



EQAVET - BASE DOCUMENTO

VOCATIONAL SCHOOL OF OURÉM

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INTRODUCTION

This document, written according to the European Quality Assurance System and aligned with the EQAVET Reference Framework, is intended to be primarily an internal document that promotes the continuous improvement of the processes and results of the vocational education taught at the Vocational School of Ourém (EPO). It contains the general guidelines of all the changes that are being implemented, as well as the school’s commitment with the quality of the vocational education it provides.

The current document consists of two main parts: chapter 1, which intends to provide a general overview of the quality assurance system, in line with the EQAVET Reference Framework, and chapter 2, that refers to the description of the current situation of the Vocational School of Ourém, in order to decide the effectiveness of the current practice and to identify the aspects that should be improved, according to ANQEP. Following this assessment, and bearing in mind the indicative descriptors, the planning stage will be implemented, with the definition of goals to be achieved throughout this process.

Hopefully, this document will be extremely important for all of those who participate in the vocational education of the Vocational School of Ourém, as it is a useful tool and guidance for action towards the continuous improvement of results.



CHAPTER 1

THE EUROPEAN QUALITY ASSURANCE SYSTEM: OVERVIEW

1.1 – General framework

The European Quality Assurance in Vocational Education and Training (Reference Framework) was consecrated by the recommendation of the European Parliament and the Council of Ministers of 18th June, 2009, in order to improve Vocational Education and Training in Europe, providing the authorities and operators common tools to develop a culture of quality, promoting mutual trust, the mobility of workers and learners, and lifelong learning.

EQAVET is a voluntary instrument that allows documenting, developing, monitoring, assessing and improving the efficiency of VET and the quality of the current practice, through the implementation of regular monitoring procedures, involving internal and external evaluation strategies and progress reports, defining quality criteria and indicative descriptors that support the monitoring and production of reports from the school operators, highlighting the importance of quality indicators that support the evaluation, monitoring and quality assurance of VET systems and operators.

The EQAVET quality cycle to be implemented comprises four interconnected stages: (1) Planning (setting up appropriate and measurable goals and objectives); (2) Implementing (establishing procedures to ensure the achievement of previously defined goals and objectives); (3) Assessing and

evaluating (designing mechanisms to collect and process data in order to make informed assessments) and (4) Review (develop procedures in order to achieve the targeted outcomes and / or new goals based on evidence generated to ensure the introduction of necessary improvements).

Bearing in mind that the indicators are a fundamental pillar in the definition and implementation of a quality assurance process in line with the EQAVET, the ANQEP has chosen a set of indicators for schools to start their Quality Assurance System commencing the construction of your quality assurance system of VET provision.

These indicators are:

4. Completion rate in VET programmes:
 - a) Percentage of students/graduates who complete courses of initial VET, through the acquisition of a qualification, in relation to the total number of students/graduates who join those courses.
5. Placement rate after finishing VET programmes:
 - a) Proportion of students/graduates who complete the course of VET and enter the labour market, training (including the top level) or other destinations, from 12-36 months after completion of the course.

6. Use of acquired skills at the workplace:

a) Percentage of students/graduates who complete a VET course and who work in jobs directly related to their course/education or training area.

b3) Percentage of employers satisfied with the trainees who have completed a VET course.

In order to confirm the commitment that The Vocational School of Ourém has had since it began in relation to the quality of education that it teaches, it is greatly important that this quality is recognized and certified externally.

Therefore, it is a member of a group of the first VET schools to be created, that have tried to acquire from ANQEP, IT, the EQAVET certification, seeking to comply with the provisions of Decree-Law 92/2014, of 20th June, which establishes that the vocational schools should implement quality assurance systems in all of their training processes and the results achieved by its students, assuring that they are linked to the EQAVET Framework (article 60).

1.2 – Allocation of responsibilities

The allocation of responsibilities in the quality assurance system must be quite diversified.

The Vocational School of Ourém considers that an institution of vocational education and training can only achieve the objectives proposed with the commitment and responsibility of all stakeholders in the educational process.

In this sense, depending on the concrete objective to achieve and/or strategies to develop in order to achieve it, it is necessary to define and to assign clearly identified responsibilities so that each intervener can be aware of its role and the goals expected from him / her, so that he / she can take responsibility for them.

1.3 – Stakeholders' engagement

By definition, a stakeholder is a party, a person or group of people, who has a stake in the success or the performance of an organization. Interested parties may be directly affected by the organization or actively concerned about its performance. They can come from inside or outside the organization and can include VET providers, VET graduates, VET teachers/trainers, employers, parents, unions, or general public.

For the implementation of a continuous improvement process, essential to the quality assurance of the education it provides, the Vocational School of Ourém confirms that this cannot be dissociated from the permanent involvement

of its internal and external stakeholders, so that the institution goals that are properly identified in section 2.5. can be achieved.

1.4 – The stages of the Quality Assurance System

The development of a quality assurance approach involves four steps, which are interrelated and must be addressed together.

1.4.1- Planning

The planning reflects a strategic vision shared by stakeholders and includes goals, objectives and the actions to develop. This step derives from the



reflexion about “where am I?” and the definition of “where I want to be” and “when”. To achieve this self-assessment, it is necessary to use certain indicative descriptors to decide the effectiveness of your current practice and identify future strategies. The descriptors can help VET providers consider their approach to quality assurance and measure the progress that was made.

The objectives and targets are set and monitored through permanent consultation of the interested parties, the clear identification of responsibilities in managing and developing the quality, and even the early involvement of all internal and external stakeholders in the whole process of implementation of the system of quality assurance.

1.4.2 - Implementation

The implementation step has, as its starting point, a communication strategy of defined objectives and goals to all stakeholders. Only this way it is possible to align internally all the human and financial resources, to achieve the goals established by the institution.

The effectiveness of the involvement of internal stakeholders, mainly the teachers and trainers, depends not only on their awareness of the recognized benefits of organization and implementation of the process of assured quali-



ty certification, but also on the clarification of the importance of each one's role in this process. Consequently, the importance of the initial or regular training of the institution's human resources is very important.

At the same time, it should develop a continuous cooperation with the external stakeholders, in order to support and strengthen the capacity of continuous improvement of the quality of the formative offer in the organization, based on relevant partnerships that support the planned actions.

This stage involves the implementation of a plan of action, which stems from the basic document, and must include the objectives, targets, activities to develop and its timing, the people involved and their roles and responsibilities, resources, the expected results and the communication/dissemination strategies required to implement the quality assurance system.

1.4.3 - Evaluation

The assessment of results and processes is possible through the clear definition of goals, objectives and the allocation of responsibility for the implementation, monitoring and evaluation, and should be done regularly within the timings set in the plan of action, in order to allow the analysis of the data collected and to identify the required improvements and trigger the mechanisms to achieve them.

At this stage, it is intended to conduct satisfaction surveys, not only to students (as the Vocational School of Ourém has already been doing for some time) but also the students' tutors, partners and employers of former students. With the combination of data collection and analysis performed, based on the levels of satisfaction, suggestions and/or opinions presented, it is possible to achieve an effective improvement of

the results and processes that were initially defined.

1.4.4 - Review

At this stage, based on the results of the evaluation, it is intended to develop appropriate action plans to review existing practices and bridging the gaps identified in the sense of a continuous improvement.

It is important to involve the students through the collection of impressions about their individual experiences of learning, as well as the teaching environment found at school. The teachers will also have an important role at this stage, by sharing their opinion about the whole teaching/learning process, the results of the evaluation, enabling the collection of suggestions for future actions.

These procedures for collecting feedback and review should be part of a strategic learning process of the institution, which can guide it on a continuous improvement of the training provided.

1.5- Publishing information on performance

In order to guarantee the transparency of the implemented quality assurance system or the one to be implemented in the future, the goals and the objectives of the institution should be made public to all the participants in the process of quality certification, as well as the strategies and the ones responsible for its implementation, the timings, the evaluation of the process and its results, the improvements plans and, finally, the evaluation of the review process itself.





VOCATIONAL SCHOOL OF OURÉM: THE CURRENT REALITY AND DEFINITION OF TARGETS

2.1 - Vocational School of Ourém- brief characterization

The Vocational School of Ourém (EPO) was funded on the 24th of August, 1990, through the signature of a contract that established a programme between the Ourém's City Hall, the Ourém-Fátima Business Association (current ACISO- Ourém-Fátima Business Association) and the Portuguese Government, represented, then, by the Office of Artistic and Vocational Technology Education of the Ministry of Education (GETAP). In 1999, in order to comply with the provisions of applicable law, the legal form of the entity was changed to a non-profit association, which was given the name "EPO- Vocational Education Promoter Association", which became the main owner of the Vocational School of Ourém, and was renamed to "Insignare- Teaching and Vocational Training Association", in 2007.

