VET21001 Report

Development of the VET21001 Curricula for ISO 21001-EQAVET System Manager and ISO 21001-EQAVET Lead Auditor

Version 2

VET21001

Authors

Ana Ribeiro[5], Raquel Raimundo[5], Sandra Feliciano[2]

Contributors

Alessandro Dionisio[1], Albert Angius[6], Alicia Leonor Sauli Miklavčičč[4], Andreia Baptista[5], Angelique Grech[7], Anthony F. Camilleri[2], Arti Khosla[7], Giovanna D'Alessandro[1], Helena Nunes[3], Hugo Alves[3], Jasmina Poličnik[4], José Bourbon[3], Laura Laurenzi[1], Lima Fernandes[7], Miha Zimšek[4], Natalija Klepej Gržanič[4], Paula Almeida[3], Pierre Dalmas[6], Sónia Ferreira[5], Vincent Mazraani[7]

Editors

Sandra Feliciano[2]

Layout

Tara Drev[2]

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The VET21001 Consortium

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2. Knowledge Innovation Centre	KIC	MT
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5. Associação para a Educação e Valorização da Região de Aveiro	AEVA	PT
6. Malta College of Arts Science and Technology	MCAST	MT

7. **Associated partners**

The identification of the enlarged VET21001 Community is available at: https://vet21001.eu/partners/

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Introduction

1.1 Context

VET21001[1] is an applied research project, designed to respond to the problem of the low European Quality Assurance Framework for Vocational Education and Training (EQAVET)[2] adoption since 2009 and is funded by the ERASMUS+ Programme, in the framework of the European priorities (European Commission, 2019).

- Sustainable investment, quality and efficiency of education, training and youth systems: supporting the development of evidence-based policies and reforms that aim at delivering quality education and training more efficiently;
- Increasing the quality in VET through the establishment of feedback loops to adapt VET provision, in line with the Recommendation on the European Quality Assurance Reference Framework for Vocational Education and Training (EQAVET).

VET21001 has the **Mission** to

- contribute to a self-sustainable market dynamics, conducive to a widen adoption of the EQAVET criteria (VET21001 Consortium, 2019a).

and the **Vision** to

- contribute to the continuous improvement of European VET and HVET services and its worldwide recognition as a brand of excellence (VET21001 Consortium, 2019a).

To accomplish its mission and achieve its vision, the project includes five intellectual outputs:

IO1 Gap analyses of EQAVET Adoption
IO2 Competence Profiles for EQAVET Professionals
IO3 Rules for an EQAVET Accredited Certification Scheme
IO4 "Mastering EQAVET" Curricula
IO5 "VET21001[1]" - A Standardised Toolkit for easy EQAVET integrated implementation

The relationship between these intellectual outputs is illustrated in figure 1 at the next page. This report describes the development of intellectual output 2 "Competence Profiles for EQAVET Professionals".

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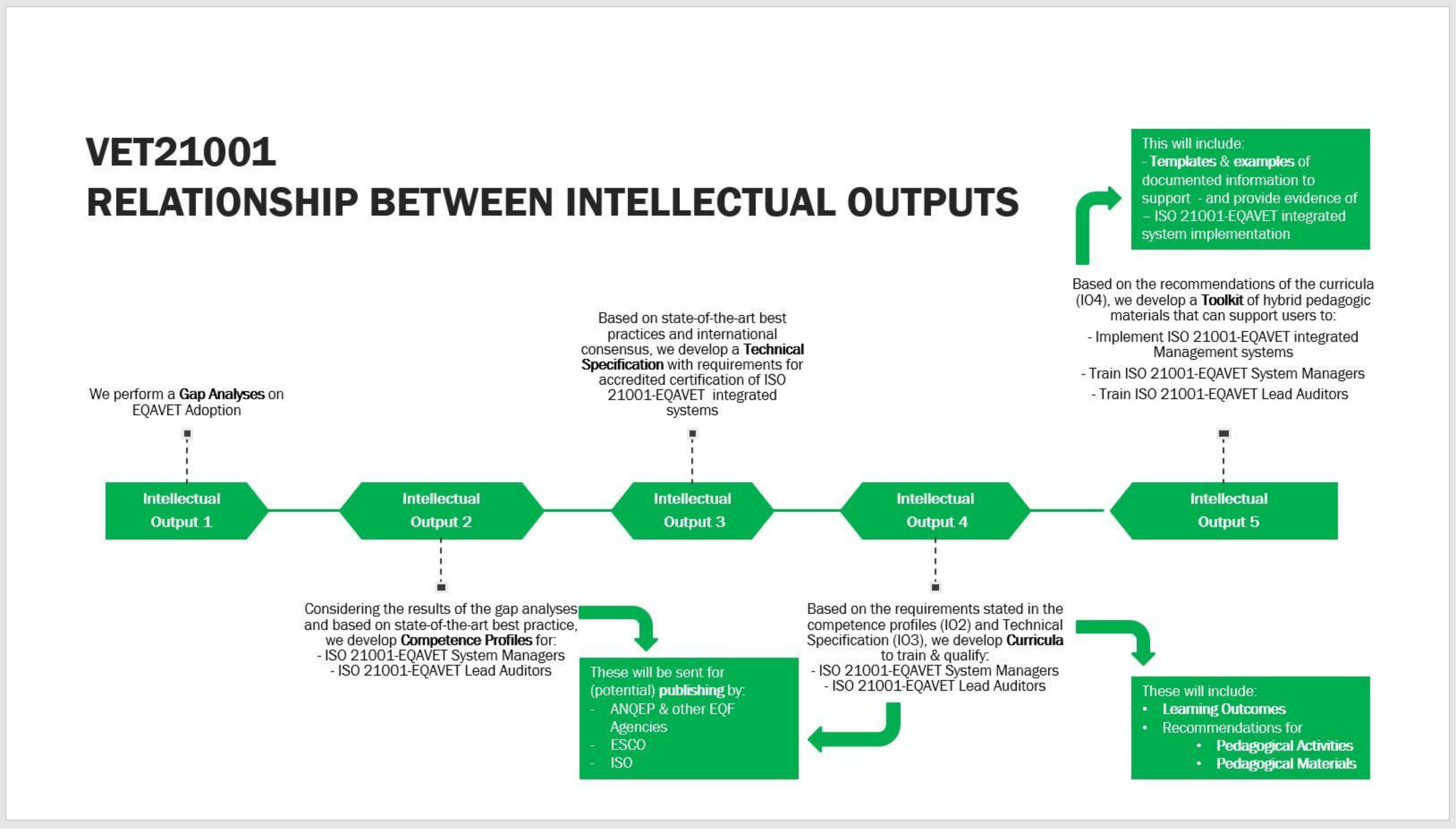
[1] At the application phase, the project was named EQAVET+. It was re-named VET21001 after funding approval, by request of the European Commission. See details here.

[2] EQAVET first emerged from the 2009 Recommendation of the European Parliament and Council, which invited Member States to use indicative descriptors and indicators to strengthen the quality of VET provision. It was meanwhile substituted by the 2020 Recommendation on vocational education and training for sustainable competitiveness, social fairness and resilience. The VET Recommendation describes how EQAVET can be used to strengthen the quality of initial and continuing VET and presents the complete EQAVET framework.



VET21001
RELATIONSHIP BETWEEN INTELLECTUAL OUTPUTS

We perform a **Gap Analyses** on EQAVET Adoption

Intellectual Output 1

Intellectual Output 2

Considering the results of the gap analyses and based on state-of-the-art best practice, we develop **Competence Profiles** for:
- ISO 21001-EQAVET System Managers
- ISO 21001-EQAVET Lead Auditors

These will be sent for (potential) **publishing** by:
- ANQEP & other EQF Agencies
- ESCO
- ISO

Intellectual Output 3

Based on state-of-the-art best practices and international consensus, we develop a **Technical Specification** with requirements for accredited certification of ISO 21001-EQAVET integrated systems

Intellectual Output 4

Based on the requirements stated in the competence profiles (IO2) and Technical Specification (IO3), we develop **Curricula** to train & qualify:
- ISO 21001-EQAVET System Managers
- ISO 21001-EQAVET Lead Auditors

These will include:
- **Learning Outcomes**
- Recommendations for
    - **Pedagogical Activities**
    - **Pedagogical Materials**

Intellectual Output 5

Based on the recommendations of the curricula (IO4), we develop a **Toolkit** of hybrid pedagogic materials that can support users to:
- Implement ISO 21001-EQAVET integrated Management systems
- Train ISO 21001-EQAVET System Managers
- Train ISO 21001-EQAVET Lead Auditors

This will include:
- **Templates** & **examples** of documented information to support - and provide evidence of – ISO 21001-EQAVET integrated system implementation

Figure 1

1.2 Aims and objectives

VET21001 Intellectual Output 4 (IO4) was designed to respond directly to the lack of capacity building programmes specifically targeted for EQAVET. It planned to develop Curricula for Implementers and Evaluators of EQAVET and to offer these documents to the EQAVET National Agencies of the countries represented in the VET21001 Consortium, with the following objectives (VET21001 Consortium, 2019a, 2019b):

- To increase curiosity, awareness, understanding, mastery and adoption of the EQAVET criteria by VET and HVET/PHE organizations
- To grow the national qualification catalogues database and its usage;
- To facilitate the mobility of EQAVET professionals across Europe and beyond, through facilitated recognition of their competences.

