Outcome 1

Country Report - Sweden

Content

Users instruction ..... **Σφάλμα! Δεν έχει οριστεί σελιδοδείκτης.**
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Introduction

Shortly describe the objective for the project (see proposal), its partners, the aim of the research (example intro given in the questionnaire), the set-up of your research (general process steps); general duration of interviews, and the function of the report of this research.

The reason behind the project "EQAVET in Practice" is that a significant amount of work has already been undertaken within EQAVET, which needs to be disseminated within the Member States both at system and provider levels. The challenge now is to deepen implementation and to support countries in using the EQAVET Framework so that learners and young people in VET can reach their full potential.

The specific aim of the project is to find a method for interpretation of EQAVET criteria, descriptors and indicators from the perspective of providers within a national quality reference framework. The objective is to make the present indicators in EQAVET as operational as possible from point of views of providers in various EU countries active within different quality frameworks, namely national.

In order to achieve above objectives and aims, the project intend to carry out interviews among administrators and managers within vocational education for adults. The interviews were be focused on collecting information on existing descriptors and indicators among providers.

The gathered information covered definition of "Good Quality", usage of PDCA-cycle, whether the providers use any of EQAVET indicators and also covering the extent of using peer-review as a quality model

1. Target group the research aims at and definitions used

Shortly describe the following in your own words:

Intended target group of the research: Board members, managers and / or teachers of IVET, higher professional education and/or AVET institutes.

During the different interviews two different definitions of good quality of education have been used.
The first definition is the one that is provided by the respondent him/herself. This definition was used to stimulate the respondent to talk on behalf of his/her own experiences and conceptions on quality of education.

The second definition is the standard definition which is also used by the European Commission in relation to quality assurance in education: "Quality of any educational institute depends on the capacity to achieve prior set targets". This definition was used to have a focused talk about the different indicators and criteria of EQAVET from one and the same European perspective.

In this research, Folkuniversitetet focused on higher vocational education. Unlike similar programmes in other EU countries, HVE programmes are not tied to any particular set of institutional providers. Many different bodies, public and private, can provide HVE if they comply with the established requirements. In 2014, out of 442 institutions providing HVE, roughly half were private while the rest belonged to local and regional authorities (Ministry of Education and Research Sweden, 2013).

All HVE programmes are publicly funded, with no tuition fees. The overall budget for HVE is determined by the government, and the agency for HVE funds individual providers in the form of grants covering two training periods based on an evaluation of the programme and the provider. The largest programmes by number of enrolled students are in economics, administration and sales (28% of students); technology and manufacturing (18%); and in healthcare, nursing and social work (11%).

HVE tends to serve young adults (rather than school leavers) with the average age of entrants being 29 years in 2011. Men are nearly as likely to be enrolled in HVE as women (in contrast to other postsecondary programmes) (Ministry of Education and Research Sweden, 2013). A completed upper-secondary diploma or equivalent is required for entry to HVE.

Depending on the programme students might be required to meet additional criteria, such as proving they have relevant work experience. Among upper-secondary graduates entering HVE roughly half completed vocational programmes and nearly one student in four starting on a programme already had some postsecondary education. Students with a foreign background (born outside the country, or with both parents born in a foreign country) represent 22% of new entrants to HVE (Ministry of Education and Research Sweden, 2013).

In the interviews following target groups participated: a) VET-institution managers (10 persons) b) VET-program administrators (15 persons) c) VET teachers (17 persons). These persons represented 25 different VET institutions at 15 different VET organization.

a) **Definition of quality by participants (3 major emphasis):**
   I. **A good quality vocational education is an education which give qualification to students to acquire a job within the sector for which they have been educated for.**
   II. **A good quality education is one that ensures that the content of the VET programs are continuously responds to the needs of working life**
   III. **The training should convey the skills required to perform qualified tasks in the workplace. Good quality VET Education is characterized by the strong work related as well as theoretical bases. Good quality VET education should therefore be based on the knowledge generated in the production of goods and services, and in science. Training should be designed in such a way that a high-quality and occupational relevance is achieved.**

b) **indicators**
   I. **Employability rate of newly graduated VET students (75% get jobs 3 months after graduation) - 80%**
   II. **Rate of satisfaction by students and employers (according to questionnaire - 72%)**
   III. **Good cooperation between training providers and WBL-company**
   IV. **A high integration of WBL and classroom training**
   V. **Competent mentor/teachers/tutors**
   VI. **A systematic quality assurance process**