25 years later, the Vocational School of Ourém still seeks the adequacy of its formative offer to the business needs of the region in the first place, but also seeks to develop in its students technical skills that may allow them to work not only on the national labor market, but also in Europe. Whenever it is time to choose the courses to apply for the following school year, several partners are heard, in order to identify the areas where there is shortage of qualified technicians.

Currently, the Vocational School of Ourém has the following level IV vocational courses to offer: Management Technician, Design Technician (alternating Design variants of Equipment and Industrial Design), Computer Equipment Management Technician, Metalworking Production Technician (variant of Programming and Machining), Industrial Maintenance Technician (Electromechanical and Car Mechatronics variant) and Electronics, Automation and Control Technician. It also offers the Multimedia Technician Learning System Course, in partnership with the Institute of Employment and Vocational Training (IEFP).

2.2- Economic and geographical context

The Vocational School of Ourém is located in Ourém, its own county seat. It is located in the centre of Portugal, being a part of the Centre NUT II Region and within the Lisbon and Tejo Valley Region (NUTII). Situated 40 km from the Atlantic Coast, the municipality of Ourém is confined geographically to the North by the municipality of Pombal, to the East by the municipalities of Alvaiázere, Ferreira do Zêzere and Tomar, to the South by the municipalities of Torres Novas and Alcanena, and to the West by the municipalities of Batalha and Leiria.

In administrative terms, the municipality of Ourém belongs to the Santarém district, located on the North side. It is also included in the CIM (Intermunicipal

CHAPTER 2

Community) of the Médio Tejo and is currently divided into 13 parishes.

The central location of the municipality of Ourém, in relation to the country, as well as their accessibility and the existence of mineral and forestry resources, give it a favourable economic situation. Additionally, there are some points of tourist interest (religious, educational, cultural and leisure) that give this Council an appealing position. The combination of these two elements gives this Council a dynamic of growth and development that manifests itself in the implementation of Secondary Sector companies and a strong highlight of the Tertiary Sector.

Demographically, despite the slight decrease verified in the municipality of Ourém between the years 2001 and 2013 (negative demographic variation rate of 1.53%), it was observed that the trend was similar in all the CIM Médio Tejo, whose rate of change presented was -3.88% (source: INE, I.P./Statistical Yearbook of the central region, 2013). With regard to the distribution of the resident population by age levels, and compared with the municipalities of the region of the Médio Tejo, if the data points to a slight aging of the resident population, a higher rate of regeneration was also found, when comparing to the municipalities of the Médio Tejo. According to the statistical source indicated above, young people aged between 15 and 24 years represent, in 2013, 11.69% of the resident population in the municipality of Ourém, and 10.2% in the Intermunicipal Community of the Médio Tejo.

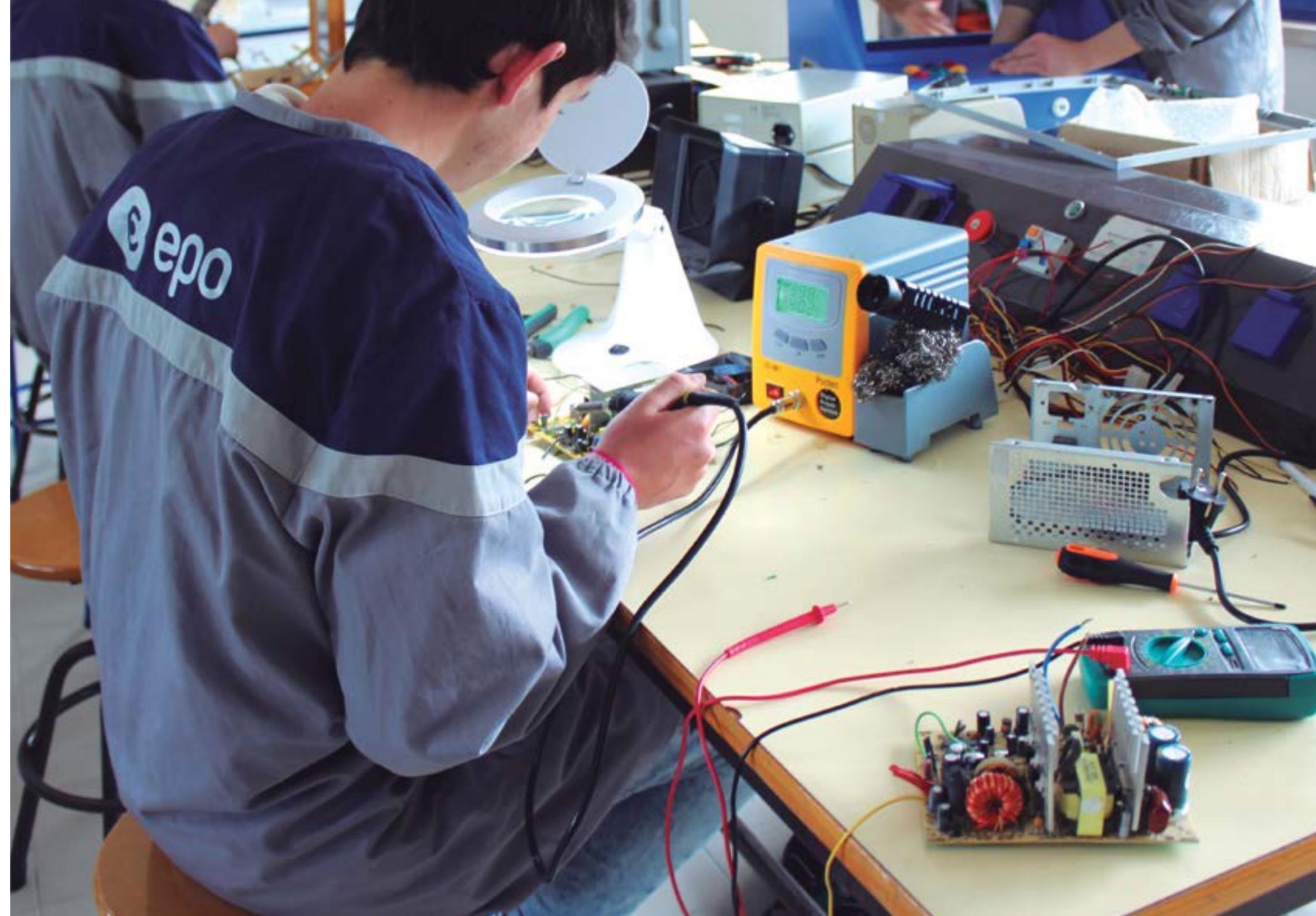
2.3- CCommitment/strategic vision/Educational Project

The Vocational School of Ourém defined as a mission to provide “a strict, demanding, innovative and professional qualification of young people for a com-

petitive global labor market that is constantly changing, instilling attitudes and personal and social skills”, and as a vision “Being a School Workshop”, whose aim is to associate the effort of learning at school to the work in a company, which is based on three lines of action: professional exigency, personal valorization and connection between school and the business community, to ensure that the environment lived daily at school is similar to the one lived in a company, understanding that this is a path that ensures the high-quality training and full employability. Both the vision and the mission of the Vocational School of Ourém are contained in its educational project.

