

Does quality assurance pave the way for mutual recognition?

Introduction

- “The staff **shall be adequately educated and trained before** they perform any of the following functions”
- Mobility of staff – portability of qualifications
- Life-long learning - stackability of modules

Automatic mutual recognition **vs** double check



What do we need for mutual recognition?

*‘**Quality assurance** in particular has a key role to play in improving transparency, thus helping to build **mutual trust**. It is therefore important to build on the work already accomplished in the context of the Standards and Guidelines for Quality Assurance in the European Higher Education Area, the European Quality Assurance Reference Framework for Vocational Education and Training and referencing to the European Qualifications Framework for lifelong learning’*

From - COUNCIL RECOMMENDATION of 26 November 2018 on promoting automatic mutual recognition of higher education and upper secondary education and training qualifications and the outcomes of learning periods abroad (2018/C 444/01)

Trust in the quality assurance process and result

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MOVEMENT

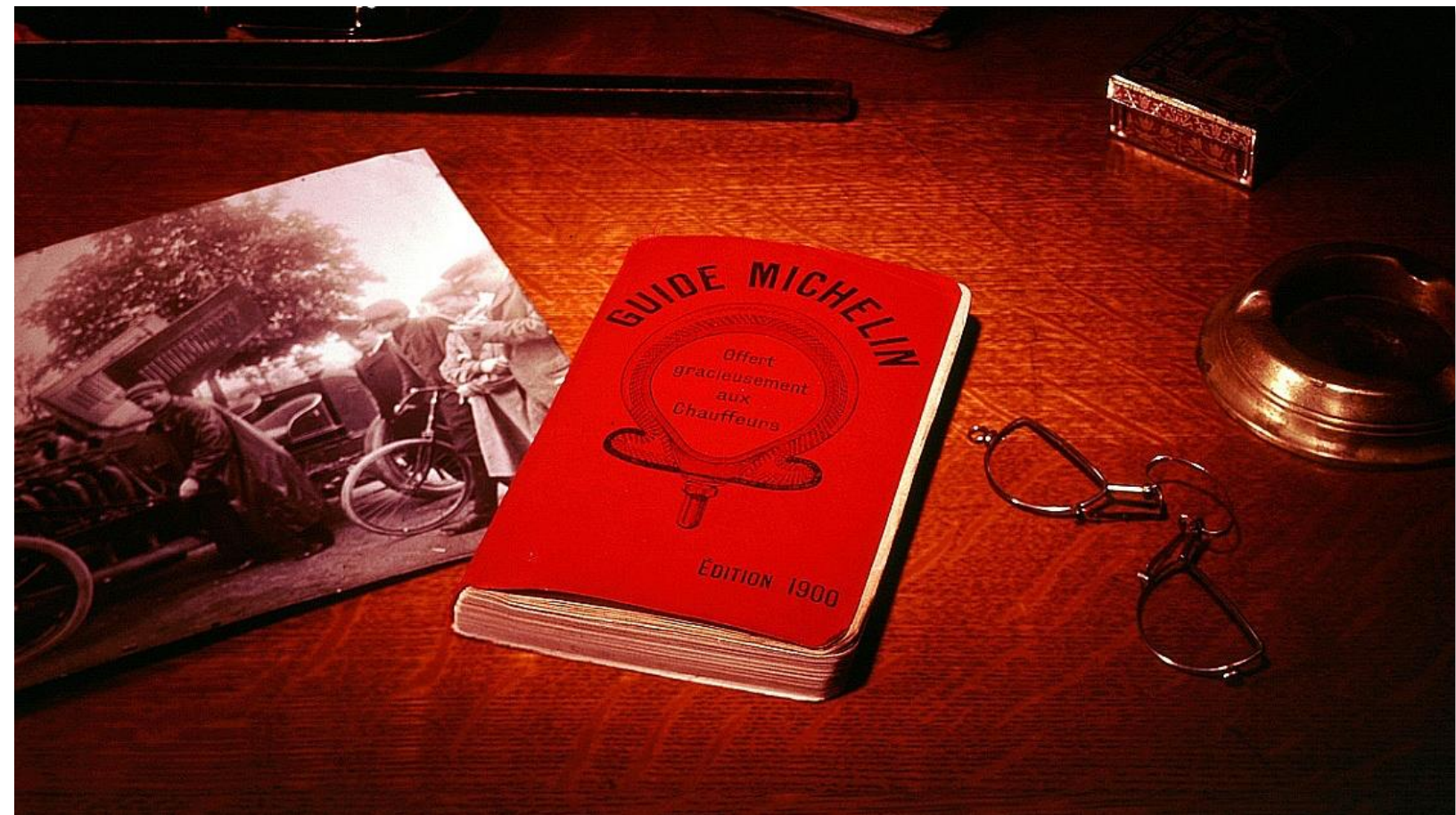
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Give her a missed call at **090215 90215**