2. Respondents

Item:			
Role/position:	Managers – rectors – department heads	Administrator - coordinators	Teachers – Tutors - Mentors
Years in this position: < 5	4	7	10
Years in this position: 5-10	5	4	5
Years in this position: > 10	1	4	2
Public or private?	21 private 4 public		
IVET (EU level 1 – 4):			
Higher Prof Education (5, 6, 7)	Level 5 (18) Level 6 (7)		
Pure AVET			
Amount of staff: <25 25 – 49 50 – 299 300>	 10 15 0 0		
Amount of students at institute:	<500		
Areas of education (technical, economics etc.)	Manufacturing Service Technical management		

Register the respondent's information one by one in a table similar like the one above. Describe how many interviews were taken? Summarize the information of the different items in a short text thus describing main characteristics of the respondents.

Max ¾ of A4; and add to annexes of your own report: Participants list (Name, date, organization and signature, see Annexes)

3. Good quality of education: what does it mean?

Write a short introduction on the 4 subjects which will be covered in this chapter of your report. The following tables can be used to collect the answers of the respondents on the different issues asked for. Each issue is a separate subchapter of this chapter 3.

3.1 Respondent's definition of good quality of education

Respondent:	Definition / description given:
1	**A good quality vocational education is an education which give qualification to students to acquire a job within the sector for which they have been educated for.**
2	**A good quality education is one that ensures that the content of the VET programs are continuously responds to the needs of working life**
3	**The training should convey the skills required to perform qualified tasks in the workplace. Good quality VET Education is characterized by the strong work related as well as theoretical bases. Good quality VET education should therefore be based on the knowledge generated in the production of goods and services, and in science. Training should be designed in such a way that a high-quality and occupational relevance is achieved.**

Summarize the general idea behind these definitions or descriptions: combine what is similar, describe what aspects all these descriptions these have in general in common, make short remarks on some that really are different / shade different view on role of education. Limit to ½ A4.

Generally speaking one can observe that many providers of higher vocational education base their definition of High Quality VET on areas which are subjected to inspection by national agency for higher vocational education. Fulfilling demand by national agency in those areas, is considered by providers per se to be equal to good quality. Those areas are

a) **Course content**

Examination and grades should be in relation to course content

b) **Reference group (consisting of employers, student and teacher representives)**

A good composition of different stakeholders and their high is vital

c) **Enterence**

Well defined enterence requirements are elaborated

d) **WBL**

Well defined methods and processes for WBL are developed, implemented, evaluated and reviewed

3.2 Respondent's most decisive criteria for good quality of education

	N- times mentioned	Short description	Why chosen by respondents?
Q criteria 1	More than 50 times	Employability	Demand by national agency for funding
Q criteria 2	30-40 times	Satisfaction by employers and students	Demand by national agency for funding
Q criteria 3	20-30 times	Approved by agency	For defining that they meet the Quality criteria by national agency
Q criteria 4	20-25 times	The view of mentor during WBL	If the student acquired necessary qualification during training
Q criteria 5	20-25	Level of interest shown by companies	Showing the demand by labour market for the training

Collect the answers of each one of the respondents in the above table. After each interview check for redundancy, similarities. Combine those criteria which appear to be rather similar thus shortening the whole list. Finally when al answers have been collected and combined rank order the list in terms of most mentioned ones on top etc. This is the final table we want you to present in the report.

Now summarise the above findings of your final table in an explanatory text.

Max 1a4.

The quality debate in Sweden concerns itself not only with the quality of vocational training but also with its broader social implications, and with such general objectives as creativity. The involvement of participants and other stakeholders is considered crucial, as is the use of different kinds of evaluations, both qualitative and quantitative approaches, and the wish for useful results for developers, planners and decision-makers.

Priorities according to interviewees may be summed up as being:

- **vocational guidance**
- **support for work experience**
- **consideration of the needs of people with disabilities (including 'vocational rehabilitation')**

A higher profile for research into the sector.

