Belgium

Quality Assurance in Higher VET

Presented on the example of the General Contractor

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Quality Assurance in Higher Vocational Education and Training

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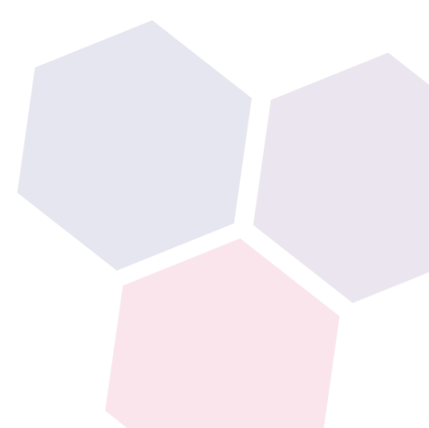
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Table of Contents

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General contractor

The qualification "General contractor" **in a nutshell**:

Qualification awarding body	IFAPME
Legal basis	Royal Decree 09/07/1971
NQF-level / EQF-level	6
ISCED-2011	655
Qualification focus	General contractor must manage: - administrative and transversal knowledge of the field, - administrative knowledge related to health and safety, regulations, energy saving in buildings, rules linked to 09/07/1971 law, - technical knowledge on stability and about the eight regulated activities - coordination, management, planning
Entitlements	General contractors can create their own businesses or work as employees in a construction company (worksite supervisors, quantity surveyors, costs estimators, construction project leaders).

A "general contractor" is one of the many professions of the construction industry. Among those professions nine are subject to regulations meaning those professions can only be done if some conditions are met:

- being able to demonstrate management expertise if for managers or directors of a new SME
- being able to demonstrate professional skills through work experience or a diploma from an approved education institution

A "General contractor" is in charge of carrying out several construction tasks for third parties: building, renovating by executing a contract for one or many third party subcontractors ranging for a works to a completion status. Not only professional skills are required for those regulated activities but also:

- interdisciplinary administrative knowledge of the sector;
- the following specific administrative knowledge: "planning permissions regulations", safety and security coordination, several for the tax and social security debts liability, the main provisions of the Act of July 9, 1971 and general knowledge of energy performance in buildings.
- the following technical knowledge: basic knowledge in stability construction and quality standards regulated activities
- knowledge and management techniques, as well as planning and coordination of other trades and security management.

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The presentation of the quality assurance (QA) mechanism follows the **lifecycle of the qualification**, i.e. from the needs analysis to the review of the qualification. In order to structure the information provided the four phases of the **European Quality Assurance Reference Framework (EQARF)**[1] were taken:

Phase 1: planning
Phase 2: implementation
Phase 3: evaluation
Phase 4: review

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[1]) The EQARF is a reference instrument to help Member States and VET providers to promote and monitor continuous improvement of their VET systems and/or VET provision based on common European references (cf. http://www.eqavet.eu/gns/policy-context/european-quality-assurance-reference-framework.aspx).

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1. PLANNING

Needs analysis

1. Labour market information: Do you collect data at this stage of the qualification development process? If so which data? How do you collect data? Who is in charge of collecting data? Are stakeholders involved? What are the roles of companies and of business organisations?	This new training curriculum was created to fulfill the skill requirements set by the Royal Decree of 29 January 2007, published in the Monitor 27 February 2007, regulating the general contractor profession unregulated before. The training program was developed by a working group composed of: • trainers from the above construction activities; • Sector representatives, • representatives from the *Scientific and Technical Centre for Construction* (CSTC), • CCW representatives (Wallonia Construction Federation), • representatives of the *School for Managers of Construction Companies* (EMEC), • Educational cell from University of Liège called CIFFUL (Interdisciplinary training center for future trainers), • IFAPME educational counselors When data collection is required construction companies and different professional organizations are asked to attend a meeting. Meanwhile, a similar **market survey** is done in neighboring European countries to determine their business expectations and demands. All relevant data are collected (the employment rate, the number of job applications, social and economic data of the sector, sector demands, assessment of available resources, business activities figures, sector development perspectives, possible social dumping, existing regulations, etc.). The educational counselor is in charge of the curricula, with the help of his co-workers and technical advisors and collects data to provide the required response. It starts with a proposal at the creation phase at the approval and recognition by the sector and public mandated authorities. All this work is done according to trades profiles established by the SFMQ (French Service for Trades and Qualifications) when available. The "IFAPME Management Committee" is the legal body that validates the implementation of a new training programme and the qualified organization to perform all necessary acts to achieve IFAPME's missions. It is composed of: A General Administrator, delegated by the Management Committee, a President and a Vice-President, representatives of workers' organizations; representatives of interprofessional employers or freelancers organizations from the High Council of Independent and SMEs; representatives of employers or independent organizations from different sectors