The rationale for this, as explained at the application (VET21001 Consortium, 2019b), was:

> *“The consortium will design and publish curricula for the capacity-building of people in the competence profiles published on IO2 for EQAVET Professionals, namely EQAVET Implementers and EQAVET Evaluators.*
>
> *This is part of the holistic strategy of the consortium to contribute to eliminate the causes identified for the lower adoption of the EQAVET criteria in the last decade: To overcome the difficulties of the users with the EQAVET criteria and to prepare evaluators to work in future accredited certification schemes based on the EQAVET criteria, those professionals - implementers and evaluators - need to acquire the necessary competences. Therefore, and following the evidenced-based (IO1) identification of those competences (IO2 and IO3), this intellectual output will provide the market with a specific curricula, including methodologies and pedagogic materials, that will enable VET organizations to use for self-capacity-building purposes, as well as to provide VET services to others.*
>
> *By involving Associate partners inserted in European and International networks, whom will support the project by disseminating its intellectual outputs, the infrastructure for easy transferability is assured, being a question of translations in different languages.”*

The strategy deployed to achieve the above objectives, included two activities aligned in sequence:

IO4A1. Curricula Design
IO4A2. Publication of the Curricula

The development of these activities, as well as their evaluation, is fully described in the next sections of this report.

2 Method

The methods followed by the Consortium to develop Intellectual Output (IO4) – initially named "Mastering EQAVET Curricula" and meanwhile renamed as the "VET21001 Curricula" – were, as planned at the application phase:

1. comparative analyses; and
2. the iterative method of developing documents in consensus
3. the read-watch-do approach

The comparative analyses consisted in seeking, selecting, compiling and comparing curricula already available of a similar nature to the ones the VET21001 consortium aimed to develop.

For the development of the curricula, the consortium adopted the International Organization for Standardization (ISO)'s iterative method, which assures the principles of participation, transparency and consensus. This method was used in different phases of IO4 development, with different aims:

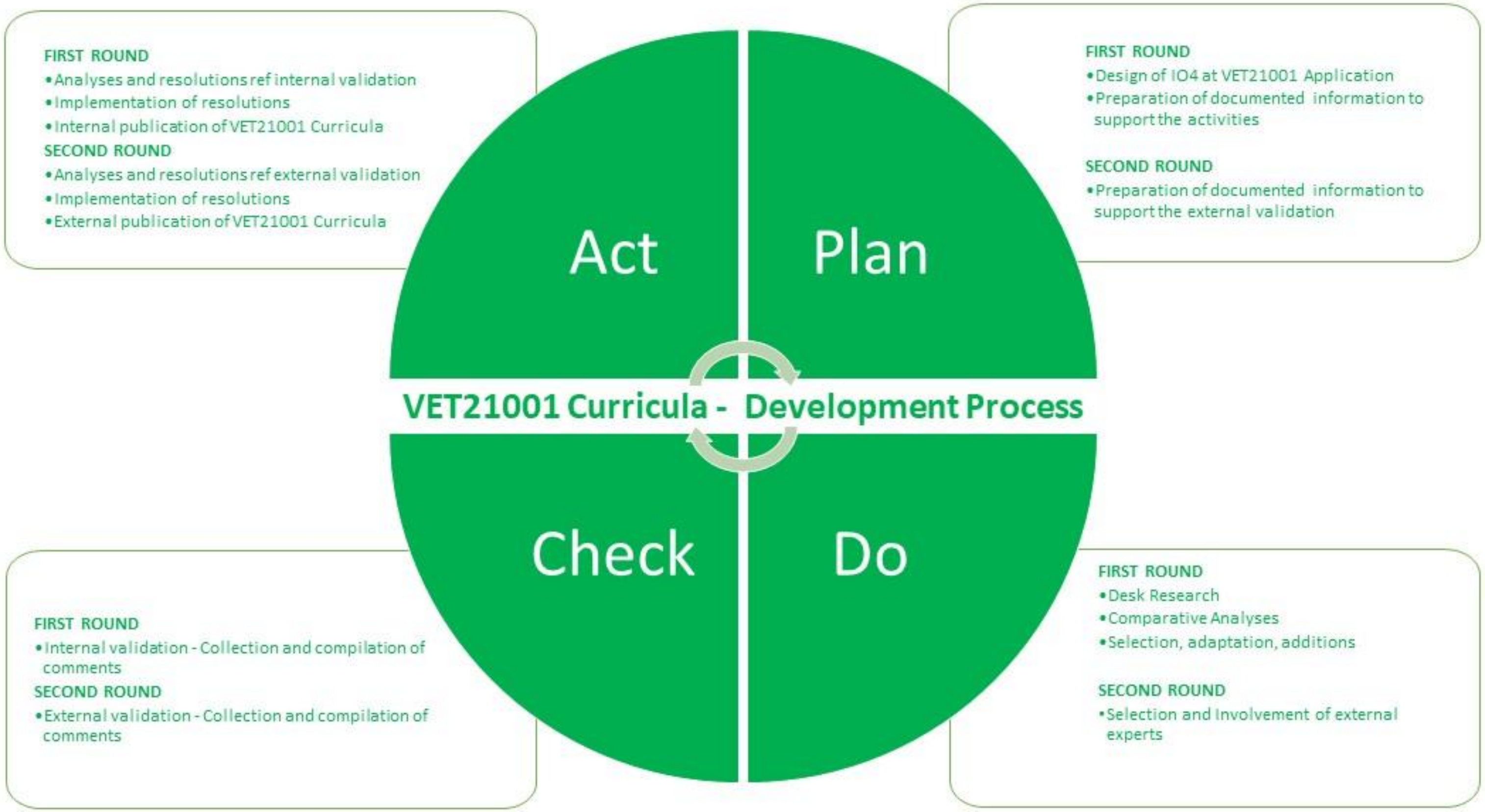
- To develop the learning objectives and learning outcomes for both curricula, based on the results of the comparative analyses (internal application of the method);
- To seek a glimpse of market validation through the inputs received from external experts invited to review and comment on the draft of the learning objectives and learning outcomes (external application of the method);
- To identify the remaining elements of the curricula and its articulation with the VET21001 Toolkit (IO5) (again, internal application of the method).

The consortium chose the read-watch-do approach for the presentation of the pedagogic materials (bibliography) and pedagogic activities (do).

At implementation phase, to complement the initially planned methods described above, the consortium also added the following ones:

- an ISO 9001 process approach, organized in Demings' PLAN-DO-CHECK-ACT continuous improvement cycle (PDCA), for organization of work and quality assurance of the deliverables
- LEAN Management techniques, to make discussions at meetings more efficient
- Bloom Taxonomy as a guidance to write the learning objectives and learning outcomes

The development process of the VET21001 Curricula is illustrated in figure 2 and thoroughly described in the next sections of this report.



FIRST ROUND
- Analyses and resolutions ref internal validation
- Implementation of resolutions
- Internal publication of VET21001 Curricula

SECOND ROUND
- Analyses and resolutions ref external validation
- Implementation of resolutions
- External publication of VET21001 Curricula

FIRST ROUND
- Design of IO4 at VET21001 Application
- Preparation of documented information to support the activities

SECOND ROUND
- Preparation of documented information to support the external validation

FIRST ROUND
- Internal validation - Collection and compilation of comments

SECOND ROUND
- External validation - Collection and compilation of comments

FIRST ROUND
- Desk Research
- Comparative Analyses
- Selection, adaptation, additions

SECOND ROUND
- Selection and Involvement of external experts

VET21001 Consortium www.vet21001.eu

Figure 2

3 Findings: The Research Base

Each partner conducted desk research through available international and national catalogues and repertories focusing on curricula for quality management and auditing.

The sources consulted were national, European and international, including curricula published by national EQAVET agencies, consultancy and certification bodies providing training and qualification services and higher education organizations.

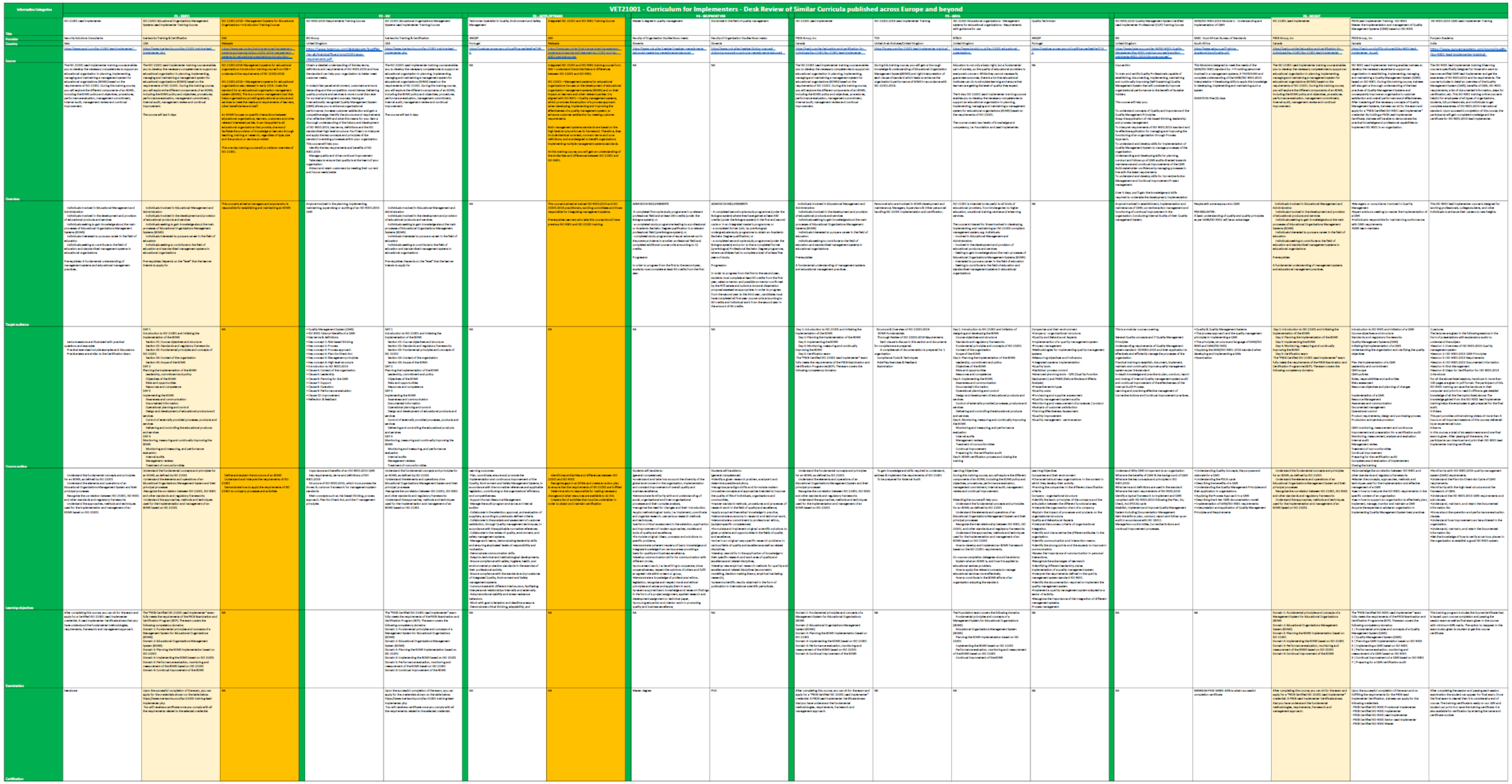
The research was conducted across twelve countries (Canada, India, Italy, Malaysia, Malta, Portugal, Slovenia, South Africa, United Kingdom, United Arab Emirates, United States of America and Vietnam), eight more than the number of countries in the consortium.