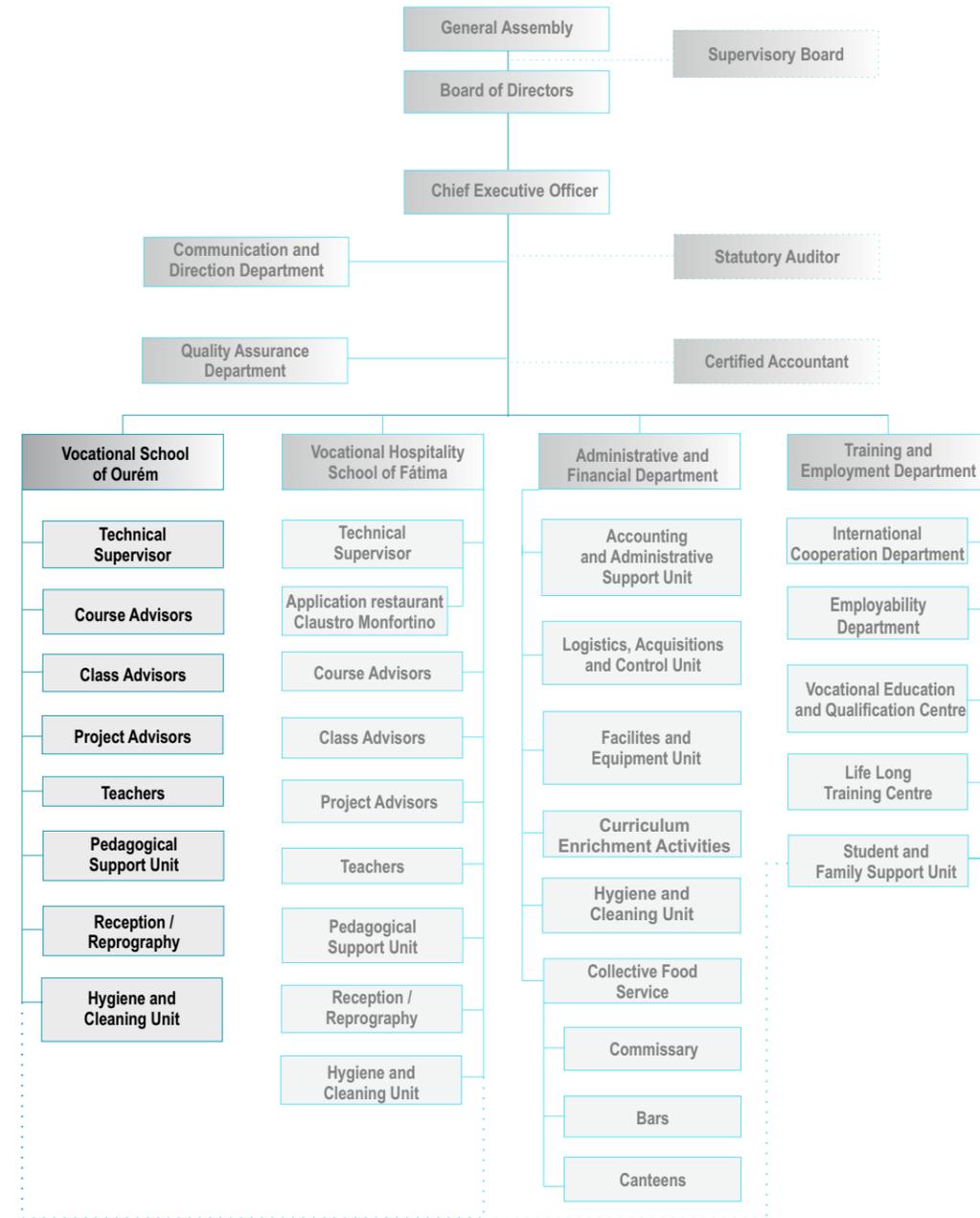
The educational project is the school’s institutional and strategic planning document, where one can find its mission, its vision and its goals, among other aspects, that guide the educational action within the framework of its autonomy. It can be said that the educational project “creates the support matrix” that will be complemented by the rules of procedure and the annual plan of activities, the first being a guiding document while the last two are more operational documents. At the Vocational School of Ourém, this document is drawn up, as a rule, every three years, by a working group composed of teachers and the Pedagogical Director, being the final proposal of the document submitted to the approval of the Insignare Board of Directors.

The Educational Project embodies the school’s commitment in achieving the overall objectives defined for the three-year period in which it is, where quantifiable goals are set, as well as strategies that make it possible to achieve these goals. Additionally, the ones responsible not only for achieving these goals, but also for the implementation of the strategies presented, as well as the monitoring and evaluation of results, are identified.



2.4- School's organization chart

Vocational School of Ourém



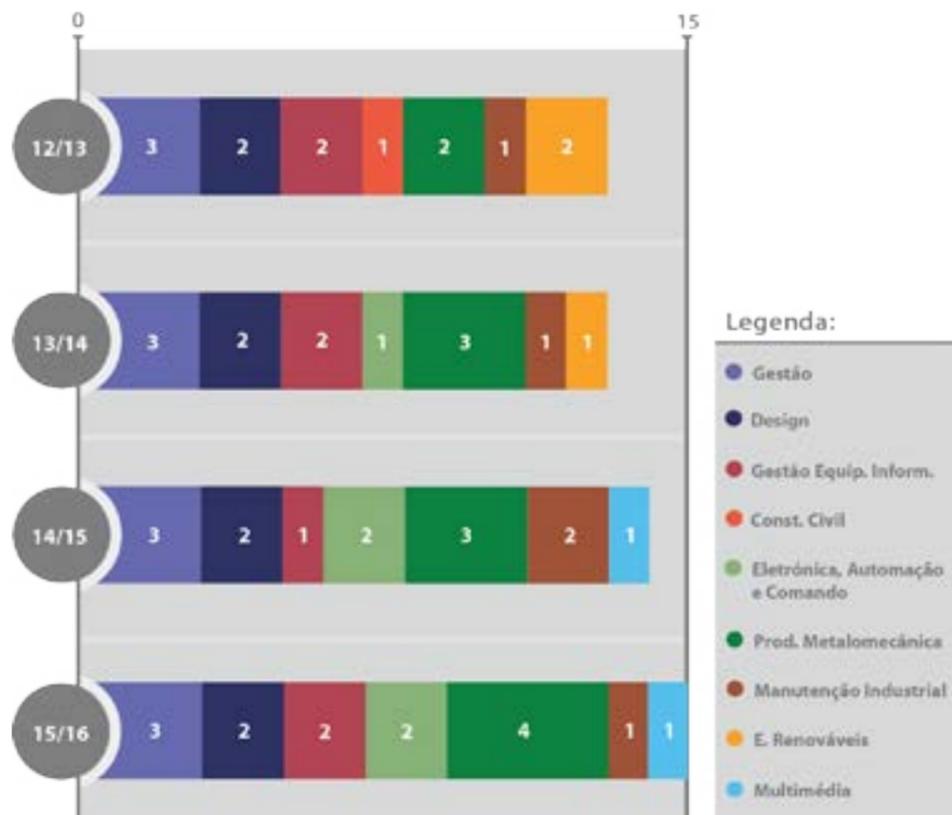
2.5 - Typology of the relevant stakeholders to the institution

For the implementation of a continuous improvement process, essential to the quality assurance of education that it provides, the Vocational School of Ourém confirms that the same cannot be dissociated from the permanent involvement of its internal and external stakeholders towards the achievement of its goals.

Concerning the internal stakeholders one must include, firstly, all human resources (the pedagogical direction, technical advisor, teachers, course advisor, project advisor- PAP, the class advisor, staff and students). Everything, from the institutional objectives, goals to reach, to its timings must be shared. Self reflection and self criticism, as well as the periodic joint reflection must be promoted, so that every stakeholder can align the orientation of their practice to the achievement of the institutional objectives and goals. In this sense, the training of all stakeholders is relevant, not only in relation to the EQAVET process of certification, but also, more generally and continuously, in relation to all areas in which changes are required in order to achieve improvement. Secondly, the involvement of students is also needed, since they are the target audience of the training schools and the reason for its existence, who must be informed of the objectives and goals of the institution, to make them an active and integral part of the continuous improvement intended to be achieved. Only by knowing the way, can people walk in the right direction.

But a professional school, by essence, trains professionals for the job market. Therefore, in addition to the involvement of the internal stakeholders of the organization referred to earlier, it is also essential to involve external stakeholders in this certification process, such as employers, students' tutors, local authorities or social partners. The opinions of these in the formative process should be valued, since they represent an "inside vision of someone who is out", more distanced and therefore often clearer and more objective. One will need to implement tools that allow the continuous collection of opinions and suggestions for improvement from these stakeholders, to reflect on them and integrate improvements proposed in the formative system. Without devaluing the role of other external actors, it is important to highlight the importance of the opinions of employers on the personal and/or professional skills of students who need to be improved and adjusted to the reality of the labor market, which is constantly changing. These opinions/suggestions, that the Vocational School of Ourém has been collecting from the partner companies of its Advisory Board, as well as with the entrepreneurs who receive their students in training in a work context (FCT), or the ones with whom it has collaborated in some way, have been an excellent guidance to the required and constant adaptation to new demands in the labor market, as well as a guarantee of the quality of the training provided.

DISTRIBUTION CLASSES PER COURSE



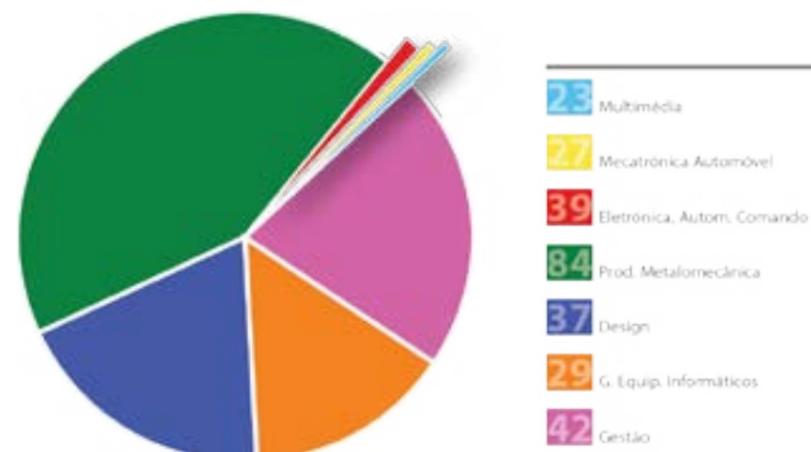
2.6 – General formative offer and internal stakeholders to involve in the project

This chart shows the distribution of classes by several courses and its evolution since the 2012/2013 school year.

