completed by the monitor and when complete is **published on the QQI website**. (http://www.qqi.ie/)*

These reports are heavily used in assisting learners to select a course provider.

*Primary and Second Level Schools are also subject to **Quality Assurance** Inspections by the Dept of Educations Inspectorate Team.*

The principles underpinning the QQI approach to quality assurance in further education and training are illustrated in section 3 of the Irish report (National summary study on the Quality Management in Vet and Adult Education in Ireland); they can be considered as general principles for quality assurance management. The same section also details the information

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[3] No. 393/2013 (XI. 12.) Government Decree on the rules of the authorisation procedure and requirements needed for performing adult education activity, of the introduction of registration for adult education institutions, and of the inspection of adult education institutions

[4] No. 58/2013 (XII. 13.) Decree of the Ministry for National Economy on the quality assurance frame of adult education, and on the members, tasks and operational rules of the Adult Education Expert Committee

[5] The introduction of financial cover is an absolutely new element of the Hungarian adult education system control, however, it is not unknown in the international practice. The aim of the possible forms of financial cover is to allow the repayment of the paid training advance fee during the whole period of the authorised adult education activity or for 6 months after its possible termination. Its extent shall be 2% of the net income from training in the previous year or maximum HUF 1 million.

that should be analysed for quality management processes and reported in documentation concerning the quality system by every Irish VET and FET provider; this could inspire the design of a ICT-based QA software.

Italy

The quality assurance systems applied by Italy in the education and training system essentially revolve around the quality of provision.

*As far as **quality assurance in VET** is concerned, the main quality assurance mechanism currently in force in Italy is the accreditation of VET providers. All providers (both public and private) must be accredited to deliver publicly funded training and guidance. **The accreditation process is implemented by the Regions and the Autonomous Provinces in coherence with the national criteria outlined in the legislation.***

According to a report by ISFOL (the public national agency dealing with labour market and training-related issues) the QA system described at national level is more result-based than the previous model.

Concerning QA in the Technical and Vocational Schools, on 28 March 2013 [...] Italy established a national system to evaluate school institutions under the coordination of the school evaluation agency (INVALSI). The system requires each school to present a self-evaluation report (using a common framework and quantitative data on pupils' performance provided centrally) and a plan for improvement (in cooperation with local stakeholders), and to publish a report on the outcome.

Spain

Considering Quality Assurance (QA) in Vocational Education and Training in the education system, both, the Ministry of Education, Culture and Sport and the Education Regional Departments of the Autonomous Communities are involved; the former dictates the main quality standards for the educational system, including minimum standards for teaching centres. The Autonomous Communities may establish their own standards and are responsible for the regulatory development of the basic national standards and the regulation of the non-basic elements or aspects of the education system. In this way they can develop their own quality assurance systems in line with international standards such as EFQM or ISO standards.

QA Is guaranteed through the National Institute for the Evaluation of the Education System (NIEES) which is the institution responsible for the evaluation of the education system in the Ministry of Education, Culture and Science

According to the Organic Act on Education, of 3 May, the main factors that boost quality in education are:

- *Teachers' training and qualifications.*
- *Teamwork.*
- *Resources: staff, installations, spaces and equipment.*
- *Research, experimentation and educational updating.*

- *Reading development and use of libraries.*
- *Pedagogical, organizational and management autonomy*
- *Management staff role.*
- *Educational and professional guidance.*
- *Education inspectorate.*
- *Evaluation: National Institute for the Evaluation of the Education System.*

Besides, the Royal Decree 1147/2011, 29th July, on the General Organization of Vocational Education and Training in the Education System, dedicates three articles to quality in IVET:

1. *Actions and measures to foster innovation and quality.*
2. *Establishment of both, the Reference Framework for Quality Assurance in IVET and the National Reference Point.*
3. *Development of a Quality Network for IVET, jointly with the Autonomous communities.*

The Autonomous Communities may establish their own standards guaranteeing that individuals know and use their own linguistic heritage. Additionally, they are responsible for the regulatory development of the basic national standards and the regulation of the non-basic elements or aspects of the education system. In this way they can develop their own quality assurance systems in line with international standards such as EFQM or ISO standards.

United Kingdom

There are four main regulatory bodies in the UK who recognise:

- *awarding organisations*
- *their qualifications.*

These regulators use several methods to ensure a high quality of accredited qualifications before and after they are <u>listed</u> in the Register of Regulated Qualifications.

If the qualification programmes offered by the VET and FET providers meet the regulator's criteria, they are recognised and listed in the Register. If they do not meet the set criteria, they are rejected. In order to make sure that the accredited qualifications maintain appropriate standards and quality, they are kept under review by the regulators who also have the power to withdraw accreditation.

There is no single QA system across the UK as a whole.

