

3.1. LEGISLATIVE INSTRUMENTS FOR ENSURING THE QUALITY OF VOCATIONAL EDUCATION AND TRAINING IN THE UNITED KINGDOM

Valentyna Radkevych

Doctor of Pedagogical Sciences, Professor,
Full Member (Academician) of the NAES of
Ukraine, Director of the Institute of
Vocational Education of the
NAES of Ukraine,
<https://orcid.org/0000-0002-9233-5718>
mrs.radkevich@gmail.com

This article substantiates the legal framework for the development of the vocational education and training (VET) system in the United Kingdom. It analyzes the legislative instruments aimed at ensuring the quality of VET, along with the corresponding regulatory norms that establish clear standards for specialist training and define requirements for their competence. The powers and functions of key state institutions, such as Ofsted and the QAA, in monitoring, evaluating, and enhancing the quality of educational programs are elucidated. The mechanisms of interaction between government bodies, educational institutions, and representatives of business and employers, designed to align vocational training with current and future labor market needs, are characterized.

Keywords: legislative instruments; quality of vocational education and training; monitoring; accreditation; educational programs; United Kingdom

3.1. ЗАКОНОДАВЧІ ІНСТРУМЕНТИ ЗАБЕЗПЕЧЕННЯ ЯКОСТІ ПРОФЕСІЙНОЇ ОСВІТИ І ПІДГОТОВКИ ФАХІВЦІВ У ВЕЛИКІЙ БРИТАНІЇ

Валентина Радкевич

доктор педагогічних наук,
професор, дійсний член (академік) НАПН
України, директор Інституту
професійної освіти
НАПН України,
<https://orcid.org/0000-0002-9233-5718>
mrs.radkevich@gmail.com

Обґрунтовано правову основу розвитку системи професійної освіти і підготовки фахівців у Великій Британії. Проаналізовано законодавчі інструменти забезпечення якості професійної освіти і підготовки та відповідні регуляторні норми, які встановлюють чіткі стандарти підготовки фахівців і визначають вимоги до їхньої компетентності. Розкрито повноваження та функції ключових державних інституцій, зокрема Ofsted і QAA, у процесі моніторингу, оцінювання та вдосконалення якості освітніх програм. Охарактеризовано механізми взаємодії між урядовими структурами, навчальними закладами та представниками бізнесу й роботодавцями, спрямовані на адаптацію професійної підготовки до актуальних і перспективних потреб ринку праці.

Ключові слова: законодавчі інструменти; якість професійної освіти і підготовки; моніторинг; акредитація; освітні програми; Велика Британія.

In Western European countries, the issue of ensuring the quality of professional education and training (hereinafter referred to as PET) has gained particular significance, as the competitiveness of these economies

depends on the level of workforce preparation and is regarded as a fundamental factor in the development of human capital in modern society. Specifically, legislative mechanisms serve as a successful example of a systemic approach to the professional training of specialists capable of working with contemporary production technologies, tools, and resources (Rojewski, 2009). Evidence of this can be seen in the United Kingdom's experience with effective legal regulation of PET for competitive specialists, based on a comprehensive system of legislative instruments that establish quality criteria for PET. Such approaches align with the global aspiration to maintain a flexible and adaptive educational model oriented toward labor market needs. The dynamics of change across various economic sectors have prompted British lawmakers to introduce regulations that enable rapid responses to challenges and facilitate the modernization of educational program content. Relevant documents emphasize the development of key competencies that integrate theoretical and practical components of PET content (McGrath & Yamada, 2023). Through the application of accreditation mechanisms and regular monitoring of educational institutions' activities, conditions are created for independent evaluation of learning outcomes. This model enhances the credibility of educational institutions and fosters trust in the PET system among society and employers. Viewed through the lens of legal regulation, there is a clear commitment to promoting openness and transparency in the educational process, providing institutions with a clear framework for improvement.

The heightened focus on quality control in PET is driven by the growing demands of employers, spurred by rapid technological advancements and evolving socio-economic conditions (Galguera, 2018), as well as the need to meet international standards. Research on PET quality in the United Kingdom requires an understanding of key concepts: «legislative instruments» (encompassing government decrees, regulations, directives, and recommendations from specialized agencies with official status) and «quality control» (the assessment of learners' knowledge and professional skills, which impacts the overall reputation of educational institutions) (Romanov et al., 2015). When examining legislative instruments, it is also essential to consider the diverse components involved, including licensing, accreditation, public funding, and regulation of educational program content. Each of these elements is subject to strict oversight to ensure stable and effective PET outcomes. Licensing procedures establish the conditions under which educational institutions may operate, while accreditation requirements

define the criteria for recognizing learning outcomes. This interconnectedness of components contributes to the formation of a cohesive quality assurance system. Analyzing these concepts necessitates consideration of not only formal requirements but also substantive characteristics that align PET with contemporary trends. Consequently, the PET system in the United Kingdom is viewed both as a mechanism for skill acquisition and as a means of promoting social mobility and economic development (Bartlett, 2009). Legislative norms governing this domain reflect the need to train highly competent specialists capable of swiftly adapting to technological changes, adhering to quality standards, and enhancing educational program content aimed at developing professional competencies across various fields. This focus on quality becomes even more critical in light of global challenges, including heightened competition and the necessity of lifelong learning.

The VET system for specialists in the United Kingdom is characterized by its multi-tiered structure and close alignment with labor market needs (Department for Education, 2021a). Unlike purely academic pathways, VET is designed to equip graduates with specific professional skills and competencies that meet employer requirements (Ofqual, 2022). While there are certain differences in the organization and naming of qualifications across the various regions of the United Kingdom (England, Wales, Scotland, and Northern Ireland), the overarching principles of VET remain consistent. Following the compulsory school education cycle (up to age 16), students can choose between an academic route (A-levels) or a vocational pathway, pursued through Further Education (FE) Colleges or apprenticeship programs (Institute for Apprenticeships & Technical Education, 2023). Among the most common formats of vocational training are BTEC, City & Guilds, and National Vocational Qualifications (NVQ), offered by various types of educational institutions (City & Guilds, 2021). The primary hubs of VET are FE Colleges, where students can obtain initial certificates, diplomas, and even Higher National Diplomas (HNDs). Universities also contribute to practical specialist training by offering Foundation Degrees and Degree Apprenticeships—models that enable students to combine academic study with hands-on experience in the workplace (Department for Education, 2021b). In addition to public educational institutions, the UK hosts a range of private VET providers specializing in short-term or niche courses.

A cornerstone of the British VET system is the apprenticeship model, which integrates theoretical learning at colleges or through courses with practical training in a company, accompanied by a salary and the acquisition of tangible professional skills. Apprenticeship levels range from intermediate (Level 2) to higher (Levels 6–7), allowing individuals to progressively advance their careers. The Institute for Apprenticeships & Technical Education develops VET and apprenticeship standards in collaboration with employers to ensure graduates acquire the precise competencies demanded by the labor market (Institute for Apprenticeships & Technical Education, 2023). Professional associations and councils (e.g., in fields such as construction, engineering, finance, and healthcare) also influence the content of training programs, aligning them with industry-specific requirements. As part of ongoing technical education reforms, the government continues to enhance the vocational sector, including the introduction of two-year programs for 16–19-year-olds focused on in-depth study of specialized disciplines and extended practical training (Department for Education, 2021c). Degree Apprenticeships, which combine university degrees with paid work and practical experience, are also expanding. Furthermore, online courses and remote learning formats are gaining popularity, reflecting contemporary trends in digitalization. Regular inspections by Ofsted encourage colleges and private providers to improve the quality of educational services (Ofsted, 2022). Through such oversight and active engagement with employers, the UK's VET system remains one of the most effective in Europe. Graduates of VET programs integrate quickly into the labor market, as their knowledge and skills are relevant to employers, while the structured qualification framework (based on the Regulated Qualifications Framework, RQF) ensures transparency in competency levels.