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ALIVE

STRONG TEETH ✓ SENSITIVITY ✓ GUM HEALTH ✓ PLAQUE ✓ ENAMEL ✓ TARTAR ✓ WHITENING ✓ BREATH ✓

*All household surveys of Oral-B Pro-Health toothpaste.
*Based on a survey conducted by ITC in May 2010.
*Oral-B Pro-Health toothpaste with powered toothbrush. The best language PMS will be in Hindi & English.

Oral-B PRO-HEALTH™



What should a quality assurance process look like (in order to trust it)?

What is a good quality assurance process?

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Concepts of quality assurance

European Quality Assurance Framework – 2 steps

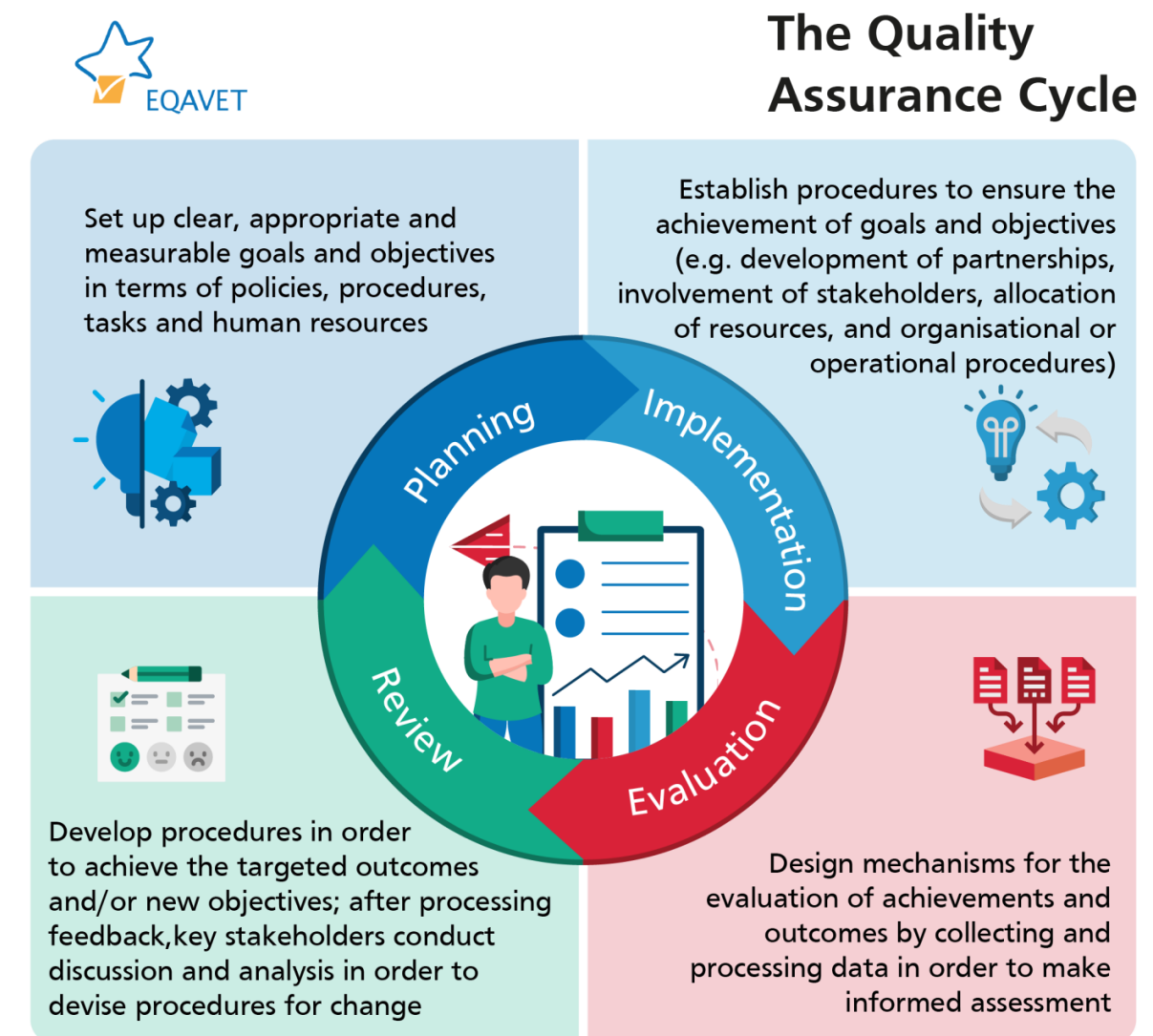
- Internal quality assurance
- External quality assurance