- **Vocational training networks in Sweden use the following quality indicators:**
- **quantitative: quantity of courses and participants; employment rate of students**
- **qualitative: satisfaction of firms; and satisfaction of the participants.**

3.3 Existing measurements of quality

Indicator:	Way of measurement:	Impact on which stakeholders?
1. Creation of management board	Management board contribute to the quality of content through meeting minutes	provider
2. Networking with employers and branch organisation	Employers engagement in participation in management board Number of companies providing WBL Case studies provided by employers	Students providers
3. Satisfaction with WBL	Questionnaire/interview of tutors/mentors Questionnaire/interview students	students
4. Competence at provider level	Investment on competences of staff Criteria for recruitment	providers

Collect the answers of each one of the respondents in the above table. After each interview check for redundancy, similarities. Combine those criteria which appear to be rather similar thus shortening the whole list. When all data are collected and reworked, now rank order the list in terms of most mentioned ones on top etc. This is the final table we want you to present in your report.

Now summarise the above findings of your final table in an explanatory text.

Max 1a4.

Most of the indicators that the interviewees mentioned were in relation between VET programs and the needs on the regional/local labour markets. Asking them what they see as important aspect of the above mentioned indicators, they stated following areas:

- **Employers take responsibility for VET in various way: Management board, providing WBL, case studies, assessment**
- **Activities in school should be combined with contact with the labour market, orientation toward job profile**
- **School/Teachers have a responsibility to contribute to developing contacts with organisations, companies and other bodies –transfer from world of education to world of work**

Various providers have developed various indicators to measure above relationship, so the conclusion is that all indicators are measuring few aspects of VET. Few indicators are developed to assess organization. The reason behind this is that post-secondary level VET often has very close links with the labour market and with social partners but links are not as well developed with higher education institutions (such as with universities and university colleges), so there are no indicators developed for continuous educational pat

Indicators and quality challenges according to interviewees

- **There is limited provision for those who might wish to pursue postsecondary VET courses part-time, particularly adults in work.**
- **Transition from higher vocational education to higher education is sometimes hard, with no systematic arrangements for credit transfer.**
- **Development of a more systematic qualification framework for the whole postsecondary system, including both HVE and higher education would help to reinforce consistency of qualifications. Among other valuable benefits, this could promote more effective articulation between the HVE and higher education sectors.**

- **Workplace learning opportunities in higher education vocational programmes are patchy, with strong arrangements in place in some programmes and some institutions.**
- **Further expansion of higher vocational education is attractive, but needs to be backed by evidence of demand.**

3.4 Respondents example of good practice in which these criteria are reflected / clearly respected

	Short description (I or 2 lines!)	Indicators selected as part of the start?	How was effect established?
Good practice 1	ISO –	customer focus Satisfaction by students and employers	Questionnaire
Good practice 2	ISO –	entrance and intake	Clear and defined rule for intake and entrance
Good practice 3	Own developed Q-process	1. Defined required qualification by profession 2. Structure WBL 3. Employability after graduation 4. Content and learning	1. Better selection 2. Better cooperation with employers and their engagement in learning process 3. Effective learning methods 4. More effective organisation 5. Improved communication

Collect one very good practices descriptions from each one of your respondents; just describe the main activity. Indicate also whether effect indicators have been established prior to / as part of the start of the good practices, or afterwards / to the end of the good practice; and how the success of the good practice was measured, established.

Additional task: please select from the above the ***most illustrative good practice***. Describe this good practice in terms of: what was started; why is was started, how it was done, what was the impact; what indicators have been used to establish this impact; a completed PDCA? Add this description to your report.

Max 1,5 a4

According to the interviewees, the core of the program is WBL, as a method to verify learned and acquired qualification and as a method for being job-ready. The reason behind it is that, the very heart of AVE reform is the strong emphasis on learning at work. The decision that one-third of each AVE programme is to be dedicated to work-based learning was made in order to ensure that programmes are both practical, as well as based on theoretical knowledge. This means that the courses are not organised as a traditional traineeship period, but rather revolve around work-based learning and problem solving in an overall educational context. One requirement of the course providers is that the workplace itself be organised to make learning possible.

Although the aim of training is to impart familiarity with an occupation or vocational area, the training is required to be more general than, for example, in-service training also provided by companies. Moreover, during the work-based learning, students are encouraged to apply a systemic perspective, to train and enhance their analytical capabilities, to apply a holistic approach towards their future profession, learn how to take responsibility for their work, and finally tune their capability to co-operate with other people in teams.