New global challenges in the field of VET necessitate an increased level of flexibility and technological adaptability in the educational process. Accordingly, legislative changes in the United Kingdom reflect a focus on fostering innovative approaches, where theory is integrated with practical experience to ensure high-quality preparation of specialists for professional activities. The development of policies in this domain is based on consultations with employers, experts, and learners themselves (Zadorozhna-Kniashnytska & Khadzhinova, 2023). Such collaborative interaction facilitates the creation of legal documents that align harmoniously with the European and global educational context. A

significant aspect of shaping the British VET system is the involvement of independent bodies in establishing quality criteria for VET. These bodies serve as guarantors of transparency and objectivity in assessment, as they interact with educational institution staff with clearly delineated responsibilities. They propose amendments to regulatory acts based on inspection outcomes, enabling prompt improvements to educational and training programs. The systemic approach to monitoring VET quality is reinforced by the experiences of other countries, which recognize the British standard as exemplary.

The legal framework for VET in the United Kingdom supports the continuity of the educational process and enhances the qualification levels of teaching staff. Legislative provisions regulate the qualification requirements for educators and encourage their professional development through mandatory enhancement of professional competence. Simultaneously, efforts are underway to align the content of educational programs with updated standards that reflect the real needs of the labor market. Within this framework, conditions are created for close collaboration between educational institutions and employers to ensure that the practical component aligns with modern technologies and methodologies. National VET development strategies play a pivotal role in shaping the legal framework, laying the foundation for long-term prospects in this field (Harris & Jones, 2025). These strategies focus on cultivating a unique blend of digital and interdisciplinary competencies essential for the competitiveness of the British economy. Particular attention is also given to the role of social partners, enabling better identification of forward-looking directions for modernization and support for the financial stability of educational institutions. Renowned British colleges offer extensive professional retraining programs, concentrating on the current demands of employers.

Conceptual approaches to the legal framework ensuring the quality of VET in the United Kingdom encompass a range of principles, mechanisms, and institutions that shape the regulatory foundation and maintain a high level of specialist training. A key feature to highlight is the decentralized model characteristic of the United Kingdom. Each of its four constituent parts—England, Scotland, Wales, and Northern Ireland—enjoys a degree of autonomy in organizing educational processes and adopting its own regulatory acts. Nevertheless, at the central level, a unified «ideological framework» persists regarding core quality standards and interregional coordination (Department for Education, 2021c).

A critical element in ensuring the quality of VET in the UK is the principle of partnership between the state, employers, and professional organizations. Employers, united in sector councils and similar structures, play an active role in shaping educational and training programs. Professional associations and councils establish requirements for specific occupations, conduct course accreditation, and certify graduates. The quality control system, including the inspection of educational institutions in England, is managed by Ofsted, which ensures compliance with necessary standards and transparency in the educational process (Ofsted, 2022). To standardize requirements and assist labor market stakeholders in understanding the content of qualifications, the UK employs qualification frameworks such as the Regulated Qualifications Framework (RQF) for England, Wales, and Northern Ireland, and the Scottish Credit and Qualifications Framework (SCQF) for Scotland (Ofqual, 2022). Professional qualifications typically span levels 1 to 3, though they can extend to level 8, equivalent to a doctoral degree with a vocational focus. Accordingly, training programs are designed across varying levels of complexity—from introductory courses to doctoral degrees—reflecting the core concept of lifelong learning.

Financial mechanisms also play a significant role in maintaining and enhancing standards. The government provides additional funding to educational institutions that demonstrate high graduate success rates and employment outcomes, while also introducing grants and subsidies to support innovative projects and the delivery of short-term professional courses (Department for Education, 2021b). Access to certain professions (e.g., medicine, law, or architecture) is regulated through professional registers, licensing, and requirements for Continuous Professional Development (CPD). Breaches of ethical or professional standards may result in the loss of a license to practice. This control model is closely tied to the quality of educational programs, which must be recognized by relevant bodies and align with industry standards (Institute for Apprenticeships & Technical Education, 2023).

Another key principle is the internationalization of the VET system, aimed at mutual recognition of qualifications and attracting international students, thereby reinforcing the global reputation of British educational programs (Ofqual, 2022). Increasing emphasis is placed on the flexibility and individualization of educational offerings, including modular formats, online courses, condensed certification programs, and apprenticeships,

through which learners acquire practical skills directly in the workplace. These are governed by relevant legislation and statutory instruments, such as the Apprenticeships, Skills, Children and Learning Act of 2009.

The quality of VET specialists in the United Kingdom is ensured through a variety of legislative instruments and specialized regulatory bodies. These bodies perform functions related to oversight, regulation, and accreditation, enabling the maintenance of high standards in educational programs (Department for Education, 2021a). The UK has a comprehensive education management system that encompasses multiple institutions responsible for different aspects of specialist training. Some of these organizations focus primarily on quality standards, while others address funding and the monitoring of educational program effectiveness. This systematic delineation of responsibilities enhances the transparency and efficiency of the VET quality assurance process. However, the multi-tiered structure necessitates clear coordination among all involved entities (Ofsted, 2020a). Specifically, the monitoring and evaluation of VET quality are conducted by the Office for Standards in Education (Ofsted) and the Office for Students. Their activities facilitate the implementation of accreditation mechanisms, the development of evaluation methodologies, and the establishment of transparent procedures for assessing effectiveness. At the same time, the legislative framework remains flexible, allowing timely responses to critical feedback and recommendations from various stakeholders. These processes are supported by continuous alignment with international practices, ensuring a high level of compliance with global standards. Within the UK's legal framework, there exists a robust system of accountability, where each participant in the educational process contributes to upholding high standards. Government bodies establish evaluation criteria, while independent agencies conduct inspections and accreditations, ensuring the public availability of inspection results (Office for Students, 2020). This division of responsibilities promotes transparency and helps avoid conflicts of interest, as VET quality assessments are carried out by external experts. Concurrently, educational institutions implement internal self-monitoring mechanisms, enabling the prompt identification of shortcomings and the adjustment of educational activities.

One of the key institutions overseeing VET quality is the Office for Standards in Education, Children's Services and Skills (Ofsted). It is responsible for inspecting educational institutions offering vocational-technical and other types of educational programs (Ofsted, 2020b). Ofsted's

primary focus is on ensuring that courses meet established standards and verifying the extent to which they address employers' needs. Following inspections, Ofsted publishes reports containing recommendations and assessments of program and institutional quality. These reports serve as a foundation for improving teaching quality and learning conditions. Additionally, they play a critical role in informing managerial decisions within VET institutions. Another vital component of the VET quality assurance system is the Office of Qualifications and Examinations Regulation (Ofqual). This body regulates qualifications, examinations, and assessments in England, overseeing the quality and reliability of the evaluation system (Ofqual, 2019a). Ofqual establishes criteria and requirements for qualification accreditation, ensuring their recognition in the labor market and alignment with employer needs. It also supervises organizations issuing certificates and diplomas for vocational education. Furthermore, Ofqual enhances public trust in the outcomes of qualification examinations. Regular inspections and audits conducted by Ofqual help identify potential irregularities and enable swift responses. Another influential entity in ensuring VET quality is the Quality Assurance Agency for Higher Education (QAA). Although primarily focused on higher education, this agency also impacts certain VET programs, particularly those partially integrated into universities (QAA, 2021a). The QAA develops and maintains quality standards that serve as a benchmark for universities and colleges offering professional and specialized courses. Regular reviews and audits by the QAA allow for the timely detection of deficiencies and the enhancement of educational practices. Additionally, the QAA provides recommendations on teaching methodologies, knowledge assessment, and the promotion of academic integrity. This approach bolsters the international credibility of UK VET.