https://www.enqa.eu/wp-content/uploads/2015/11/ESG_2015.pdf



Internal quality assurance

- Design programs so that **they meet the learning outcomes** (and only then approve the programs) – and are relevant to the labour market (vocational training)
- Student-centred learning, teaching and assessment (+ **congruence**)
- Predefined student admission, progression, recognition and certification
- **Sufficient resources** (considering accessibility for students)
- **Teachers** should be competent.
- Should **form a cycle of continuous improvement.**
Monitoring and reviewing the program



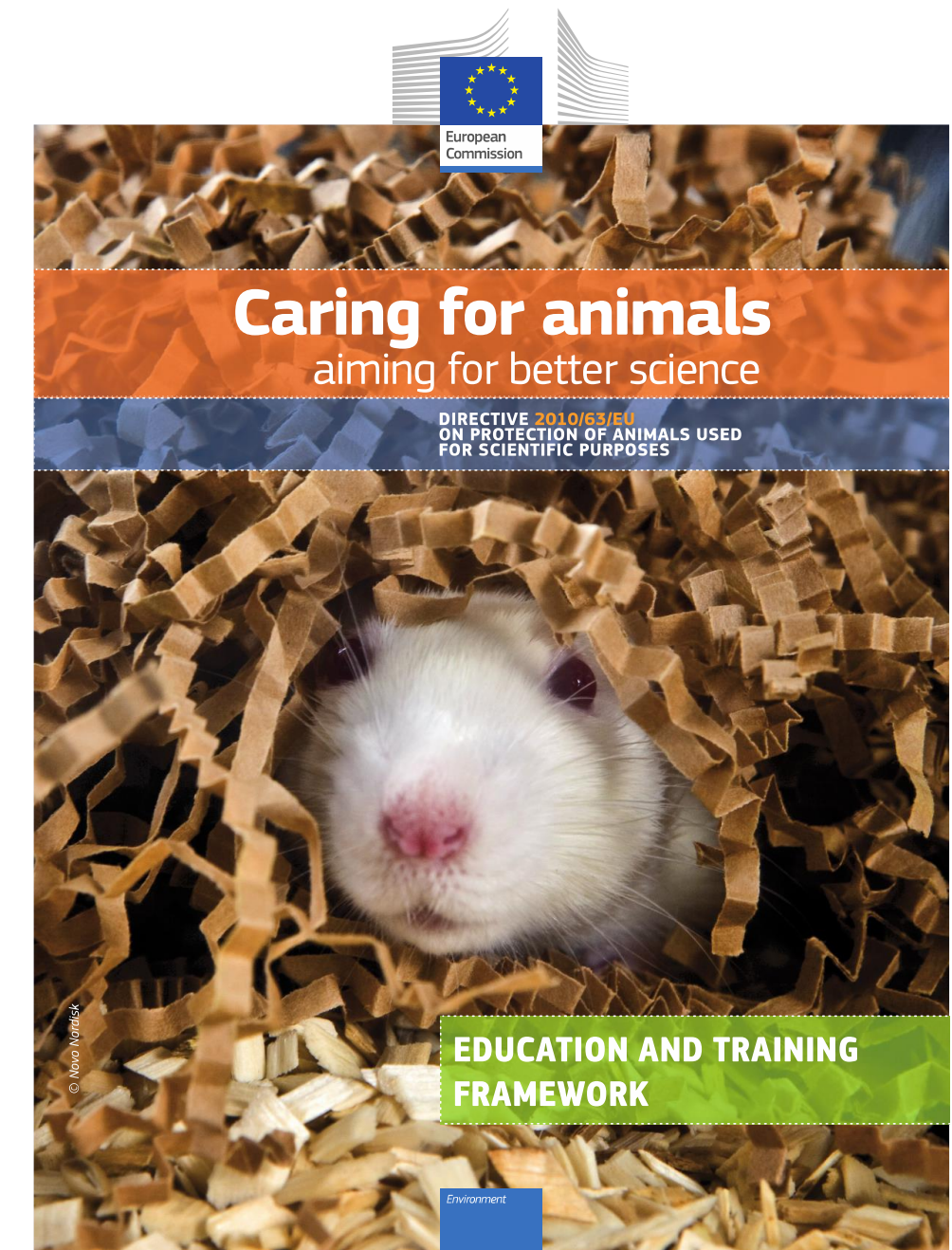
External quality assurance



- (Should address the effectiveness of the internal quality assurance processes)
- Use a methodology fit for purpose, which should be reliable, useful, pre-defined, implemented consistently and published
 - **Self-assessment**
 - External assessment (incl **site visit**)
 - **Report** on the external assessment
 - Consistent follow-up
- Carried out by experts
- Use explicit and published criteria
- Independence

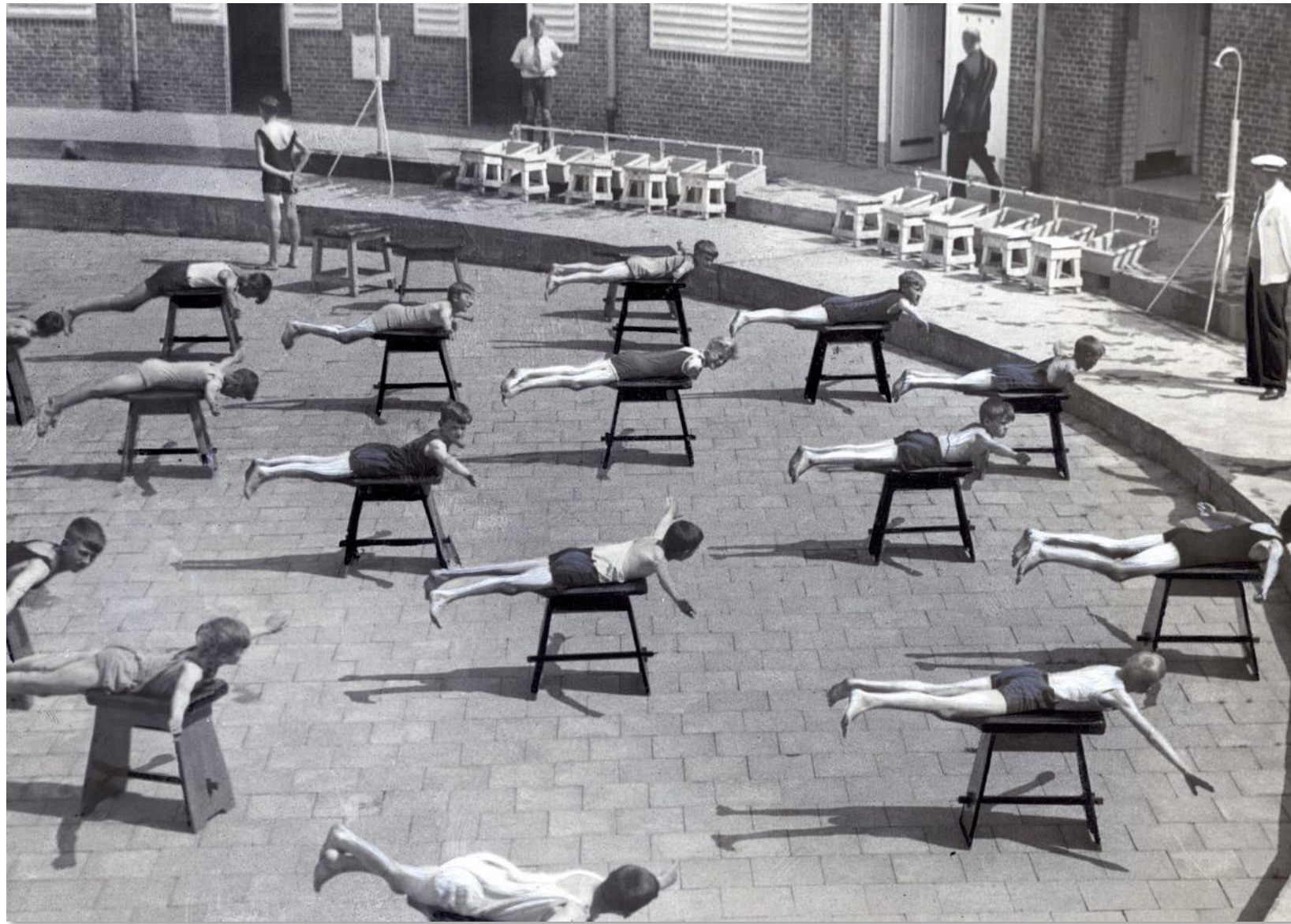
Quality assurance in view of laboratory animal science training ?

