



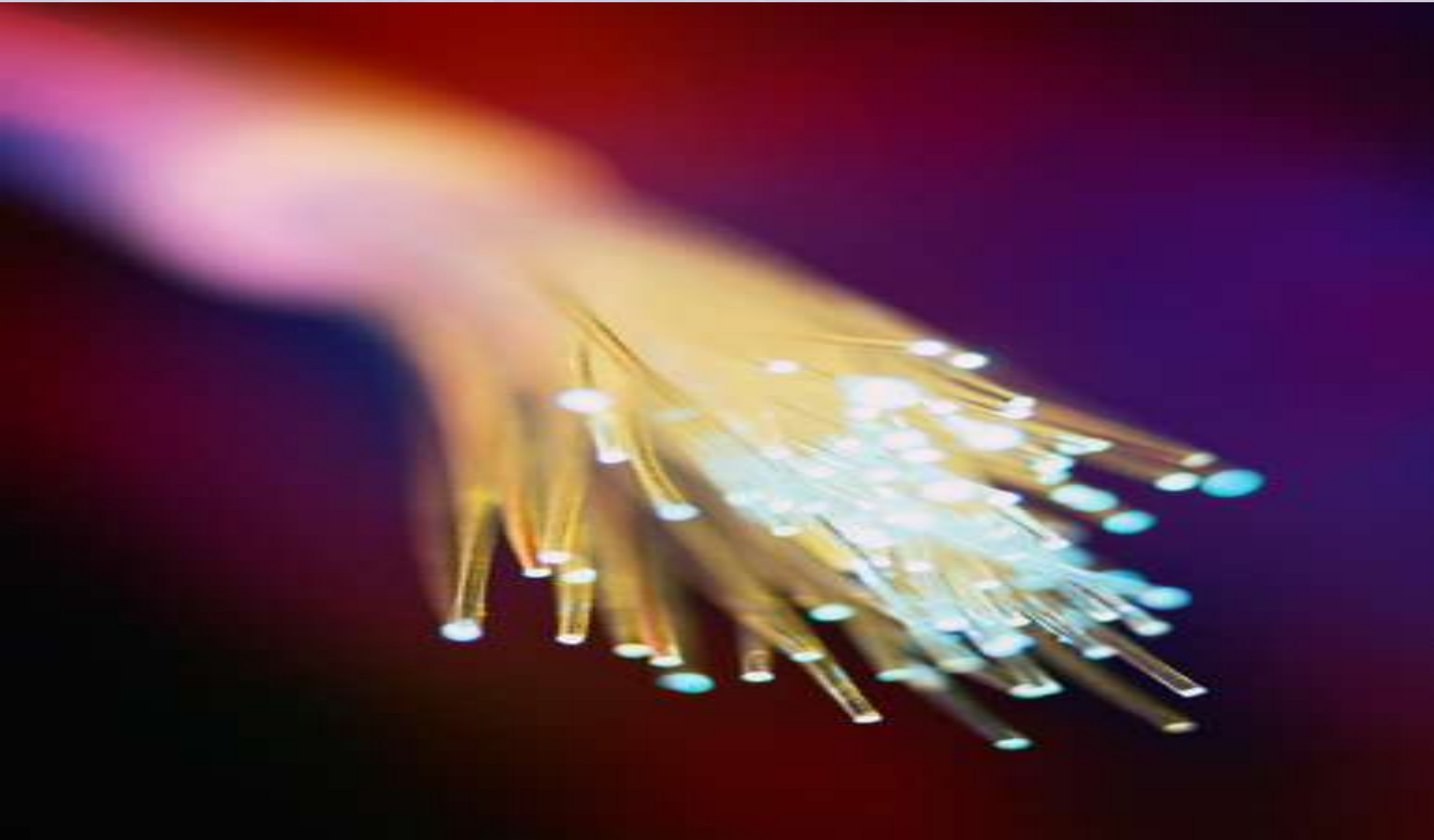
# 'Quality of assessment and Certification'

Conference on

"Implementation strategies for national qualification frameworks in South Eastern Europe