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2. *Justification*: *Is it necessary to justify the introduction of a new programme/qualification or update an existing one? Who is in charge of the justification/motivation report? Are stakeholders involved?*	Source documents to establish ta "general contractor" program content are documents from the field and from the *Royal Decree of January 29, 2007*. This business was previously unregulated. Therefore both legal aspects and business demand explain the implementation of this training. Within IFAPME network, the academic advisor or (educational counsellor) (responsible for the sector) is in charge of writing the training programme, and motivating students to subscribe and participate To do so, it must first contact stakeholders and discuss a relevant training pathway and meet the field and labour market expectations
3. *Piloting / pre-testing*: *Is there a pilot stage before the qualification is "formally" introduced? If so, who is involved in this phase? How is the qualification tested/piloted/ evaluated? What does this pilot phase involve? What consequences does this have?*	There is no prior testing. Within this training, stages (or levels) are closely linked to the activities developed in each construction company (quantity surveyor, site supervisor, project manager). At the end of his first year of training, the trainee must acquire the required technical skills in business management. After his second year of training, the candidate will have acquired the skills and a certificate giving him the opportunity to manage a general company and diversify his activities. If there is no prior-testing phase, an educational counsellor conducts a test himself. He regularly brings together a working group composed of stakeholders' representatives to assess the training, in order to adjust the training if necessary.

2. IMPLEMENTATION

2.1 Design of new and updating of existing curricula and trainings regulations

2.1.1 *Legal basis / competent authority*: *Who is responsible for the design of the curriculum/training regulation? What exactly is legally regulated (examination areas, KSC standards, etc.)?*	The training organization, namely here IFAPME, is responsible for the design and implementation of the training programmes. It was established on the following legal bases: **A) Preliminary and important notes:** Please remember that the regulations for professional practise in an «SME» do not apply to companies with more than 50 employees. **B) Practice of the general business activities:** General contractors carry out in the name and for the account of third parties activities. They built; renovate a building in execution of a works contract, until the state completion and calls for it, several subcontractors. (art.31) It is the common definition for a business contractor The definition contains the concept of "building", with the following

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ideas: durable materials, intended for housing, with an administrative, industrial, commercial, medical, cultural, sports, religious, agricultural or horticultural vocation.
Simply building.

Each person who wants to create a "general contractor business activity" must prove that he has the professional skills or knowledge required by the law in the following business fields :

construction, renovation or demolition of a building - placement of interior equipment (e.g. radiators (property) which, when incorporated to the building are no longer removable

As written before these are the 8 regulated professional fields:

- Shell construction activities (masonry, concrete and demolition)
- plastering cementing and screed laying activities,
- tile, marble and natural stone placement
- roofing and waterproofing activities
- the joinery and glazing activities
- finishing works (painting, tapestry, flooring)
- central heating activities and air conditioning, gas and sanitary equipment
- technical electronic activities
- general business activities (qualification presented in this report)

Any person who works in the above field is likely to become general contractor, if this person acquired additional professional skills set by regulations.