The option to go beyond Europe occurred when searches for ISO 21001 curricula showed more results outside than inside Europe. This option allowed to enrich the geographical scope of the desk research, thus increasing the applicability of the curricula within different national contexts and potential adoption and publication into various international and national catalogues.

The curricula collected were compiled by the partners in a collaborative online table created in Google Spreadsheets. Not all the information found by partners were adequate to the purposes of IO4 and some findings were duplicated across partners. However, as most partners provided more than the minimum of two contributions, the compilation generated enough entrances for comparison.

The “cleaned” findings, after elimination of “casting errors” and duplications, can be found in the next sections.

3.1 Findings: Global Curricula for Implementers



VET21001 - Curriculum for Implementers - Desk Review of Similar Curricula published across Europe and beyond

Information Categories

Title

Provider

Country

Source

Overview

Target audience

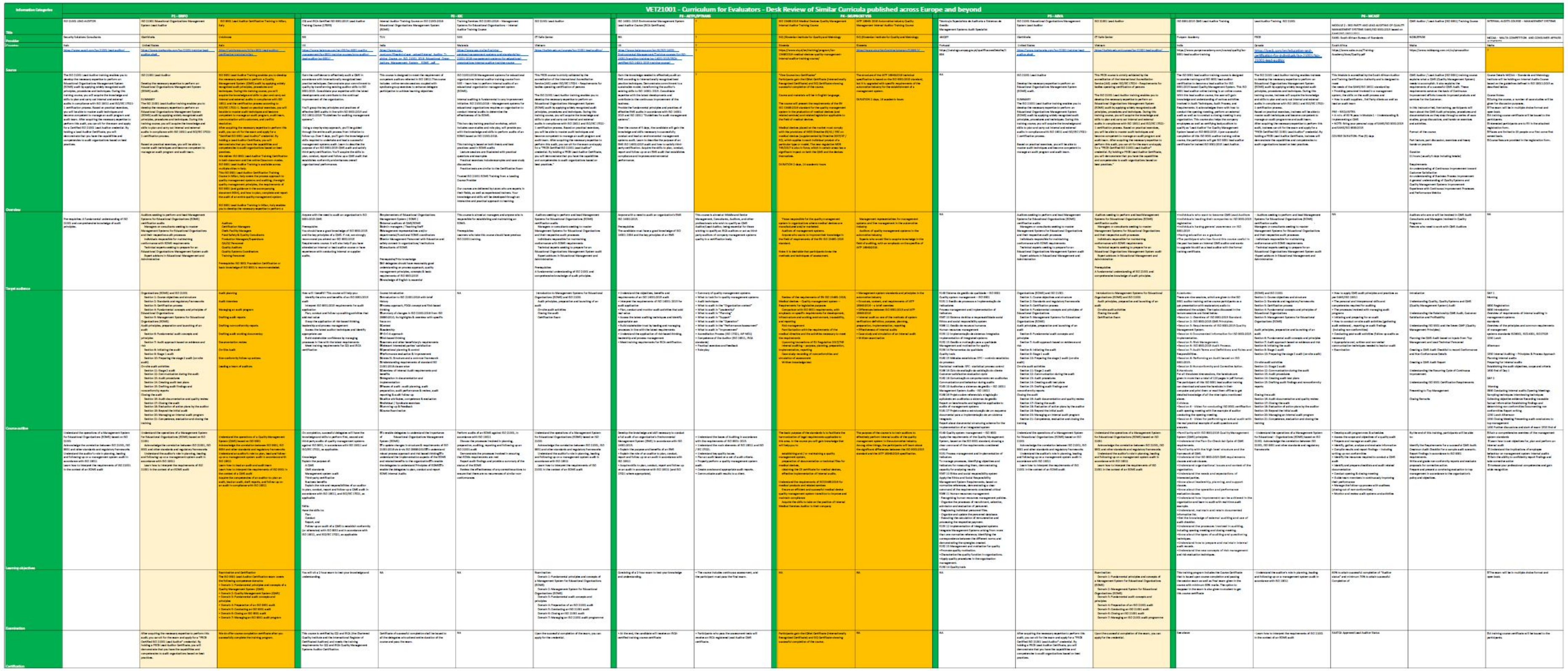
Course outline

Learning objectives

Examination

Certification

3.2 Findings: Global Curricula for Evaluators



VET21001 - Curriculum for Evaluators - Desk Review of Similar Curricula published across Europe and beyond

4 Results: The VET 21001 Curricula

4.1 Designing and developing the VET 21001 Curricula

Using the findings, the consortium performed a comparative analysis focused on the commonalities and differences among the similar curricula identified, leading to a selection of the most relevant elements capable of developing the competences listed in the VET21001 profiles. This was done during a series of meetings.

A LEAN Management approach was taken as a preparation for the consortium meetings: partners were asked to highlight on their copies of the compilation, using a color code approach, the parts of the curricula collected that could be used for the VET21001 Curricula. This allowed for more efficient discussions during the meetings, as their choices were visually straightforward, facilitating quicker clarifications and motivations as needed.

Partners started to develop the VET21001 Curricula by writing the learning outcomes for each curriculum. This was done using the selected parts of the curricula already published, adapting these parts as needed to fit the new context and creating and developing new content, as necessary. The Blooms' Taxonomy was used as guidance to write the learning objectives, as illustrated by figure 3.

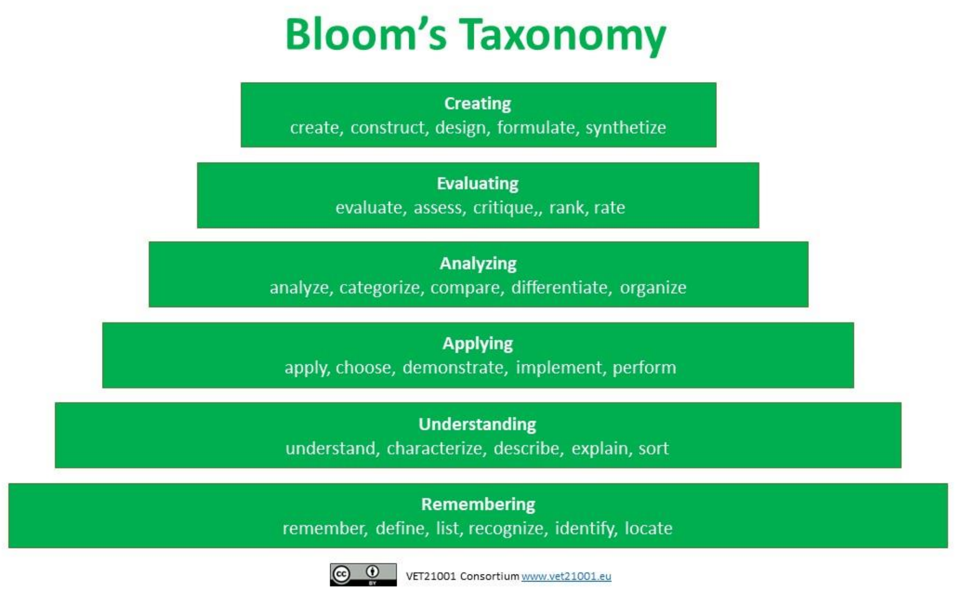

Bloom's Taxonomy
Creating
create, construct, design, formulate, synthetize
Evaluating
evaluate, assess, critique,, rank, rate
Analyzing
analyze, categorize, compare, differentiate, organize
Applying
apply, choose, demonstrate, implement, perform
Understanding
understand, characterize, describe, explain, sort
Remembering
remember, define, list, recognize, identify, locate
VET21001 Consortium www.vet21001.eu

Figure 3

4.1.1 Internal consensus

The learning outcomes were then put in a table also containing the competence profiles (for better reference) and distributed to partners for review, together with an ISO-like Commenting Table and some guidance on how to conduct the task, to perform an internal validation through review and consensus-reaching.

Partners reviewed the learning outcomes and registered their comments and respective rationale in the ISO-like Commenting table. The comments received from different partners were compiled and the compilation distributed in the consortium. A comments' resolution meeting was then held, where partners reviewed each comment individually, heard the motivations of its authors and discussed until reaching consensus on whether to accept or reject the comment. The draft of the learning outcomes was subsequently updated accordingly.

4.1.2 External consultation

The VET21001 decided to conduct an external consultation activity to enlarge the consensus reached on the learning outcomes. To implement this activity, each VET21001 partner was asked to indicate experts willing to analyze and comment on the draft of the learning outcomes. To these, the consortium also added representatives of the associated partners. Collectively, 23 experts were identified, together with their affiliation and contacts.