This chart shows the distribution of the number of students by the different courses functioning in EPO this school year.

As far as the internal stakeholders to involve in the process of quality certification are concerned, and bearing in mind what has been mentioned earlier, it is intended to engage actively all the EPO human resources, which will

DISTRIBUTION STUDENTS BY COURSE 2015/2016



be responsible for setting and achieving the proposed goals. The continuous collaboration from students is also required and needed.

2.7- Descriptive summary of the situation of the Vocational School of Ourém in relation to the quality assurance and choices made with regard to the EQAVET reference framework, concerning the indicators considered in the process of quality certification

The quality system must be based on a number of indicators that make it possible to reflect and set the strategic priorities of an organization. This will help defining how to measure performance and self-assess, in order to implement a system of continuous improvement.

The Vocational School of Ourém (EPO) has always considered the quality of the service it provides as a competitive advantage of the organization in terms of competition. Until now, this quality assurance process was based on the definition of goals and strategies in the Educational Project, and in the monitoring of its scope and execution, over the three-year period that it applies to. In relation to the indicators considered for the quality certification process EQAVET, EPO has already been assessing the indicator number 4: “rate of completion of VET courses”, as well as number 5: “placement rate upon completion of VET courses”, because both are indicators whose results are required, in the light of the governing regulatory funding of vocational courses in Portugal (by POCH) for the applications to new classes and/or courses.

Therefore, as for these two indicators, there were only transcribed for the base document and the action plan all the procedures that had already been already carried out internally.

As for 6 a) indicator: “use of skills acquired in the workplace”, there was only a systematic collection of data on the percentage of students who had completed the vocational course and are currently working in their training area, by conducting the annual survey to former students of EPO (up to 36 months after the end of the course), even if this information would not be based on previous goals or strategies. As for indicator 6 b) 3: “percentage of employers satisfied with the former students at their service”, there was no systematic data collection. Only the informal contacts made by course coordinators with the companies allowed some feedback on this item

Thus, the EPO defined several objectives / targets and respective strategies for their achievement, outlined in the Education Project in force (2015-2018) and aligned with the indicators chosen from among those included in the EQAVET Framework and discussed below.

It should be noted that, according to the indication in Methodological Guide-line 1 of ANQEP, on the implementation of Quality Assurance Systems in line with the EQAVET Framework, when referring to “mapping the current situation”, we are referring to data collected from the four classes of the triennium 2011-2014, one of each of the following courses: Professional Technical Course of Renewable Energies, Professional Technical Course of Management, Professional Course of Management of Computer Equipment and Professional Course of Production in Metalworking , Programming and Machining option.

2.7.1- INDICATOR 4

ASSESSMENT OF COUSE CONCLUSION RATE

This indicator is understood as a percentage of students completing initial EFP courses, obtaining a qualification, in relation to the total number of students that enter these courses.

Note: The quantification of targets included in the action plan that are integral part of this base document

CURRENT SITUATION:

53,3% (2011-2014)

OBJECTIVE / GOAL TO BE ACHIEVED:

- 2015-2016: 65%;

- 2016-2017: 67%;

- 2017-2018: 70%

PLANNING STAGE

To achieve the goal of increasing completion rate and achieving its goals, the EPO has defined the following action strategies:

1) Reducing school drop-out and absenteeism by defining maximum permissible drop-out rates and the maximum number of unexcused absences on average per year.

2) Compliance with the success targets by discipline / area of training proposed in the Educational Project, measured by the completion rate of the modules evaluated in the different disciplines in each school year; of the minimum percentage of students successfully completing the PAP (Professional Skills Project) and the achievement of a minimum grade point average in Work Context Training (FCT).

3) Intensification of the relationship with the parents, measured by the definition of the average attendance rate in the meetings with the respective class coordinators and in the performance of activity (s) of informative and / or exciting character (s) for parents.

IMPLEMENTATION STAGE

1) Reduce school drop-out and absenteeism.

In order to reduce school drop-out and absenteeism, it will be necessary to involve in the first place the class coordinators who have a close relationship with their students and can detect the risk of dropping out at an early stage, either by frequent contact with the student, or from information continuously collected from other teachers of the class; Secondly, teachers also play a very important role in detecting the risk of dropping out and absenteeism, which should be immediately reported to the class coordinator; Thirdly, the fundamental role of the parents in the monitoring of the educational background of their children is highlighted, collaborating with the class coordinators in the detection of potential risk situations of dropping out of school and absenteeism of their students; Fourthly, the administrative staff who are responsible for sending the sms information about the student's absence to their parents, at the end of each school day, and the Student and Family Support Unit (UAAF), under the responsibility of the school psychologist who promotes follow-up sessions of the student at risk, attempting to dissuade them from dropping out of school and / or preventing absenteeism.

2) Achievement of the success targets by discipline / area of training proposed in the educational project.

Human resources are extremely important if they are to achieve the proposed success goals, but physical conditions also contribute significantly to this end.

Thus, the teachers of each discipline should take care to adapt the planning to the class and to give individualized support to the students. Then, the course coordinators should also take care, in accordance with the internal regulations in force, to adapt the internship sites to the student profile and to the competencies that are intended to be developed in FCT. Thirdly, PAP coordinators

should closely monitor the development of the project of their students, motivating them to evolve and do well and registering biweekly their evolution, to allow for timely action in case of non-compliance with intermediate objectives.

The school must also ensure that there are physical conditions necessary for the development of the teaching-learning process, with special emphasis on the technical area (properly equipped workshops / laboratories and consumables necessary for learning).

At this point, partnerships are fundamental, whether in reaching the goals in the disciplines, or in the PAP or in the FCT. As regards the former, the School seeks to encourage companies to come to school, to talk about their activity, the innovations they develop or adopt, in order to complement, with testimonies from the business world, the contents taught in class, thereby contributing to improve student achievement. Secondly, also with regard to the development of the PAP, it is often based on real companies that provide the necessary data to carry out a project and, as such, often assimilate the result of the work of the PAP in their businesses from the students whom they support (eg. the building of websites ...)

In order to improve procedures, all teachers and coordinators of PAP and Course must perform annual training, especially in transversal areas such as, for example, fight against failure, motivation of the weaker or more disinterested students, or new methodologies of Assessment and teaching.

3) Intensify the relationship with the caregivers.

The most important human resource to achieve the goals proposed in the relationship with the parents are the class coordinators, who must follow closely the course of their students, reporting to them all the issues that they consider relevant for the balanced development of the student; The administrative services should continue to send daily sms to the parents with information about the absenteeism of their students. The school should develop at least one



annual (in) formative activity (session with psychologists on topics of interest, for example) and / or informative activity (eg Open Day for those in Charge of Education ...), directed to the parents. Telephone contacts and / or meetings with parents should continue to be established, where necessary, and should always be registered as a model.

Finally, class coordinators should receive, on an annual basis, transversal training on topics that contribute to improve their performance in the position they hold.

EVALUATION AND REVIEW STAGE

The Pedagogical Direction is tasked to periodically collect data on the results of the implemented strategies and compare them with the goals established in the Educational Project and the Action Plan, in order to verify if they do not fall below the target values for indicator # 4: Completion rate in EFP courses. If these goals are not being met, those responsible should seek alternative strategies and implement improvement plans in collaboration with all stakeholders. (For detailed information, see the Action Plan)

2.7.2- INDICATOR 5

PLACEMENT RATE AFTER CONCLUSION OF COURSES OF EFP

This indicator refers to the proportion of students who complete the professional course and who are in the labor market or in training (including higher education), in the period of 12-36 months after the conclusion of the course.

Nota: The quantification of targets is included in the action plan, which is an integral part of this base document

PLANNING STAGE

To achieve this, the EPO has defined the following strategies, which must be implemented:

→ Intensify the relationship with companies, through classes, technical sessions, study visits, establishment of new partnerships and reinforcement of existing ones, invitations to join the jury of evaluation tests, placement of students in FCT and development of joint projects;

→ To receive feedback from the companies that receive the students in FCT, through the treatment and analysis of documentation related to Work Context Training;

→ Carry out satisfaction surveys to the employers of the alumni, in order to assess the strengths and weaknesses of the alumni performance, to achieve constant alignment between the contents taught and the competences acquired in the school with the real needs of the companies (see Indicator 6b3);

→ Collect the suggestions and / or recommendations made by the partner companies, in the Advisory Board, regarding the competencies to be improved / developed by the students;

→ Hold job search sessions, energized by the careers advisory service (GIP) or by other institutions linked to labor market integration.