Karin van der Sanden  
Ankara, November 2008

# Learning by connecting people

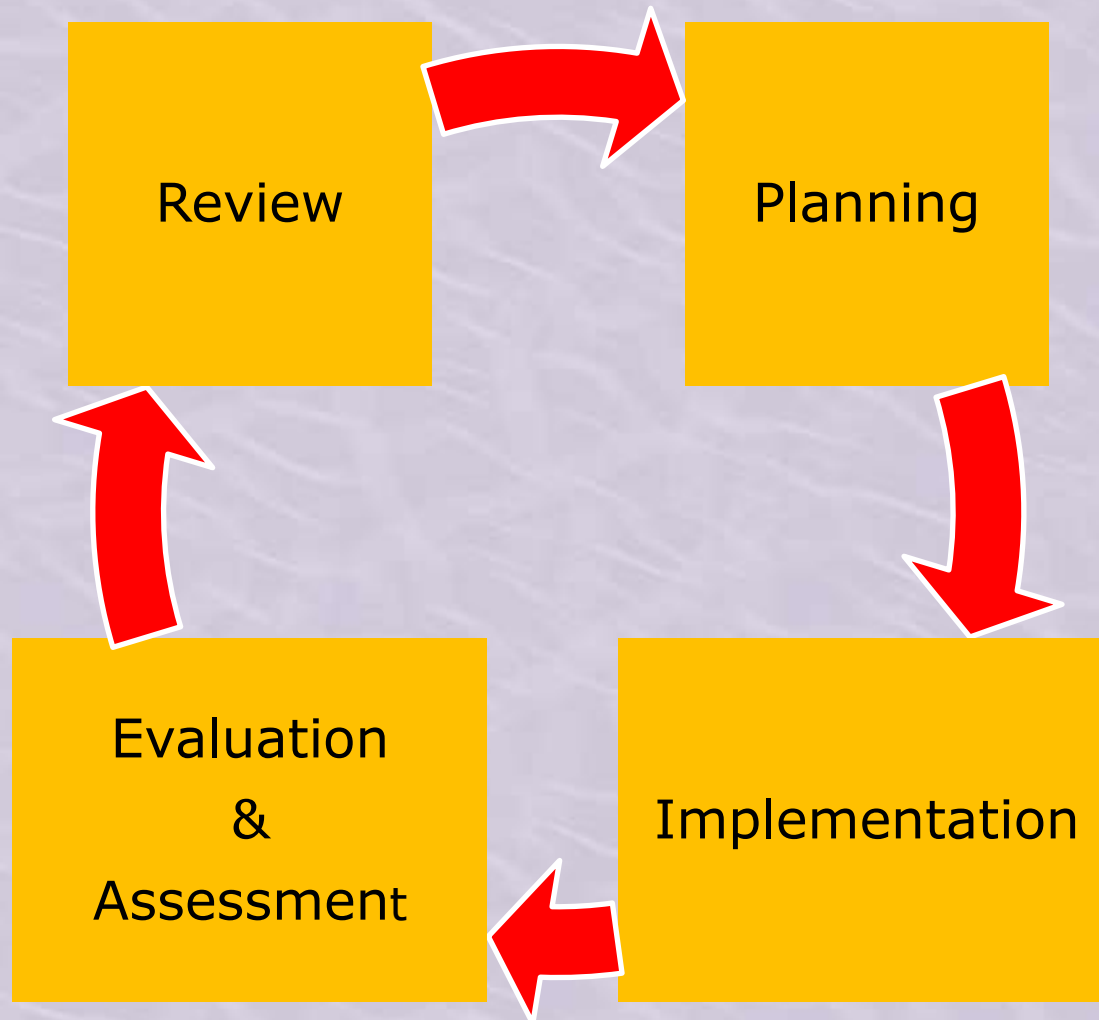


- an independent international research and consultancy agency
- specialised in
  - lifelong learning,
  - vocational education and training (VET),
  - adult education and
  - human resource development.

the Dutch National Knowledge centre on the Accreditation of Prior Learning (APL), in the he European context often referred to as the Validation of non-formal and informal learning



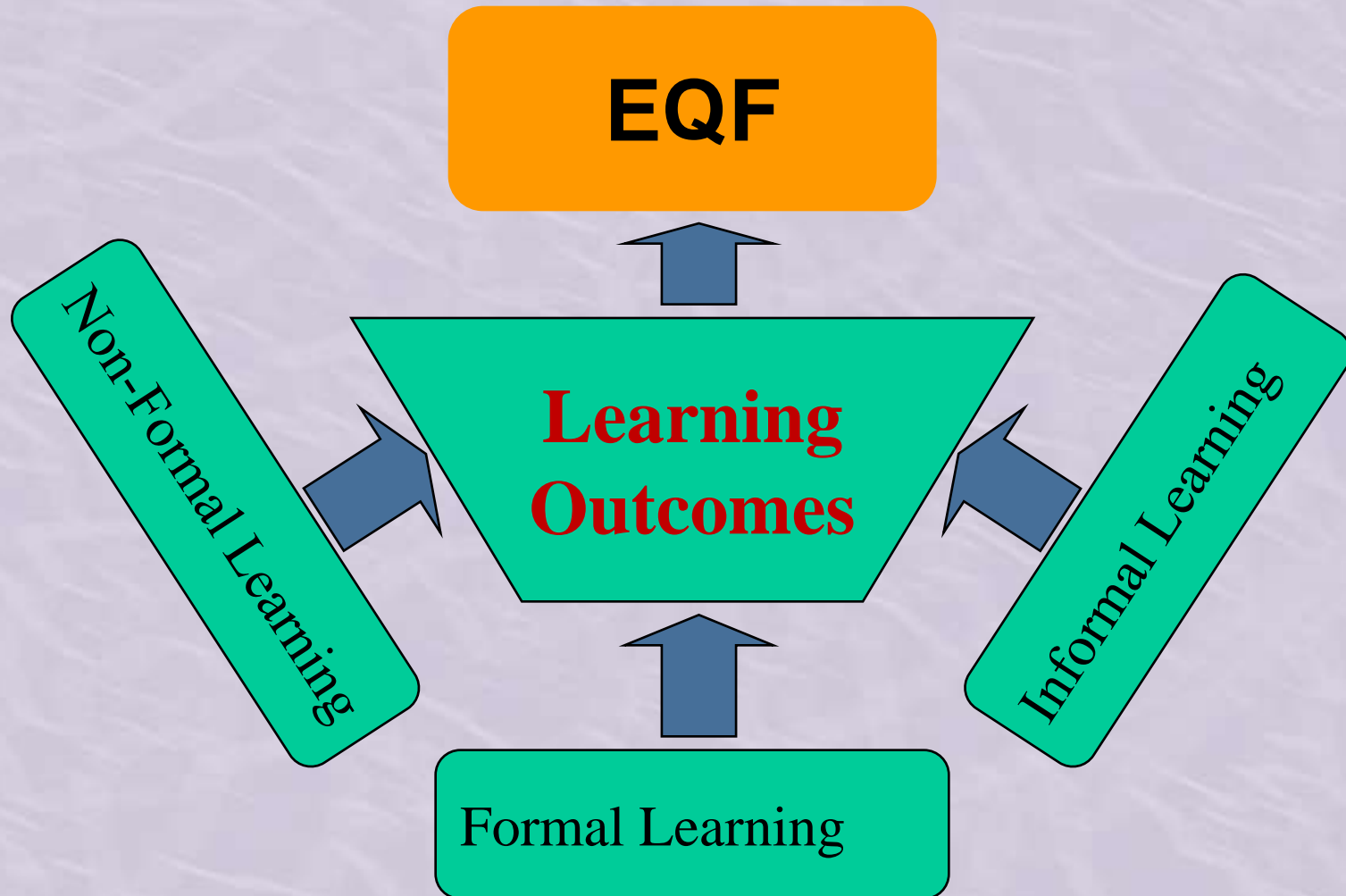
# QUALITY CYCLE



# Contribution of the Copenhagen process

- The common European principles for the identification and validation of nonformal and informal learning
- Europass
- The European Qualifications Framework
- The future European Credit system for VET (ECVET)
- The future European Quality Assurance Reference Framework