The same process used to reach internal consensus was also used externally: the updated draft of the learning outcomes was distributed to the external experts, together with an ISO-like Commenting Table, a link to a Google based Survey and some guidance on how to conduct the task. The comments received where then compiled for discussion and approval. To be noted that, in order to provide some context to the external experts, the competences identified at IO3 were included in the document provided to them. As IO2 had not been subject to external consultation, the VET21001 Consortium used this activity to also enlarge the consensus on it.

4.1.3 Constraints felt with terms and definitions

Across the project lifetime, the consortium kept an open – and at times heated - debate regarding the approach to be taken to IO2 and IO4, particularly on the articulation between concepts in two different groups:

- job/profession/qualification, responsibilities/tasks, competences, learning objectives/aims and learning outcomes; and
- curricula, syllabus, pedagogic materials, pedagogic activities.

Contributing to the debate was not only the historical lack of international consensus on these concepts at the academic level (CEDEFOP, 2022), but also the instability of the sources used as guidance for the approach: During the project lifetime, both ESCO and some EQF national agencies changed their articulation of these concepts, affecting the VET21001 Competence Profiles (IO2) and VET21001 Curricula in different ways.

Faced with these challenges, the consortium considered several diverse approaches to IO4 considering:

- The opportunity to accompany the evolution of ESCO and EQF national agencies approaches;
- The impact on the VET21001 Competence Profiles (IO2) already published and disseminated;
- The impact on the usefulness of the output for the target group (mostly composed by cVET providers) and the necessary publication format needed to achieve it.

This reflection resulted in a middle-ground solution between the full adherence to the evolution of ESCO and EQF national agencies - which would have required a complete review and revalidation of the VET21001 Competence Profiles (IO2) and was not market-friendly to the target users (cVET providers) – and the perpetuation of the initial approach, aligned with the previous versions of ESCO. The consortium, therefore, decided to define overarching learning objectives reflecting the previously identified main responsibilities in each competence profile, but also keep the more detailed learning outcomes identified in relation to the list of competences of the competence profiles, due to their usefulness to support educators in the choice of bibliography and in the design and development of assessment or learning instruments.

4.1.4 Finalization of the VET21001 Curricula

With the learning objectives and learning outcomes stabilized, as well as the pre-requirements, which were addressed jointly, the Consortium worked on reaching consensus about the remaining elements and how to structure of their presentation. It was agreed that the Curricula would include the following elements:

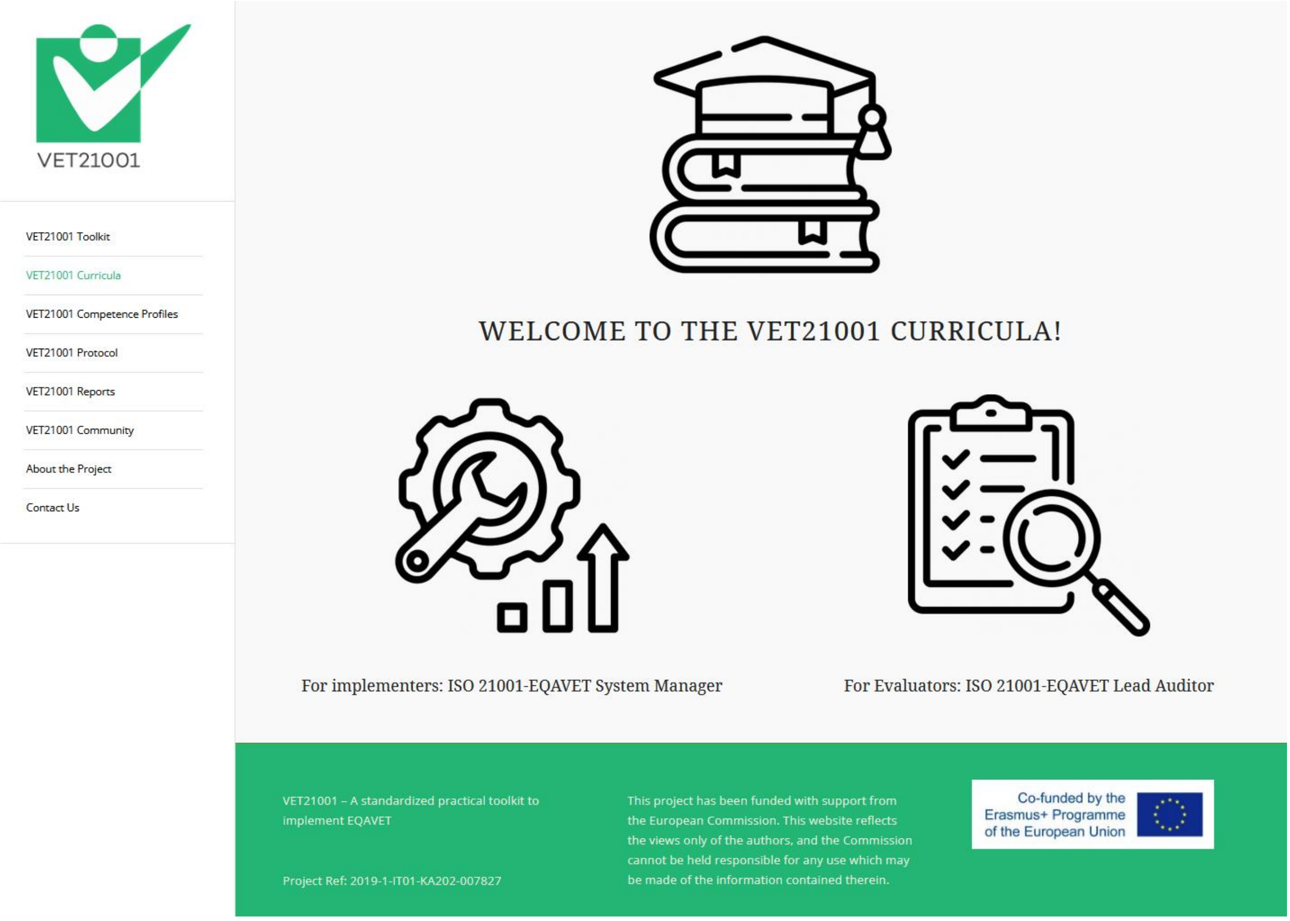
- Title of the Curricula
- Recommendations for
    - Pre-requirements
    - Duration
    - Form of delivery
    - Learning objectives
    - Learning outcomes
    - Methods
    - Credit system
    - Level system
- List of recommended pedagogic materials
    - Bibliography of recommended readings
    - Bibliography of recommended watchings (videos)
- Recommended learning activities, including different approaches according to the duration of the courses

To be noted that the names of the curricula developed also evolved to match the names of the VET21001 Competence Profiles – VET21001 Curriculum for ISO 21001-EQAVET System Managers and VET21001 Curriculum for ISO 21001 Lead Auditors.

4.2 Publication of the VET21001 Curricula

The VET21001 Curricula was published at the VET21001 website in two versions: HTML and PDF.

The HTML versions of the VET21001 Curricula are available at: https://vet21001.eu/vet21001-curricula/


VET21001
VET21001 Toolkit
VET21001 Curricula
VET21001 Competence Profiles
VET21001 Protocol
VET21001 Reports
VET21001 Community
About the Project
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WELCOME TO THE VET21001 CURRICULA!

For implementers: ISO 21001-EQAVET System Manager

For Evaluators: ISO 21001-EQAVET Lead Auditor

VET21001 – A standardized practical toolkit to implement EQAVET

Project Ref: 2019-1-IT01-KA202-007827

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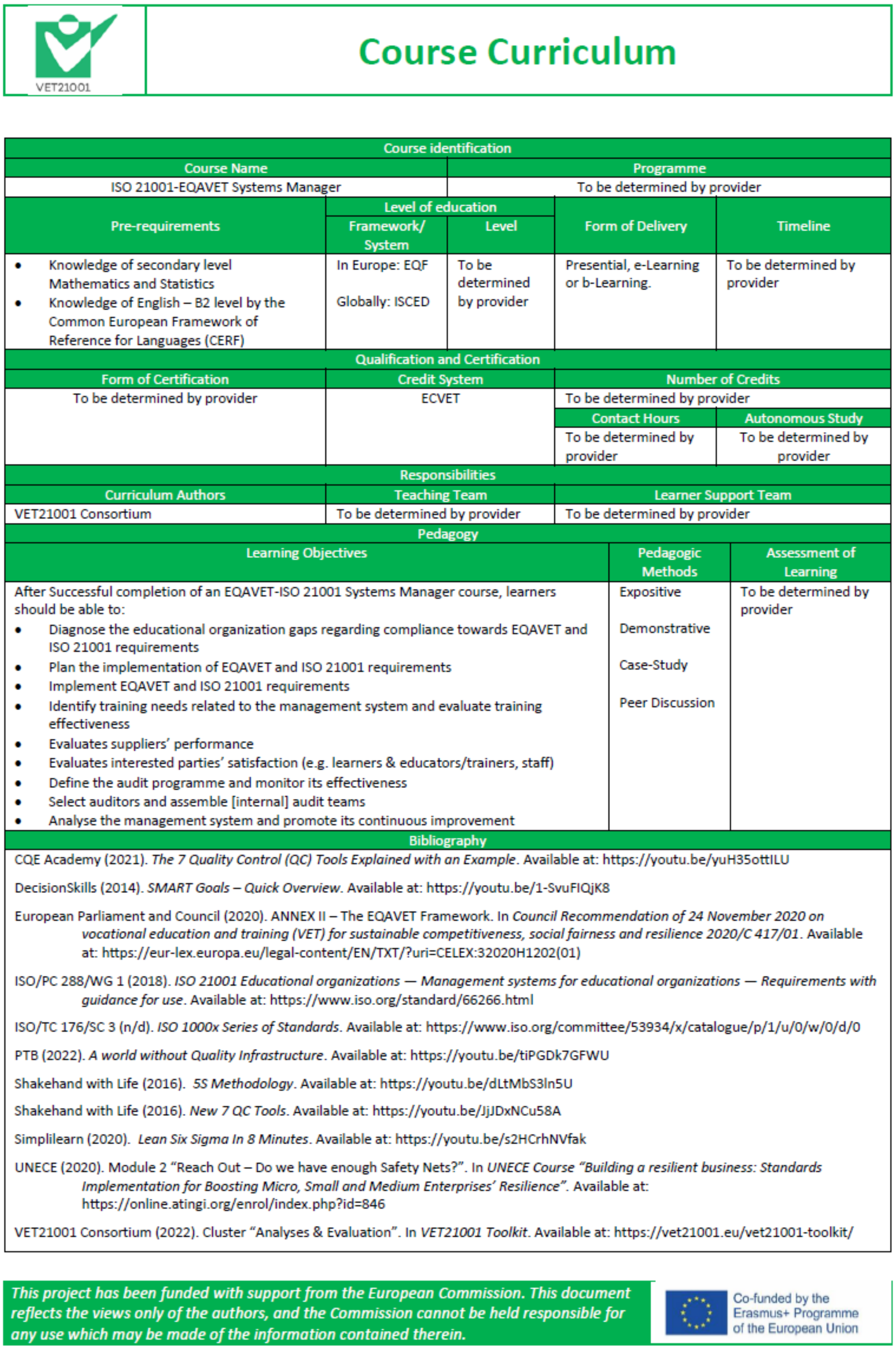
Figure 4