C) The additional professional skills required for the practice as a **General Contractor**

- interdisciplinary administrative knowledge of the sector;
- the following specific **administrative** knowledge: "planning permissions regulations", safety and security coordination, several for the tax and social security debts liability, the main provisions of the Act of July 9, 1971 and general knowledge of energy performance in buildings.
- the following **technical** knowledge: basic knowledge in stability construction and quality standards regulated activities
- knowledge and management techniques, as well as planning and coordination of other trades and security management.

D) Proving professional skills in a general contractor activity

The diplomas, certificates and professional practice proving professional competences of in general business activities are:

1. A Master in Engineering or Architecture
2. A Bachelor in one of the eight activities above
3. Certificate from the *Central Board* from "Federal Public Service Economy", SMS, Middle Classes and Energy", related to

	one the above field activities
	4. Any other similar title, after when verified by the Ministry, and if the programme is legally approved.
	5. 3 years' FULL TIME work experience as a main activity or a five years' PART TIME work experience in on the following field:
	• An employee in charge of managing
	• Helping wives
	• An independent contractor
	• A business executive without a working contract
	6. Any equivalent or similar certificate of business practice or training, issued by another European Union Member State.
2.1.2 Standards for the process of designing of curricular and training regulations: *Are there standard procedures for the development of qualifications? Are there templates to be used?*	Standard procedures and models are used in the process of designing the programme. Here are the standard regulations and templates related to: - Memorandum of transmission of training references for formatting and analysis by the "methodology department" The transmission of new training programs to be written - Memorandum presentation note to the attention of the "Management Committee" Template for sending notes to the Management Committee - Training references framework - Rome, SFMQ profiles / CCPQ profiles (Communautaire Commission for Professions and Qualifications) - Skills frame from the « VDC » (Skills Validation Consortium) - CEC / EQF positioning framework - Template "a training content presentation"
2.1.3 Review and update of curricula: *Are curricula regularly assessed and reviewed?*	Programmes and training standards are regularly reviewed and regulated, and several parties are informed (trainers, auditors, sectors, education providers, federations, etc.).
2.1.4 Involvement of key stakeholders: *Are stakeholders (social partners, companies, sector organisations, pedagogical experts, VET providers, etc.) involved in the design of new / in the update of existing curricula/training regulations?*	see above.
2.1.5 Link to the labour market: *How is the curriculum linked to labour market needs? How is it guaranteed that the curriculum complies with labour market and company needs?*	Contrary to other business fields such as glaziers, masons, concrete workers, a *general contractor* is not a profession, it's a duty. General contractors execute architects' plans The GC is the person in charge on a building site. He also coordinates the work of all the trades. He is mostly responsible for the shell works (masonry, foundations, etc.), It is an added-value role due to his responsibility for the building for ten years.

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	Please be reminded that after a long struggle of the FEGC (General Federation of Construction Contractors)), the authorities issued the Royal Decree of January 29th 2007, which has established the access to the profession of general contractor. This new regulation has been applied since September 1st 2007. The sector groups have been working on writing a training programme.
2.1.6 Application of learning outcome concept: *Are LOs used in curricula/training regulations? How are they defined? Which domains of learning are used? Who is involved in the definition and what role do they have? Who is involved in the design of curricula/training regulations? How is the cooperation coordinated?*	This reference, dating from 2008, was not designed on the basis of LO. Nevertheless, the LO tool is indeed implemented in our network: • Template for reference framework UAA (LO Units) • Rome SFMQ / CCPQ profiles • Learning programs from the "skills validation consortium" • CEC/EQF positioning Template The training is organised in modules, which means pedagogical progress is made in stages. In this way, basic, technical and theoretical concepts are tackled at the beginning of the course (and added to the basic knowledge of the auditors), to enable a logical progression towards the acquisition of increasingly specialist and specific skills. A range of stakeholders from educational and professional backgrounds contribute to the design of the training curriculum, including representatives of the different professional organisations concerned.

2.1.7 Information in curricula and training regulations: What information is provided in curricula/training regulations (e.g. title, duration, entry requirements, learning contents, costs, etc.)?	Four sets of information are used as reference for the exercise of a trade and for the organisation of the training: Four different kinds of data are used to write a training program and practicing a profession:
	    • profession framework,
	    • skills framework,
	    • training framework,
	    • Assessment framework.
	
