Quality Assurance in Lifelong Learning

with particular focus on vocational education and training and adult education

PROJECT COMPENDIUM

Contact:

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Content

Introduction

For several years now the Lifelong Learning Programme (LLP) of the European Commission has been funding transnational projects in the field of vocational education and training (VET) and adult education (AE) in the programs sectors Leonardo da Vinci and Grundtvig. Quite a number of these projects deal with the topic quality assurance (QA) thereby delivering highly interesting outcomes, results and products. The thematic network QALLL (Quality Assurance in Lifelong Learning with particular focus on vocational education and training and adult education) seeks to better exploit the results of these projects and draw lessons and good practices from these experiences. For more details on QALLL go to http://www.qalll.net.

This project compendium compiles the first thirty projects that have - in the frame of the QALLL project mapping and analysis - been identified as good practice in the field of QA in VET and AE. The project themes rang from self-evaluation to external evaluation to accreditation through to certification.

The highlighting and dissemination of good practice in the field of quality assurance in VET and AE is one of the main objectives of the thematic network QALLL. Coordinated by the Austrian National Agency for Lifelong Learning, QALLL involves a partnership of 15 National Agencies and is supported by two other NAs and the LLP Executive Agency. Aiming to improve the quality and efficiency of education and training by bringing good QA practice into prominence and subsequently developing recommendations in relation to quality assurance, QALLL began its' three year lifecycle at the beginning of 2010.

We hope that this compendium serves useful for education professionals and experts, Leonardo da Vinci and Grundtvig project co-ordinators, policy makers, national authorities, social partner representatives and other interested stakeholders to learn from and discuss trends in the field of quality assurance in VET and adult education.

The QALLL project team

NB: To keep up to date with developments register for the periodic QALLL Newsletters on our homepage http://www.qalll.net/newsletter.

A Dialog Approach to Developing E-Learning Courses /DELID

Project Number: 146525

What the project is about

DELID promoted intensive dialogue between e-learning providers and SMEs by means of interviews, storytelling, tests, meetings and other tools. The project developed a methodology for e-learning courses for small and medium-sized enterprises in intensive dialogue and in close collaboration with SMEs. The project yielded new e-learning courses perfectly adapted to the needs of the SMEs in the project and a methodology that describes how other e-learning courses can be adapted to better fit the needs of SMEs in general.

Information

Project type and year: LdV: Pilot project 2006

Country of coordinating organisation: DE

ADAM-Link: http://www.adam-europe.eu/adam/project/view.htm?prj=2331

Project Website: http://www.delid.org/

Level targeted: provider level, learning and teaching level

Sector: Education; Information and Communication

Educational sector/activity: VET, AE, etc.

Products

Main product 1

Guide for Developers

The PDF guide describes a quality-assuring process on how to adapt e-learning offers to the specific needs of SMEs. It covers pedagogical, technical , econonomic and cultural issues as well as qualification requirements of e-tutors.

Target group:

Current or potential developers and providers of e-learning offers for SMEs in organisations and institutions, managers and other decision-makers in SMEs

Main product 2

4 e-learning test courses for SMEs

Course topics: Metadata, Powerpoint, EXCEL, Negotiation

One PDF document per course. It lists the course contents.

Target group:

Employees of SMEs

Relevance for Quality Assurance

Models and tools

Tools and instruments	The **Guide for Developers** describes a quality-assuring process model, how - based on an intensive dialogue between e-learning providers and SMEs -, e-learning offers can be adapted, tailor-made to the needs of SMEs.

Support

Training	**4 e-learning exemplary (test) courses for SMEs**

EQAVET Quality cycle

Planning	The **Guide for Developers** outlines how to design / develop e-learning training courses which meet the specific needs of the SMEs.

Recommendations for Dissemination and Transfer

Perhaps the process model could be adapted to other target institutions of e-elearning, e.g. adult education, NGOs, social orgonsiations, health institutions.