In the context of ensuring the quality of VET, the Institute for Apprenticeships and Technical Education (IfATE) plays a significant role. This institute develops standards for VET programs, including those in technical education, aligning them with labor market demands and employer needs (Institute for Apprenticeships and Technical Education, 2022). IfATE collaborates closely with government bodies and industry representatives to ensure the relevance and quality of professional qualifications. Its activities contribute to the establishment of a transparent and effective system of educational and training programs focused on practical preparation. The institute defines requirements for program content, assessment standards,

and learning outcomes. As a result, employers gain confidence in the high level of competence of graduates. Another key institution related to the funding and quality assurance of VET is the Education and Skills Funding Agency (ESFA). This agency manages public funds allocated for the development of educational and training programs and ensures financial transparency within the sector (Department for Education, 2020). The ESFA establishes funding criteria and oversees the allocation of resources to high-quality, in-demand VET programs. Additionally, the agency sets and monitors performance indicators for educational institutions receiving public subsidies. This approach enables the concentration of resources on best practices and incentivizes training providers to enhance the quality of VET.

Legislative regulation of VET quality in the United Kingdom is of paramount importance in maintaining high standards of education and graduate employability. A comprehensive framework of legal acts has been established in this domain, outlining the requirements, powers, and responsibilities of regulatory bodies and educational institutions (Department for Education, 2019). The strategic objective of such regulation is to ensure the competitiveness of British VET on the international stage and to foster innovation (The Further and Higher Education Act, 1992). A balanced integration of legislative requirements and professional standards facilitates the training of qualified specialists capable of adapting to rapidly changing labor market conditions (Ofsted, 2019a). A critical condition for the effectiveness of legal regulation of VET quality is the continuous monitoring and periodic review of the regulatory framework in response to contemporary challenges. Thus, legislative instruments provide a legal foundation for the operation and development of the VET system, ensuring its alignment with global standards. Among the key legislative acts forming the basis for VET quality assurance in the United Kingdom are the Further and Higher Education Act 1992, the Education Act 2002, the Apprenticeships, Skills, Children and Learning Act 2009, and the Technical and Further Education Act 2017 (Apprenticeships, Skills, Children and Learning Act, 2009). Each of these acts addresses specific aspects of VET while collectively establishing a cohesive system of oversight and control (Technical and Further Education Act, 2017). They define the rights and obligations of educational institutions, ministerial departments, regulatory bodies, and employers. A distinctive feature of the British approach is the extensive involvement of stakeholders in the process of shaping standards and curricula (Department for Education, 2017). This ensures synergy

between theoretical and practical training, which is essential for successful employment. Consequently, a comprehensive legal framework creates the conditions for the systematic improvement of VET quality.

The legal foundations for the further development of the post-secondary education sector, including further education (FE), were established by the Further and Higher Education Act (hereinafter referred to as FHEA) (Further and Higher Education Act, 1992). This act delineated the powers of bodies responsible for funding and accrediting educational programs within the further education domain and provided the framework for the establishment and operation of several independent colleges. Under the FHEA, clear mechanisms for quality monitoring were introduced in 1992, which included periodic reporting by colleges and inspections (Ofsted, 2019b). The legislation also facilitated closer collaboration between businesses and educational institutions, aimed at addressing labor market challenges and shaping modern educational and training programs. Furthermore, it encouraged the development of national qualifications frameworks that set standardized requirements for course content and graduate competency levels. Overall, the FHEA served as a starting point for creating a system that harmoniously integrates academic education with vocational training.

Significant additions to the broader legal framework, particularly regarding standards and programs related to FE, were introduced by the Education Act (hereinafter referred to as EA) (Education Act, 2002). This act strengthened the role of state regulation in defining minimum requirements for educational and training programs, as well as mechanisms for assessing and certifying students in vocational colleges. The legislation promoted the development of professional development programs for teaching staff to ensure a high standard of instruction in practically oriented subjects (Department for Education, 2019b). The EA also established principles for partnership-based cooperation between government bodies, educational institutions, and employers to continuously update the content of FE in line with labor market demands. Consequently, a clear hierarchy of responsibility was established, spanning from the formulation of educational policy at the national level to its practical implementation at the local level. The synergy across all levels of governance enhances the quality of FE and creates conditions for its consistent development across all regions of the United Kingdom.

The modernization of the FE system through the introduction of apprenticeship programs was advanced by the Apprenticeships, Skills, Children and Learning Act (hereinafter referred to as ASCL) (Apprenticeships, Skills, Children and Learning Act, 2009). This act expanded access to vocational education for young people by improving funding and introducing additional incentives for employers involved in workforce training. Within the ASCL framework, requirements for the quality and structure of apprenticeship programs were refined, encompassing on-the-job practical training and formal coursework. The legislation also provided for the establishment of a robust system for monitoring and evaluating learning outcomes, enabling employers and government bodies to assess the effectiveness of their investments. This approach ensured greater alignment of training programs with the actual needs of the economy while enhancing the mobility and employability of graduates in the labor market (Department for Education, 2017). Thanks to the ASCL, apprenticeships have become a cornerstone of the United Kingdom's strategy for workforce development.

Regulatory and supervisory bodies, such as the Office for Standards in Education, Children's Services and Skills (Ofsted) and the Office of Qualifications and Examinations Regulation (Ofqual), play a crucial role in implementing the aforementioned laws (Ofsted, 2019b). Ofsted conducts inspections of educational institutions, including vocational colleges, and prepares reports on their compliance with educational quality standards as mandated by legislation. Ofqual, in turn, is responsible for regulating examinations and qualifications, ensuring their alignment with national frameworks (Department for Education, 2019b). These bodies possess extensive powers to intervene in the operations of educational institutions in cases of systemic breaches or non-compliance with requirements. Their activities aim to enhance transparency and accountability within the VET sector while promoting continuous improvement in the educational process. Effective oversight by Ofsted and Ofqual ensures a substantive, rather than merely formal, mechanism for quality assurance.

In the further development of the VET system, with a focus on strengthening the technical component of specialist training, the Technical and Further Education Act (hereinafter TFEA) plays a significant role (Technical and Further Education Act, 2017). This legislation introduced additional safeguards for students in the event of financial instability at colleges, as well as mechanisms to enhance the accountability of governing

bodies. Considerable emphasis is placed on collaboration with businesses to ensure the relevance of programs, particularly in high-tech and innovative sectors (Department for Education, 2017). The TFEA also provided for the modernization of vocational college infrastructure, including through government investments in state-of-the-art equipment and digital resources. As a result, educational institutions have been able to improve students' practical skills and better prepare them for the challenges of modern industry. Consequently, the TFEA has established VET as a strategically vital sector for the nation's economic development.

