



EQAFIT-

Enhanced Quality Assurance in the Financial Training

IO1- A3: Compendium of Good Practices

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1. INTRODUCTION



Enhanced Quality Assurance in Financial Training- EQAFIT is a 26 months long project funded by the European Commission under the Erasmus + programme, specifically within the Key Action 2- Strategic Partnership.

The idea behind the EQAFIT project was born from several discussions among Partners and the analysis of European Recommendations on the need of establishing a continuous flow of information on graduate progress in the labour market.

1.1 Project Aim, Objectives, and Results

The project aims to support Vocational Education and Training (VET) Providers, in the Financial Services Sector (FSS), in setting up and enhancing Quality Assurance systems. Specifically, EQAFIT focuses on the Act/Review phase and on feedback loops between VET Systems as a precondition for continuous improvement of training offer.

In particular, the project objective is to develop an online service to support the Quality system in the aforementioned phase, which will be a customized and user-friendly product that will comprise both updated tools and guidelines developed in previous EU Projects, and newly designed ones. It foresees the possibility to identify the VET Provider profile in respect to specific quality indicators, it gives personalized support, and a feedback system that allows the improvement of the service itself.

As for the results, EQAFIT has set three Intellectual Outputs to reach its intended aim and objectives.

Intellectual Output 1- Quality Assurance Tools and Guidelines

Develop concrete guidelines and tools for supporting VET providers in improving and setting up Quality Assurance systems, especially in relation to the fourth phase of the PDCA cycle, still considered to be the most challenging and difficult to implement.

The guidelines, based on sectoral quality criteria and existing experiences among the Partners and other stakeholders, will be developed in cooperation with different organizations (FSS VET Providers, European Quality Assurance for Vocational Education and Training (EQAVET) Experts, Research centers, Universities, QA Associations) and integrated in an ICT-based online service.

Intellectual Output 2- Graduate Tracking System

Support VET Providers in enhancing their capacity of managing the Review phase as a precondition for guaranteeing quality and relevance of training programs.



Partners will define a graduate tracking system (method and tools) and a model for collecting and using the feedback received in order to improve the quality of future training programs. The graduate tracking system will collect quantitative and qualitative data.

Intellectual Output 3-Online Quality Service

Develop an online service for VET providers that will allow them to conduct self-assessment in order to better understand their level of compliance with EQAVET. QA Tools and Guidelines (already existing and newly developed) and of the Graduate tracking system will be integrated into the online service. VET Providers will also have the possibility to use this service, when necessary, to enhance the quality of their VET programs, in particular regarding the Review phase.

1.2 The EQAFIT Partnership

EQAFIT originates from the collaboration of seven organizations from seven different European countries: European Banking & Financial Services Training Association (over 20 European countries), Scify (Greece), Finance & Banking- Associazione per lo Sviluppo Organizzativo e delle Risorse Umane (Italy), Colegiul Economic Emanuil Gojdu (Romania), Ekonomicka Univerzita V Bratislave (Slovakia), Asociacion Española de Asesores y Planificadores Financieros (Spain), and Stiftelsen Kursverksamheten Vid U-Auniversitet (Sweden).

Each Partner was selected because experienced in implementing EQVET indicators in the banking and financial sector. Furthermore, Partners were chosen following four agreed upon criteria to ensure a successful cooperation and quality results:

- I. Experts with track record in the field of QA implementation at national/sectoral level;
- II. Developer with knowledge on how to implement the Quality Online Service;
- III. Professionals with background in QA guidelines;
- IV. Facilitator and multiplier partners with direct links to stakeholders.

In this table, it is possible to find the roles, names, and countries of origin of the members of the Partnership:



	Partner	Name	Country
1	Coordinator	Folkuniversitetet (Q.A. expert)	SE
2	Partner	EBTN (Frankfurt School)	BE-DE
3	Partner	EFPA España	ES
4	Partner	EFFEBI Association	IT
5	Partner	EUBA (Univ. Econ. of Bratislava)	SK
6	Partner	Colegiul Economic Emanuil Gojdu	RO
7	Partner	SCIFY (Online Quality Service)	EL

1.3 The Compendium of Good Practices

The goal that this Partnership wants to achieve with the Compendium of Good Practices, is to create a practical and easy to use guide for everybody who is interested or involved in the Vocational Education and Training in the Financial Sector Services. It will be possible to find 10 functional practices- identified and collected by the project Partners- that have been selected because of their demonstrated success in fostering a high-quality VET environment.