# Focus on Learning Outcomes



CINOP



# Facts & figures VET Netherlands

- 16 million inhabitants
- 630.000 VET students
- 71 funded VET institutions
- 18 sectoral centres of expertise on vocational education and labour market steered by industry



# Vocational Training & Adult Education Institutes

- 41 Regional Training Centres (ROCs)
- 12 Agricultural Training Centres (AOCs)
- 18 smaller, specialised VET institutes

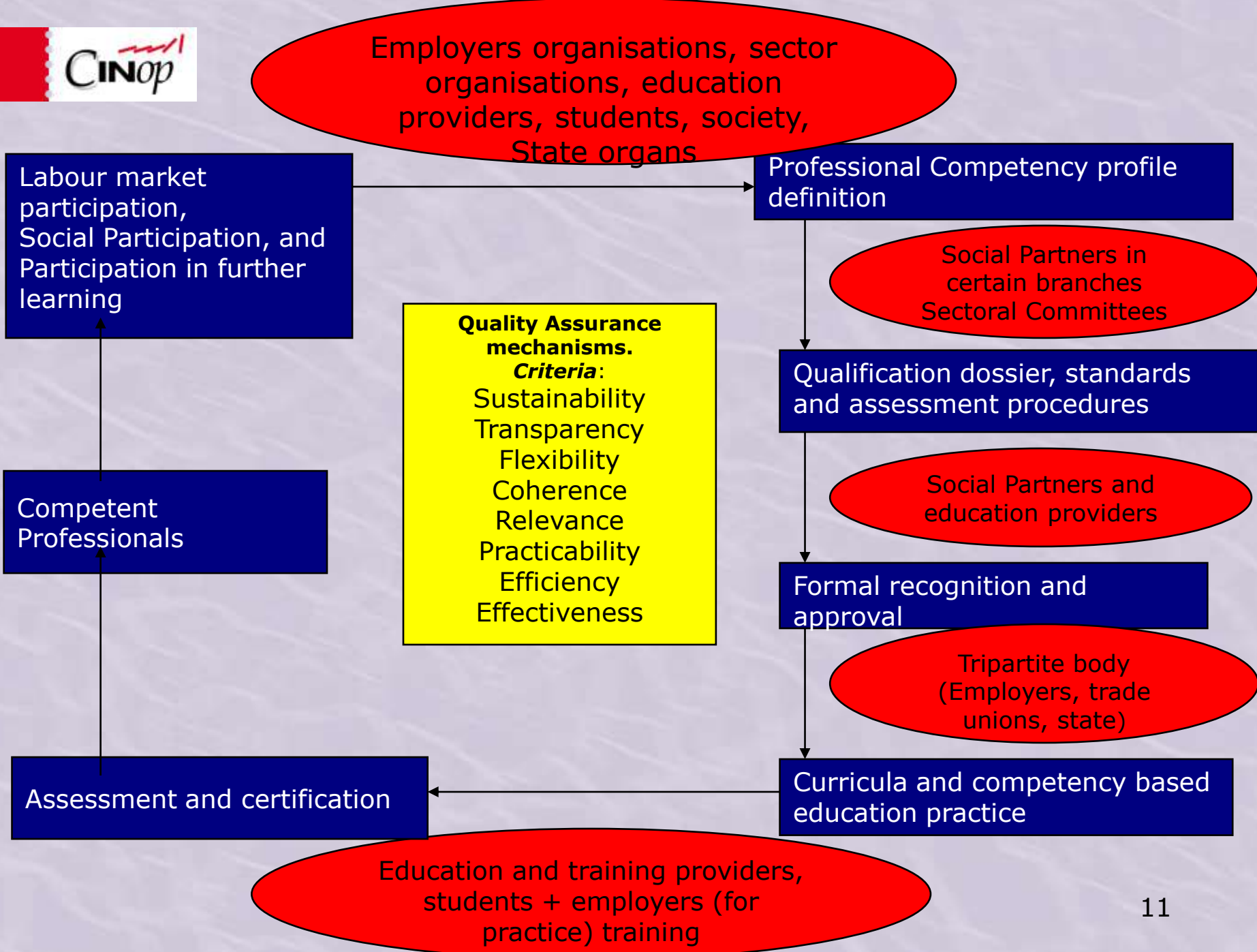
An average ROC:

- 158 VET courses
- 9000 VET students
- 2500 adult education students

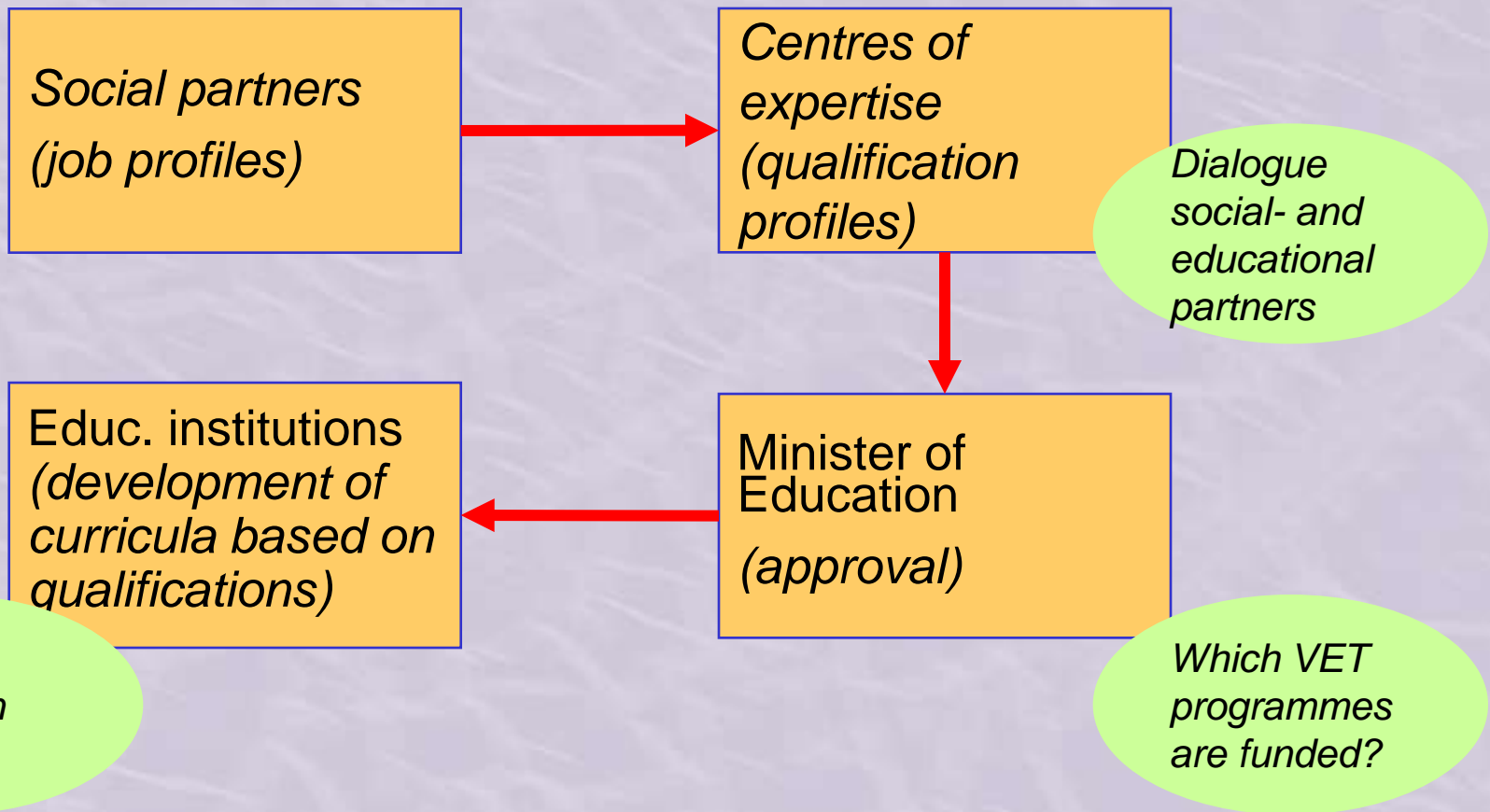
## Tasks complementary to VET colleges

1. Responsible for the qualification structure and the exit qualifications.
  - Setting out knowledge and skills required by employers
  - Labour-market relevant; demand driven
  - Yearly examination of relevance
2. Select trainee places (work based part of VET) & guarantee the quality of training places