IMPLEMENTATION STAGE

→ Intensify the relationship with companies

It will be the responsibility of the course coordinators and the teachers of the various training areas to promote actions aimed at intensifying the relationship with companies, namely lectures, study visits and technical sessions, with the purpose of bringing relevant contributions and technical knowledge and / or scientists, demonstrating added value for the students' schooling and for their insertion in the labor market.

The technical supervisor and the course supervisors are the human resources responsible for establishing new partnerships with companies and other institutions and for strengthening existing partnerships in order to enhance the visibility of the EPO brand as well as to diversify the internship sites and promote the employability of students. It is also required from those invited by professionals from the various technical areas of the courses to join the jury of the PAP, in order to better inform the students' ability to carry out transdisciplinary projects integrating the knowledge and professional skills acquired throughout the training.

→ To receive feedback from the companies that receive students in FCT

The aim is to make assessment through the treatment and analysis of the documentation related to training in the work context, namely to collect and treat the data regarding the different evaluation parameters, as well as the observations / suggestions in the documentation filled out by the tutors of FCT In the companies and for the information collected and registered from the

traineeship contacts established by the course supervisors. This action will be the responsibility of the course supervisors and the technical supervisor.

→ Carry out satisfaction surveys for employers of former students

This action will be the responsibility of the Insignare careers advisory service (GIP), in order to assess the strengths and weaknesses of the alumni performance, for the continuous alignment of the taught content and the skills acquired in the school with the real needs of the companies.

→ Collect the suggestions and / or recommendations made by the partner companies in the Advisory Board;

This collection will be the responsibility of the Pedagogical Council. The suggestions and recommendations of the companies will be summarized in minutes and must be analyzed by the Pedagogical Council. This body should conduct its analysis and decide on the school's ability to act to address any shortcomings that may have led to those suggestions and / or recommendations. If the decision of this body is to implement improvement measures, a later comparison should be made between the problem (s) detected that led to the suggestion or recommendation made by the company, and the results verifiable through competencies evidenced by the students during the FCT and / or employment situation in the companies. The periodicity will be annual, knowing, nevertheless, that there are alterations that can take more time to produce the desired effect.

→ Hold sessions of Job Search Techniques

These sessions are the responsibility of the Integration Area teachers and

THE CURRENT SITUATION:

66,7% (2011-2014)

OBJECTIVE / TARGET TO BE ACHIEVED:

- 2015-2016: 67%;

- 2016-2017: 67,2%;

- 2017-2018: 67,5%

will be promoted annually by the Insignare GIP or by other external institutions linked to integration into the national or European labor market. In this action, it is important to establish partnerships with these entities (for example, IEFP, Eures Portal, Greater Employability Project, amongst others) to introduce students to a variety of tools and procedures essential for a more effective integration in the work market.

EVALUATION AND REVIEW STAGE

It will be the responsibility of the Pedagogical Council to periodically collect data on the results of the implemented strategies and compare them with the goals established in the Educational Project and the Plan of Action, in order to verify if they are or do not fall below the target values for indicator # 5: Placement rate upon completion of EFP courses. If targets are not being met, those responsible should seek alternative strategies and implement improvement plans in collaboration with all stakeholders (for detailed information, see the Action Plan).



2.7.3 - INDICATOR 6

USE OF THE COMPETENCES ACQUIRED AT THE WORKPLACE

This indicator refers to the proportion of students who complete the professional course and who enter the job market or into training, in the period of 12-36 months after the conclusion of the course

Note: The quantification of targets is included in the action plan, which is an integral part of this base document

PLANNING STAGE

In its employability studies, EPO collected data on indicator 6 (a), so the situation with regard to the courses that were developed in the EPO in the reference triennium (2011-2014) are mapped. The same is not true of assessing the degree of employer satisfaction. This study is performed in relation to students placed in training in the context of work, but has never been carried out in relation to students who entered the labor market. Thus, in relation to indicator 6 b3) the EPO has no starting point from which to go by.

However, the EPO Council consider this to be an important indicator, that, while not yet included in the Education Project in force, will be added as soon as possible. In addition, indicator 6 is largely dependent on external factors and, by virtue of this nature, does not depend entirely on or dominate the school. Based on this reality, the council of the EPO was cautious in defining the goals to be achieved in both indicators, namely:

A) Percentage of students / trainees completing an EFP course and working in professions directly related to the course / Area of Education and Training that they concluded:

The current situation (2011-2014): 62.5%

Target to achieve: 2015-2016: 63%; 2016-2017: 64%; 2017-2018: 65%

B3) Percentage of employers who are satisfied with the trainees who have completed an EFP course

The current situation: no data available

Goal to be reached by the end of the 2017-2018 school year: 75%

In order to achieve these goals, the EPO have outlined the following strategies:
- In relation to indicator nº6 a) - percentage of students who have completed the professional course and are working in their area of training, the EPO must:

1. Always adapt the profile of the student to the place of internship, trying to maximize their employability;

2. Use the support of the Insignare GIP to support the meeting between the supply and demand of work in the different professional areas;

3. Intensify the school's relationship with companies.

As regards indicator 6 (b3) - percentage of employers satisfied with the former pupils who work for them, it is understood that their degree of satisfaction will be increased upon:

→ Constant update of the technical knowledge provided at the school and the development in students of the personal and social skills appreciated / demanded by the labor market

→ Intensify the relationship of the school with the companies where former students work

IMPLEMENTATION STAGE

INDICATOR 6 A)

1) To adapt the profile of the student to the profile of the internship, trying to maximize their employability. This objective is measured from the assumption that the student profile is appropriate to the FCT site profile whenever the FCT assessment attributed by the entity that received the student in stage is equal to or greater than a grade of 15. This will determine the percentage of students in the three-year period considered for this quality certification process (2011-2014), whose profile revealed the said suitability and set goals for three academic years.

The course supervisors, when making the contacts for the placement of the students, always have in mind the adequacy of the profile of the student with the profile of the company. However, with regard to FCT in the terminal year, they also seek to place students who wish to enter the labor market in companies that are looking for new employees. In this way, the aim is to increase the employability of the students in the place of internship and, therefore, in their area of formation.

2) Use the support of the Insignare Professional Insertion Office (GIP) to

support the meeting between the supply and demand of work in the different professional areas. A quarterly meeting was held between the Insignare Training and Employment Department, where the GIP and the EPO are inserted, with the following objectives: sharing of information deemed relevant to enhance the employability of former School students; Active intervention of the two departments (DFE and EPO) in the link between the students who have completed the course and the available job offers; and to collaborate in updating the EPO alumni employability report.

The careers advisory service has been an asset to former EPO students as efforts are made to find suitable job offers for former students in the school who are still looking for a job, trying whenever possible to align the workplace to the training area. The preference is obviously for jobs in the area for which the student had specific training and had obtained certification.

3) Intensify the relationship between the school and the companies or other employers, based on regular and mutual contacts is necessary, taking the companies to the school in the concept of classes.com or addressing different invitations (eg for events developed by the school suitable for the participation of companies or for lunch at the Restaurant of Insignare - restaurant of application of the School of Hospitality of Fátima, which is also the property of Insignare), establishing cooperation partnerships, taking the school to the company in study visits or in the placement of students in training in the work environment, adding the facebook of the school to that of the companies, to maintain permanent contact with what is being done in the school, to collect from the companies suggestions for improvement, among others.

INDICATOR 6 b3)

- Constantly update the technical knowledge taught at school and to develop



in the students the personal and social skills required by the labor market.

In terms of technical knowledge, the course coordinator is responsible, under statutory terms, for constant updating of the knowledge, techniques and processes taught in the course that they guide, in order to maintain a fundamental proximity between the knowledge conferred by the school and the actual needs of the labor market, also those in constant change. In this sense, the course coordinator should make frequent visits to companies and invite representatives from the company to carry out classes.com and / or technical sessions in the school. Knowing and making known new trends, new rules, materials and tools to support production are some of the areas where knowledge must be constantly updated.

With regard to the personal and social skills required by companies or other employers, the feedback gathered from the EPO partner entities on the Advisory Board, as well as from the entities that receive EPO students in training in the work context, has been fundamental. Taking into account this return, the Pedagogical Council has made it possible for teachers to obtain guidance on the need to develop specific competences in students, namely: to develop students' autonomy and proactively, to enhance their ability to work in a team of projects, to reinforce the importance of the accurate drawing up of reports, summary writing, writing without spelling mistakes, as well as developing language skills, given the necessary internationalization of many of these companies in the current socio-economic context.