Contact

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Countries of the Partner organisations: DE, FI, FR, ES, PL, EL

AVE-EXEMPLO - Assessment, Visibility and Exploitation of non/in-formally acquired competencies of EXperienced EMPLOyees in Enterprises

Project Number: LLP-LdV-TOI-2007-TR-051

What the project is about

Main objective of the project was to exploit and implement the findings and products of the previous project (www.exemplo.de) about the recognition of non-formally acquired competencies into a new geographical context and to combine them with a new media-approach. Enterprises including SMEs and their experienced employees are the main target group of the project. HR & training staff, training consultants, social partners (Employers' associations and trade unions) are the other target group.

Information

Project type and year: LdV: TOI 2007

Country of coordinating organisation: TR

ADAM-Link: http://www.adam-europe.eu/adam/project/view.htm?prj=4888

Project Website: www.aveexemplo.org

Level targeted: system level not primarily but also connected; provider level

Sector: Manufacturing, Professional, Scientific and Technical Activities

Educational sector/activity: VET, AE, etc.

Products

Main product 1

Ave Exemplo Handbook: How to develop an e-portfolio:

A guide based on the informal and non-formal learning approach

The project uses the digital e-portfolio approach to document and assess the informally learnt key skills of the employees, to support and valorise the self-managed learning process as well as to promote their career planning and development.The Handbook teaches the users how to use the e-portfolio portal of AveExemplo by introducing its most important functionalities on an example e-portfolio. Beside this main content part the handbook contains information - as an introduction to the topic - about informal learning, about e-portfolio and the role of an e-portfolio advisor.

Target group:

Enterprises (including SMEs). HR & training staffs. Employees of the enterprises. Job applicants.

Main product 2

AveExemplo Toolkit in general and the tool Competence Card for Workplace

The project offers a set of 3 tools for assessment, validation and documentation of competences of employees in enterprises or of job applicants with the aim of evidencing their outcomes of non-formal and informal learning. All tools are based on the same scheme but they differ concerning the objectives of competence assessment procedures, the methods used and the kind of competences to be assessed. The tools could be used either separately or integrated into a complete process of human resources development in companies, including summative and formative elements like assessment, validation, documentation and development of competences.

Target group:

Employees in enterprises (SME-s), job applicants. Employers, seniors in company.

Main product 3

AveExemplo Tool: Transparency of Competences

This tool supports an assessment process that promotes and documents the transfer of results (skills acquired) of organised training (in-house or seminar-based) into practice at the workplace. The methods used are Guidance in creating awareness of the transfer of newly acquired knowledge and skills to the workplace and Combining self-evaluation with evaluation by others. With this method learners and superiors in companies gain information on the impact of training courses related to the workplace. The process is focused on vocational activities independently from the form of learning, so a course will be recorded in the same manner as learning at work.

Target group:

Training providers. Employees (seminar participants), seniors, HRD responsible from the enterprise.

Main product 4

AveExemplo Tool: Recognizing and recording progress and achievement (RAPRA)

This tool is the most comprehensive AveExemplo instrument which includes elements of the other two tools, too. It perfectly suits for in-house development of professional competences of companies' staff. RARPA combines competence assessment with a formative learning-centred method and strict orientation of learning processes towards strategic goals of companies, namely SME. It addresses many of the issues pertinent to the assessment of informally acquired competences. As methods it uses the Combination of self-evaluation and evaluation by others and also a Formative approach: Combining assessment and skills/competences development. The tool also describes the 5 stages of the planning, instructing, evaluating and building skills development process step by step.

Target group:

Training providers. Employees, managers, team leaders from the enterprise.

Relevance for Quality Assurance

Models and tools

Tools and instruments	The **3 AVE EXEMPLO tools** are for supporting identification of the employees' actual state of knowledge, professional skills and competences related to job requirements and to allow transparency and recognition of qualifications and competences of non-formal and in-formal learning. Integrating digital (e-) portfolio makes the competences more visible and transferable.

Methodologies and procedures

Self-assessment/self-evaluation	The **AVE EXEMPLO tools** combine self-evaluation and evaluation by others. They are based on **self-assessment** by an employee who will be externally validated, i.e. from the employers' side (by co-workers, seniors, tutors etc.).
External assessment/ external evaluation	The **AVE EXEMPLO tools** combine self-evaluation and evaluation by others. They are based on self-assessment by an employee who will be **externally validated**, i.e. from the employers' side (by co-workers, seniors, tutors etc.).