**The curriculum however remains the responsibility of the colleges**



# Development qualification structure



# The way to a diploma

College-based -> 20-60% practice

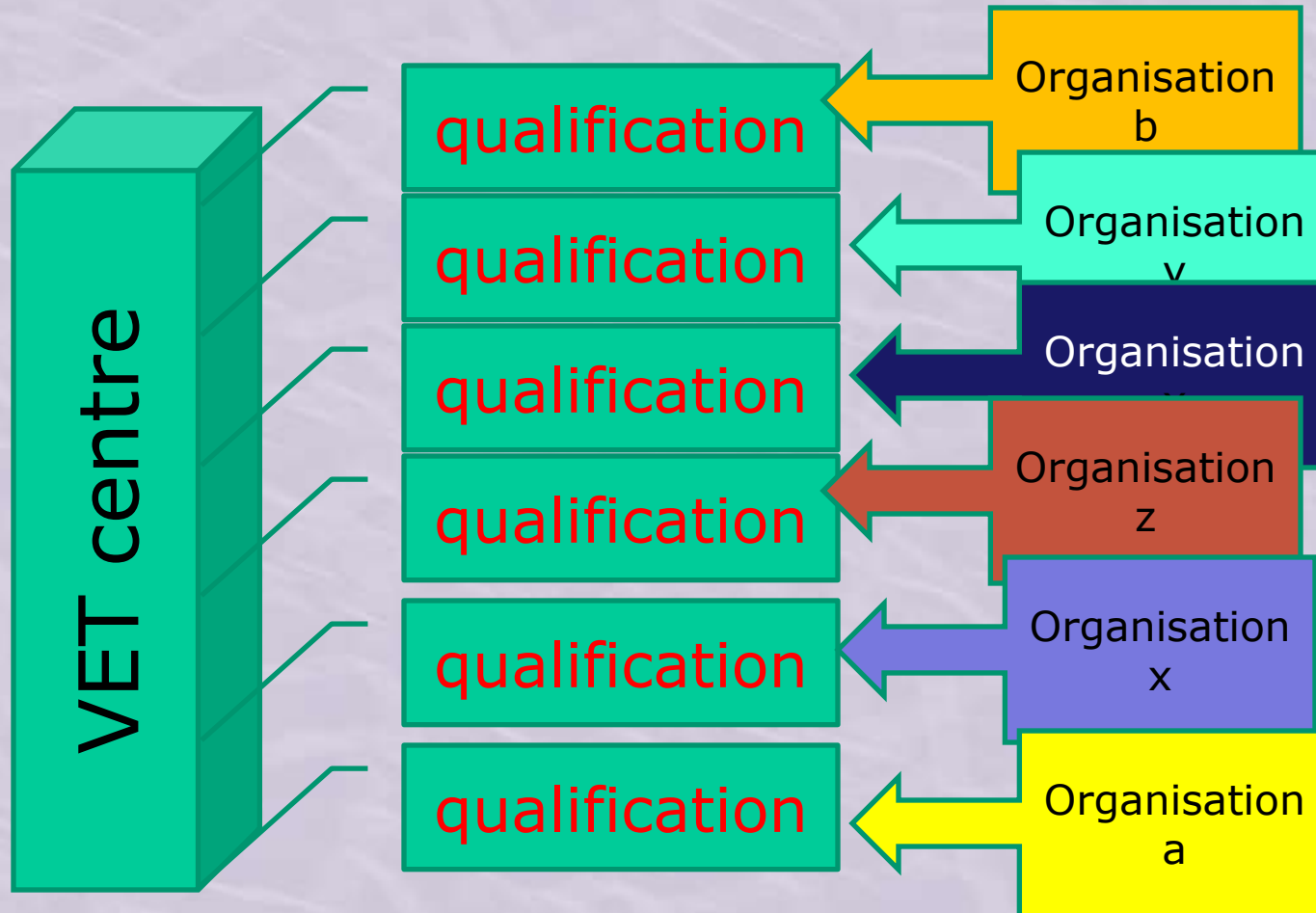


Work-based -> 60% practice or more

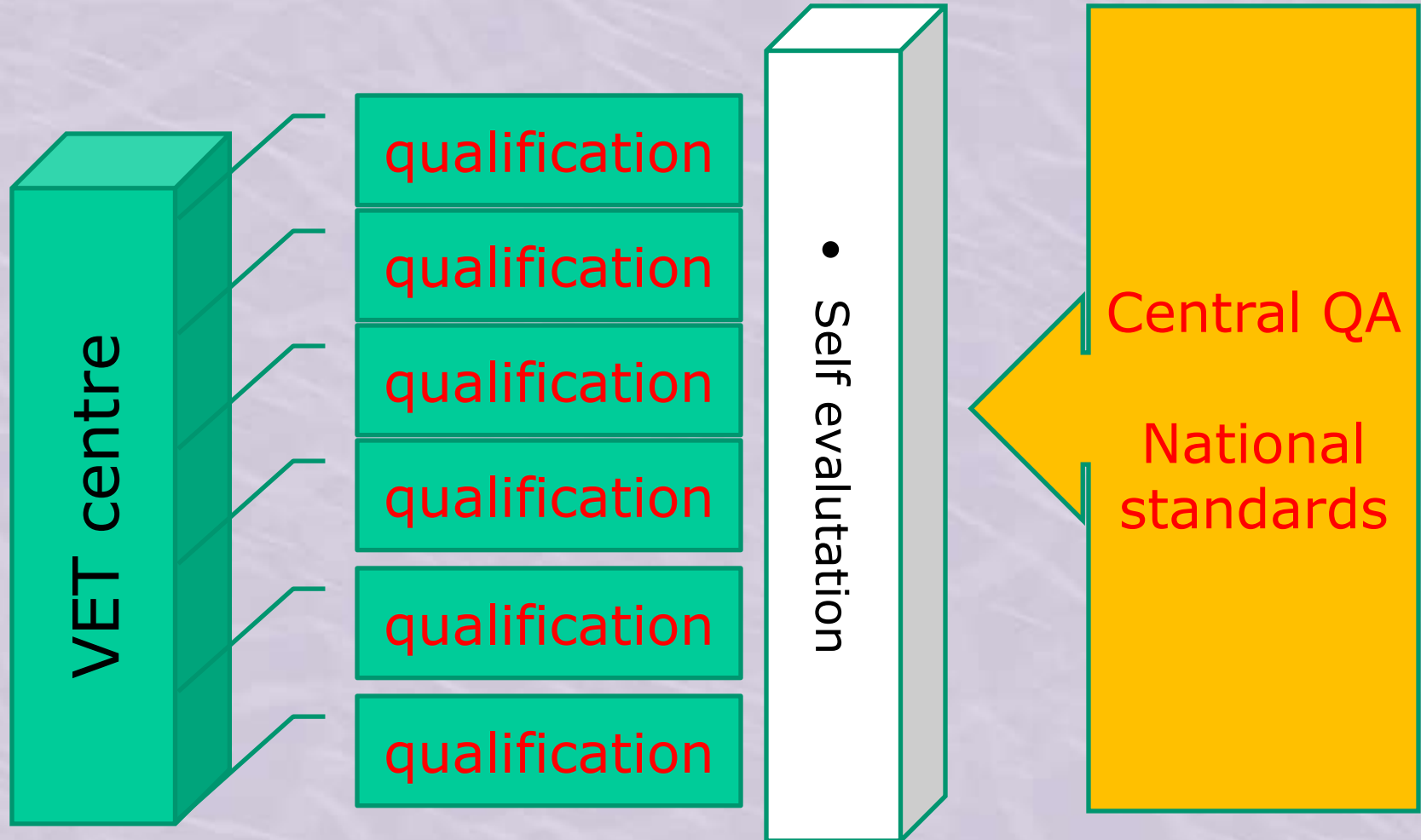


equivalent  
diploma!

# External QA Before 2002



# External QA after 2002



# Lessons learned

- the implementation of new approaches and qualification profiles must be guided by management, it needs extensive communication and it takes time!
- The implementation of a system needs real support of all stakeholders: Government, Social Partners, Management staff of Providers, Teaching staff of providers.
- The necessity of quality should be clear for each individual that is part of the educational system. From general management to teachers and assessors. Quality should not be an external obligation but an internal driver.