In 2022, the Skills and Post-16 Education Act (hereinafter SP16EA) came into force in the United Kingdom, strengthening the integration between vocational and academic education (Skills and Post-16 Education Act, 2022). The primary objective of this act was to promote expanded access to post-secondary education programs and to enhance quality through closer alignment with labor market needs. The SP16EA emphasizes the development of new qualification pathways for young people, offering diverse learning trajectories ranging from traditional to innovative approaches (Department for Education, 2019b). Additionally, the legislation encourages partnerships between colleges, universities, and the private sector to create educational and training programs tailored to employer demands. A notable innovation is the enhanced role of digital technologies and learning software, which is particularly relevant in the context of remote and blended VET delivery. Thus, the SP16EA establishes a more flexible and adaptive system capable of responding to dynamic changes in the world of work.

In the legal interpretation of these laws, it is essential to consider the jurisdictional differences between England, Scotland, Wales, and Northern Ireland (Department for Education, 2019b). While the overarching principles and strategic approaches to ensuring VET quality remain similar, each region of the United Kingdom operates within its own unique legal frameworks and regulatory bodies. For instance, Scotland has a distinct qualifications system overseen by the Scottish Qualifications Authority (n.d.), while Education Scotland fulfills the role of inspecting educational institutions. Similarly, Northern Ireland has specific bodies responsible for the accreditation and monitoring of VET programs. Consequently, the legal interpretation of legislative acts often requires accounting for subnational variations, which provides greater flexibility and responsiveness to local needs. Nevertheless,

despite differences in detail, the overarching goal remains consistent: the establishment of a high-quality and competitive VET system.

In the United Kingdom, the mechanisms of external and internal quality control of VET possess a complex structure. These mechanisms are grounded in clear regulatory and legal frameworks that delineate the responsibilities of various bodies and institutions (Department for Education, 2020). External control is aimed at ensuring that educational and training programs align with national standards and the expectations of employers. Internal control, in turn, focuses on maintaining high educational standards within specific institutions. The foundation of this process lies in procedures of self-assessment, monitoring, and enhancement of VET quality. The UK VET system incorporates recommendations from sector skills councils regarding qualifications. It is also oriented toward the current demands of the labor market and potential employers (Ofsted, 2021a). The synergy between external and internal control mechanisms ensures a comprehensive approach to evaluating VET quality. This contributes to the improvement of educational processes and enhances the competitiveness of graduates. Within this system, significant emphasis is placed on the transparency of assessment procedures and the visibility of control outcomes.

A key component of external control in the VET domain is the inspection conducted by Ofsted. This agency carries out evaluations of educational institutions, assessing the effectiveness of teaching, the level of academic preparation, and the quality of the educational environment (Ofsted, 2021b). The results of these inspections serve as the basis for rating assessments, public reports, and recommendations for improvement. The legislative foundation for Ofsted's authority is enshrined in the Education and Inspections Act (2006). Another critical aspect of external control is the accreditation of educational programs, which is undertaken by relevant qualification agencies. Agencies such as Pearson or City & Guilds verify the compliance of program content and assessment methods with general qualification requirements. UK legislation establishes clear criteria by which VET programs must be evaluated (Department for Education, 2019b). Non-compliance with these criteria may result in an institution losing its right to issue certificates and diplomas. Thus, external control not only evaluates but also incentivizes educational institutions to continuously raise their standards. The high level of transparency in inspections enables employers and learners to make informed choices among various educational offerings.

Internal quality control of VET in the United Kingdom is based on the principle of continuous improvement. Educational institutions regularly conduct self-assessments, analyzing the competence of their teaching staff, the effectiveness of teaching methods, and student performance (Tanui & Achoka, 2014). To this end, internal quality assurance boards are established to align policies and procedures for internal audits. These boards comprise representatives from management, academic staff, and student governance bodies. A vital component of internal control is the monitoring of performance indicators, attendance, and student satisfaction. This approach allows for the prompt identification of issues and the planning of corrective actions. Institutions also encourage teachers to engage in professional development through participation in training sessions, workshops, and qualification enhancement programs. This fosters the dissemination of best teaching practices and the creation of a positive educational climate. The results of internal self-assessments are mandatorily documented and submitted to external regulatory bodies upon request. Such transparency facilitates more effective collaboration with Ofsted and the Quality Assurance Agency (QAA) during external audits.

A significant element of internal control is the interaction among teachers, administration, and students. Teachers receive feedback from colleagues and management, which promotes professional growth. The administration, in turn, analyzes data on performance and attendance to formulate institutional development strategies. Students have the opportunity to voice their concerns and suggestions regarding the educational process through surveys or representatives on quality assurance boards (British Council, 2022). These feedback mechanisms contribute to the development of an open communication culture. Additionally, educational institutions actively collaborate with employers to ensure the relevance of educational program content. Employers may participate in designing training modules and offer their experts to conduct masterclasses. All these initiatives align with the standards and recommendations of Ofsted and QAA. Internal control thus complements external mechanisms, forming a cohesive system for ensuring VET quality.

In the context of internal control, the concept of «self-assessment – improvement – implementation» is widely applied (Romanova, 2022). Initially, educational institutions compile a detailed report on their strengths and weaknesses, utilizing both quantitative and qualitative indicators. Subsequently, an improvement plan is developed, outlining specific

objectives, timelines, and responsible individuals. This is followed by the implementation of corresponding measures, the success of which is monitored by management and quality assurance councils for VET. The outcomes of these activities serve as the foundation for subsequent accreditation and successful external audits (QAA, 2019). Self-assessment enables timely responses to labor market trends, facilitating the adaptation of educational programs and curricula. This approach aligns with the requirements of the national strategy for the development of professional skills and competencies. In cases where significant shortcomings are identified, internal control serves as the initial «signal» for corrective actions. Such a system enhances the resilience of educational institutions to external challenges and strengthens their competitiveness. It also lays the groundwork for partnerships with employers, as the quality of specialist training directly impacts their professional suitability. The integration of external and internal control creates a multi-tiered system that encompasses all aspects of VET. External evaluations ensure compliance with national standards and international requirements (Education and Skills Funding Agency, 2020), while internal mechanisms provide ongoing monitoring and quality adjustments at the institutional level. This synergy renders the evaluation process more objective and balanced. On one hand, independent assessments by bodies such as Ofsted or QAA identify potential issues that may not be evident through self-assessment alone. On the other hand, internal control offers flexibility and prompt responsiveness to recommendations from external entities. As a result, educational institutions not only address deficiencies but also implement innovations proposed by external experts. This fosters a culture of mutual learning and the exchange of best practices among various educational establishments. Through the alignment of external and internal mechanisms, society benefits from high-quality VET that meets contemporary labor market demands. Employers also gain from this system, as they can rely on the strong qualifications of graduates.

In the process of ensuring VET quality in the United Kingdom, certain challenges arise. For instance, the rapid advancement of technology necessitates continuous updates to the content of educational programs and curricula, as well as the upskilling of teaching staff (Department for Business, Innovation and Skills, 2016). Consequently, internal quality control mechanisms must swiftly adapt to changes and conduct reviews of educational materials. External bodies, such as Ofsted, also adjust their

evaluation criteria to account for innovative teaching methods. However, financial constraints can hinder the implementation of necessary changes. Some educational institutions lack sufficient resources to rapidly integrate cutting-edge technologies and methodologies. Against this backdrop, partnerships with the private sector become increasingly vital, enabling the attraction of additional investments. Collaboration with student organizations also gains importance, as they can further support innovation in the educational process. Despite these challenges, the VET quality assurance system demonstrates a high degree of flexibility and adaptability overall. As a result, British educational institutions remain attractive to students and employers worldwide.