This emphasis has a major effect on Swedish provider concerning quality initiative and measurement of their effect. Consequently the major best practices are focused on:

- **Job profile based on employers engagement, WBL and management board**
- **WBL, defined processes and monitoring**
- **Student and employers satisfaction**

Very little attention is devoted to organization except communication within the organization.

4. EQAVET criteria/descriptors in use

This section of the report covers the answers on two aspects of EQAVET: the use and the completion of a cycle of continuous improvement when arraigning for activities to improve the quality of education, as well as in the use of the EQAVET- descriptors in the different stages of the improvement cycle.

4.1 Effective use of the EQAVET cycle

Collect the remarks made regarding the use of the EQAVET cycle in the table below: cluster / combine whenever possible.

Respondent:	Attention area of the cycle:	Why/ how
20	Mechanisms to identify training needs in the labour market	It is the underlying justification for allocation of public funds for HVE program
18	Utilisation of acquired skills in the workplace	It is the main area for measurement of student and employers satisfaction. Customer focus
17	Completion rate in VET programmes	It is a measurement of how well the specific program was relevent to needed qualification in the labour market

Calculate the average score given. Start this section by presenting the average score. Explain this score by using the feedback collected in the table above. Max ¾ a4.

The reason behind above table, so only 3 indicators are of importance for providers of HVE, is the fact that HVE has one major goal, to resolve the bottle neck in the labour market regarding shortage of needed skills by employers. It is not directed to decrease the unemployment or to provide employment to a specific group among unemployed.

Consequently, the focus of providers will be those areas of importance for National Agency for Higher VET, mainly needs in the labour market, satisfaction by students and employers and employability rate after graduation.

4.2 Use of EQAVET quality criteria/descriptors

Collect the information of the respondents in the table below

Planning descriptors	**Used: yes - no**
Studies on process and product.	**No**
Focus on local needs and value added to the customer	**Yes**
Transparency in the intake (criteria)	**Yes**
Design of new courses adapted to market needs	**Yes**
Plan the internal resources eg. Teachers	**Yes**

Implementation descriptors	**Used yes - no**
Run courses according to syllabus.	**Yes**
Have internal standardized procedures for QA	**Yes**
Invest time and resources	**Yes**
Secure internal cooperation.	**No**

Evaluation descriptors	**Used yes - no**
Be willing to take criticism from both external and internal stakeholders	**Yes**
Assess the activities and take the time for analysis	**Yes**
Involve stakeholders in the analysis	**Yes**
Have regular meetings and evaluations	**Yes**

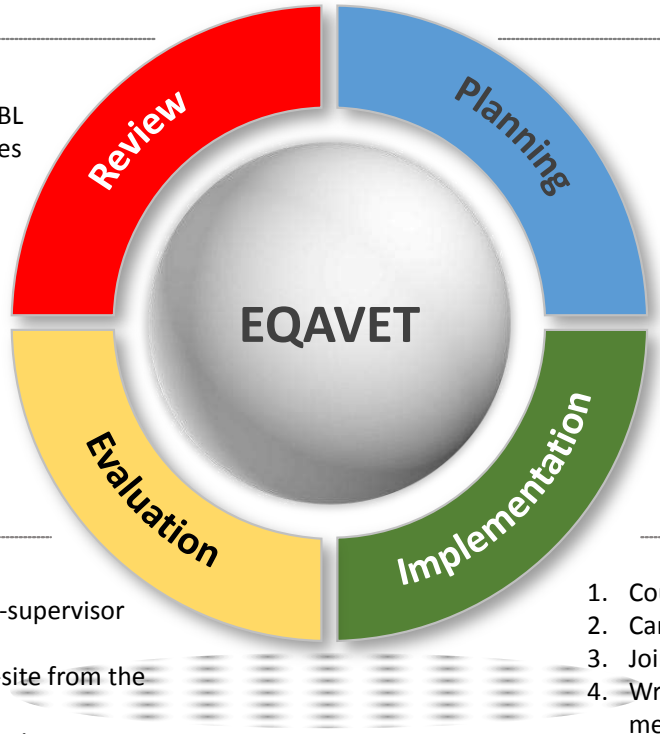
Review descriptors	**Used yes - no**
Use the analysis and facts.	**sometimes**
Secure the follow-up.	**Yes**
Give feedback to students and all stakeholders	**Yes**

Actors / stakeholders descriptors	Used yes - no
Listen to the market needs and meet the professionals here	**Yes**
Listen to the students and support both strong students and students with personal problems	**Yes**
Educate trainers even more	**No**
Take all stakeholders seriously and involve them	**Yes**

Below each table summarise your main findings in a short text of max 1/2 a4.