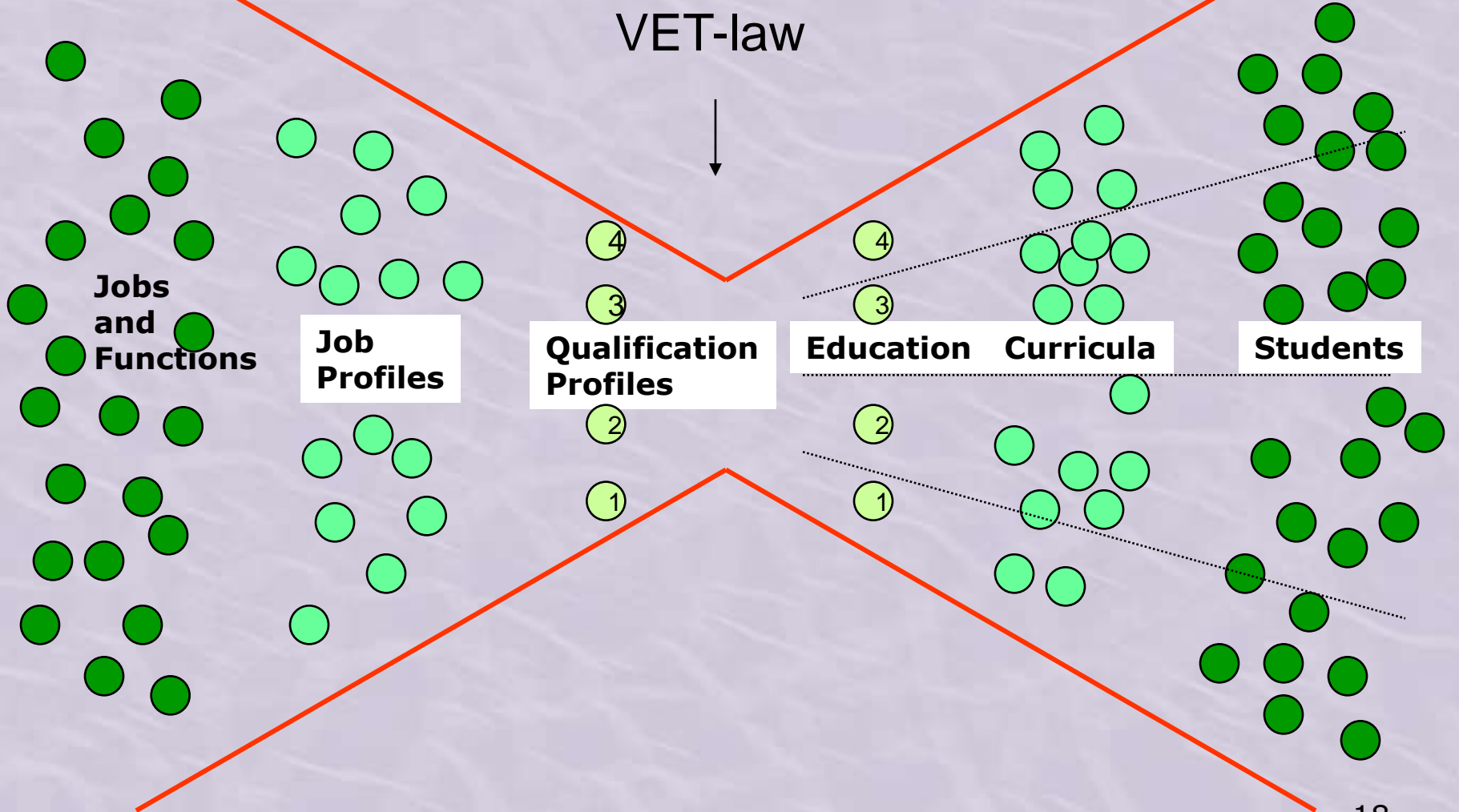




WHAT TO LEARN

HOW TO LEARN

VET-law

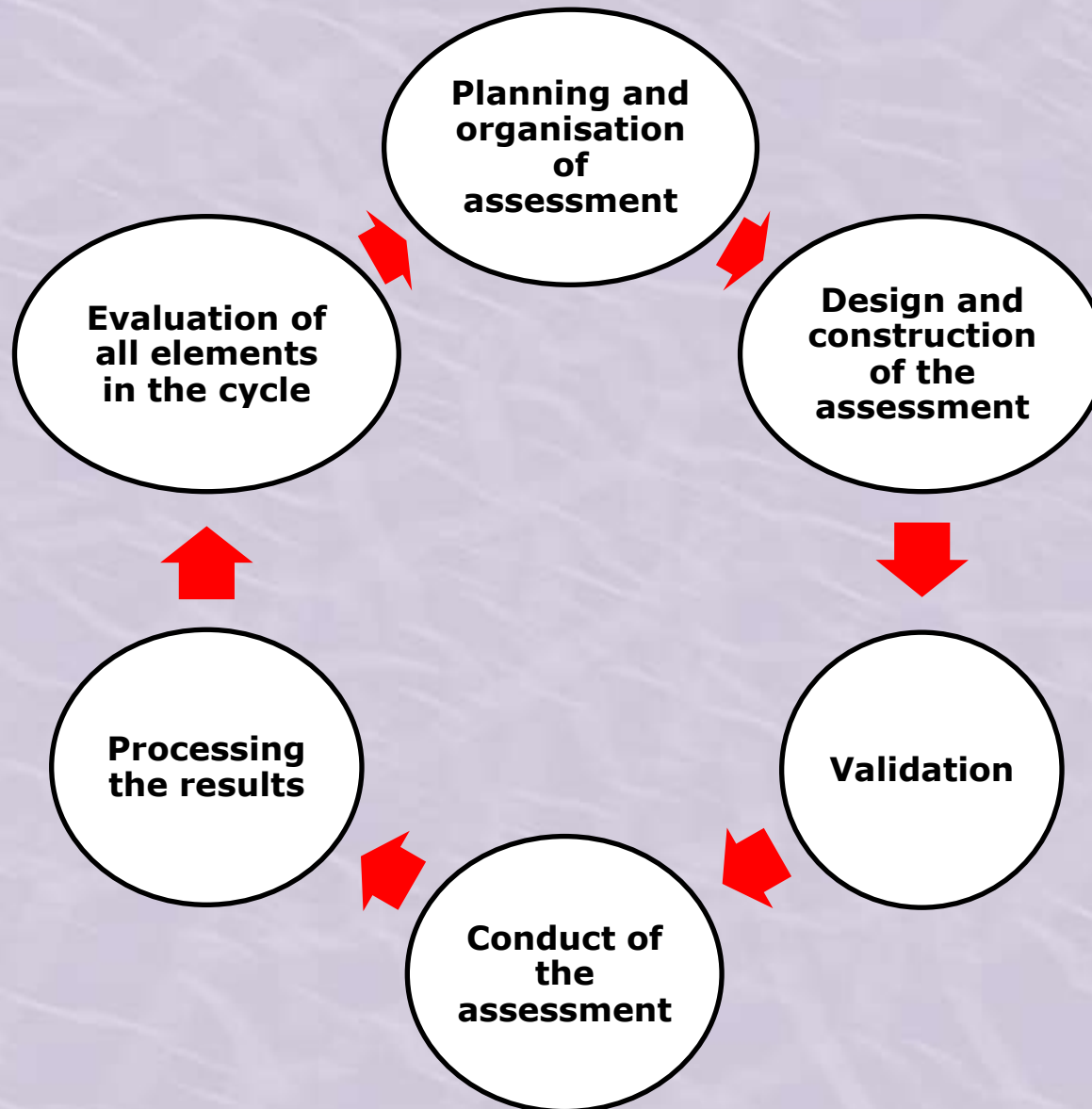


Qualifications structure



Educational structure

# ASSESSMENT CYCLE



# Planning and organisation of assessment

## **Assessment commission (law)**

- organisation of assessments
- conduct of assessments
- setting regulations for proper conduct of assessments
- appointing assessors
- deciding on pass marks
- leading the construction groups
- leading the validation groups

# Design and construction of the assessment

## The construction group

- makes an assessment matrix (decision on the distribution of qualification content to different assignments)
- constructs the assessment in all its forms

# Validation

The validation group screens the assessment assignments on i.e.

- - level of difficulty
- - coverage
- - type of assessment
- - marking scheme
- - pass mark
- - instructions for candidates
- - instructions for (independent and qualified )assessors

# The conduct of assessment

- - the role and quality of the independent and qualified assessors
- - the role of industry
- - suitability of the environment
- - the actual marking of the assessment

# Processing of the results

- - the time to the publication of the results
- - the possibilities to complain and to appeal
- - the gathering of the results
- - the actual certification.

*Does the right candidate get's the right diploma with the right results.*



# Evaluation

Evaluation must be based on:

- evaluation of and by the construction groups
- evaluation of the assessment commission
- results of external quality assurance procedures (inspectorate)