In ensuring the quality of VET in the United Kingdom, accreditation agencies play a pivotal role by overseeing compliance with standards and providing relevant recommendations. These agencies go beyond mere formal oversight, actively developing practical guidance and encouraging educational institutions to enhance their programs and teaching methodologies (Ofsted, 2020b). Accreditation bodies conduct inspections, leveraging extensive analytical resources and statistical data to assess the effectiveness of the educational process. During these evaluations, emphasis is placed on student achievement levels, teacher qualifications, and the alignment of educational programs with the demands of the modern labor market. In collaboration with professional associations and employers, these agencies help establish contemporary training criteria and identify the most relevant competencies. The high global regard for the UK's VET model is largely attributed to the effective coordination and oversight provided by accreditation bodies (Department for Education, 2021c). They not only enhance the transparency of the system but also promote the adoption of innovative pedagogical technologies by educational institutions. The reliability of specialist training and the ability to meet employers' needs for skilled workers are key factors in the success of this model. This approach renders the UK's accreditation practices appealing to other countries seeking to reform their own education systems.

One of the primary functions of accreditation agencies is the coordination of inspections, which involves aligning schedules and approaches to assessments. This helps avoid duplication of efforts and excessive burdens on educational institutions while maintaining effective monitoring. Coordinated inspections evaluate consistent criteria, creating transparent and uniform conditions for comparing outcomes (QAA, 2021b).

In the UK, various accreditation bodies operate, including the Quality Assurance Agency (QAA) and Ofsted. Each organization has its own specialization and methodologies, yet all adhere to shared principles of objectivity and fairness. This division of responsibilities ensures that every educational sector receives the necessary attention and expert approach. Coordination extends beyond inspection planning to include the exchange of information on identified shortcomings and successful practices, contributing to the overall improvement of VET quality (Department for Education, 2021c). The result is a unified, comprehensive oversight network that prevents gaps in standards. Consequently, students, educators, and employers can rely on the credibility and consistency of educational outcomes.

Inspections involve a thorough analysis of all aspects of an educational institution's operations, including programs, resources, and teaching methods. Accreditation agencies meticulously review curricula, conduct interviews with teachers and students, and observe actual classes to form a highly objective assessment. This process determines whether the program meets national standards and industry needs, as well as whether students acquire modern, relevant knowledge (Ofsted, 2020). Inspection outcomes are typically accompanied by an analytical report highlighting strengths, weaknesses, and suggestions for improvement. This information serves as the basis for decisions regarding the renewal or revocation of accreditation. Additionally, accreditation bodies consider the extent of student engagement in the learning process and opportunities for practical application of acquired knowledge. These insights inform an overall evaluation of VET quality and the formulation of specific recommendations. Should an institution fail to implement proposed innovations, its status may be reconsidered, incentivizing continuous improvement. This oversight mechanism sustains high quality and positions the UK's VET system as a global leader.

A crucial role in the work of accreditation agencies is played by the development of recommendations aimed at optimizing Higher Education Programs (HEPs). Their objective is to provide specific guidance on program content, teaching methods, and assessment approaches. These recommendations are often presented in public reports, which enhances transparency and ensures access to relevant information for stakeholders (QAA, 2021b). For employers, this serves as a convenient tool to evaluate the quality of an educational institution, while for students, it provides an additional data source for selecting an educational program or college. The

recommendations also facilitate the integration of innovative approaches into the educational process, expand the use of technology, and address contemporary market demands. They frequently align with the urgent needs of specific economic sectors, thereby strengthening the connection between HEPs and the professional environment. Furthermore, governments or foundations often offer targeted support to institutions that strive to successfully implement these proposals. Regular monitoring is equally important: when recommendations are systematically applied, the quality of HEPs improves continuously (Hunt & Boliver, 2021). Creating incentives for meeting high standards is another key task for accreditation agencies. They may offer institutions a range of benefits, from additional funding to enhanced rankings and prestigious awards. Colleges with high accreditation levels often gain priority in state funding and can apply for various grants. This, in turn, attracts top-tier faculty and increases applicant interest (Department for Education, 2021c). For faculty and leadership, prestigious accreditation not only improves working conditions but also signifies recognition of their professionalism. Additionally, some agencies publish «exemplary lists» of institutions or programs, motivating others to continuously raise their standards. Alongside incentives, sanctions exist: if HEP quality declines, accreditation status may be temporarily suspended or fully revoked. This «carrot-and-stick» system fosters healthy competition based on quality indicators (QAA, 2021b). As a result, the most progressive and innovative educational institutions gain advantages, advancing further and setting high benchmarks for others.

Accreditation agencies closely collaborate with government bodies, such as the Department for Education, to align reforms and address economic needs. This enables clear prioritization, including identifying essential competencies and learning formats that meet current demands. Governments, leveraging data from accreditation bodies on HEP quality, can swiftly adjust policies or amend legislation (Department for Education, 2021c). In return, agencies receive governmental guidance on key development priorities, including core standards and requirements. This mutual reinforcement ensures that the HEP system remains adaptive and flexible. Clearly defined national standards provide each accreditation agency with a stable reference point for evaluations. This approach bolsters international trust in British education, as standards are consistently monitored, updated, and implemented in response to modern challenges (Hunt & Boliver, 2021). Moreover, joint projects and the exchange of best

practices facilitate innovation adoption. Ultimately, this creates a cohesive framework that not only addresses current challenges but also lays the foundation for the sustainable development of HEPs in the future.

A defining feature of the British system is the partnership-based collaboration between accreditation agencies and educational institutions. Their efforts are not aimed at penalizing non-compliance but at providing tangible support and advice to help institutions improve. Regular meetings and workshops organized by agencies foster constructive dialogue and the resolution of specific issues. This format builds trust and allows institutions to view accreditation bodies as a source of consultancy rather than strict oversight (Ofsted, 2020b). Simultaneously, agencies gain deeper insight into the real conditions of the educational process and can more promptly identify areas for improvement. This influences inspection methods as well: feedback enables continuous refinement of evaluation criteria. The collaboration is rooted in transparency—educational institutions understand how they will be assessed and can prepare for inspections in advance. This approach not only simplifies the accreditation process but also cultivates a culture of quality and self-reflection. As agencies assist in implementing recommendations, HEP quality rises, and students gain more relevant knowledge (QAA, 2021b). However, accreditation agencies face the challenge of systematically updating standards, as the labor market evolves constantly. The British economy adapts quickly to new conditions, meaning employer requirements for professionals can vary significantly across sectors. To stay abreast of trends, agencies engage employers and industry associations in discussions on program content, conducting research and market analysis (Department for Education, 2021c). Yet, overly frequent changes can complicate strategic planning for institutions. Thus, accreditation bodies strive for balance—updating standards to reflect current realities while maintaining a stable foundation for program implementation.