The Compendium aims to showcase the benefits of innovative practices, and how the institution that implements them involves stakeholders in its decision-making processes. In particular, the target group involvement represents a fundamental part in the 'Act phase' of the PDCA cycle, which is still considered the most challenging and difficult to effectively put into practice.

This manual collects Good Practices about the perception and definition of quality training delivery, while analyzing, comparing, and summarizing the results of research and report on VET approaches at national and European level.

2. ANALYSIS OF GOOD PRACTICES



Intellectual Output 1- *Quality Assurance Tools and Guidelines*, has been divided in five different but interconnected Activities:

- A1- Identify Sector-based quality criteria;
- A2- Collection of Good Practices considered to be most relevant for the project;
- A3- Develop the Compendium of Good Practices;
- A4- Develop practical Tools and Guidelines for strengthening VET Providers performance;
- A5- Create a database of Stakeholders.

The development of this Compendium (A3) is the synthesis of the two previous activities, where Partners focused their efforts in finding and identifying relevant programmes and customs following the set criteria.

2.1 Field research methodology and activities

The Partnership started its research from the definition of what a Good Practice is, in order to establish a list of standards to help in the selection process.

What is a Good Practice?

“A good practice is not only a practice that is good, but a practice that has been proven to work well and produce good results, and is therefore recommended as a model. It is a successful experience, which has been tested and validated, in the broad sense, which has been repeated and deserves to be shared so that a greater number of people can adopt it¹.”

Accordingly, in EQAFIT’s context, Good Practices are defined as *“examples of successful experiences of EQAVET implementation in VET within the Financial Services Sector (FSS)²”*.

Stemming from this explanation, and from EQAFIT’s aims and objectives, six criteria were determined as fundamental for the Partners’ research. As a consequence, each Good Practice should:

- 1) **Be implemented in the Partners’ country**- in order to proceed with the mapping of the existing initiatives;
- 2) **Be related to the implementation of Quality Assurance**- practices have to be aimed at increasing the awareness of providers and associations of providers concerning EQAVET and its descriptors and indicators;

¹ Definition taken from FAO, “Food Security Capacity Building”, 2014, available at: <https://www.fao.org/in-action/food-security-capacity-building/project-components/nutrition/good-practices/en/>

² Definition taken from the Methodology of the EQAFIT project.



- 3) **Target teachers/trainers (students) of VET institutes-** to make the Compendium relevant with the project's scope;
- 4) **Be effective and successful-** has to be strategically relevant for identifying the application of EQAVET in VET programs in FSS, and have a demonstrated positive impact on individuals and/or communities;
- 5) **Be feasible-** easy to learn and to implement;
- 6) **Be replicable and adaptable-** in a word, be transferable: hold the potential for replication to similar objectives in varying situations and contexts.

This Compendium will comprise of a total of 10 Good Practices: it was agreed to select one Good Practice per Partner country, amounting to seven, and to choose the remaining three because of their particular relevance for the project's final objective. Out of the 10 total practices selected, 5 are Existing Programmes and 5 are taken from the responses of the Short Online Questionnaires. Each Partner was asked to provide two Good Practices in the form of Existing Programmes, and two in the form of the Short Online Questionnaires. The templates for both the existing programmes collection tables and the guiding questions for the short online questionnaires can be found as Annexes.

In addition, EBTN has provided Good Practices deemed interesting that come from countries outside the Partnership, and which will be reviewed in a separate paragraph at the end of this chapter.

In order to identify and collect these Practices, Partners have conducted a preliminary desk research on relevant sector-based EQARF quality indicators (A1). Following this first phase, Partners also recognized pertinent institutions and organizations to contact in order to make their selection.