- opinion of students and industry
- all assessment results

## 5 Domains

- Domain A: Validation by stakeholders
- Domain B: Expertise of the persons concerned
- Domain C: Assessment instruments
- Domain D: Quality of processes
- Domain E: Statutory requirements

# Domain A

## Validation by stakeholders

### Standard 1:

- Trade and Industry have confidence in the quality of the assessment

### Standard 2:

- The participant is satisfied with the quality of the assessment

# Domain B

## Expertise of the persons concerned

Standard 3:

- The persons involved in examination/assessment are competent

# Domain C

## Assessment instruments

### Standard 4:

- The assessment instruments meet the graduation requirements

### Standard 5:

- The assessment instruments meet the test related quality requirements

# Domain D

## Quality of processes

### Standard 6:

- The assessment procedures are transparent

### Standard 7:

- The assessment processes are guaranteed

# Domain E

## Statutory requirements

Standard 8:

- The training provider meets the statutory requirements in respect the assessments

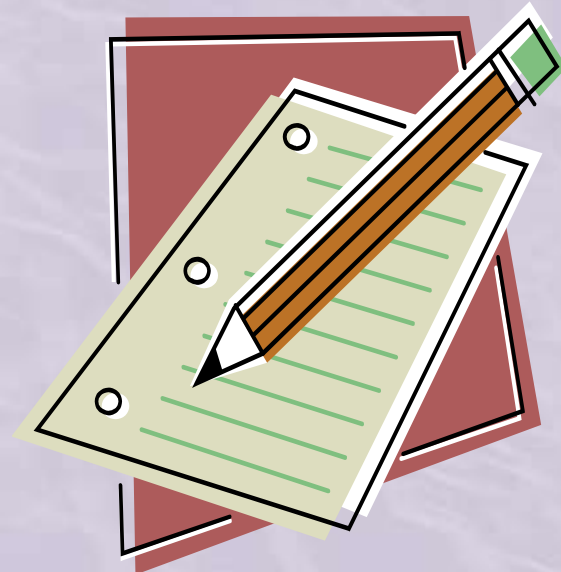
# APL – the basis

Competences of the individual (knowledge, skills, attitude)

Career objectives



- Demands of the qualification or the course (national qualification structure or sector qualification)





# What is APL in Holland?

- Accreditation of Prior Learning:
  - Recognition of competences acquired in any context, formal, informal or non-formal
  - Accreditation of the competences
  - Added value by link to generally recognised standard (national qualification structure or sector qualification)