- Compliant with regulations (legal requirements), e.g.
 - Who needs to be trained?
 - Can live animals be used?
 - What should the program contain (Lo's, content, hours?)
- Ensure that the learning outcomes can be acquired
- Check that the learning outcomes are reached (assessment)
- Quality assurance – policy – PDCA principles



Ensure that learning outcomes can be and are reached

Teaching methodology – can be acquired



Assessment methodology – are acquired





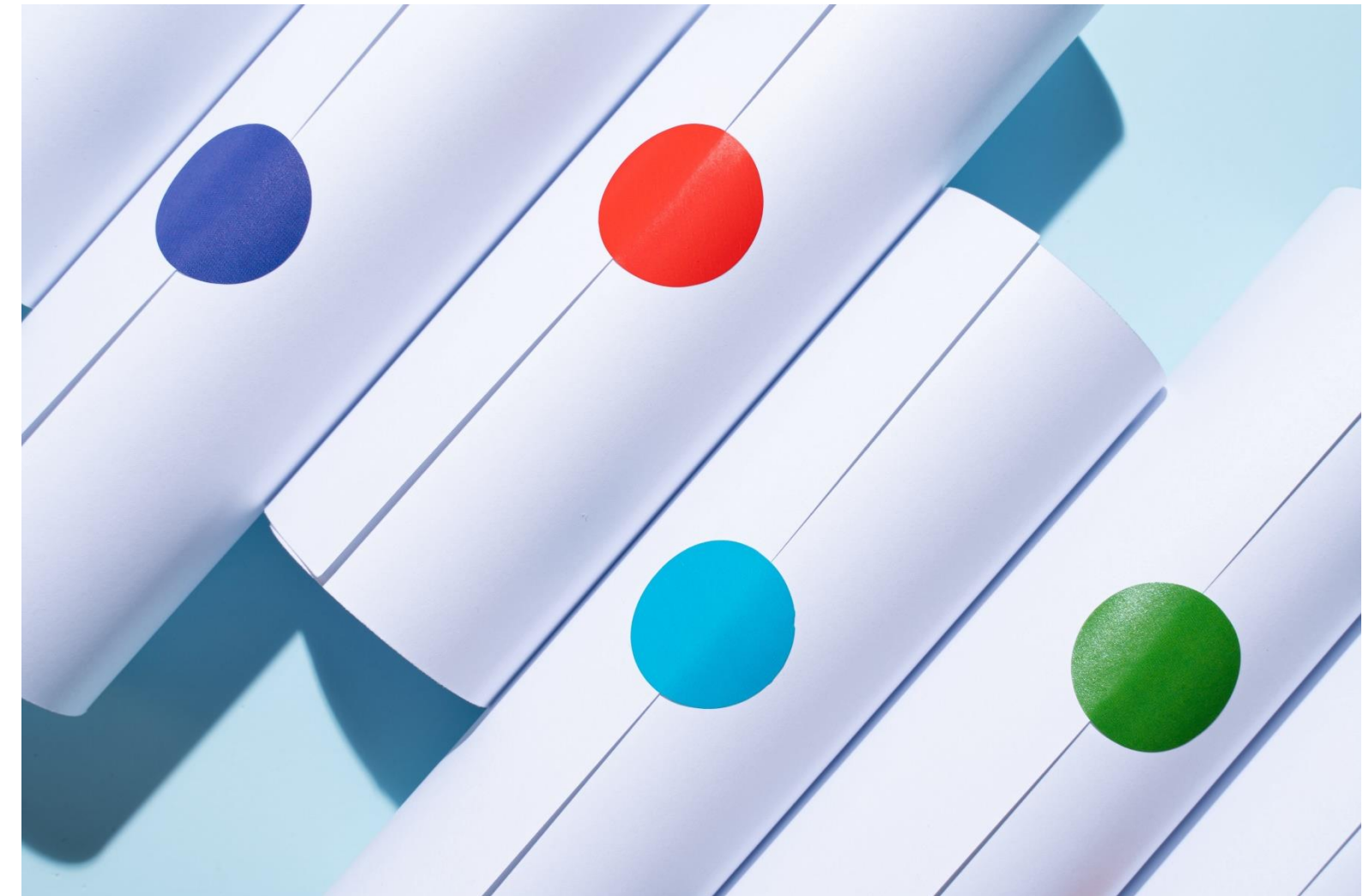
- Eg.
 - Dontas IA, Applebee K, Vlissingen MF van, et al. Assessable learning outcomes for the EU Education and Training Framework core and Function A specific modules: Report of an ETPLAS WORKING Group. Laboratory Animals. 2020;55(3):215-232. doi:10.1177/0023677220968589
 - Dontas IA, Fry DJ, Lewis DI, et al. Guidance on the assessment of learning outcomes for those designing procedures and projects – Report of an ETPLAS Working Group. Laboratory Animals. 2024;58(6):626-639. doi:10.1177/00236772241244527