2.2 Comparative analysis of selected Good Practices

The Good Practices analysis of this Compendium will reflect both the benefits and the challenges of implementing Quality Assurance systems in the Financial Service Sector for VET Providers.

The reference points for the comparison of the practices carried out by institutions and organizations are the EQARF Indicators, that assess a country's performance in a VET sector at different levels (local, regional, and/or national).



Specifically, the EQAFIT project is built on the referral to the Indicators 4, 5, 6, and 9, as the Partners believe that the data coming from these can be a source of inspiration for VET Providers looking to improve their practices.

In particular, Indicator 4 refers to the completion rate in VET programmes, Indicator 5 to the placement rate in VET programmes, Indicator 6 to the utilization of acquired skills in the workplace, and Indicator 9 to the mechanisms to identify emerging training needs in the labour market.

Both the templates for the Good Practices collection were created with the idea to gather information that is relevant for the themes of the aforementioned Indicators.

The information collected comes from - and is intended to be helpful for - teachers and trainers of public and private VET providers, Heads of Teaching and Learning departments, and VET FSS stakeholders. These groups both possess and are interested in data concerning QA systems, to ensure that VET programmes and the FSS labor market are aligned in their needs and offers.

2.2.1 Existing Programmes

The collection of Existing Programmes is aimed to determine how VET Providers use and value various measures of performance. How high-quality training delivery is defined, monitored, achieved and/or pursued is also investigated, as well as how it is aligned with the expectations of the students, and how this information is collected by these institutions. Broader stakeholder views are also taken into account, to ensure to have an encompassing coverage of variability in type and size of the organizations questioned.

The Existing Programmes paragraph is a collection of successful practices implemented in higher education schools and financial institutions across the Partnership. Among the practices collected, five were chosen from the following respondents: the Slovak Academy of Insurance (SK), the Istituit d'Estudis Financers (ES), the Centro de Referencia Nacional en Administración, Seguros y Finanzas (ES), the Colegiul Economic "Emanuil Gojdu" Hunedoara (RO), and the Public Institute Lucio Lombardo Radice (IT).

Slovak Academy of Insurance - Slovakia

The Slovak Academy of Insurance offers a short programme called Insurance Academy, with the goal of increasing the expertise and the qualifications for professionals of intermediate level in the insurance or reinsurance sector.



The programme is supported and promoted by large enterprises and by the University, and both send their members as trainers for specific units. Specifically, the Insurance Academy built its learning platform on a combination of theory, practice, case studies, demonstrations, and updating of knowledge. The work is done both with personal consultants and in working groups, in order to strengthen the topics learned from the curriculum.

Istituit d'Estudis Financers and Centro de Referencia National en Administración, Seguros y Finanzas - Spain

The Partner from Spain has identified two Existing Programmes that are aimed at the training of the same occupational profile: Financial Advisor. These practices come from VET Providers working in VET programmes in adult education, and target professionals that have either just started working in the FSS field or already have some degree of experience.

The European Financial Advisor Diploma is issued by the Istituit d'Estudis Financers (IEF), and the Financial Advisor qualification offered by the Centro de Referencia National en Administración, Seguros y Finanzas (CRN).

The programmes have a similar learning plan that is provided mainly face-to-face or with the support of online tools.

The main differences are the duration of the training and the nature of the two VET Providers who administer the programmes. As for the Diploma offered by the IEF, it consists of 180 teaching hours and is organized by a private foundation that was founded by important financial institutions with the government's support. The CRN Financial Adviser programme foresees 350 hours of classes and is state-funded: the Community of Madrid sponsors this training course and to target workers (prioritizing unemployed ones) who already have a Bachelor degree and some experience on this subject.

Colegiul Economic "Emanuil Gojdu" Hunedoara - Romania

The Colegiul Economic "Emanuil Gojdu" Hunedoara offers to its students a programme where practical action and interactive group methods are prevalent over the traditional frontal lectures. Specifically, the school has established an activity, which is developed through the course of two years (11th and 12th grade), that simulates work life in a company. Students rotate through all the departments within the enterprise to carry out specific tasks in order to learn in an interdisciplinary manner, heavily influenced by practices of real business environments.