Certification of individuals	The assessment procedure results in the certified **Competence Card**, signed by both the employer and the employee. The "**Transparency of competences**" tool provides for a new form of certification process that has been designed to promote and document the transfer of organised training (in-house or seminar-based) to the workplace and providing evidence of the learner's skills and competencies relevant to work practice.

EQAVET Quality cycle

Evaluation	By using the **Competence Card for Workplace** an employee's actual level of competence related to the work place will be assessed.
Review	The instrument "**Recognizing and recording progress and achievement" (RARPA)** combines competence assessment with skills/competences development, i.e. with a formative learning-centred method and strict orientation of learning processes towards strategic goals of companies,

Recommendations for Dissemination and Transfer

The project results are transnational, interdisciplinary and transsectoral practices.

EXEMPLO Project (Assessment of non-formally acquired competencies of EXperienced EMPLOyees)

Contact

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Countries of the Partner organisations: EL, DE, TR, CZ, RO

What the project is about

The central work result of the pilot project is a multilingual software tool for the competence management in the M+E production sector, which:

• On an industry-wide basis, presents and compares task and process-oriented competencies of semiskilled and skilled workers also acquired on an informal basis;

• Provides the executive staff in the production with an everyday tool for the linking of task management, qualification planning and competence development;

• Supports human resources personnel in industrial enterprises to evaluate the competence level in production departments and accordingly align the recruitment of personnel and promotion measures.

Information

Project type and year: LdV: Pilot project 2005

Country of coordinating organisation: DE

ADAM-Link: http://www.adam-europe.eu/adam/project/view.htm?prj=1796

Project Website: http://www.cmprowork.eu/

Level targeted: system level, provider level

Sector: Professional; Scientific and Technical Activities

Educational sector/activity: VET, AE, etc.

Products

Main product 1

Multilingual software tool CM ProWork

It is a tool for competence management in the media & entertainment (M+E) production sector, which:

• on an industry-wide basis, presents and compares task and process-oriented competencies of semiskilled and skilled workers (m+w) also acquired on an informal basis;

• provides the executive staff active in the production with a everyday tool for the linking of task management, qualification planning and competence development;

• supports human resources personnel in industrial enterprises to evaluate the competence level in production departments and accordingly align the recruitment of personnel and promotion measures.

Target group:

HR personnel and executive staff in companies within the M+E production sector; partly also employees in this sector

Main product 2

Glossary

A glossary complementing the tool was established in both English and German language.

Target group:

HR personnel and executive staff in companies within the M+E production sector;

Main product 3

Demonstration CD

The demonstration CD is in German language and was made available for the distribution of the results.

Target group:

HR personnel and executive staff

Relevance for Quality Assurance

Models and tools

Tools and instruments	The **Competence management tool** is able to display the competences acquired by learning in the process of work i.e. within the framework of non-formal learning in industrial production processes in a task-related and process-related way.

Support

Good practices	In the country-specific **Good-Practice** presentations the gained experiences, benefits and potentials of the tool are displayed which provide support to the education providers and the decision makers in the enterprises regarding the implementation of the tool.

EQAVET Quality cycle

Planning	The **CM ProWork software tool** enables qualification planning and planning of human resource / competence development in industry by identifying learning requirements related to tasks and individuals.

Recommendations for Dissemination and Transfer

Both to other countries and to other sectors given; there has been already a transfer project following to this one.

Related projects

There is a follow-up project CM ProWork transfer; see www.cmprowork.eu

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DASVENT - Development of an accreditation system for veterinary nurse trainers in Europe

Project Number: NL/05/B/F/PP/157528

What the project is about

With this project an accreditation system for Veterinary Nurse Trainers was developed. This accreditation system was developed with the help of Vetnnet, a stable European network of Veterinary Nurse Trainers and associated institutes. The employers, represented by the FECAVA and the RCVS, played also an essential role in developing the system.