	The above framework is mainly used for setting objectives and developing training programs and organizing assessment the objectives' development and the development of training contents and to the organization of evaluations.

2.1.8 Pathways, progression and bridges (permeability): What does this certificate entitle its holder to do (on the labour market and within the education system)?	The auditor can:
	    • Analyse a construction project, analyse specifications, and establish technical requirements;
	    • Prepare adjudications for the different activities;
	    • Draw up quote and quantity survey;
	    • Technically manage building sites with co-activities;
	    • Verify and accept work done by subcontractors;
	    • Take care of administrative, financial and social business management;
	    • Assess the performance of the company
	
	In general, and taken the gradual implementation of the LO in the

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	different training standards into account, bridges between the different training and teaching operators become possible in all areas of activities. The student will have the opportunity to continue his training in other training centers. Such "prevention consultant" or "advisor in restoration and renovation of old buildings".
	Given the current economic context, it is clear that this training is not only intended to become self-employed. This training, which is recognised by the sector, may lead the learner as well, to follow his career in his company and to have a job in managing a construction site or becoming a team leader.
2.1.9 Entrepreneurial attitude and skills: *Do they play a role in the curriculum? In what way are they imparted?*	The training is divided into two parts: - The first enables the student to run a specific business - The second to handle a general contractor business, therefore progressing to new fields
2.1.10 Companies as learning sites: *What is the share of practical learning (work-based, work-place learning)? How is it organised? How are practical learning phases quality assured? How are they assessed? How are they linked to the theoretical tuition?*	The training includes 272 lessons (at the training center) split into two years. Vocational training is possible and then the learner attends lessons at the training Centre one day a week and spends four days in the company, However every assessment takes place at the training Center, even if the trainee's "vocational book" includes tasks performed on the field and lessons at the Center. This book contains all the tasks and skills an auditor must master and/or have acquired at the end of its training course. Regularly, an IFAPME coordinator, in charge of the company training assessment, goes to the workplace to fill in the "vocational book" and checks the adequacy between the training provided by the company and the courses received at the training center. In this book, every skill represents four units shared between the training center and the training Company. This gives the idea of an ideal structure between theoretic and field learning al teaching and learning the craft in a company. Such a procedure shows us how both teachers and companies work together.
2.1.11 Entry requirements: *Who is accepted to the programme/qualifications? What criteria do learners have to fulfil (e.g. age, pre-qualification, etc.)? Is prior learning recognised?*	Any person who is admitted to the *master craftsperson training* must have completed compulsory education and meet one of the following conditions: - have a certificate of apprenticeship; - have the certificate of secondary school education – a second level in a general a technical or an artistic school; - have a secondary school certificate of the third level of vocational education. In this case, the trainee must acquire a qualification certificate; - have a certificate after succeeding in an apprenticeship examination of the general training, (these people are only allowed to attend the management training) ; In this particular case, trainers with a business certificate acquired in

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| | one of the eight other activities, may attend the 2nd year of general contractor (first year is not required). |

2.2 Implementation of tuition

2.2.1 Teachers and trainers: *Who can teach in the programme leading to the qualification in question? Which qualifications are they required to have? Is there obligatory in-service training for these teachers?*	Our trainers are more than professional trainers; our trainers come from the field. Indeed, to be a trainer in IFAPME, they need to:
	• **practice the profession**. This means that they have to be in possession of a diploma and a license to practice (see regulated activities). Indeed, IFAPME is proud to have professional and experienced teachers
	• **practicing the profession**. To hand over knowledge and skills over to their students, IFAPME trainers must be active professionals.
	Required qualifications differ according to the lessons and the subjects However they are compulsory training requirements, even if acquiring them is highly encouraged. Indeed, IFAPME organises for trainers several trainings with pedagogical skills as well as some professional skills related to the subjects they would like to teach. The organization is subject to the network regulations (see below). When a trainer begins his career he receives a "Trainer Vade-Mecum" and a "Trainers' Skills Framework". Those tools were created (and are regularly updated) by the "the educational support team". Those documents contain useful hints. This "Vade-mecum" contains a complete description of all people involved in the trainees' learning process and a complete description of such a « Dual System », (in which all the trainers' duties are exposed).
	The "Trainers' Skills Framework" gives a description of six key activities, ranging from the conception of a lesson to the assessment.
	Regulations for trainers employed in one of the IFAPME network training centres (from July 1, 2012 – consolidated version June 2014):
	"The trainer candidate must prove his teaching skills with one the following diplomas:

	- Bachelor in teaching in secondary education from lower to higher grade, primary school teacher diploma,
	    - Teaching certificate issued by the Ministry of Education (CAP - Certificate of Pedagogical Abilities),
	    - Teaching certificate appropriate to higher education (CAPAES)

	- Any equivalent or similar certificate - Certificate in pedagogical skills issued by IFAPME

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| | Other candidates may have, at the end of the first year of training, a report from the educational advisor. He must in the case of a negative review guide the trainer to a specific training.

During an annual 256 hours of training, the student MUST at least attend the basic module of our internal educational training; if he wants to teach 512 hours or more, he must follow and successfully complete the educational training within 5 years."

Indeed, the concept of life-long learning underpins our training activities. To this end, every year network trainers are invited to take part in a two-day training course in the sector and the modules of the courses given. With the same idea in mind, an up-to-date catalogue of continuous training is published by our training organisation, enabling everyone to continue to improve their knowledge of their sector, to be in-line with - and of course very often to exceed - the recycling requirements imposed by professional sectors. |
|---|---|
| **2.2.2 Equipment and tools**: *Is there special equipment required for the tuition?* | The trainer may use:
- specific equipment
- measuring and controlling instruments
- learning equipment (prepared by the trainer or made available by manufacturers)
- simulated environment (usually such as computer software)
- resources documents available on websites or software such as CSTC, CCW, Construform, Roof-it, Caroline, etc. Many of these are software programmes created by several professionals. IFAPME provides all the required passwords. |
| **2.2.3 Teaching and training materials**: *Who compiles these materials? Who guarantees that the contents are relevant and up-to-date?* | The learning equipment is described in the framework document. It was established and based on professional recommendations during the development of the training programme. This list is reviewed, updated and modernized every year when the training centre proceeds to the equipment inventory.

Please note that this is an opportunity for the centre to have an excellent management tool for prioritizing short and long term investments according to the granted budget. |
| **2.2.4 Pedagogy**: *Which teaching methods are used? How much practical training (in companies, but also in laboratories, workshops, etc.) is foreseen?* | The teaching methods are various and include:
Roleplaying:
Active role-playing in which the student learns how to communicate, negotiate, make decisions, establish strategies, listen to other people. The learners are allowed to make mistakes and learn by them. This method works best in developing communication skills.
Cases studies:
By studying cases based on real situations, the learner exercises his analysis skills and shares them with other students. It is very motivating and allows students to experience real situations
Playful presentations and sessions of FAQs
this gives the opportunity to quickly present theories, con- |