The question was a little bit unclear for interviewees since, it cover QC but does not provide framework. As an example all providers in the interview gave following description:

Main quality aspects of EQAVET for providers – Work Based Learning (WBL)



1. Review the course syllabus for WBL
2. Revise list of prospective WBL-sites
3. Change in the routines of WBL

1. Workshops to develop relevant objectives and curricula in cooperation with employers
2. Developing guidelines for the desired process for WBL from planning to implementation and follow-up of the training plan
3. write quality manual for LIA-process

1. Questionnaires to students and WBL-supervisor after the end of the course
2. In writing or verbally review by WBL-site from the students
3. Documented visits to WBL-site Evaluation interview with supervisor after WBL-course
4. Common oral examinations of WBL-course in student group

1. Courses in CV writing
2. Carefully chosen WBL-tutor
3. Joint meeting with potential WBL-providers
4. Written information materials which clarifies what WBL means, supervisor's role and procedures for replaceme of WBL-place
5. Documentation milestones during the WBL-application period
6. Well elaborated agreement between VET-provider and WBL-provider concerning learning outcome expectatior
7. Log book for the student
8. Weekly report by the student to the VET providers

5. Main challenges regarding improvement of the quality of education

This section of the report covers the answers on the main challenges regarding further improvement of the quality of education as well as on staff involvement (part of a culture of quality).

5.1 Main challenges and support needed

Collect the remarks made regarding main challenges re improvement of the quality of education in the table below: cluster / combine whenever possible. Finally put the one mentioned most times on top etc.. This is the table you add in your country report.

Respondent:	Main challenge	Support
22	There is no demand for quality improvement, the requirement from NA sets the framework for good quality	Assessment methods and tools
17	There are no clear indicators and levels defined by the agency	Clear indicators, measurement tools for indicators
16	The system itself create no incitement to pursue excellence if the required demands by	More elaborated indicators

Shortly summarise the main challenges and the support mentioned most. Max ½ a4.

Since there are no indicators except 3 above mentioned by the national agency, many provider hesitate to develop indicators which are not recognised by the national agency. They are afraid that it will affect their applications for resource allocation in a negative way.

There are no declaration by the National Agency, where they promote actions or initiatives towards excellence. This lack of declared will by the agency makes the providers to put their quality emphasis on those areas required by the agency which limits quality initiatives to few areas.

5.2 Main challenge regarding teachers involvement and support needed

Collect the remarks made regarding the involvement of teachers in the table below: cluster / combine whenever possible. Once completed rank order the most mentioned one on top etc. This is the table you add in your country report.

Respondent:	Main challenge	Support
23	Most of teachers do not see any connection between ISO –implementation and quality of learning in the class room	Define ISO according to the needs of HVE
19	Evidence based quality initiatives in relation to improvement of learning to motivate the teachers	Method to develop quality initiatives and processes together with staff
19	The review process	There is a need of feedback on quality review based on staff evaluation. Today they see very little connections

Shortly summarise the main challenges and the support mentioned most. Max ½ a4.

The main challenges are:

- Lack of coherent set of indicators presented by the National agency
- The teachers and tutors do not see clear relationship between ISO and the quality of learning. ISO becomes a mark of accountability towards National agency and not a way to quality improvement.
- The teachers do not see how their feedbacks and views are reflected in the review process,

6. Good Education: peer review as a low threshold method for involving teachers

This section of the report covers the answers on the questions regarding the usefulness of peer review in providing validates self-assessment reports, and on its perceived potential contribution to creating a sense of quality within the institute.

Summarise your notes on these two open questions for each of the above two issues separately: ½ a4 for each. Pay attention to the remarks made.

In case some information given could not be presented in the above structure, add these remarks in a separate txt box at the end of your report.

Annexes

Good practice template

Name / Title of the good practice: **Organisation:**
What has been started?
Why has it been started?
How was it done?
What was the impact / outcome?
What indicators have been used
What was impact of its review?
Other remarks

Note: limit your descriptions to really the essence, since understanding of what has happened is reflected in mastering to say something short and sharp. Total length of good practice: 1,5 pages

Participant list

	Date of interview	Name	Organisation	Signature
1				
2				
3				
4				
5				
etc				