The goal is to teach and evaluate skills and attitudes that improve business language and expertise by trainers that are both certified for FSS training, and have already delivered VET programmes in this sector.



Public Institute Lucio Lombardo Radice - Italy

Public Institute Lucio Lombardo Radice PCTO (Percorsi per le Competenze Trasversali e l'Orientamento- Work Based Learning) programme represents a good example of labour market involvement in the Italian context.

The programme is spread over the course of three years and it aims to provide students with fundamental skills, knowledge, and contents in the economic and financial area. It is carried out in collaboration with Unicredit, one of the biggest banks in Italy, which provides experts for the training activities and for the project work.

Students can choose from three different alternatives according to their interests: Financial Education, Entrepreneurial Education, and Entrepreneurial Education and Orienteering. Each path has a first part that is taught in the classroom and a second part that is focused on project work. In particular, Financial Education has 30 hours of teaching and 60 hours of project work, Entrepreneurial Education foresees 30 hours of teaching and 60 hours of project work, and Entrepreneurial Education and Orienteering calls for 10 hours of teaching and 40 hours of project work.

The training provision also gives the opportunity to participate in internships abroad and in placed work experiences.

2.2.2 Short Online Questionnaires

The Short Online Questionnaires were created with the goal to collect the perceptions and definitions of quality training delivery with regards to indicator 5, 6 and 9 among VET stakeholders. The consultations have considered the different purposes of VET and the preferred approaches to produce quality outcomes for the sector's qualification requests and needs.

The results of these Short Online Questionnaires will help in getting a clearer picture of specific issues and challenges for the implementation of QA systems in VET.

At the end of the Compendium, it is possible to find the complete list of questions that were asked to the participants in the interviews (see Annex II).

The responses that have been analyzed are the ones considered best fitting for the objectives of the Compendium, and come from the following 5 sources: the Romanian Banking Institute (RO, but provided by EBTN), Universitatea Din Petroșani (RO), IMH Business School (SE), Dimitra (GR), and CONFAO (IT).

Romanian Banking Institute and Universitatea Din Petroșani - Romania



The Finance and Banking Programme at Universitatea Din Petroşani has effective practices enacted by their Quality Assurance Department ensuring that their QA system is constantly working to create up to date training.

In regards to data collection of placement rates (Ind. 5), the University monitors the students, the institutions and the economic agents involved in order to gather data that will be used to update the curriculum of the Programme. However, new programmes and updates have also to follow standards set at national level, so the University tries to harmonize inputs coming from different sources: National policies, labour market needs, good practices, and evaluations of students.

Students' skills in the workplace (Ind. 6) are collected through questionnaires, and the results are discussed at department level. Furthermore, there is a particular attention to what and how students are taught, so there is a periodic evaluation of the staff and of the learning environment. All the answers to the questionnaires are reviewed by the QA Department, which is in charge of organizing audits and meetings to discuss the quality of the taught programme.

Revision of the curriculum (Ind. 9) is done periodically and is kept in line with the latest developments in the FSS field. Employers and labour market representatives are included by the University in the process, in order to obtain as many points of view as possible on all issues.

The Romanian Banking Institute (RBI) is a private VET Provider founded with the objective of improving staff skills and specialization in the FSS.

The Institute renews its programme offers (Ind. 5) after having formal and informal talks with its main stakeholders (Central Romanian Bank, employers, lecturers), and after collecting information of other existing programmes offered by competitors.

The RBI does not collect information on students' skills on the job (Ind. 6) or on the employers satisfaction, but it surveys students' satisfaction after the programme is over as a way to receive feedback.

When it is time for curricular updates (Ind. 9), RBI consults relevant actors from the education and banking field, and also from private companies. The update is usually done once a year because of the fast-paced environment of the FSS area.

IMH Business School - Sweden

The Swedish practice provided by the IMH Business School represents an excellent example of stakeholder involvement and a successful establishment of a feedback loop.