Information

Project type and year: LdV: Pilot project 2005

Country of coordinating organisation: NL

ADAM-Link: http://www.adam-europe.eu/adam/project/view.htm?prj=2611

Project Website: www.acovene.com

Level targeted: system level, provider level

Sector: Other Service Activities

Educational sector/activity: VET, AE, etc.

Products

Main product 1

An accreditation system for Veterinary Nurse Programmes in Europe driven by the website:- www.acovene.com

This project has developed an accreditation procedure for Veterinary Nurse Programmes in the EU. It defines a training programme by embracing both:

- the facilities, resources and quality assurance provided by the applicant college or school and
- their curriculum and assessment.

The accreditation process is driven by the four documents of the project:

1. Dossier of European Competences for the Veterinary Nurse
2. Accreditation Policies and Procedures
3. Accreditation Form and Guidance
4. Guidance for visitors: Conducting an accreditation

 Target group:

Managers of Veterinary Nurse Education providers in Europe.

Relevance for Quality Assurance

Models and tools

Standards	In the **Accreditation Procedure** the minimum Standards of Accreditation have been established for quality assessment and quality enhancement of accredited veterinary nursing programmes.

Methodologies and procedures

Accreditation of providers/institutions	An **accreditation system** (including procedures, forms, guidance) for institutional accreditation and also for accreditation of veterinary nurse programmes was developed with the aim to inform the public of those institutions of providing quality education for veterinary nurses and enhancing by this their prospects of employment mobility.

EQAVET Quality cycle

Evaluation	During the ACOVENE **accreditation procedure** the veterinary nurse programmes and also the educational institutions providing these programmes are evaluated for quality, based on conformity with the established accreditation standards.

Recommendations for Dissemination and Transfer

This project could inform the development of accreditation procedures by an institution of partner institutions.

Contact

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Countries of the Partner organisations: NL, IT, IE, FR, SE, UK, DK, BE

Development of a validation framework for mentoring:evaluating the achievements of disabled and disadvantaged people
Project Number: BG/05/C/F/TH-83300

What the project is about

The project developed a comprehensive system for the validation of workplace mentoring for disabled and disadvantaged people in the job market, aiming at the promotion of a system which will define and implement overall principles and practical procedures; The project focused on the needs of disabled and disadvantaged people who gain particular benefits from the non formal nature of mentoring: previous projects and different national systemic actions already confirmed that the overall benefits of mentoring, in terms of employability skills of the mentee and training skills of the mentor, can be expected to grow considerably in the short and in the medium term. One of the main objectives was to improve knowledge, practical skills, training strategies of disabled people and ensuring higher employability.

Information

Project type and year: LdV: Thematic action 2005

Country of coordinating organisation: BG

ADAM-Link: http://leonardo.ec.europa.eu/pdb/detail_en_2000.cfm?Numero=5083300&Annee=2005

Project Website: http://www.mentoring-validation.org/Default.aspx

Level targeted: provider level, learning and teaching level

Sector: Target sectors are service sector, IT-sector and restaurant and hotels sector.

Educational sector/activity: VET, AE, etc.

Products

Main product 1

The Code of Practice for Mentoring (CoP)

The CoP provides the promoters of mentoring programmes with advice and support to help them define the key goals that a good mentoring programme must address. It also provides a methodology that, within the constraints of the resources available, will best ensure that mentoring programmes achieve quality standards in relation to the goals. The recognition and validation of mentoring, and the achievement of quality in mentoring are addressed within an integrated overall framework for quality assurance in mentoring. The CoP is a practical expression of the principles recommended by the Technical Working Group on Quality in VET in its "European Guide on Self-assessment for VET providers.

Target group:

People who are developing mentor process of disabled people and other people disadvantaged in the open labour market.

Main product 2

General Guide for setting up mentoring schemes

The quide includes i.e. a framework of mentoring, explanation of mentoring process and mentor's role and skills, requirements, criteria and process for selection mentors and the mentoring agreements. Validation is an aid to the effective operation of mentoring programmes: by providing guidance in decisions about procedures and outcomes it plays an important formative role in the design of programmes as well as in relation to the monitoring of individual and collective performance.