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	cepts or additional information to a large number of people at the same time.
	The training lasts two academic years and, according to school rhythms including the different legal holidays. The trainee usually works 38h/week lessons at the training centre included. In general he attends eight hours weekly at the TC and the rest of his time is spent in the company. An 80/20 split system is in place (80% at the workplace and 20% at the training centre). Finally, note that at the training centre, practise lessons represent approximately 30% of the training time.
2.2.5 Learners' support: *Are career guidance and/or individualised and target-group oriented counselling services offered? What support service for potential drop-outs is foreseen?*	<u>The "ENTRAIN" Project:</u> IFAPME created the "ENTRAIN" project for learners, which aims at preventing drop-outs by providing support and guidance offering a range of adapted services to the profile and project of the candidates. Educational coaches have the task to lead learners throughout their training program. They monitor absenteeism, organize workshops or individual review sessions Two educational coaches are fully available to implement remediation courses and workshops to promote the learner's success. • Information Sessions: Good information is essential in training. That is why special information sessions are held before the beginning of our academic school year to inform future learners about the training programme and specific details about the trade. This is to reduce the number of initial drop-outs. These sessions are provided by an educational guide and field trainers. • Remediations: Support sessions are available to all sections. With problem-having candidates (from the same class), trainers can call up for assistance • Support workshops to write a thesis A support for writing a thesis is available for different exams. Some sections have to present a practise examination and need additional practise workshops. Others sections (it is the case for our General Entrepreneurs) have to prepare a business plan and they need some sessions helping them to establish a financial plan. • Interdisciplinary activities: Interdisciplinary workshops are organised and are destined to sections that have to write and present a thesis. Office workshops are organized to familiarize learners or to improve their skills in Word, Excel or PowerPoint presentations. Furthermore, developing communication and reducing stress is part of helping them to prepare their final exams. • Absenteeism management: Educational coaches have a meeting with the students twice a semester if they notice that they are often absent. They

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	warn the learners about their absences and try to understand the reasons. Then also send a letter in January to all those who do not have two-thirds of the presence and inform them about solutions
	<u>Interview with the Guidance Adviser – Psychologist</u> These people are engaged especially to support learners in their thinking about their professional choices.

2.3 Assessment

2.3.1 Examiners: *Who is involved in the exam (single examiners/group of examiners)? What qualifications/which (professional) background are examiners required to have? Are they allowed to teach as well? How are they selected? How is their work assessed/ monitored?*	The examination C commission is jointly composed of professional juries and Centre trainers. So, for example, if two trainers form part of the examination C commission, there must also be two professional members of the jury. Professional juries are made up of working professionals who possess as a bare minimum the same qualifications and diplomas as those undergoing the training which is the subject of the examination C commission. Professional juries also have to demonstrate adequate professional experience in the trade. They are selected on the basis of elements listed below, but also on their clear availability on the examination dates. If there are multiple candidates, the Centre will always choose the most expert professional in their field. <u>Composition of Committees for "Exams C" ($\rightarrow$ name for our final examination)</u>: By January 31st at latest, the training centre communicates to the "Training Service" – via local authorities -, any changes to the Examination Board - as defined in Article 10 § 1 of the decree. If the TC has new members to introduce they need to send all the required documents to the local authorities who then send their review to the "training service" until March 31st at latest. If the TC has no remarks, the suggestions of the centre are approved. The final list of members is established by the TS. It contains professional coordinates of the potential examiner. Each local authority has to ensure that: - Commission members do not have any candidates who had worked in their companies. - Professional members are not trainers. They have to work or stopped their activities for no longer than three years. - Exceptionally the centre can ask a trainer from the network to be a member of the Board but he must still be working and given the approval of the Educational Advisor; - The centre has to take all necessary measures to ensure the conformity of the assessment.