Regarding placement rates (Ind. 5), this institution has put into place a control system that is based on the employers' real needs. The VET Provider establishes its programme offer after checking industry statistics from sector organizations and after asking employers to estimate labour needs in letters of intent. This way, a close relationship with organizations and businesses is established, and, as a consequence, it is easier to answer labour market demands.



This strategy has proven very successful, as demonstrated by the very high employment rate of former students (almost 94%).

To assess the utilization of acquired skills (Ind. 6), IMH Business Schools sends questionnaires of satisfaction to employers after a period of “work-based learning”, and, if necessary, sets up private meetings to understand whether or not the students’ skills were up to the tasks assigned.

Finally, in order to identify training needs in the labour market (Ind. 9), similar methods are used: surveys, questionnaires, and private meetings are set up to keep an active dialogue between the labour market and the education side.

Dimitra- Greece

Dimitra, Greek VET Provider, has a mixed approach in getting information on placement rates of former students (Ind. 5): official state data and statistics are followed, and, at the same time, the organization sends out questionnaires to obtain the needed evidence. This way, there is a cross check of all available information that gives a better picture of the existing situation.

In particular, the questionnaires allow Dimitra to compare the expectations and opinions of both candidate students and representatives from the labour market.

This mixed approach is also applied when it comes to the utilization of taught skills in the workplace (Ind. 6), by sending specific questionnaires and setting up private meetings in order to discuss specific points or issues.

On the subject of identification of training needs (Ind. 9), Dimitra strives to create a constant stream of information between the field professionals and its institution. This flow is reinforced by organizing targeted events that allow the establishment of strong relationships between VET institutions and labour market representatives. For the revision of their curriculum, Dimitra uses all the information collected with their questionnaires and events as a basis for a thorough discussion of the Programme managers and, if necessary, adopts the required changes.

CONFAO- Italy

The Consorzio Nazionale per la Formazione, l’Aggiornamento, e l’Orientamento (CONFAO) is an Italian Consortium of VET Providers that aims to help its members deliver high quality and up to date training to their students.

In its approach to data collection (Ind. 5), CONFAO keeps a particular eye on the territory, consulting regional and local employment agencies databases. Moreover, CONFAO tries to establish strong relationships with economic entities and VET Providers, because ensuring inclusion of all parties is their strategy to avoid asymmetries.

To assess the use of the skills taught (Ind. 6), CONFAO focuses on the use of questionnaires in order to understand if expectations from all sides are met, both in an economic and in a material way.



After the questionnaires are collected, a final report is drafted and discussed among members, so that it is possible to see whether goals and expectations have been met.

About the curriculum and skills update (Ind. 9), CONFAO uses the strong relationships built on the territory to modernize the educational programmes.

2.3 Other Good Practices from outside the Partnership

So far, the focus of this Compendium has been the practices of organizations and institutions inside the borders of the Partnership. However, Partners had the opportunity to collect data from countries outside this project, and have subsequently taken the decision to share the most relevant findings in this document. In the following paragraphs the different practices from the Egyptian Banking Institute (EGY), the Ecole Supérieure de la Banque (FR), the Institute of Bankers in Ireland (IRL), and the Institute of Financial Services (MT).

Egyptian Banking Institute - Egypt

The Egyptian Banking Institute (EBI) is the official training center of the Egyptian Central Bank, and it offers a wide range of programmes aimed at developing the skills of financial service professionals. EBI collects data in VET supply (Ind. 5) mainly through competitive analysis, marketing intelligence, and desk research. However, EBI also tries to establish a direct relation with customers, analyzing their needs and expectations to match them and update their offer.

The line of direct communication with customers is kept active also to update programmes and to anticipate their future needs (Ind. 9). The fundamental dialogue between VET Provider and labour market is set up through workshops, focus groups, and public advocacy.

Ecole Supérieure de la Banque – France

The Ecole Supérieure de la Banque is a French VET Provider that offers to companies in the FSS training for their employees in various stages of their professional development.