The PDF versions do not show the recommended learning outcomes, nor the recommended activities. The HTML versions of the VET21001 Curricula show all the information.

Figures 5 to 8 in the next pages correspond to the PDF and HTML versions of the VET21001 Curricula “ISO 21001-EQAVET System Manager“ and “ISO 21001-EQAVET Lead Auditor“, respectively.

4.2.1 VET 21001 Curriculum for ISO 21001-EQAVET System Manager (PDF)



VET21001

Course Curriculum

Course identification

Course Name	Programme
ISO 21001-EQAVET Systems Manager	To be determined by provider

Pre-requirements	Level of education: Framework/ System	Level of education: Level	Form of Delivery	Timeline
• Knowledge of secondary level Mathematics and Statistics • Knowledge of English – B2 level by the Common European Framework of Reference for Languages (CERF)	In Europe: EQF Globally: ISCED	To be determined by provider	Presential, e-Learning or b-Learning.	To be determined by provider

Qualification and Certification

Form of Certification	Credit System	Number of Credits	
To be determined by provider	ECVET	To be determined by provider	
		Contact Hours	Autonomous Study
		To be determined by provider	To be determined by provider

Responsibilities

Curriculum Authors	Teaching Team	Learner Support Team
VET21001 Consortium	To be determined by provider	To be determined by provider

Pedagogy

Learning Objectives	Pedagogic Methods	Assessment of Learning
After Successful completion of an EQAVET-ISO 21001 Systems Manager course, learners should be able to: • Diagnose the educational organization gaps regarding compliance towards EQAVET and ISO 21001 requirements • Plan the implementation of EQAVET and ISO 21001 requirements • Implement EQAVET and ISO 21001 requirements • Identify training needs related to the management system and evaluate training effectiveness • Evaluates suppliers' performance • Evaluates interested parties' satisfaction (e.g. learners & educators/trainers, staff) • Define the audit programme and monitor its effectiveness • Select auditors and assemble [internal] audit teams • Analyse the management system and promote its continuous improvement	Expositive Demonstrative Case-Study Peer Discussion	To be determined by provider

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DecisionSkills (2014). *SMART Goals – Quick Overview*. Available at: https://youtu.be/1-SvuFIQjK8

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UNECE (2020). Module 2 "Reach Out – Do we have enough Safety Nets?". In *UNECE Course "Building a resilient business: Standards Implementation for Boosting Micro, Small and Medium Enterprises' Resilience"*. Available at: https://online.atingi.org/enrol/index.php?id=846

VET21001 Consortium (2022). Cluster "Analyses & Evaluation". In *VET21001 Toolkit*. Available at: https://vet21001.eu/vet21001-toolkit/

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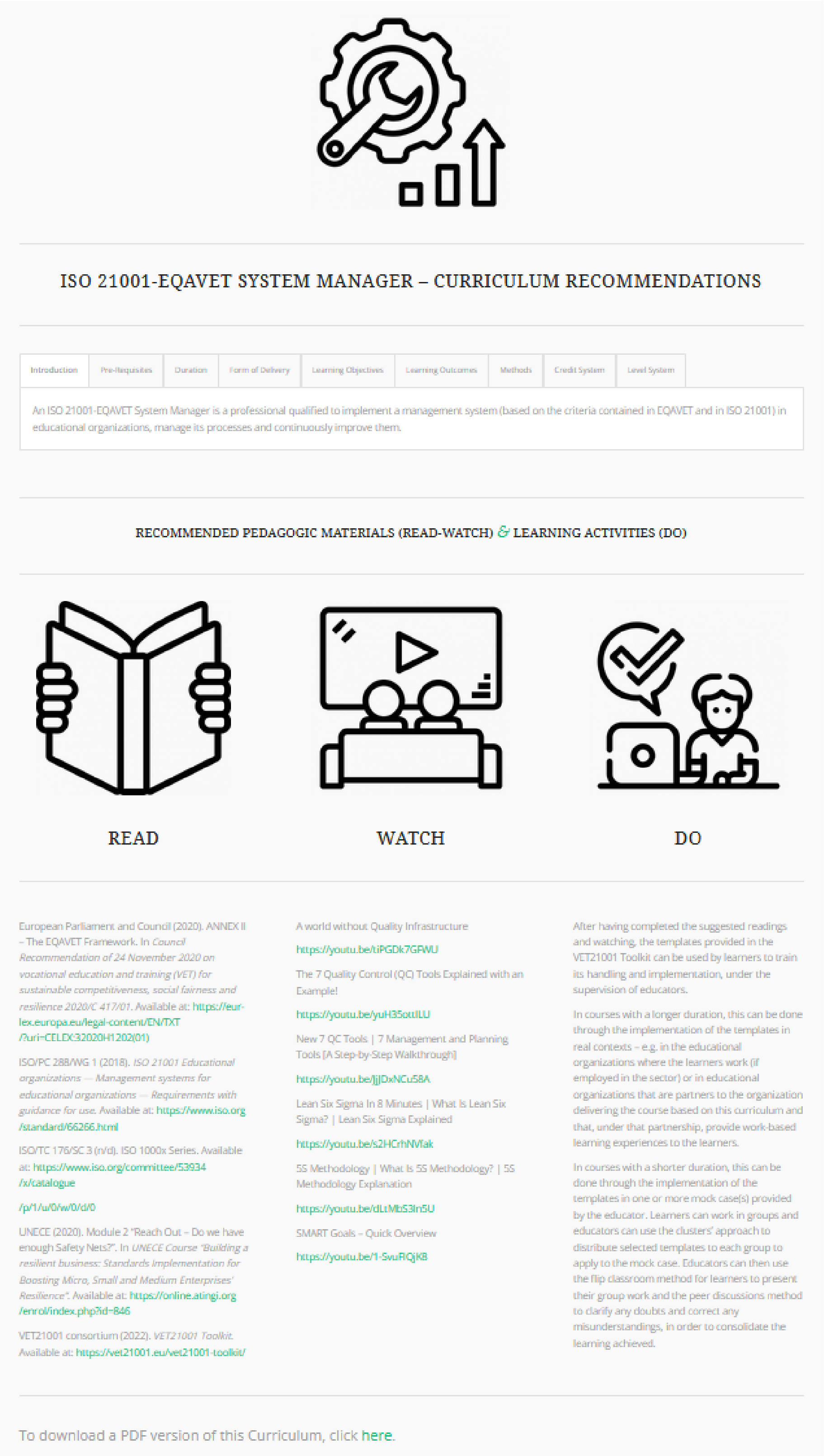
Figure 5

4.2.2 VET 21001 Curriculum for ISO 21001-EQAVET System Manager (HTML)



ISO 21001-EQAVET SYSTEM MANAGER – CURRICULUM RECOMMENDATIONS

An ISO 21001-EQAVET System Manager is a professional qualified to implement a management system (based on the criteria contained in EQAVET and in ISO 21001) in educational organizations, manage its processes and continuously improve them.

RECOMMENDED PEDAGOGIC MATERIALS (READ-WATCH) & LEARNING ACTIVITIES (DO)

READ

European Parliament and Council (2020). ANNEX II – The EQAVET Framework. In *Council Recommendation of 24 November 2020 on vocational education and training (VET) for sustainable competitiveness, social fairness and resilience 2020/C 417/01*. Available at: https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:32020H1202(01)

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ISO/TC 176/SC 3 (n/d). ISO 1000x Series. Available at: https://www.iso.org/committee/53934/x/catalogue

/p/1/u/0/w/0/d/0

UNECE (2020). Module 2 "Reach Out – Do we have enough Safety Nets?". In *UNECE Course "Building a resilient business: Standards implementation for Boosting Micro, Small and Medium Enterprises' Resilience"*. Available at: https://online.atingi.org/enrol/index.php?id=846

VET21001 consortium (2022). *VET21001 Toolkit*. Available at: https://vet21001.eu/vet21001-toolkit/

WATCH

A world without Quality Infrastructure

https://youtu.be/tiPGDk7GFWU

The 7 Quality Control (QC) Tools Explained with an Example!

https://youtu.be/yuH35otIILU

New 7 QC Tools | 7 Management and Planning Tools [A Step-by-Step Walkthrough]

https://youtu.be/JjJDxNCu58A

Lean Six Sigma In 8 Minutes | What Is Lean Six Sigma? | Lean Six Sigma Explained

https://youtu.be/s2HCrhNVlak

5S Methodology | What Is 5S Methodology? | 5S Methodology Explanation

https://youtu.be/dLtMbS3In5U

SMART Goals – Quick Overview

https://youtu.be/1-SvuRQjK8

DO

After having completed the suggested readings and watching, the templates provided in the VET21001 Toolkit can be used by learners to train its handling and implementation, under the supervision of educators.