Focussing on Scotland on its own as an example of a national education system, there is a single body – the Scottish Qualifications Authority – responsible for QA in schools, further education colleges and other VET providers, and for Higher National (HN) and Vocational Qualification (VC) awards. **SQA establishes the** Quality Assurance Criteria **each provider has to meet (**<u>http://www.sqa.org.uk/sqa/66067.html</u> **)**

Centres must demonstrate the potential to meet SQA's approval criteria, as laid out in the quality assurance criteria. After approval, a centre must continue to adhere to SQA's quality

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assurance criteria, which will be checked by the SQA who will carry out a series of systems verification and qualification verification visits.

*A key document identified as being a necessary part of the System's Approval process, as well as for Internal Verification purposes, is a **Quality Manual** as a description of what activities are to be carried out, in what sequence, and by whom.*

*SQA carries out **verification visits** in VET and FET providers, to control that they can demonstrate compliance with SQA's quality assurance criteria.*

Finland, the Netherlands and Denmark

Similar analysis has been done also about VET in Finland, the Netherlands and Denmark. Results have been reported in report (Currie, K.: QA Practices, OpenQAsS, O1-A3, 2014.).

5 Lessons learned and recommendations for an ICT-based open source QA system.

Answer to H1

H1. Most of the vocational schools and institutions in the partner countries operate certain type of QA systems, or there are governmental rules for them to implement certain QA components.

A Quality Assurance culture is spreading quickly in the European educational systems, driven partly by pressure from specific and recent National legislation.

In most of the investigated countries legal frameworks concerning QA in the VET system have been released in 2012 and 2013. **This confirms the suitability of the timing of OpenQaSS proposal.**

Answer to H2

H2. There are systematic controlling processes (in both IVET and CVET) in every partner country; these processes impose strict requirements for establishing internal and/or external evaluation processes.

Vocational schools, colleges, VET and FET providers in the investigated countries operate certain type of QA practices, and in some cases there are governmental rules for them to implement certain QA components; these rules can be strict or more flexible (e.g. Denmark); furthermore, systematic quality controlling practices are regulated in some countries or in some educational sectors.

Accreditation; self-assessment/evaluation; "social evaluation" (e.g. publication of evaluation results in official portals); assessment of the quality of teachers' work; school inspections are examples of QA procedures that we have observed in the investigated EU countries.

However, QA practices, levels of usage QA systems, QA criteria and indicators highly differ across countries as well as administrative regions or jurisdictions (e.g. England, North Ireland, Scotland, Wales in UK; regions and autonomous provinces in Italy; autonomous communities in Spain). They

can also depend on the levels of education and on the legal form of the providers (e.g. *school-based and adult education is regulated separately in Hungary*). Finally, responsibility for quality control can be centralized (e.g. Scotland; Denmark) or distributed (in most of the countries, different ministries and institutions are responsible for QA in different sectors).

The differences make comparisons of national situations very difficult.

Answer to H3

H3. We know that the level of usage QA systems and the rules of QAs differ from country to country, but we assume that these systems share common components (a sort of *QA Core*), that are the same in every country. This assumption is based on the fact that EC has required all EU countries to introduce the components of EQAVET.

Nevertheless, two important facts emerge from the national reports:

- **QA systems and practices share common elements** (a sort of *QA Core*, including common QA processes and indicators). Convergence between different systems could be accelerated by the implementation of the EQAVET principles and components in the national QA policies in the member states, even though many states are starting now[6].

Answer to H4

H4. We assume that most of the teachers working in VET are running QA mostly by using traditional methods (for example paper-based surveys), without IT tools, IT support. This imposes an additional effort on teachers and, consequently, they tend to refuse QA activities.

- **There is little evidence of an IT implementation of a QA system in any member state, with only few exceptions.**
  Some statements form the National reports clearly point out this matter:
  There is little if any evidence of ICT support to the various 'toolkits' that can be found. Toolkits tend to be in the form of forms plus guidance [...] OpenQAsS has therefore started at a good time for the UK as a whole, but for Scotland in particular [UK Ntl. report]

  The two systems presented above ....are focusing rather on administrative issues, than on operating QA cycles in the schools, or supporting quality culture among the schools' staff. [...] We did not find any IT solution for supporting the operation of the institutional Quality Assurance System in Hungary, what we intend to develop in the frame of the OpenQAsS project [HU Ntl. Report]

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[6] Further advices on the potential use of EQAVET have bee reported in the conclusions of the QA Practices report

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Positive insights arrive from the research carried out by the experts of University Alcala, who created a lists of QA softwares and web-applications, and from the experience of a regional project in Italy. As a results we could select three solutions developed for providing IT support for managing QA systems in educational institutes:

1. Qualiteasy edu – Agora (http://www.qualiteasy.com)

2. ISOTools - http://www.isotools.org/2012/05/31/plataforma-tecnologica-para-la-gestion-de-los-centros-educativos-calidad-educativa/

3. The third solution comes from Italy, where an online platform has been developed to support teachers' and school self assessment, in the framework of the regional project ReQuS (the "Quality Network for the School") in Lombardia.