Approval – accreditation – qualification

Approval – result from the internal QA – start and run the program



Accreditation – result from the external QA that has checked if the internal QA and PCDA cycle is effective - quality label



Qualification



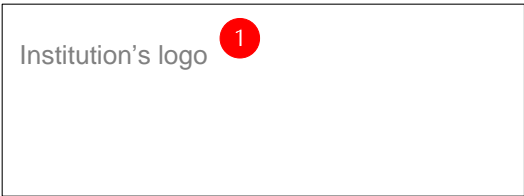
for employers, signaling what can be expected from a potential employee;
portability



for education and training, confirming that a candidate has successfully achieved a set of learning outcomes; -
stackability



for policy makers, as a focal point of education and training policies, providing a tangible output of learning processes - **portability**



FELASA CERTIFICATE ID N°: **course ID/year/unique students reference number** 2

Certificate

3 **<Surname> <First Name> <Initial of second name>**
Born in **<Place_of_Birth>** on **<Date_of_Birth>**
has completed with success the FELASA accredited **<course ID>**

<title of the course> 4
<Functions, additional modules>
<Species>
Organized by **<Institute offering the course>**
<date course> 5

The FELASA accredited course **<course ID>** covered according to the Directive 2010/63/EU and the related EC Guidelines (EC, 2014) the following:

6

Core modules	<number of the modules>
Function modules	<number of the modules>
Additional task specific modules	<number of the modules or not applicable>
Other task specific modules	<number of the modules or not applicable>

7

Use of live animals for 8	
<Module that is related to a skill>	<species used for training>

As proof, this certificate is awarded.

Issued on **<Date>** 9
< Name and signature of course organizer>
Course organizer

Contact details (eg. e-mail address)

Conclusion

- Quality assurance and mutual trust in the QA process are essential for automatic recognition.
 - Talk the same language (ET framework – functions, roles, modules)
 - Talk the same language on qualifications
 - Transparent accreditation process (quality label)

Thank you