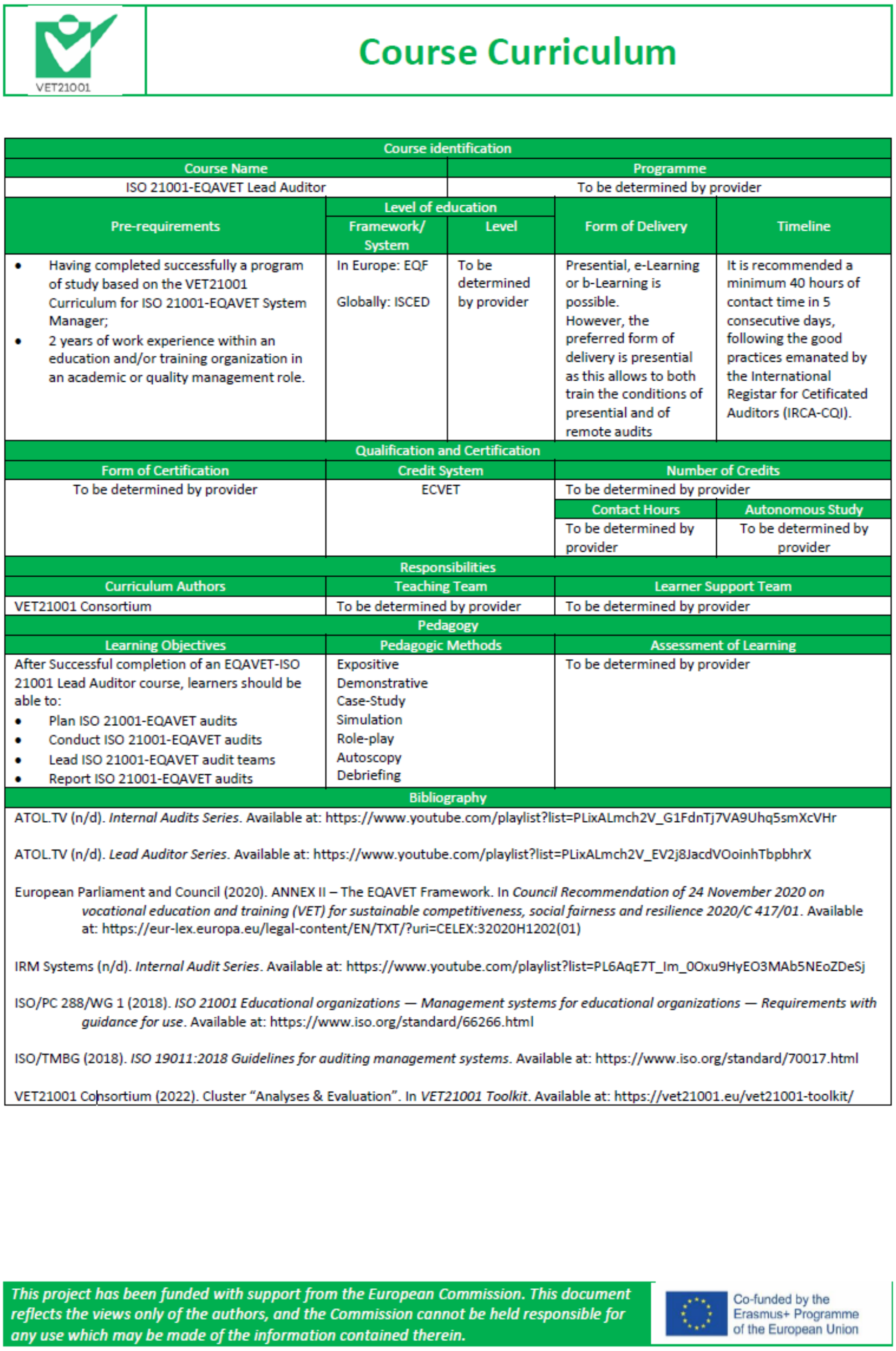
In courses with a longer duration, this can be done through the implementation of the templates in real contexts – e.g. in the educational organizations where the learners work (if employed in the sector) or in educational organizations that are partners to the organization delivering the course based on this curriculum and that, under that partnership, provide work-based learning experiences to the learners.

In courses with a shorter duration, this can be done through the implementation of the templates in one or more mock case(s) provided by the educator. Learners can work in groups and educators can use the clusters' approach to distribute selected templates to each group to apply to the mock case. Educators can then use the flip classroom method for learners to present their group work and the peer discussions method to clarify any doubts and correct any misunderstandings, in order to consolidate the learning achieved.

To download a PDF version of this Curriculum, click here.

Figure 6

4.2.3 VET 21001 Curriculum for ISO 21001-EQAVET Lead Auditor (PDF)



VET21001

Course Curriculum

Course identification	
Course Name	**Programme**
ISO 21001-EQAVET Lead Auditor	To be determined by provider

Pre-requirements	Level of education		Form of Delivery	Timeline
	Framework/ System	Level		
• Having completed successfully a program of study based on the VET21001 Curriculum for ISO 21001-EQAVET System Manager; • 2 years of work experience within an education and/or training organization in an academic or quality management role.	In Europe: EQF Globally: ISCED	To be determined by provider	Presential, e-Learning or b-Learning is possible. However, the preferred form of delivery is presential as this allows to both train the conditions of presential and of remote audits	It is recommended a minimum 40 hours of contact time in 5 consecutive days, following the good practices emanated by the International Registar for Cetificated Auditors (IRCA-CQI).

Qualification and Certification			
Form of Certification	**Credit System**	**Number of Credits**	
To be determined by provider	ECVET	To be determined by provider	
		Contact Hours	**Autonomous Study**
		To be determined by provider	To be determined by provider

Responsibilities		
Curriculum Authors	**Teaching Team**	**Learner Support Team**
VET21001 Consortium	To be determined by provider	To be determined by provider

Pedagogy		
Learning Objectives	**Pedagogic Methods**	**Assessment of Learning**
After Successful completion of an EQAVET-ISO 21001 Lead Auditor course, learners should be able to: • Plan ISO 21001-EQAVET audits • Conduct ISO 21001-EQAVET audits • Lead ISO 21001-EQAVET audit teams • Report ISO 21001-EQAVET audits	Expositive Demonstrative Case-Study Simulation Role-play Autoscopy Debriefing	To be determined by provider

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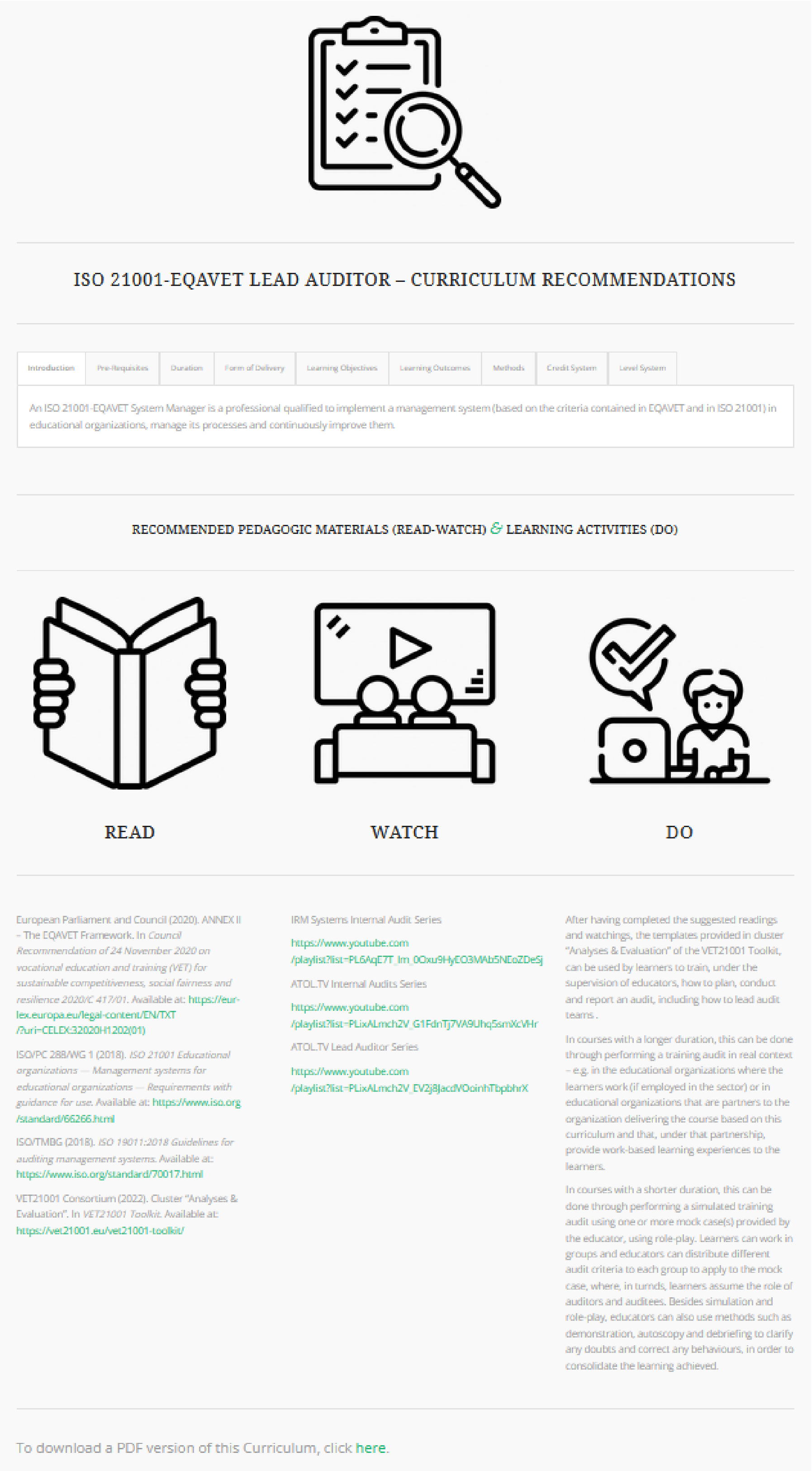
Co-funded by the Erasmus+ Programme of the European Union

Figure 7

4.2.4 VET 21001 Curriculum for ISO 21001-EQAVET Lead Auditor (HTML)



ISO 21001-EQAVET LEAD AUDITOR – CURRICULUM RECOMMENDATIONS

An ISO 21001-EQAVET System Manager is a professional qualified to implement a management system (based on the criteria contained in EQAVET and in ISO 21001) in educational organizations, manage its processes and continuously improve them.