In order to be better prepared for integration into the labor market and to make a good first impression with employers, the finalist students have a session of Job Search Techniques, energized by the Insignare LIFE department, which includes training about entrepreneurial attitudes in the search for work and also the simulation of two employment interviews per class, with the subsequent analysis of the positives and points to be improved.

Finally, it is understood that, in order for students to understand the importance of transversal skills or soft skills in order to enhance not only their employability but also the degree of satisfaction of employers / employers, the curricula vitae (CV) of the students is compulsory in the third year of the course and must be accompanied by the Portuguese, Integration Area and English teachers, which will highlight the skills most appreciated by the employers in their area of training and that will facilitate the conversion of the student's qualities into transversal competences (eg communication, organization ...). It is worth highlighting the relevance of the preparation of the CV in English as well, given the real possibility that the students will take the curricular course for European Union countries, and for the progressive internationalization of Portuguese companies.

- To intensify the relationship between the school and the employers of former students, based on regular and mutual contacts, taking companies to school in the concept of lessons / technical sessions or addressing various invitations (eg for events developed by the school and in which the participation of the companies is pertinent or for lunch at the Insignare Restaurant), establishing cooperative partnership agreements with them, placing students in training in the work context, gathering suggestions from the companies for improvement, taking the School to companies in study visits, collaboration by the accomplishment of several projects, among other actions to be defined by the school (drop-by-drop marketing actions). Also conducting the satisfaction survey for the employers of the alumni empowers the relationship with the employers, once there are new contacts that can lead to the deepening of the relationship.

This indicator n.º 6 (b3) will be measured through a survey of satisfaction, of the responsibility of the pedagogical direction or in whom it intends to delega-

te, to apply to all the employers of the alumni of the EPO, realized annually until the end of the month of May.

EVALUATION AND REVIEW STAGE

It will be the responsibility of the Pedagogical Council to periodically collect data on the results of the implemented strategies and compare them with the goals established by the EPO Board and in the Plan of Action, in order to verify that they do not fall below the target values of indicator 6- Use of skills acquired in the workplace. If the goals are not being met, those responsible should seek out alternative strategies and implement improvement plans in collaboration with all stakeholders (for detailed information see the Action Plan).



2.8 – Presentation of the conclusions of the self-assessment and mechanisms for providing information

The conclusions of the monitoring of the achievement of the goals will be provided periodically at the following moments: quarterly, whenever the nature of the goals permits, at the end of the academic year and at the end of the three-year period considered (2015-2018 - current)

In relation to the quarterly analysis of the results: (i) a report will be made evaluating the execution, but the measures foreseen in the School's Educational Project, which will be presented at the Pedagogical Council of the School, for validation, and which will be sent to the Direction of Insignare (Ii) in relation to the internal stakeholders who have been given concrete responsibilities in the achievement of goals, an email will be sent, whenever possible, with a report of the results achieved, as well as the goals to be achieved by the end of the academic year. If there are deviations in the values of the goals to be achieved, the responsible ones will be called to a working meeting to elaborate improvement plans to correct the situation.

At the end of each academic year: (i) a final annual evaluation report will be carried out evaluating the achievement of the goals set for that academic year, in the base document and in the EQAVET action plan, also adding some goals foreseen in the Educational Project that do not appear of the documents of the indicated

quality certification process, of the Pedagogical Direction's responsibility, which will be presented at the Pedagogical Council of the School, for validation, and which will be sent to the Insignare Direction. The results of this re-examination will also be analyzed at the Teachers' Meeting, in order to better prepare the following academic year, and in the Advisory Council, in order to obtain suggestions for actions and / or processes that allow the continuous improvement of the results obtained. The document should also be published on the EPO website and / or in the EPO Moodle, after analyzing all the intervening instances.

At the end of the three-year period in which the School's Educational Project is in force, a final overall report will be made on the implementation of the EQAVET quality certification process, which will include, among other points, the objectives / goals achieved, deviations observed, improvement plans introduced, duly substantiated, the constraints verified and the analysis of the concrete improvements verified, as result of the implementation of this quality certification process. The preparation of this document is the responsibility of the Pedagogical Direction of the School and is submitted to the Pedagogical Council for approval and is sent to the Insignare Direction analysis.

2.9 - Potentialities / Constraints

EPO's participation in this first group of schools that intend to obtain quality certification EQAVET is a strategic option of its owner, the Insignare - Association of Education and Training. The implementation of this certification process led to the analysis, discussion and definition of objectives, goals, timings, operationalization mechanisms and definition of the responsible in the accomplishment of them. The reflective exercise involved internal and external stakeholders who, with the participation in meetings or with the response to inquiries, collaborated in the elaboration of the Education Project 2015-2018, where almost all the objectives and targets were established (only with the exception of indicator 6 (b3)).

The fact that responsibility for the achievement of the objectives and corresponding goals is clearly and individually assumed will certainly make an important step towards the consistency and improvement of the quality of the education service provided by the School. If, through periodical and well-defined assessments, deviations occur, the Pedagogical Direction should make efforts to realign actions aimed at achieving those objectives and goals by drawing up improvement plans.

Through the implementation of the EQAVET quality certification process, the School will have

access to data that will enable it to achieve a set of objectives and goals related to the three indicators in question, and draw conclusions to improve continuously and sustained the quality of the service it provides.

Despite the potential of the EQAVET quality certification process, some constraints are also taken into account in its implementation. The need to adopt new internal procedures, different from what had been done so far; The dependence of external factors and, therefore, not controlled by the School, in the achievement of some objectives and goals; The difficulty in making certain developed practices measurable; The carrying out of a periodical evaluation, and all the increased work it involves; And the need for regular surveys, which are essential for the measurability of the data to be collected and whose response depends on the willingness of the recipients, are some of the constraints that are anticipated and where School's attention should be focused on.



CONCLUSION

The base document presented is based on the the quality certification system aligned with the EQAVET Framework, showing itself to be a dynamic document in its essence, open and shared, allowing a constant improvement reflection.

We intend to present here the guidelines of the School, stating the commitment to the quality of the vocational education offers that, in summary, mentions what it intends to be and what to do to achieve it, within the framework of its autonomy, as well as to affirm the organizational identity of the School and to present its strategic plan.

It has an expected duration of three years and its operation will take place through the Educational Project, the Annual Plan of Activities and the defined Action Plans.

It is understood as the conceptual architecture that gives useful meaning to the actuation and operationalization of each of the indicators presented, in this specific corporative web that is EPO. It is a guidance document for action and a fundamental tool for the continuous improvement of the results obtained. It is an important guidance document of the educational practice while expressing identity, regarding the autonomy and institutional competence.

Attachments

Action Plan

Survey Model for Former Students

Survey Model of Host Companies Satisfaction



OBJECTIVE / GOAL TO BE ACHIEVED 2015-2016: **65%** 2016-2017: **67%** 2017-2018: **70%**

CURRENT SITUATION 2011-2014: **53,3%**

SPECIFIC OBJECTIVE N.º1

Reduce school dropout with a current rate of 20%.

GOALS TO ACHIEVE

Reduce the school dropout rate with the following evolution: 19,5% in the 2015-2016 school year; 17,5% in the 2016-2017 school year e 15% in the 2017-2018 school year.

Mechanisms of Operationalization	Operational Agents	Evaluation Indicators	MONITORING		Deadline for implementation
			Timing	Responsible	
Identify and record elements of risk (modules to be done, lack of attendance, recording of disciplinary occurrences, socioeconomic situation), monitoring by Class Director, Meetings with Students Guardians, intervention of UAAF	Class Director; Teachers; Students Guardians; Administrative workers and UAAF Operationalization Responsible CLASS DIRECTOR	Registration of contacts with the students guardians; Withdrawal reports, meeting council minutes and quarterly statistical data.	Daily	Pedagogical Director	During three academic years

SPECIFIC OBJECTIVE N.º2

Reduce absenteeism with a current rate of 4% (students who exceeded the total of 24 unjustified absences in the 2013-2014 school year).