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2.3.2 Entry requirement: *Who has access to the exam? Do candidates have to fulfil certain requirements (e.g. age, pre-qualification, etc.)? Is prior learning recognised?*	Regular students have access to final exams. To present final exams the student must have attended at least 2/3 of the lessons. Any past work experience is recognised in the long-term learning programme and can entitle the student to have exemptions. Students receive the highest standard training to enable them to find the best position in their branch. The aim of this training is to make the students responsible and to provide them administrative support. When joining the training programme all the previous school and work experience is taken into consideration. Other trainings such UAA (LO) are also validated in the training process.
2.3.3 Standards (KSC): *Who defines the standards? How are they linked to the LOs? How are they linked to the labour market? Are assessment criteria based on LOs and to what extent are they used in the assessment process?*	All the standards are defined in the IFAPME training manual. In Wallonia, the French Service for Trades and Qualifications (SFMQ) includes: - the Public Services for Employment (SPE), the social partners, all educational and training centres the socio-professional partners and the Skills Validation Consortium (CDVC). The objectives of S.F.M.Q. are: - Carry out *trades profiles* that reflect the economic reality; - Produce *training profiles* linked to *trades profiles* and have a better connection with the labour market; - Provide to training and teaching centres with *common training profiles* and enable links with other trainings - Make the link between the profiles and SPE structures in order to simplify the programme contents. - Have a common language and common references for all stake-holders: social partners, SPE, Vocational Education and Training and Education. The training guidelines translate into skills, knowledge and know-how the common profiles mentioned above. If the pedagogical approach differs from one training provider to another, the final skills targeted (which also include learning outcomes) are identical, since they all come from the same, unique standard: the trade profile.
2.3.4 Transparency of processes, assessment instruments, evaluation criteria: *Is it necessary to make this information public?*	The whole process is presented in a transparent and clear way to beneficiaries as well as to trainers and enables higher quality. Examination C or the practical examination is first and foremost an integrative test consisting of a real-life professional situation related to the work concerned by the training. The test itself, submitted for assessment to the examination commission described earlier, is rated and scored by means of an assessment grid based on certain criteria. Each member of the commission has their own set of grids, with the president of the examination commission then being responsible for comparing the views of the different members of the jury and for making an average score from them, which is then carried over to a collective scoring grid.

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2.3.5 Appropriateness of assessment procedures: *Which/How many assessment methods/ instruments are used? Do they correspond to real work-life situations?*	Assessment programme for the general contractor: They have to prepare a business plan with two parts: - The first is the study case of an adjudication including a case analysis, price per square meter, the cost estimate and the supervision of a construction site (planning, invoicing, evaluation) - The second point consists in creating (or taking over) a company. (human resources, finance and equipment)
2.3.6 Competent institution: *Who is in charge of the assessment? What rights does this institution have?*	IFAPME organises the assessment of its training. The network has to take any decision to improve trainings.
2.3.7 Complaint management: *Is it possible to view the assessment results? What can learners do if they do not agree with the assessment?*	IFAPME wants the learner's opinion and wants to ensure continuous improvement of the quality of its services. Who can introduce a complaint? Every user, including apprentices, trainees, trainers, employers, suppliers, IFAPME partners, training centres of the IFAPME network. The complaint will be handled confidentially, in accordance with the law of 8 December 1992 related to private life. Handling complaints is a strong requirement of ISO 9001 (chapter 8.2.1). There is a difference between a complaint and a resort. Complaint: wish for a person to contact a manager, or s to question the responsibility of the training centre, when this person is not satisfied with the response. It must a written letter. As far as assessment is concerned, the grade given by the Board is final and may not be contested in any case. Resort: wish of a person who has already made a complaint to contest a reply. Decisions or responses that are contested must be introduced within ten working days from the date of the notification. All complaints are listed in a file. The file is sent every two months to the IFAPME Quality Cell. If the complainant is not satisfied with the answer given by the training centre, he can introduce a resort to IFAPME (and within ten days) As stated in our rules and regulations, a specific chapter is dedicated to complaints and appeals. See "complaint and appeal" chapter.