RECOMMENDED PEDAGOGIC MATERIALS (READ-WATCH) & LEARNING ACTIVITIES (DO)

READ

European Parliament and Council (2020). ANNEX II – The EQAVET Framework. In *Council Recommendation of 24 November 2020 on vocational education and training (VET) for sustainable competitiveness, social fairness and resilience 2020/C 417/01*. Available at: https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:32020H1202(01)

ISO/PC 288/WG 1 (2018). *ISO 21001 Educational organizations — Management systems for educational organizations — Requirements with guidance for use*. Available at: https://www.iso.org/standard/66266.html

ISO/TMBG (2018). *ISO 19011:2018 Guidelines for auditing management systems*. Available at: https://www.iso.org/standard/70017.html

VET21001 Consortium (2022). Cluster "Analyses & Evaluation". In *VET21001 Toolkit*. Available at: https://vet21001.eu/vet21001-toolkit/

WATCH

IRM Systems Internal Audit Series

https://www.youtube.com/playlist?list=PL6AqE7T_Im_0Oxu9HyEO3MAb5NEoZDeSj

ATOL.TV Internal Audits Series

https://www.youtube.com/playlist?list=PLixALmch2V_G1FdnTj7VA9Uhq5smXcVHr

ATOL.TV Lead Auditor Series

https://www.youtube.com/playlist?list=PLixALmch2V_EV2j8JacdVOoinhTbpbhrX

DO

After having completed the suggested readings and watchings, the templates provided in cluster "Analyses & Evaluation" of the VET21001 Toolkit, can be used by learners to train, under the supervision of educators, how to plan, conduct and report an audit, including how to lead audit teams .

In courses with a longer duration, this can be done through performing a training audit in real context – e.g. in the educational organizations where the learners work (if employed in the sector) or in educational organizations that are partners to the organization delivering the course based on this curriculum and that, under that partnership, provide work-based learning experiences to the learners.

In courses with a shorter duration, this can be done through performing a simulated training audit using one or more mock case(s) provided by the educator, using role-play. Learners can work in groups and educators can distribute different audit criteria to each group to apply to the mock case, where, in turnds, learners assume the role of auditors and auditees. Besides simulation and role-play, educators can also use methods such as demonstration, autoscopy and debriefing to clarify any doubts and correct any behaviours, in order to consolidate the learning achieved.

To download a PDF version of this Curriculum, click here.

Figure 8

5 Monitoring and Evaluation

5.1 IO4A1

Activity 1 of Intellectual Output 2 (IO2A1) *"Curricula Design"* consisted in the identification of elements needed to develop the competences identified in the VET21001 Competence Profiles for ISO 210001-EQAVET System Managers (implementers) and ISO 210001-EQAVET Lead Auditors (evaluators). What was initially planned, as well as any adaptations made and results obtained, is described below.

Planned	**Adaptations & Results**
The consortium will design a set of curricula specifically targeted for the Competence Profiles published on IO2. Each curriculum will include: • Learning objectives	No adaptations were needed. The consortium identified the Learning Objectives necessary for the different stakeholders to acquire competences needed to perform correctly the roles of ISO 21001-EQAVET System Manager and ISO 21001-EQAVET Lead Auditor, based on similar curricula published in Europe and beyond and through the discussions held among partners to reach consensus on content to be re-used, adapted and new content to be developed. Additionally, also learning outcomes were identified, aligned with the competences identified in IO2.
• Pedagogic activities	No adaptations were needed. The consortium identified and described Pedagogic Activities to be performed by learners, under educator's supervision.
• Pedagogic materials that will enable the different stakeholders to acquire the competences needed to perform correctly their roles.	No adaptations were needed. The consortium identified and listed recommended Pedagogic Materials – texts and video – to be read and watched by learners. These were presented in VET21001 branded template (designed version) and also in the templates of the EQAVET Agencies of the partner countries.
Activity Target: 2 Curricula	The VET21001 Consortium developed an ISO 21001-EQAVET System Manager Curriculum and an ISO 21001-EQAVET Lead Auditor Curriculum.
Activity Monitoring Indicators: 1. Consistency with the results of IO1, IO2 and IO3;	☑ The contents of the VET21001 Curricula for ISO 21001-EQAVET System Manager and Lead Auditor are consistent with IO1, IO2 and IO3.
2. Existence of a framework to incorporate the results of IO5	☑ The Curricula lists the recommended pedagogic materials (Bibliography). Of the lists, the pedagogic materials that do not exist in the market will be developed during IO5.

5.2 IO4A2

Activity 2 of Intellectual Output 4 (IO4A2) *"Publication of the Curricula"* consisted in the publication of the VET21001 Curricula as open-source documents in the project website and in sending it to the national agencies responsible for national qualifications' catalogues, as well as national accreditation bodies. What was initially planned, as well as any adaptations made and results obtained, is described below.

Planned	Adaptations & Results
The consortium will publish the curricula in the project website as open resources for download by users. Each partner will also contact: • their national agency responsible for managing their national qualifications catalogue and offer them the Curricula, suggesting its integration in the national catalogue; • their national accreditation body and offer them the Curricula, suggesting its consideration in the internal procedure that will rule the potential accredited certification scheme to be launched for EQAVET.	No adaptations were needed. The VET21001 Curricula for ISO 21001-EQAVET System Manager and for ISO 21001-EQAVET Lead Auditor were published at the VET21001 website in HTML and PDF. The VET21001 Curricula were shared with national agencies ANQEP and INAPP. They were also shared with national accreditation bodies IPAC, Accredia and EMA.
Due to their possible interest in this Curricula, the consortium will also contact a few relevant European and International stakeholders, such as: • International Accreditation Forum (IAF) – as they determine AB assessors' and CB auditors' competences internationally; • European Accreditation (EA) - same as IAF, but with an European scope; • International Organization for Standardization (ISO) – as they publish as international standards, proactively or by request of IAF, competence profiles and training requirements for AB assessors' and CB auditors' competences; • EQAVET Network - as they centralize information about all initiatives regarding EQAVET; and offer them the Curricula published, suggesting they re-publish and disseminate them through their own media channels.	No adaptations were needed. The VET21001 Curriculum for ISO 21001-EQAVET Lead Auditor was shared with ISO CASCO/TC 232/JWG 58 and suggested as annex for ISO TS 21030. The suggestion will go through a process to reach international consensus. IAF and EA are members of CASCO and therefore will receive the Curriculum through this channel. The VET21001 Curricula for ISO 21001-EQAVET Lead Auditor and ISO 210001-EQAVET Systems Manager were shared with EC DG Employment, Unit 3, who is responsible for the EQAVET Network.
Activity Target: NA	NA
Activity Monitoring Indicators: 1. Availability of the curricula at the project Website	☑ The VET21001 Curricula for ISO 21001-EQAVET System Manager and ISO-EQAVET Lead Auditor are published at the project website in html and PDF versions.
2. Number of organizations to which the consortium sent the Curricula for re-publication and adoption	☑ The VET21001 Curricula were sent to 12 organizations: • EQAVET National Agencies (ANQEP, INAPP) • National Accreditation bodies (IPAC, ACCREDIA, EMA, MCCAA) • National Standardization Bodies (IPQ, INMC, DGN, MCCAA) • ISO, IAF and EQAVET Network

6 Dissemination and Exploitation

6.1 Multiplier events

The VET21001 Curricula were presented at AEVA's multiplier event (presential event) that was conducted on the 21st of December 2022 and 24 people attended the event. During AEVA's ME the project was presented, its context, objectives, and final results, with a more emphasis in IO2, IO4 and IO5. At the end of the event there was time for open questions. The participants were from schools (general and VET education) and cVET institutions from Aveiro Region. The feedback given from the participants was very positive. Many of them asked for a more detailed, demonstrative and practical session, in a training-type version, where the various clusters are presented, as well as the tools and used cases.

MCAST also presented the curricula during its multiplier event which among other participants, had representatives of MCCAA, the Maltese National Standardization body; the Malta Further and Higher Education Authority (MFHEA), the Medicines Authority, as well as other National and International Higher Education providers. Through the discussion, the importance and the relevance of the intellectual outputs developed by the project to address current gaps in the uptake of the EQAVET criteria by players in the education sector (especially in regulatory sciences in the area of medical devices) were highlighted. It was argued that the need to apply standards in order to regulate educational provision in various sectors is a contemporary reality and it was recognized that the tools developed by the project can effectively address such a need.

6.2 Onboarding more Associate Partners

The VET21001 Consortium made, since the project inception, a strong effort to onboard associate partners that could support the project through their expertise and networks, to assure a sturdier validation of outputs and their transfer into the market, through wider dissemination and exploitation.