In order to collect data on placement rates (Ind. 5), the School relies on its network of banks and banking associations. In particular, representatives from the VET Provider participate in working committees or groups to assess the situation, or they analyze studies or surveys carried out by the same associations.

Regarding schools and students' expectations and performance in the workplace (Ind. 6), the Ecole Supérieure hands out questionnaires and surveys that are automatically processed and then summarized in graphs ready to be presented to relevant stakeholders.



To identify emerging training needs (Ind. 9), the School examines the latest studies and the data available, and polls former trainees to understand what they should update or change.

The Institute of Bankers in Ireland - Ireland

The Institute of Bankers of Ireland (EBI) is a VET Provider part of the University College Dublin, specialized in FSS education and lifelong learning, with programmes for members at every stage of their career.

In its structure, EBI has a special subcommittee (Education Strategic Advisory Group) whose members are representatives of the University and financial services executive. The concerned parts have established a direct dialogue to make sure that the programmes offered are in line with labour market needs (Ind. 5). Moreover, EBI continually scans the FSS education market to compare offers. In order to understand students' and employers' satisfaction (Ind. 6), EBI assesses the level by sending out questionnaires and surveys. Furthermore, EBI employs as lecturers and content providers FSS professionals, who are able to express labour market expectations.

Finally, the relationship between VET Supplier and labour market (Ind. 9) is considered by EBI as one of the main pillars of their structure. EBI approach is based on face-to-face discussions with FSS senior managers or executives and with specialized recruitment agencies. EBI also strives to provide qualifications for emerging skills as soon as possible, in order to better respond to skill mismatch.

Institute of Financial Services – Malta

The Institute of Financial Services (IFS) is a private Maltese VET Provider. Its principal mission is to support FSS practitioners and students through the provision of academic qualifications and experiential training.

The IFS collects data (Ind. 5) through national statistics and market surveys, and the Provider is also a member of the Educational Consultative Council with members who work either in FSS education or are FFS professionals.

The IFS' response to new trends and curriculum updates (Ind. 9) relies on industry bodies and in internal discussion before review. The IFS offers qualifications through third parties, but still collects feedback from students on this subject in order to improve their training.

3. CONCLUSIONS

In the previous pages, this Partnership aimed to highlight the importance of the connection between having a quality system that involves stakeholders and the identification of successful practices. Implementation and application must be simple and time efficient in the long run in order to further facilitate the dialogue between the VET institutions and the labour market.



The findings also showed that data collection is of importance and that it is the starting point to further discussion regarding, but not limited to, demand and supply.

Readers have been able to find practical examples that could be an inspiration to change -if possible- their ways of relating to stakeholders in the various phases of feedback cycle in FSS VET.

As described in the Good Practices, different national systems have different rules and customs of connecting with stakeholders: for this reason, this Partnership believes that a suitable number of variations and options have been presented, so that readers coming from different backgrounds would be able to identify ideal solutions and personalize them according to their needs.

This Compendium has also shown how to use and interpret EQARF Indicators, both as measure of performance and as a cornerstone of an efficient Quality system in FSS VET. Following how institutions and organizations approach these Indicators in their daily administrative and executive tasks is a chance for others to find alternative solutions in the areas where they are not performing well.

In conclusion, we would like to thank all the participants that have completed the templates or have taken part in our survey for contributing to the enhancement of Quality Assurance systems in financial training.

4. ANNEXES

ANNEX I- Template for collecting existing programmes

EQAFIT IO1/A2



Template for collecting existing programs

Case Title: Acronym/Full Name

Programme Description

Text description usually provided on a website description page, including objectives/learning outcomes, number and title of the modules/units, prerequisites.