GOALS TO ACHIEVE

Reduce annually, until 3%, the finalists students rate who exceeded the total of unjustified absences with the evolution, : 2015-2016 school year: 4%; 2016-2017 school year: 3,5%, 2017-2018 school year: 3%

Mechanisms of Operationalization	Operational Agents	Evaluation Indicators	MONITORING		Deadline for implementation
			Timing	Responsible	
Registration of attendance in the DBGEP (evaluation system) Contact with Students Guardians when the student reaches 50% and / or 100% of the unjustified absences allowed in RI. Send to the Students Guardians of sms with the daily absences per student. Intervention of the class director, in case he / she understands this, of the UAAF. To promote more interesting lessons through the use of active pedagogical methodologies that involve the students in their learning process and take into account their needs and the individuality of each one.	Class Director; Teachers; Students Guardians; Administrative workers and UAAF Operationalization Responsible CLASS DIRECTOR	Meeting council minutes; unjustified absences maps, Register of contact with the Students Guardians, UAAF Registration	Daily	Pedagogical Director	During three academic years

ATTACHMENT 1

ACTION PLAN



OBJECTIVE / GOAL TO BE ACHIEVED 2015-2016: **65%** 2016-2017: **67%** 2017-2018: **70%**

CURRENT SITUATION 2011-2014: 53,3%

SPECIFIC OBJECTIVE N.º3		GOALS TO ACHIEVE			
Maintain and / or improve school success. (60% Conclusion Rate in the subjects in the 2011-2014 academic year) (58,25% PAP Conclusion Rate)		65% conclusion rate of the subjects in 2015-2016 (2013.2016 classes); 67% in 2016-2017 (2014-2017classes) e 70% em 2017-2018 (2015-2018 classes). PAP minimum success rate of 65% in the 2015-2016 school year; 67% in the 2016-2017 school year to 70% in the 2017-2018 school year.			
Mechanisms of Operationalization	Operational Agents	Evaluation Indicators	MONITORING		Deadline for implementation
Carry out the necessary evaluation moments, in accordance with the Internal Regulations; To apply different evaluation methodologies, adapting them as much as possible to the specificities of each student; Implement the assessment by skills, so that the student can compartmentalize the forms of evaluation taking into account the skills that he wants to see evaluated; To promote the development of transversal competences through the accomplishment of multidisciplinary activities and to encourage the improvement of the results by insertion in the merit and / or excellence frameworks. Provide support and accompaniment classes for students with greater difficulties. To closely monitor the development of PAPs, motivating them permanently, in order to progress and do well; Make a biweekly registration of progression of the student in the PAP work, involving the class director and the student guardians whenever this progression falls short of what was previously defined in the working plan. Promote the periodic training of teachers and course coordinators / PAP.	School Teachers The Course and PAP Coordinator Operationalization Responsible THE COURSE COORDINATOR AND PAP COORDINATOR	Modular Evaluation Grid, Student evaluation Grid, Modules to be done List, and Conclusion Rate.	At the end of school term (whenever there are classifications of modules in the school's pedagogical management system) and always at the end of the school year	Pedagogical Director	During three academic years
		Registration of attendance and validation of competences in the support classes Insignare report of the DFE / LIFE which shows the formations carried out by each teacher per school year.			
		Intermediate reports of the PAP; biweekly report of the work done in PAP and final registration of the evaluations of PAP			



OBJECTIVE / GOAL TO BE ACHIEVED 2015-2016: **65%** 2016-2017: **67%** 2017-2018: **70%**

CURRENT SITUATION 2011-2014: 53,3%

SPECIFIC OBJECTIVE N.º4		GOALS TO ACHIEVE			
Increase the relationship between the Students Guardians. (There is no available information of the school year 2011-2014)		To have an attendance rate of the meetings with the class directors in 80 % in 2015-2016 school year; in 81% in the 2016-2017 school year in 82% in the 2017-2018 school year 2018. To schedule an anual activity to the Students guardians.			
Mechanisms of Operationalization	Operational Agents	Evaluation Indicators	Timing	Responsible	Deadline for implementation
Maintain the system of daily warning of student absences through SMS; To maintain the quarterly meetings of delivery of evaluations as privileged moment of relationship with the students Guardians; Establish, whenever necessary, telephone contacts or meetings with the Students Guardians, registering each contact, Flexibility in the attendance hours for the Students Guardians, Make at least one school event that is open and / or directed to the participation of the Student Guardian, To carry out at least one annual activity of formative and / or playful character directed to the Students Guardians.	Class director, students Guardians, and Pedagogical Direction Operationalization Responsible CLASS DIRECTORS	Percentage of attendance at quarterly meetings with the respective Class Director and verify the completion of the planned annual activity (internal EPO information); Registration of contacts with Students Guardians.	Daily, quarterly and Annually	Pedagogical Director	During three academic years

NOTES:

- _Subjects conclusion rates were calculated from the application of the following formula: sum of the number of students who completed all the modules in the different subjects at the end of the triennium, the number of students started x 100;
- _The PAP conclusion rate was calculated using the following formula: number of students who successfully completed PAP / total number of students who started the triennium x 100
- _The attendance rate at the assessment delivery meeting is calculated from the following formula: number of Students Guardians attending the meeting on the number of students making up the class at each meeting time x 100



OBJECTIVE / GOAL TO BE ACHIEVED 2015-2016: **67%** 2016-2017: **67,2%** 2017-2018: **67,5%**

CURRENT SITUATION 2011-2014: **66,7%**

SPECIFIC OBJECTIVE N.º1		GOALS TO ACHIEVE			
Intensify the relationship with companies, which currently has the following numbers: Technical Sessions (or classes.com): 24 classes.com in the academic year 2013/2014 (average 6 per class); School trips to companies: one per finalist class in the academic year 2013/2014; Number of new partnerships: no diagnosis		_Increase average number of lessons.com / technical sessions per finalist class / year with the following progression: 2015-2016: 6.25; 2016-2017: 6.5, 2017-2018: 6.75; _Keep 1 school trip to companies per school year for each class; _At least 2 new partner companies per course and per school year.			
Mechanisms of Operationalization	Operational Agents	Evaluation Indicators	Timing	Responsible	Deadline for implementation
Continue to invite businessmen and specialists from various training areas to take technical sessions and classes at school; Continue to organize school trips to companies; Establish new partnerships with companies.	Course Advisors and Technical Supervisor Operationalization Responsible TECHNICAL SUPERVISOR	The number of classes.com / technical sessions held per year (intermediate assessment at the end of each period); Report of school trips carried out; Counting of new partnership agreements signed with companies	Intermediate evaluation at the end of each school year and an annual assessment at the end of the school year.	Pedagogical director	3 academic years

SPECIFIC OBJECTIVE N.º2		GOALS TO ACHIEVE			
Listen to the entities that receive students in FCT. Currently the average FCT ratings is 14,8.		Increase average FCT assessments by 0.2% per academic year			
Mechanisms of Operationalization	Operational Agents	Evaluation Indicators	Timing	Responsible	Deadline for implementation
Analysis of the evaluations included in the stage evaluation model completed by the FCT entity; Collect suggestions from partners for continuous improvement of students' performance in FCT.	Course Advisors and Technical Supervisor Operationalization Responsible TECHNICAL SUPERVISOR	Results of the data collection made to the finalist groups regarding the two internship periods carried out.	Evaluation at the end of the three-year training	Pedagogical director	3 academic years



OBJECTIVE / GOAL TO BE ACHIEVED 2015-2016: **67%** 2016-2017: **67,2%** 2017-2018: **67,5%**

CURRENT SITUATION 2011-2014: **66,7%**

SPECIFIC OBJECTIVE N.º3			GOALS TO ACHIEVE		
Collect suggestions and / or recommendations made by partner entities. No diagnosis registered currently.			Hold an advisory council per academic year.		
Mechanisms of Operationalization	Operational Agents	Evaluation Indicators	MONITORING Timing	MONITORING Responsible	Deadline for implementation
Address invitations to the entities that make up the advisory council; Collect the suggestions and / or recommendations presented by the partners and encourage reflection on them in the pedagogical council	Insignare and Pedagogical management Operationalization Responsible INSIGNARE / EPO	Notice for the meeting of the advisory council, act of the meeting of the advisory council and act of the pedagogical council	Semiannual Meeting of the Consultative Council and meeting of the Pedagogical Council following the first meeting	Management of Insignare and Pedagogical Management of EPO	3 academic years

SPECIFIC OBJECTIVE N.º4		GOALS TO ACHIEVE			
Perform job search sessions. Currently, all finalist groups had 1 session of Job Search Techniques		_ Hold 1 annual session of Job Search Techniques; _ Perform at least one job interview simulation per finalist class; _ Follow the preparation by the finalist classes of Curriculum Vitae in Portuguese and English.			
Mechanisms of Operationalization	Operational Agents	Evaluation Indicators	MONITORING Timing	MONITORING Responsible	Deadline for implementation
One session per class on job search techniques within the discipline of Integration Area; Preparation of Europass CVs (in Portuguese in Integration Area classes, in English in the classes of this course); Simulation of one / two job interviews in each finalist class, in each academic year.	Teachers of Integration Area and English and LIFE of Insignare Operationalization Responsible TECHNICAL SUPERVISOR	The registration of the accomplishment of the sessions of techniques of search of employment and the interviews of employment in the digital summaries of the discipline of Integration Area; The CVs in Portuguese and English of the 3rd year students, delivered and filed in the Technical Supervision office.	Annual	Pedagogical director	3 academic years



6.a) Percentage of students who have completed the course and who work in professions directly related to the course / Education Area and Training that they have completed.