# Implementation in the Netherlands

- APL started in the 90ties without national regulations: 1000 flowers were blooming
- Social Partners asked for structure and quality
- 2000 – Dutch Knowledge Centre on APL
- 2004 – a first model for quality assurance was presented
- 2005 – Dutch Cabinet & Social Partners decided on a covenant for quality assurance
- 2006 – All national stakeholders sign the covenant 'A quality code for APL'  
An agreement upon promoting APL and quality assurance

# Designing the APL Quality Code

## Objectives

- Inspiring trust, effect in society
- Supporting transparency
- Comparability of results
- Fiscal consequences

# A quality code for APL

## Parties involved in the covenant

- State Secretary of Education, Culture and Science
- Labour Foundation
- CWI, Public Employment Service
- Netherlands Association of Universities of Applied Sciences
- Dutch Association of VET Centres
- Council for Agricultural Education Centres
- The Open University
- Colo
- PAEPON

# The Covenant

## Most important results (1)

Accredited APL providers are listed in a directory

Only professionals can be supervisors or assessors

The quality of APL procedures is always being improved, both at the level of the providers of APL and at the level of the code itself.

# The Covenant

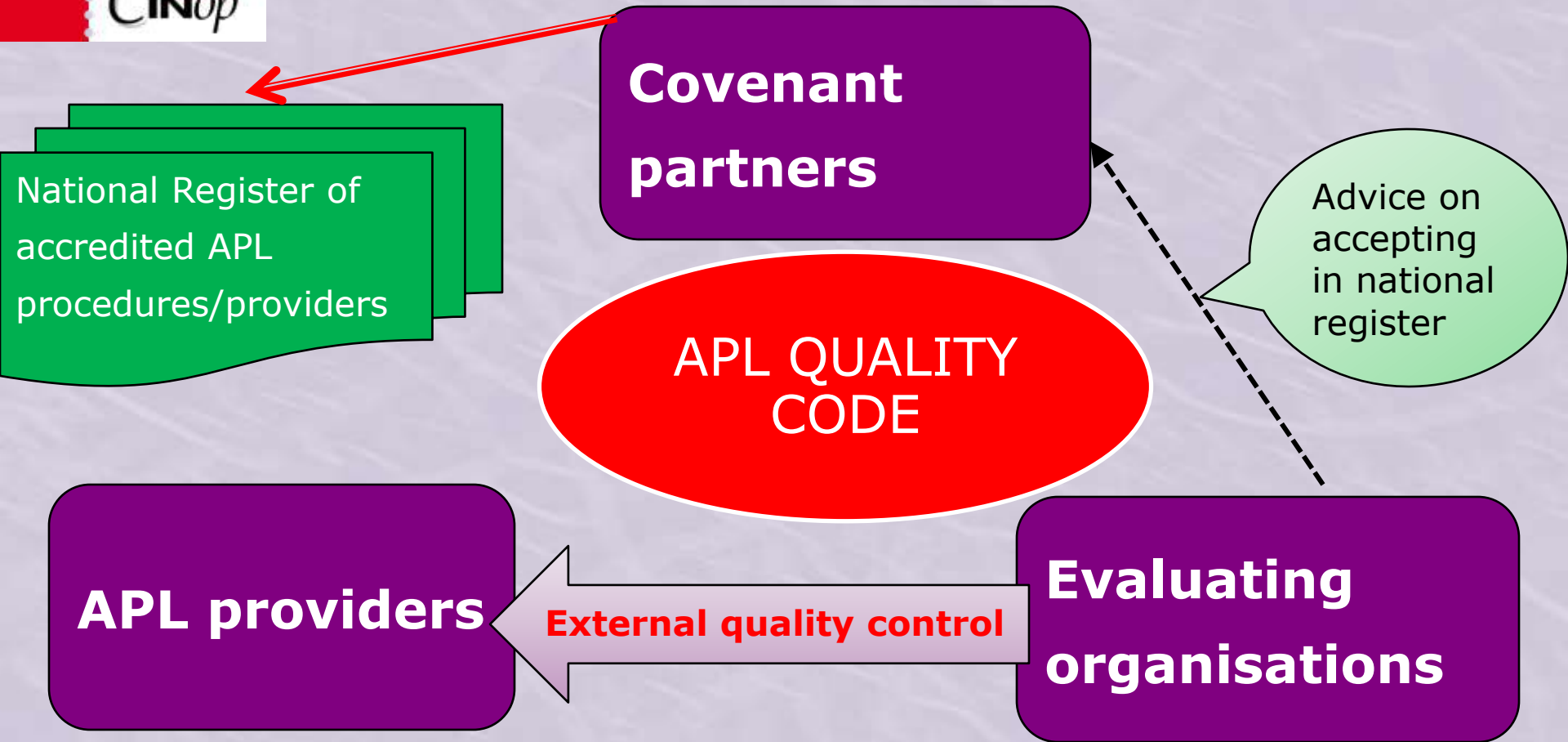
## Most important results (2)

Every APL procedure ends with an APL report in a fixed format.

This APL report contains:

- Career objectives
- The proven competencies compared to the standard
- Conclusion in respect to further development
- Reference to the portfolio and other prove found

The APL report can be used independently or as a proof/input for exemptions



- 2002: Very few procedures, mostly VET
- Now: 10.000 – 15.000 per year, VET, HE and sectors

## Expected return by companies:

- Flexibility of the workforce (roles)
- Mobility to other jobs (internal & external)
- Professional identity (self esteem)
- Loyalty towards the organisation
- Ability to learn
- Efficiency in work



# Where to find us



Bulgaria

Mozambique



South Africa

Bulgaria



The Netherlands

Portugal



Germany

Tanzania



Ethiopia

The Netherlands Antilles

Estonia

Romania



Libya

Zambia

Ghana

Rwanda

Indonesia



**Thank you for your attention.**

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