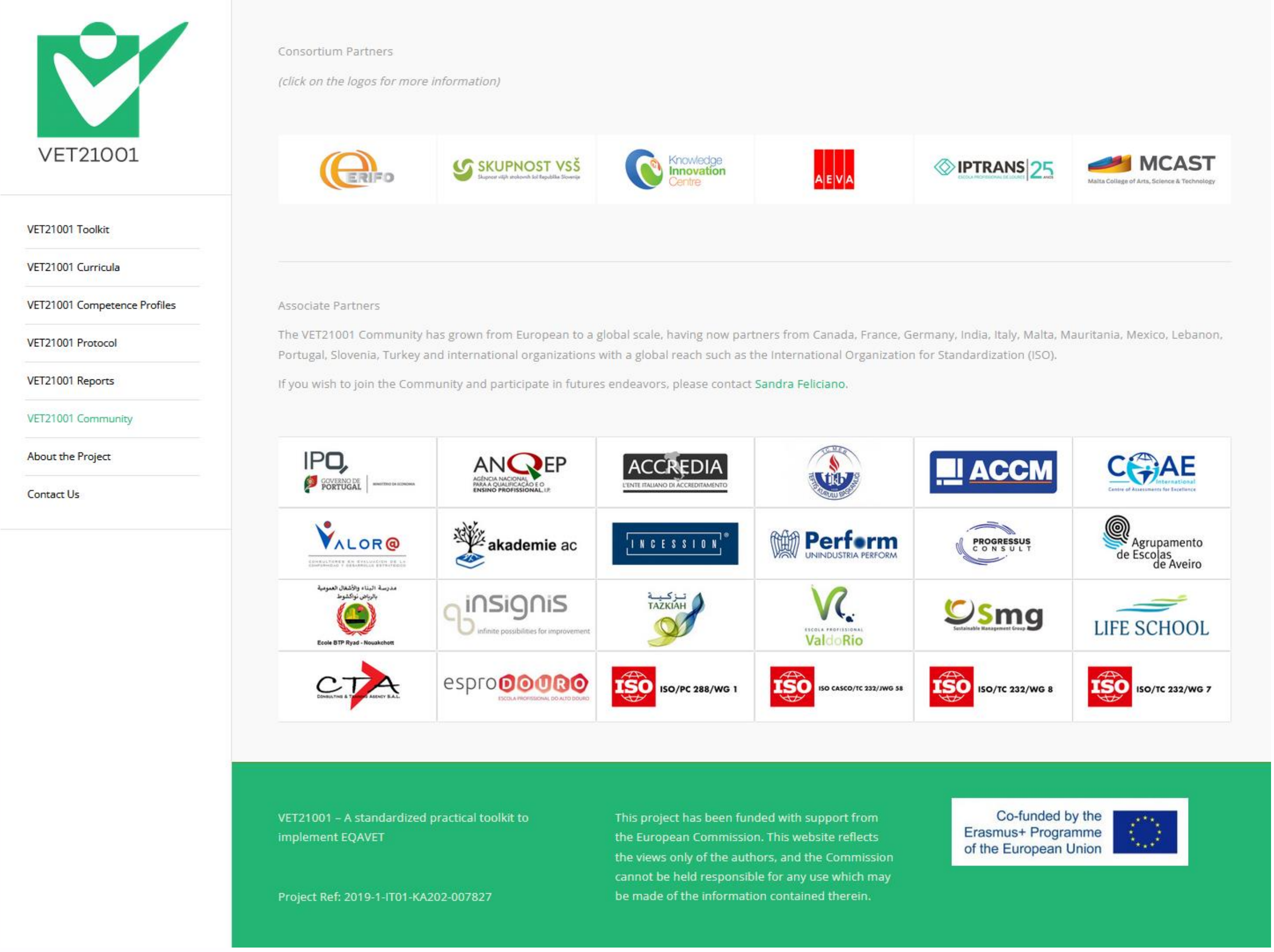
At the project application phase, IPQ, the Portuguese national standardization body, ANQEP, the Portuguese national Agency for EQAVET; and ISO/PC 288/WG 1 were involved.

During the development of intellectual output 3 (IO3), a few more associate partners were involved. They were ACCREDIA, the Italian National Accreditation Body; ACCM America, a Mexican Certification Body; VALOR@, a Mexican Consultancy company with expertise in accreditation, which collaborates often with EMA, the Mexican National Accreditation Body; and ISO CASCO JWG 58, which was created by ISO to further exploit IO3 as ISO TC 21030.

Following the tradition, during the development of IO4 and IO5, the consortium onboarded the following additional associate partners:

- Turkish Ministery responsible for education and training sector
- COAE, a Indian accredited certification body
- SMG, a Canadian accredited certification body
- CTA, a Lebanese consultancy and training company
- Progressus Consult, a French consultancy and training company
- Incession, a German consultancy company
- Life School, a German company that provides educational services
- ValdoRio, a Portuguese VET school
- Perform, a Italian VET provider and consultancy company
- Insignis, a Portuguese consultancy and training company
- Tazkiah, a Lebanese company that provides learning and development consultancy and training services
- EETFP-BTP, a Mauritanian public VET school
- Agrupamento de Escolas de Aveiro, a Portuguese public organization that provides educational services, from pre-school to secondary school level, including VET courses
- Akademie AC, a Mexican cVET provider
- EsproDouro, a Portuguese VET school
- ISO/TC 232/WG 7 Revision of ISO 21001
- ISO/TC 232/WG 8 Auditing Practices Group

This group expanded significantly the geographic scope of the VET21001 community, which now covers four continents (Europe, America, Africa and Asia) and twelve countries (Canada, France, Germany, India, Italy, Malta, Mauritania, Mexico, Lebanon, Portugal, Slovenia, Turkey), as well as an international organization with a global reach (International Organization for Standardization (ISO)). Figure 9 below shows the logotypes of this enlarged consortium. The letters of endorsement from these Associated Partners, in which they describe how they will support the VET21001 project and the VET21001 community, can be retrieved from the website.



Consortium Partners

(click on the logos for more information)

Associate Partners

The VET21001 Community has grown from European to a global scale, having now partners from Canada, France, Germany, India, Italy, Malta, Mauritania, Mexico, Lebanon, Portugal, Slovenia, Turkey and international organizations with a global reach such as the International Organization for Standardization (ISO).

If you wish to join the Community and participate in futures endeavors, please contact Sandra Feliciano.

VET21001 – A standardized practical toolkit to implement EQAVET

Project Ref: 2019-1-IT01-KA202-007827

This project has been funded with support from the European Commission. This website reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Co-funded by the Erasmus+ Programme of the European Union

Figure 7

6.3 Exploitation envisioned through the enlarged partnership

Most of the newly onboarded associate partners are interested in one or more than one VET21001 intellectual outputs, according to the nature of the services they offer in their respective markets. However, the VET21001 Curricula seems to be of interest to all of them:

- Accreditation bodies are interested in the VET21001 Curriculum for Lead Auditor because they assess and confirm their competence;
- Certification bodies are interested in the VET21001 Curriculum for Lead Auditor because they hire them and the quality of the certification services they provide depend on their auditors' competence;
- Consultancy companies are interested in the VET21001 Curriculum for Lead Auditor and the VET21001 Curriculum for System Managers, because they deal with them as customers and suppliers;
- Training companies are interested in the VET21001 Curriculum for Lead Auditor and the VET21001 Curriculum for System Managers, because they develop and offer capacity building programs targeted to them;
- VET Schools are interested in the VET21001 Curriculum for Lead Auditor and the VET21001 Curriculum for System Managers because they hire them and they can also train them.

Considering the transversal interest they attract, it is expected that the VET21001 curricula are widely adopted, with or without adaptations.

The two additional ISO technical committees (ISO/TC 232/WG 7 Revision of ISO 21001 and ISO/TC 232/WG 8 Auditing Practices Group), with which the VET 21001 established a formal Type C Liaison, have a global reach and the capacity to work as hub for further exploitation of the VET21001 Curricula. The VET21001 Consortium intends to use the opportunities these liaisons will bring through meetings, calls and ballots, to submit the VET21001 Curricula as contributions to the deliverables under development. They might become annexes to the next version of ISO 21001 under development at ISO/TC 232/WG 7 or part of the Guidelines that ISO/TC 232/WG 8 aims to publish in the upcoming years. And even if this doesn't happen for lack of international consensus to incorporate the curricula as they are in ISO deliverables, they will, nevertheless, be circulated worldwide for analyses which, in itself, already enlarges the geographic scope of dissemination and feeds the global debate.

7 Conclusion

The VET21001 Curricula were challenging to develop due to lack of international consensus on related terms and definitions. However, the consortium was able to overcome the challenges and reach a compromise that allowed for an output capable of meeting the needs and expectations of its target audience: The VET providers – mostly cVET - that will train the future ISO 21001-EQAVET professionals.

The growing interest of consultancy and training companies to become associated partners is a clear indicator of the above. And if some of them were invited by the consortium, others meanwhile reached us through word of mouse, which is also a good indicator. For this reason, and considering the project end in December 2022, the Consortium decided to rename the “Partners” area of the project website to “VET21001 Community”.

The VET21001 Community will outlive the project funding timeframe and will contribute to a dynamic website, where Curricula and other VET21001 intellectual outputs can be updated to respond to market needs and new Curricula can also be added as needed. To be noted that one of the associated partners – Insignis - has volunteered to host and manage the VET21001 website after the ed of the project, to assure this dynamism.

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About the VET21001 Project and this publication

The VET21001 project aims to develop a capacity building program, an accredited certification scheme and an implementation toolkit to motivate a wider EQAVET adoption. The VET21001 toolkit will use a standardized approach based on the recently published ISO 21001:2018, capitalizing on its already internationally consensually approved content and expecting that, by associating the ISO brand to EQAVET, all players in the market, including those of the standardization, accreditation and certification worlds, will become more curious about it, as well as willing to contribute to its dissemination and assuring its sustainability.

This document describes the development of VET21001 Intellectual Output 4, “*Mastering EQAVET” Curriculum*, later renamed the **VET21001 Curricula.**

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