

THEMATIC SESSION C

BEYOND COMPLIANCE: APPROACHES TO EVALUATING **PEDAGOGICAL QUALITY** IN VET PROGRAMMES

Refernet France - Centre Info
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WORKSHOP OUTLINE

 **Objective: Explore how different quality assurance systems treat the pedagogical quality dimension in VET**

 **Format: interactive World Café – 3 thematic roundtables, rotating**



Introduction: lessons from the French QA system for CVET and Apprenticeship

WHY THIS TOPIC? LESSONS FROM THE FRENCH QUALITY ASSURANCE REFORM

 Qualiopi is the mandatory quality certification for training providers since 2022

 Required to access public and mutualised VET funding for CVET / Apprenticeship providers

 Based on 7 criteria and 32 indicators – audited by accredited bodies

 Result: increased compliance, but weak control over the actual quality of training content and delivery

 Main focus: organisational processes rather than pedagogical outcomes

Debate: can organisational procedures guarantee pedagogical quality?

THE 7 CRITERIA OF QUALIOPI CERTIFICATION

- 1. Public information: training offer, outcomes, and access**
- 2. Designing relevant, personalised learning paths**
- 3. Guiding and supporting learners throughout the process**
- 4. Providing quality learning environments and resources**
- 5. Ensuring staff are skilled and continuously trained**
- 6. Engaging with the professional and regulatory ecosystem**
- 7. Collecting and using feedback for continuous improvement**

QUALIOPI BY THE NUMBERS

-  ~133,800 VET providers active (June 2024)
-  Market diversity: public, private non-profit, private for-profit & consultants
-  ~45,000 certified under Qualiopi
-  99% of providers who apply are certified

WHAT QUALIOPI MEASURES... AND WHAT IT MISSES

- Focuses on process compliance, not on actual pedagogical quality
- Audits check documentation (e.g. procedures, staff qualifications, feedback loops) – but not training content or learning outcomes
- High pass rate (>99% certified providers) raises questions on real selectivity
- No direct observation of teaching practices or learner experiences
- Cannot detect low-quality training or superficial delivery, especially in 100% online courses
- Critics argue: “Conformity ≠ Quality”
- Lacks robust tools to assess learning effectiveness or impact on learners' paths

WHAT DO WE MEAN BY 'PEDAGOGICAL QUALITY'?

-  The art, science & practice of teaching & learning – adapting to learner needs (UNESCO/UNEVOC)
-  Learner-centred approaches improve teaching quality and outcomes (Cedefop)
-  Quality beyond compliance: content relevance, learner satisfaction, real-world impact
-  Focus on learning experience and skills development

PEDAGOGICAL QUALITY: BEYOND PROCESS, TOWARDS LEARNING

- Educational value and effectiveness of the learning experience
- Learner's journey: objectives → engagement → outcomes
- Key elements:
 - Relevant learning goals
 - Engaging methods and materials
 - Skilled, adaptive trainers
 - Supportive interaction and feedback
 - Real skill acquisition and impact
- Needs: learner feedback, outcome tracking, pedagogical audits

WORLD CAFÉ: 3 ROTATING ROUNDTABLES

 Each group rotates to discuss three themes.

 15-minute rotating discussions:

A. Quality Assurance: History & Rationale

Why and how was your QA system introduced?

B. To what extent QA guarantees pedagogical quality ?

How is pedagogical quality addressed in your QA system?

C. Best Practices and Blind Spots in Quality Assurance

THANK YOU FOR YOUR ATTENTION!

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