OBJECTIVE / GOAL TO BE ACHIEVED 2015-2016: **63%** 2016-2017: **64%** 2017-2018: **65%**

CURRENT SITUATION 2011-2014: **62,5%**

SPECIFIC OBJECTIVE N.º1		GOALS TO ACHIEVE			
Adapt from the student's profile to the profile of the internship, trying to maximize their employability. CURRENTLY: Average of the FCT ratings: 14.8.		Increase by 0.2 points per academic year			
Mechanisms of Operationalization	Operational Agents	Evaluation Indicators	Timing	Responsible	Deadline for implementation
Elaborate the technical profile of students and FCT Entities; Maintain / intensify contact with the partner entities in order to assess their intention to hire new collaborators; Analysis of FCT assessments and draw conclusions in the name of continuous improvement.	Course Advisors and Technical Supervisor Operationalization Responsible TECHNICAL SUPERVISOR	FCT Assessments; Registration of contacts made with partner entities;	Evaluation at the end of the academic year	Pedagogical director	3 academic years

SPECIFIC OBJECTIVE N.º2		GOALS TO ACHIEVE			
Use the support of the GIP (Office of Professional Insertion) of Insignare to support the meeting between the supply and demand of work in the different professional areas. (No initial diagnosis)		Make contact with the GIP (Office of Professional Insertion) of the Insignare periodically, at least once per quarter.			
Mechanisms of Operationalization	Operational Agents	Evaluation Indicators	Timing	Responsible	Deadline for implementation
Inform the GIP (Office of Professional Insertion) of the LIFE (Place of Insertion, Training and Teaching) of students who have completed or are completing the professional course; Actively intervene in the connection between the students who have completed the course and the available job offers; Collaborate in the annual updating report of employability of former students of EPO	Pedagogical Director, Course Advisors and Technical Supervisor and Manager of GIP Operationalization Responsible PEDAGOGICAL DIRECTOR	Register of exchanged emails	Intermediate evaluation at the end of each academic period and an annual evaluation at the end of the academic year	Pedagogical director	3 academic years



6.a) Percentage of students who have completed the course and who work in professions directly related to the course / Education Area and Training that they have completed.

OBJECTIVE / GOAL TO BE ACHIEVED 2015-2016: **63%** 2016-2017: **64%** 2017-2018: **65%**

CURRENT SITUATION 2011-2014: **62,5%**

SPECIFIC OBJECTIVE N.º3		GOALS TO ACHIEVE			
Intensify the school's relationship with the companies. CURRENTLY: Technical Sessions: 24 classes.com in the academic year 2013/2014 (average 6 per class); School trips to companies: 5 in the total of the 4 classes in the academic year 2013/2014; Number of new partnerships: no diagnosis		_ Increase average number of classes.com/ technical sessions per finalist class / year with the following progression: 2015-2016: 6.25; 2016-2017: 6.5, 2017-2018: 6.75; _ Keep 1 school trip to companies per academic year for each class; _ At least 2 new partner companies per course and per academic year.			
Mechanisms of Operationalization	Operational Agents	Evaluation Indicators	Timing	Responsible	Deadline for implementation
Continue to invite entrepreneurs and specialists from various training areas to take technical sessions and classes.com at school; Continue to organize school trips to companies; Establish new partnerships with companies.	Course Advisors and Technical Supervisor Operationalization Responsible TECHNICAL SUPERVISOR	The number of classes.com / technical sessions held per year (intermediate assessment at the end of each period); Report of the carried out school trips, counting of new partnership agreements signed with companies	Intermediate evaluation at the end of each academic period and an annual evaluation at the end of the academic year.	Pedagogical director	3 academic years



6.b3) Percentage of employers who are satisfied with the trainees who have completed an VET course.

OBJECTIVE / GOAL TO BE ACHIEVED 2017-2018: 75%

CURRENT SITUATION NO DATA AVAILABLE

SPECIFIC OBJECTIVE N.º1		GOALS TO ACHIEVE			
Constantly updating the technical knowledge provided and develop in students the personal and social skills appreciated / demanded by the labour market. CURRENTLY: Meetings of the Advisory Council: zero - did not exist in statutory terms; Technical Sessions (or classes.com): 24 classes.com in the academic year 2013/2014 (average 6 per class); Session of Techniques of Job Search by class: 1, in the last year of the course.		_Increase average number of classes.com / technical sessions per finalist class / year with the following progression: 2015-2016: 6.25; 2016-2017: 6.5, 2017-2018: 6.75; _Continue to carry out, for the finalist groups, an annual session of job search techniques directed at the final students, complemented not only with the preparation of Curriculum Vitae by all the finalist students in Portuguese and English, but also by the accomplishment of, at least one job interview simulation			
Mechanisms of Operationalization	Operational Agents	Evaluation Indicators	Timing	Responsible	Deadline for implementation
Collection of suggestions and / or recommendations made by the companies, both in FCT and as members of the Advisory Council; Continue to hold classes.com / technical sessions, which brings entrepreneurs to school; Continue to develop the annual session of job search techniques, perform job interview simulation; Elaboration of the CV in Portuguese (in the Integration Area subject) and in English (accompanied the subject itself) by all final students.	Pedagogical Director, Technical Supervisor, Course Advisors, Integration Area and English Teachers and Insignare LIFE Operationalization Responsibles MANAGEMENT OF INSIGNARE PEDAGOGICAL MANAG. OF EPO TECHNICAL SUPERVISOR AND COURSE ADVISORS	Minutes of the Consultative Council meeting.	Evaluation at the end of the academic year.	Pedagogical director	3 academic years
		Registration of the accomplishment of the classes.com and technical sessions.			
		Registration of the session of job search techniques in the Activity Plan, in the DBGEP system and in the Final Report of the activities.			
		Registration of CV preparation of the students in the summaries of the subjects and the subsequent delivery thereof to the Technical Supervisor			



6.b3) Percentage of employers who are satisfied with the trainees who have completed an VET course.

OBJECTIVE / GOAL TO BE ACHIEVED 2017-2018: 75%

CURRENT SITUATION NO DATA AVAILABLE

SPECIFIC OBJECTIVE N.º2		GOALS TO ACHIEVE			
Intensify the school's relationship with the companies / employers of former students. CURRENTLY: No statistical data available on the relationship with employers of former students.		_Annual surveys of satisfaction to employers of former students of the three-year period 2012-2015 in the first half of 2017 (the three-year period of 2013-2016 classes in the first half 2018); _Invite at least one employing company of former students per course in operation and per year to hold a class.com and / or technical session and / or a school trip to their facilities.			
Mechanisms of Operationalization	Operational Agents	Evaluation Indicators	Timing	Responsible	Deadline for implementation
Carry out annual surveys of satisfaction with employers of former students; Invite employers of former students to come to school in the classes.com and / or technical session or to promote study visits to their facilities.	Course Advisors and Technical Supervisor Operationalization Responsible TECHNICAL SUPERVISOR	Processing of data collected from carried out investigations; Registration of classes.com / technical sessions and / or school trips)	Intermediate evaluation for the three-year periods 2012-2015, held in the first half of 2017; Final evaluation of the 2013-2016 triennial classes, to be held in the first half of 2018; As for technical sessions / classes.com and school trips - evaluate at the end of each academic year.	Pedagogical director	3 academic years

ATTACHMENT 2
SURVEY MODEL FOR FORMER STUDENTS



Inquérito às turmas do triénio 2011-2014

Caros alunos

A EPO está a desenvolver esforços no sentido de obter a certificação de qualidade europeia (EQAVET), concedida a estabelecimentos de ensino e formação profissional. Neste sentido, necessito, para já, de um pouco do vosso tempo, para responderem a três questões apenas.

Como sempre, conto com a vossa colaboração, que tenho por certa.

Obrigada

A Diretora Pedagógica
Margarida Rodrigues

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SURVEY MODEL OF HOST COMPANIES SATISFACTION

ATTACHMENT 2



Inquérito de Satisfação aos Empregadores

Este inquérito destina-se a saber o grau de satisfação dos empregadores em relação à prestação dos seus trabalhadores que tenham sido alunos da Escola Profissional de Ourém (EPO). É realizado no âmbito do processo de certificação da qualidade EQAVET, em implementação nesta Escola.

Alguns minutos do seu tempo podem ajudar esta instituição na melhoria contínua da qualidade do serviço de educação que presta. Solicita-se o preenchimento de um inquérito por cada trabalhador ex aluno da EPO.

A Direção da Escola agradece a sua colaboração.

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