According to previous considerations, practical suggestions can be formulated for the OpenQasS ICT implementation of a QA system:

1. The design of the OpenQasS system should focus on the common components of QA practices and systems that have been depicted in each National report (the *QA core*). Specifically, **QA indicators** defined at national level, still referenced to EQAVET, should be used as a primary source of information for the OpenQaSS system; similarly, the system design should focus on some **core functions** which reflect the typical QA practices in the investigated country, as reported in the national reports;

2. **Modular design** is essential for two main reasons: firstly, to meet the different QA requirements which characterize QA practices in each member state and in each VET sector; secondly, to promptly answer to the dynamism of the VET sectors, which modify QA regulations and criteria very quickly.

3. **Modular implementation and open source**: by having in mind the difficulties described above about the high variability and diversity of QA practices across member states, the open source approach perfectly fits the requirements of a software platform that needs continuous readaptation and personalization, in order to address all the demands arising from national and local regulation, but also from the diversity of VET providers as well as from the flexibility in QA implementation allowed in some countries;

4. **User-centered design** is necessary both to raise awareness about QA in education, but also to answer to practical and real end user needs. To this aim, involvement of teachers, headmasters, social parties, policy makers is extremely important. OpenQaSS explicitly foresees involvement of stakeholders, through interviews of headmasters, questionnaires for teachers and multiplier events. **Important results have been already gained from the interviews to the headmasters of two Hungarian vocational schools**. Their recommendations for an ICT-based QA system have been summarised in sections 7.1.6 and 7.3.2 of the Hungarian National report, and should be taken into account in the ICT system design phase.
   Similar insights are expected form the questionnaires for teachers and from the multiplier events.

5. **Exemplary IT-based solutions should be used as inspiring source.** The above listed application include functions that prove to be extremely effective to support QA practices in

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VET schools and providers[7]. As a part of the system design, the experts will carry out deeper analysis of the functionalities and services of the selected applications listed above.

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[7] refer to the document "Aica suggestions for 02-Teachers' requirements and O4-OpenQAsS Toolkit based on ReQuS teachers' and school self assessment online platform")

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Links:

- CVET Study:
  http://www.eqavet.eu/Libraries/2014_Publications/Study_on_QA_in_CVET.sflb.ashx
- European Quality Assurance in VET (EQAVET): *http://eqavet.eu*
- ISOTools: https://www.isotools.org/
- Qualiteasy edu – Agora: http://www.qualiteasy.com
- Quality Network for the School, in Lombardia : http://www.requs.it/default.asp?pagina=3737
- Scottish Qualification Authority - Quality assurance criteria:
  http://www.sqa.org.uk/sqa/66067.html
- *http://eqavet.eu* [external link]
- *Quality and Qualifications Ireland (QQI, website: http://www.qqi.ie/)*

Last acces for all sites: 30. June 2015.

7 OpenQAsS Project

Programme: Erasmus+, Strategic Partneship, Vocational Education and Training
Participating countries: Hungary, Spain, Italy, United Kingdom, Ireland
Project duration: September 2014 – August 2017
Project ID: 2014-1-HU01-KA242-002356
Project website: http://openqass.itstudy.hu/en
Coordinator: iTStudy Hungary Ltd.
Contact: Mária Hartyányi. Email: maria.hartyanyi@itstudy.hu

The OpenQAsS project vision is to utilise the potential of today's networking technology in all areas of the implementation of the EQAVET Reference Framework principles, and so make the resulting tools part of the daily practice of institutional Quality Assurance in our VET schools.

Target groups

- Teachers and headmasters of VET schools; managers and trainers of VET provider companies;
- VET schools and VET providers;
- Researchers working in the field of the vocational education;
- Software developers joining the OpenQAsS.org community.

Objectives

- To improve the culture of quality assurance by involvement of VET teachers and trainers into online consultation in the partner countries;
- To develop Open Source Software toolkit (Open QAsS) to promote and facilitate QA management in VET schools and adult educational VET providers;
- To develop a certificate – Institutional Quality Manager (IQAM) – for VET teachers and trainers who take responsibility for quality management tasks in institutions.

Partners

iTStudy Hungary Educational and Research Centre for ICT - Hungary

Universidad de Alcala - Spain

AICA, Associazione Italiana per l'Informatica e il Calcolo Automatico - Italy

CAPDM Ltd. - United-Kingdom

SZÁMALK Szalézi Vocational High School - Hungary

National Research Council Institute - Italy

TREBAG Ltd. - Hungary

ICS-SKILLS Certification Body Of The Irish Computer Society - Ireland