Another challenging aspect is securing sufficient resources to conduct detailed inspections and research activities. Given the demands of comprehensive analysis, agencies require substantial funding, which sometimes necessitates the prioritization of initiatives. Nevertheless, existing mechanisms of state support and a high level of accountability enable the maintenance of an adequate level of oversight (Ofsted, 2020b). The effectiveness of accreditation agencies is often measured by indicators such as student satisfaction with their education, graduate employment outcomes, and employer feedback. By examining the extent to which graduates meet

the real needs of industries, it is possible to assess the performance of accreditation bodies as well (Hunt & Boliver, 2021). The strong interest of employers in workers with British qualifications reflects the quality of training and the relevance of educational and training programs. Additionally, the dynamics of change are significant: when educational institutions that receive recommendations from agencies demonstrate noticeable improvements in their performance, it indicates that the accreditation process has delivered tangible benefits. Further evidence of effectiveness lies in the international recognition of British qualifications, as many overseas applicants choose to study in the United Kingdom, trusting its quality assurance system for VET (QAA, 2021b). Accreditation agencies actively work to align internal standards with global benchmarks, thereby enhancing the competitive advantages of British graduates. Positive trends in this regard stimulate further innovation and improvements within the education sector. Ultimately, this fosters greater trust and loyalty from students and society at large, reinforcing the United Kingdom's leadership position in the field of VET.

In the United Kingdom, a range of professional organizations and associations also participate in the accreditation and certification system. These include entities such as Pearson and City & Guilds, which provide recognized qualifications at various levels (Pearson, 2019). These organizations develop curricula and assessment methods, as well as issue corresponding certificates. They collaborate with employers and industry experts to continually update competency requirements for graduates. The involvement of the private sector in accreditation expands opportunities for innovation and rapid responses to changing market demands. This makes the British VET system flexible and adaptive. The accreditation of VET programs in the United Kingdom often occurs simultaneously at multiple levels. Initial evaluations are conducted by state regulators such as Ofqual or IfATE, followed by independent awarding organizations that issue the relevant certificates (Ofqual, 2019b). This multi-tiered system ensures that each VET program adheres to rigorous standards while remaining relevant to employers. Accreditation criteria may encompass requirements related to teaching staff, educational equipment, the content of learning modules, and learning outcomes. Periodic reviews are conducted to verify compliance with established criteria and to ensure continuous improvement in the quality of VET. As a result, graduates of British VET programs successfully establish themselves both nationally and internationally.

Significant attention in the accreditation process is also devoted to safeguarding students' interests and protecting the rights of consumers of educational services. Specialized institutions, such as the Office of the Independent Adjudicator (OIA), address student complaints and ensure fair resolution of disputes (Office of the Independent Adjudicator, 2018). This promotes transparency and integrity in the educational process, enhancing trust in educational institutions. Furthermore, mandatory standards concerning health and safety in workplaces are also scrutinized by state authorities. These requirements are a critical component of the accreditation process for educational and training programs, particularly in fields with elevated risks. Ultimately, students are assured not only of the academic quality of VET but also of the social responsibility of educational institutions.

In conclusion, the British experience in ensuring the quality of VET is distinguished by a comprehensive legislative framework and clearly defined control procedures. A key feature lies in the collaboration between state regulatory bodies, educational institutions, and employers. Another significant aspect is the role of independent agencies that monitor and accredit programs, ensuring transparency and compliance with established standards (Department for Education, 2021c). The Quality Assurance Agency for Higher Education (QAA) and the Office of Qualifications and Examinations Regulation (Ofqual) play leading roles in shaping requirements for educational programs and the training of specialists. An additional advantage of the British system is the principle of «lifelong learning», which promotes flexible forms and methods of professional education. This approach is enshrined at the legislative level, encouraging continuous qualification updates and workforce retraining. The Education and Skills Act provides for the modernization of educational programs in line with labor market needs (Education and Skills Act, 2008). As a result, the British VET system aligns with international quality standards, fostering the internationalization of educational programs and enhancing the mobility of professionals.

Thus, the legal framework for ensuring VET quality in the United Kingdom enables a decentralized management model, partnerships between the state and businesses, structured qualification frameworks, independent inspection activities, and various financial incentives for educational institutions. A critical role is also played by the regulation of access to professions through licensing and a system of continuous professional

development, flexible educational pathways, and the international recognition of British qualifications. Thanks to this comprehensive legal quality assurance system, the UK maintains a leading position in training competitive specialists capable of meeting the demands of the modern labor market and the requirements of a globalized economy. Indeed, VET in the UK provides opportunities for diverse groups of learners—from those seeking basic qualifications to those aiming to combine work with a university degree. Combined with state reforms and flexible mechanisms for engaging employers, this structure enables rapid responses to contemporary challenges and the development of competitive professionals.

Moreover, the quality control and accreditation system for VET in the UK is well-structured and multi-tiered. The presence of specialized bodies such as the Office for Standards in Education, Children's Services and Skills (Ofsted), Ofqual, QAA, the Institute for Apprenticeships and Technical Education (IfATE), and the Education and Skills Funding Agency (ESFA), alongside the involvement of professional awarding organizations, ensures comprehensive oversight and regular improvement of educational programs (Department for Education, 2021c; QAA, 2021b). Each of these institutions fulfills specific functions, ranging from funding and inspection to the development and implementation of standards. Their coordinated interaction guarantees that programs meet the needs of the labor market, employers, and learners. The outcome of this collective effort is a high level of graduate competitiveness, not only in national but also in global markets. Overall, the British VET system continues to evolve, offering effective quality assurance mechanisms and reliable accreditation.

The mechanisms for external and internal quality control of VET in the UK are both comprehensive and effective. They integrate institutional audits, accreditation, self-assessment, and continuous improvement, ensuring that educational programs adhere to high standards (Department for Education, 2019b). External bodies such as Ofsted and QAA serve as independent guarantors of quality, establishing transparent criteria and providing objective evaluations. Internal self-assessment and monitoring mechanisms facilitate a dynamic approach to enhancing learning processes. This integrated system positively impacts graduate competitiveness by equipping them with relevant skills and competencies. Furthermore, it fosters closer collaboration with employers, who have a vested interest in training highly qualified personnel. Despite challenges related to funding and rapid technological changes, the British model demonstrates

adaptability. It continually evolves by incorporating new assessment and control tools to meet contemporary societal needs, underscoring the importance of balancing state regulation with institutional autonomy. Ultimately, the British experience in ensuring VET quality can serve as a model for countries seeking to reform their own vocational education systems.

Accreditation agencies play a pivotal role in the British VET system, simultaneously coordinating inspections, formulating recommendations, and creating incentives to elevate standards. Through clear and transparent criteria, they facilitate fair assessments, while their thorough recommendations support continuous improvement (Ofsted, 2020b). An effective incentive system encourages educational institutions to remain competitive, adopt innovative technologies, and enhance the professional competence of teaching staff. Close collaboration with the government ensures alignment between national priorities and the actual demands of the labor market, while a partnership-based dialogue with colleges and universities transforms accreditation into a driver of improvement rather than a punitive mechanism. At the same time, accreditation bodies demonstrate agility in responding to contemporary challenges, updating standards in accordance with economic conditions (Department for Education, 2021c). The effectiveness of their work is evidenced by positive graduate employment statistics, student feedback, and widespread global recognition. As a result, the United Kingdom maintains its reputation as a country with an advanced and adaptable vocational education system. It can be argued that the British accreditation model exemplifies a successful integration of governmental priorities, employer needs, and the aspirations of educational institutions for excellence. Its adaptability, transparency, and results-oriented approach are key factors underpinning the UK's leadership in training highly skilled professionals.