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3. EVALUATION

Monitoring process

1. Internal evaluation: *Statistical data on drop-outs and failure rates, satisfaction rate of individuals and employers with programme, the examination and the acquired skills/competences; results of complaint management. Are the results of internal evaluation measure made public?*	Internal audits are regularly scheduled at the centre, in the network and at different levels. As part of the 2012-2017 management contract IFAPME is now a result-oriented company, which is described in the business plan of the "management contract" under Objective 4 "Commitment to of transparency and efficiency both within the company and towards the audit boards, and taking into account the recommendations"- OS 4 - I- 15: Measure results. Internal evaluation: Key indicators are sent every year (since the establishment of quality assurance measures). They show the success and drop-out rates Indicators are specific to each centre. They are not public. Complaints handled by training centres are compiled by IFAPME. If some topics are recurrent they are discussed at the Network Review (and improvement actions are taken) Regulating training is done on an annual basis. Examples are: awareness survey, analysis of the causes of adult training drop-out, graduates carrier review, drop-outs causes, beneficiaries' satisfaction – such as business and partners 'satisfaction, from professional sectors - investigation of apprenticeship contract breaches and dropouts. All figures are compiled and analysed in order to be used in the context of the continuous improvement of training.
2. External evaluation: *Information on occupation obtained by individuals after completion of training, according to type of training and individual criteria (transition), type of employment. Are the results of external evaluation measure made public?*	Q FOR Label for the continuous training which is regularly assessed by external auditors. All IFAPME centres have the Qfor label in continuing education. The Qfor label ensures the commitment of the IFAPME network training centres to quality training. To optimise the quality of the services, IFAPME centres: • respect the requirements of the standard, • asks for an external assessment. This assessment is carried out by an organization specialized in training quality reviews (over 1,000 audits in 15 years). To receive the Qfor label IFAPME centres must enforce the systematic implementation of internal procedures to the external evaluator. All figures are compiled and analysed to improve the quality of the trainings.

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ISO 9001:

The network was audited last year for the ISO 9001 certification by an external evaluator- (SGS). ISO 9001 2008 standard is based on eight quality management principles:

• Customer approach,• Leadership, • people involvement, • process approach, • System approach, • Continuous improvement,• Decision-making based on facts, • Positive relationships with suppliers.

Continuous improvement is a strong requirement by the standards. I.e. improving the system through corrective or preventive actions. When the Directors Review is held in January), the Management team reviews all the working actions and all the problems (and solutions are included in a spreadsheet). This applies both to learners, trainers, training, and the quality approach, etc. Furthermore, the standards include a whole series of requirements:

Chapter 7.4.1: Procurement Process
- suppliers' evaluation.
Chapter 7.4.3: Checking the product / service
- trainers' evaluation. This assessment is conducted annually.
Chapter 6.3: Management of resources / facilities
- equipment Check-list. Do we have all the equipment needed in order to organize the trainings in good conditions? This list is checked every year. It is the "head trainer" responsibility.
- The prevention advisor has an important role: Gas Control, Fire control, AFSCA ...

In 2014, the IFAPME network gained ISO 9001 certification in adult training (training for general managers and fast-track management training)

- Support each learner's success, employability and business start-up
- Provide each learner with the necessary support to continue their training
- Support colleagues in order to provide together effective training courses
- Offer diversified training designed to meet the needs of companies and the self-employed

These are the four commitments of the Quality policy approved and signed by IFAPME and all Training Centre Directors within the network in November 2012.

The Quality procedure was launched two years ago. The Liège and Villers-le-Bouillet Centres were audited twice (in April and October 2013) by the IFAPME Quality unit and by internal auditors. The Liège Centre, selected at random in the certification process, was successfully audited by SGS on 5 and 9 May 2014.

The ISO 9001 standard is based on requirements with which we

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must comply. Among these requirements are document management, skills management of staff (administrative and training staff) and continuous improvement. A Quality procedure is only possible if everyone is involved: management, personnel and trainers. Each member of staff is made aware of the procedure, mainly by factsheets they receive throughout the process.

More information for the public is available in our Training Centres in Liège and Villers-le-Bouillet by means of explanatory posters placed in strategic places. Receiving certification is not an end in itself: it is the beginning of an ongoing questioning process about one's work. The Centres of the IFAPME network are more committed than ever to quality!

Source: http://www.centrelhw.ifapme.be/decouvrir-le-centre/demarche-qualite.html
page retrieved on 02/02/2016

4. REVIEW

Conclusions

Continuous improvement is one of the cornerstones of the ISO 9001 standard (see above).

To this end, the Centre has a table showing:
- ➢ the issues encountered
- ➢ the actions put in place to solve them
- ➢ the results of the actions undertaken

The issues affect learners (complaints), trainers (commitment, assessment, etc.), as well as the training itself (guidelines, materials) and every other aspect concerning the training followed. Thus, the Centre constantly and closely monitors actions undertaken in the framework of its continuous improvement policy.