General Information

VET Institution	<i>Name of the Institution(s) providing the VET Program</i>
VET Institution Website	
Educational Field	
Accreditations	<i>If the iVET program description include its accreditation at Regional/National level; Professional association level</i>
Duration of the program	
How long your institution is implementing specific programmes / strategies for FSS students	
N. of FSS students who attended your iVET Institution since the implementation of these specific programmes / strategies	<i>If possible, report the number of FSS students attendants per each year</i>
% Male and Female	<i>if available, for each year</i>
FSS students	<i>FSS students percentage compared to all students, if available for each year</i>
% of Students with specific learning needs (average) total of all editions	<i>% of students with specific learning needs participating in all the editions of the VET program</i>



Programme Design

Labour Market Involvement	Labour Market Stakeholders	1 (no evidence of participation in the design or delivery of the program)	2 (mentioned in the VET program description)	3 (promotes and supports the program)	4 (in the technical committee of the VET program)	5 (acts as trainers for specific units)	6 (not applicable)
	Employer organizations						
SMEs							
Large Enterprises							
Trade Unions							
Other, please specify							
Other Relevant Stakeholders:		1 (no evidence of participation in the design or delivery of the program)	2 (mentioned in the program description)	3 (promotes and supports the program)	4 (in the technical committee of the VET program)	5 (acts as tutors / mentors in the program delivery)	6 (not applicable)
	FSS students						



	FSS students' parents associations						
	FSS Institutions						
Professional Qualification / Diploma	<i>Yes/No - If available, report it</i>						
Reference to EQF/NQF Level	<i>Yes/No - If available, report the EQF Level declared</i>						
Specific Programme content / strategy (brief description)							



Training Provision

Teaching Staff

VET Institution training of trainers	<i>Please report if the VET Institution trains its trainers on FSS and which kind of training of trainers programs are delivered.</i>
Trainers' expertise in delivering education programs to FSS students <i>(please select one or more if needed)</i>	<ul style="list-style-type: none"> • <i>Teaching staff includes at least one trainer certified for FSS students training;</i> • <i>Teaching staff includes at least one FSS expert</i> • <i>Teaching staff include trainers who already delivered VET programs for FSS students</i>

Training provision

Delivery Model	<i>In presence, blended, online (blended= 30%-80% online based)</i>
Training program and specific adaptation for FSS students	<i>Frontal lecture, project works, case studies, on-the-job training activities: the "rhythm" of the program in alternating different learning experiences Please report the pedagogical and engagement approach adopted for FSS students</i>
Teaching Support tools	<i>Please list and describe all the didactic materials used in the course delivery: (interactive) blackboard), etc.</i>

Learning Performances Assessment

Assessment criteria and methodology	Brief Description	
Specific approach for evaluation of FSS learners	<i>If reported and available, provide a description</i>	

Impact and Results

Participation rate of FSS students during the programme	<i>Percentage of days or hours actually attended compared to the total envisaged in the VET Program</i>
Completion rate for FSS students	<i>Percentage of students who completed the program compared to the students enrolled</i>
Employment rate for FSS students (6 months/ 1 year after the training) if known and tracked	<i>If available</i>



Does the VET Institute implement placement strategies for FSS?	
VET Institute implements surveys to analyze application of acquired skills and knowledge on the workplace?	<i>For FSS learners</i>
Personal testimonies of FSS students	<i>Comments / summaries of available interviews with students who attended the program; references. If any</i>

ANNEX II- Questions for the short online questionnaire



EQAFIT

IO1/A2

Template for Short Online Questionnaire

PART 1: Indicator 5 - Placement rate in VET programs

1. How do you collect data for the employment rate for FSS students (6 months/ 1 year after the training) if known and tracked.
2. How do you collect data (quantities) in labor demand?
3. How do you match demand and supply?
4. Who participated in the process?

PART 2: Indicator 6 – Utilization of acquired skills at the workplace based on occupational qualification profile

5. How do you assess company satisfaction (with VET completers' performance)?
6. How do you assess the school' expectations (regarding VET results)?
7. How do you assess students' performance in practice?
8. How do you process and present the data?

PART 3: Indicator 9 – Mechanism to identify training needs in the labor market

9. How does your institute, together with the professional in the field, anticipate / respond to the latest developments in work and the labor market?
10. How do you set up dialogue between VET and the labor market?
11. Do you involve relevant stakeholders from education and industry fields?
12. How do you resolve the skills mismatch: revision of curriculum (for VET Providers) of job profiles (for Employers)