A critical component of the success of the British VET system is the continuous professional development of teachers. National legislation supports educators in enhancing their professional skills and acquiring new competencies (British Council, 2021). In many colleges, teachers regularly participate in professional development courses, internships, and masterclasses organized by industry associations. Furthermore, there are explicit requirements for pedagogical excellence, including proficiency in modern teaching methods and the ability to apply innovative technologies in practice. Some educational institutions actively collaborate with employers,

inviting them to deliver guest lectures and seminars, which ensures that teachers remain abreast of the latest industry trends. To maintain the quality of education, the state promotes transparency in the development of curricula and accountability in their implementation (Ofsted, 2019b). Employers contribute to the formulation of standards, ensuring that training programs align with real-world labor market needs. Consequently, students receive high-quality vocational training, while teachers benefit from robust support for their professional growth. This approach not only enhances the reputation of colleges but also facilitates more successful employment outcomes for graduates. British VET educators are regarded as among the best in Europe, a status corroborated by international comparative studies.

The experience of Great Britain serves as a valuable reference point for Ukraine, as the domestic vocational education system is still undergoing reform and requires new quality standards and mechanisms to ensure their implementation (Radkevych, 2021). First and foremost, it is essential to strengthen the legislative framework by clearly defining requirements for the accreditation of vocational education institutions, evaluation criteria, and accountability mechanisms for their leadership. There is a need to establish an independent body or enhance existing institutions tasked with conducting inspections and audits of vocational education institutions, similar to Ofsted (Ofsted, 2019b). Such inspections would help identify issues, provide recommendations for improving the quality of education, and monitor the implementation of these recommendations. At the same time, it is crucial to align the National Qualifications Framework with European and global standards. This would facilitate the international recognition of Ukrainian diplomas and expand employment opportunities for graduates. Legislative acts should mandate collaboration between educational institutions and employers, including through the development of curricula, the provision of practical training, and the organization of professional internships. State incentive programs, such as tax benefits or grants, would encourage businesses to actively participate in workforce training. Additionally, the attractiveness of the teaching profession must be enhanced by introducing mechanisms for professional development, certification, and career advancement. These measures would collectively establish a solid foundation for the development of high-quality vocational education in Ukraine.

Studying and adapting the legislative tools of Great Britain could significantly improve the quality of vocational training for Ukrainian

specialists. A key step could be the introduction of independent evaluation and accreditation bodies, similar to the QAA in the UK (QAA, 2019). This approach would increase trust among employers and society in the outcomes of training future professionals. Simultaneously, the regulatory framework should be updated to promote close cooperation between vocational education institutions and businesses. British practice demonstrates that collaboration with employers ensures the ongoing relevance of educational programs. Mechanisms for rapidly updating educational content would enable the system to address the needs of the modern labor market. Such flexibility is made possible by provisions enshrined in the Technical and Further Education Act (Technical and Further Education Act, 2017). In Ukraine, institutional changes should be supported by expert input and adequate funding. The establishment of an independent agency for accrediting educational programs could serve as a driving force in enhancing the quality of vocational education.

Adapting British legislative tools in Ukraine requires meticulous work on the licensing and accreditation procedures for vocational education institutions. In Great Britain, this area is governed by a broad range of acts that clearly outline requirements for educational programs and qualifications (The Further and Higher Education Act, 1992). Achieving a balance between state oversight and the academic autonomy of educational institutions is a critical factor in successfully reforming the vocational education system. Thanks to their relative freedom, British colleges can swiftly adapt to technological and economic changes. Ukraine needs similar procedures to effectively monitor the quality of the educational process through external audits. However, excessive bureaucracy must be avoided to prevent delays in updating educational and training programs. It would be beneficial to create a national data platform on the quality of educational programs, where inspection results and graduate employment outcomes could be published. Transparency and accessibility of information would foster public and employer confidence in vocational education. Furthermore, establishing international accreditation criteria would enhance the global competitiveness of Ukrainian vocational education institutions. These measures would elevate their reputation and attract more applicants. Clearly defined national standards for assessing learning outcomes are a prerequisite for improving the quality of vocational education. In Great Britain, Ofqual plays a central role in regulating qualifications, examinations, and assessment methods (Ofqual, 2019b). The Institute for Apprenticeships and Technical Education

sets requirements for professional standards across various sectors, ensuring alignment between theory and practice (Institute for Apprenticeships and Technical Education, 2020). This comprehensive approach enables graduates to successfully apply their knowledge in the workplace. In Ukraine, a similar approach could be implemented by developing sector-specific standards that clearly define competencies and learning outcomes. An entity should be established to coordinate the involvement of educational institutions and employers in shaping these standards. Legislative acts must outline evaluation principles that ensure educational programs meet current labor market demands. This would bridge the gap between the theoretical knowledge of students and the practical requirements of employers. Additionally, procedures for promptly updating standards in response to rapid technological advancements should be put in place. Effective coordination of these processes would make Ukraine's vocational education system appealing to both domestic and international audiences.

The modern labor market demands flexible forms of education and the creation of opportunities for continuous professional development of specialists. In the United Kingdom, a wide range of modular programs, short-term courses, and dual education initiatives have been established to facilitate rapid upskilling (European Training Foundation, 2019). In Ukraine, implementing similar approaches requires the introduction of legislative mechanisms to recognize the outcomes of non-formal and informal learning. It is essential to ensure the continuity of educational pathways, enabling learners to progress seamlessly from initial to advanced levels of training. British legislation guarantees flexibility in transitioning between programs and the accumulation of educational credits (Office for Students, 2020). Should Ukraine adopt this approach, its vocational education system would become more responsive to the needs of diverse population groups. Promoting dual education programs and internships could enhance workplace-based learning efficiency. It would be prudent to introduce tax incentives or grants for employers who actively support practical training initiatives. Such synergy between education and business would enable the swift adoption of new technologies and bolster economic competitiveness. Thus, establishing a legislative framework for diverse learning formats is a critical prerequisite for the successful modernization of vocational education in Ukraine.

A significant role in adapting the British experience lies in collaboration with employers and professional associations. In the UK, these

organizations contribute to developing standards and assessment criteria, ensuring the relevance of educational programs (Peresh et al., 2023). In Ukraine, this practice is beginning to take shape but lacks adequate legislative backing. It would be advisable to formalize coordination mechanisms between government institutions, vocational education providers, and businesses to promptly address labor market demands. This approach would facilitate the identification of priority sectors for specialist training and the allocation of resources to their development. Legislation should provide incentives for businesses to engage in the educational process, such as tax benefits or state-funded contracts. In the UK, collaboration with professional associations supports the continuous improvement of programs and teaching methods. In Ukraine, implementing similar principles is feasible provided employers and industry experts are actively involved in reforming vocational education. Such partnerships enhance the quality of vocational training and foster the development of relevant competencies in future specialists. Ultimately, strengthening cooperation with employers would bring Ukraine closer to the level of professional training characteristic of countries with leading global economies.

Continuous improvement of teaching staff is an integral component of enhancing the quality of vocational education. In the UK, clear qualification requirements for educators are in place, and professional development programs are supported at the state level (Department for Education, 2021c). In Ukraine, insufficient attention to teachers' professional development hinders the adoption of modern methodologies and technologies. Legislation should mandate professional development courses for educators, particularly in rapidly evolving sectors. Developing criteria for assessing teaching quality would encourage educators to pursue professional growth. State support and incentives for collaboration between teachers and employers could better integrate real-world production processes into curricula. Adopting the UK's experience in this regard entails ensuring continuous training for educators and access to cutting-edge practices. This would not only update educational content but also increase learners' overall motivation. Certification or licensing of teachers could serve as an additional tool for quality control in education. Ultimately, the professional development of educators directly impacts the training of competitive specialists for the labor market.

In the context of contemporary digitalization, attention should be given to the development of distance learning and the implementation of innovative methods in professional education. British legislative practice supports the deployment of online platforms and digital resources, significantly expanding access to education (Office for Students, 2020). In Ukraine, this format gained popularity during the COVID-19 pandemic, yet it still lacks a sufficient legislative framework. The regulation of online learning should include the recognition of distance course outcomes and the establishment of clear quality standards. This would enable learners, particularly adults, to balance work and education while acquiring new skills without interrupting their professional activities. The legitimization of online examinations and digital tools for knowledge assessment would enhance the transparency and efficiency of evaluation processes. The example of the United Kingdom demonstrates that digital solutions can engage a broader audience interested in career advancement. In Ukraine, it is necessary to upgrade the technological infrastructure of educational institutions and ensure access to high-speed internet. Legislative changes should also address the protection of academic integrity and guarantees of information security. Thus, adopting the British experience in the field of digital technologies in education could serve as a catalyst for improving its quality and accessibility.

Financial support is one of the decisive factors in developing a professional education system based on the British model. In the United Kingdom, flexible funding models combine government subsidies, private investments, and grant programs (Technical and Further Education Act, 2017). Ukrainian legislation currently lacks clear mechanisms for the formation and allocation of funds to meet the needs of professional education institutions. Developing such mechanisms would enable the accumulation of resources for implementing new technologies and upgrading material and technical facilities. Public procurement for training specialists in priority sectors should be shaped with input from employers. This approach would direct investments toward the most promising areas and address the economy's needs. Providing learners with preferential loans to master strategically important professions would enhance employment levels and professional mobility. The British experience shows that the state benefits from an improved qualification level of the workforce and increased innovative potential. Ensuring transparency and accountability in the use of financial resources is critical to mitigating corruption risks. Consequently, a competent financial policy would lay the foundation for the successful

implementation of British practices in Ukraine's professional education system.

Leveraging British expertise in Ukrainian professional education opens broad prospects for qualitative improvements and enhanced competitiveness on the international stage. Priorities should include the development of independent accreditation bodies, flexible educational standards, and lifelong learning opportunities. Active collaboration with employers and professional associations, which can provide valuable feedback and resources, plays a key role. The widespread use of digital technologies and distance learning formats would allow for reaching a larger audience and accelerating the adaptation of educational programs to market demands. Effective reform also requires the professional development of educators to enable them to teach according to updated standards. The state must ensure adequate funding and create incentives for private sector investment in the education sector. A comprehensive approach encompassing all components of the educational process would yield significant results in a short timeframe. With proper management and rigorous oversight of reform implementation, the new model of professional education would align with international standards. The British experience demonstrates that legislative reforms can have a long-term positive impact on economic and societal development. Ukraine has every opportunity to adopt this experience and establish a professional education system capable of flexibly responding to global challenges and labor market needs.

Another critical direction for reforms in Ukraine should be fostering a closer connection between professional education institutions and the labor market. The British example illustrates that involving employers in shaping educational and training programs and standards ensures their ongoing relevance (CEDEFOP, 2020). In Ukraine, such practices remain fragmented and are not consistently regulated at the state level. Therefore, it would be expedient to legislatively mandate professional education institutions to maintain communication with businesses and incorporate employers' recommendations when developing educational and training programs. This could be facilitated through sectoral councils, professional associations, or career centers within professional education institutions. To encourage greater employer participation, tax incentives, subsidies, or grants for implementing dual education models should be introduced. As a result, students would gain not only theoretical knowledge but also practical skills directly aligned with industry requirements. This approach would improve

graduate employability and reduce imbalances between labor market supply and demand. Furthermore, systematic interaction between professional education and businesses would enable institutions to better understand economic needs and respond promptly to technological changes, ultimately enhancing the competitiveness of Ukrainian specialists in the global market.

Within the framework of reforming vocational education in Ukraine, it is advisable to establish a centralized development strategy that includes clear objectives, timelines for their achievement, and monitoring mechanisms. The example of British government programs, which meticulously define the role of each participant in the educational process (Department for Education, 2018), can serve as a model for this purpose. A specialized coordinating body or council could act as a central platform for drafting regulatory acts, approving standards, and overseeing their implementation. Regular reporting, collection of statistical data, and public evaluations of effectiveness would serve as tools for transparency and accountability. An essential component of such a strategy should be the consideration of regional specificities, as the needs and capacities of regions like Zakarpattia or Donetsk differ significantly. A differentiated approach to shaping curricula and specializations would optimize resource allocation and prepare personnel in accordance with the specific demands of each region. Within this strategy, it would be prudent to introduce financial incentives for vocational colleges that demonstrate high-quality education standards and the adoption of innovations. Monitoring and quality control of vocational education should be ensured at all levels to promptly identify challenges and address obstacles. The coherent functioning of this system would foster trust among employers, students, and society in the quality of vocational training. Ultimately, an integrated strategy would provide a solid foundation for the sustainable modernization of the educational sector.

Another critical aspect is enhancing the appeal of vocational education among young people, who often prefer higher education institutions. In the United Kingdom, the idea that vocational qualifications can be as promising as university degrees is actively promoted, as they facilitate faster entry into the labor market (Ofsted, 2019b). This is supported by information campaigns that introduce prospective students to the benefits of vocational colleges and tangible career growth opportunities. Ukraine could adopt this experience by promoting success stories of graduates who have achieved recognition through quality vocational training. Equally important is the development of dual education, where theoretical studies alternate with

practical training at enterprises. This approach enables students to immediately apply their acquired knowledge in the workplace while allowing employers to train personnel according to their own standards. Government bodies could support such learning formats through subsidies, grants, and tax incentives for participating companies. Consequently, vocational education would not only serve as a foundation for theoretical training but also as an effective means of rapidly integrating youth into the workforce. Combining innovative teaching methods, financial support, and clear quality standards would significantly improve the image of vocational education. In the long term, this would strengthen the country's economy by preparing skilled professionals to meet the demands of the modern labor market.

In summary, the British experience in ensuring the quality of vocational education and its application in Ukraine highlights the importance of comprehensive legislative tools and the coordinated efforts of all stakeholders. It is necessary to clearly define the rights and responsibilities of vocational education institutions, teachers, students, and employers, as well as to establish effective monitoring and sanction mechanisms. The experience of Ofsted demonstrates that independent and regular inspections serve as a catalyst for the continuous improvement of the vocational education system (Ofsted, 2019b). Ukrainian reforms should encourage collaboration with businesses, integrate international standards, and implement qualification frameworks to ensure that vocational education remains relevant and competitive. Key to this process is the development of human potential through continuous teacher training, the creation of favorable working conditions, and material incentives. Additionally, efforts should focus on cultivating a positive image of vocational education by emphasizing its role in the dynamic development of the labor market and society as a whole. Information campaigns and employment statistics for graduates could shift public perception, demonstrating that such education offers broad career prospects. Fully implementing these recommendations will require coordinated efforts from the government, parliament, educators, the business community, and international partners. If all elements of the system operate in harmony, Ukraine can establish a truly high-quality and modern vocational education system. Ultimately, this will serve as a cornerstone for socio-economic growth, enhancing workforce productivity and improving the well-being of the country's citizens.

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