Target group:
People who are developing mentor process of disabled people and other people disadvantaged in the open labour market.

Main product 3

The Training Package for Mentors and Mentees

These two separate products explain training objectice and the main principles of training process.

Target group:

Potential mentors and mentees

Relevance for Quality Assurance

Models and tools

Standards	The **Code of Practice for Mentoring (CoP)** provides standards for the setting-up and operation of high-quality mentoring programmes.
Criteria/indicators/benchmarks	The **General Guide for setting up mentoring schemes** contains a framework of mentoring including the mentoring process and the mentor's role and skills, the requirements, criteria and process for selection of mentors etc.
Tools and instruments	The **Code of Practice for Mentoring (CoP)** includes a model of self-evaluation and self- assessment questions.

Methodologies and procedures

Self-assessment/self-evaluation	The **Code of Practice for Mentoring (CoP)** provides the basis for a structured process of self-assessment by the promoters of mentoring programmes. This process leads to the production of a 'Statement of Self-Assessment' (SSA).

Support

Training	**Training package (teaching material) for mentors and for mentees** Mentoring solves the task of quality learning in the process of education and employment, which ensures achievement of higher results.
Good practices	The **Code of Practice for Mentoring (CoP)** includes also some case studies.

EQAVET Quality cycle

Planning	The **Code of Practice for Mentoring (CoP)** provides the promoters of mentoring programmes with advice and support to help them define the key goals and the shared aims that a good mentoring programme must address.
Implementation	The **Code of Practice for Mentoring (CoP)** provides a methodology that, within the constraints of the resources available, will best ensure that the mentoring programmes achieve the quality standards in relation to the goals.
Evaluation	The process of self-assessment outlined in the **Code of Practice for Mentoring (CoP)** involves a thorough review of

| | the procedures used in mentoring programmes and the outcomes achieved. |
| | The practical **"General Guide for setting up mentoring schemes"** contains the process/ system of validation which facilitated the recognition of the acquired practical skills during the mentoring programmes as well as the monitoring of the individual and collective performance. |

Recommendations for Dissemination and Transfer

All products are transferable as such. Needs for transfer is high.

Related projects

APT; QATRAIN

Contact

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Countries of the Partner organisations: BG, EL, SL, UK

What the project is about

The aim of the project was to meet the learning needs and integration problems of immigrant students with the different European school capacity to face these socio-cultural problems. Furthermore, the project was aimed at carrying out a Quality Management Model able to reach the main objective previously underlined.

The project proposal intended to experiment an innovative approach and methodology for managing foreign students integration, based on the principles and the values of quality (elaborating a Quality Management Model). The project, in order to achieve the mentioned objectives, intended to follow the approach foreseen in the "European Common Reference Framework on Quality in VET (CQAF), which leads the school partners to identify the good practices ex ante (in the planning model phase) and in the ex post phase (evaluation and further validation of the model developed).

Information

Project type and year: LdV: Pilot project 2005

Country of coordinating organisation: IT

ADAM-Link: http://www.adam-europe.eu/adam/project/view.htm?prj=6299

Project Website: http://www.empower-leonardo.net/

Level targeted: provider level

Sector: VET

Educational sector/activity: VET, AE, etc.

Products

Main product 1

Situational Analysis and Micro Analysis

The report "Situational Analysis and Micro Analysis" aims at providing a rough analysis of the situation of migrants and immigration in Austria, Italy and Greece with a special focus on migrant pupils and migrant workers. It includes a brief analysis of experiences and best practices carried out within participating educational schools or training institutes.

Target group:

Pilot countries in this projects. The project could be a background report in other countries

Main product 2

Empower Model

The model consists of definitions of key terms in the quidelines, information on quality standards/indicators, methodology and the new evaluation model. One of the main focuses lays on the self assessment process and the practical implementation of the quality model. The report includes multiside definitions of quality management. The indicators and monitoring tools have been determined per cohort, per student and per teaching unit. The evaluation model is based on orientation of quality management. The model considers inputs, process and outputs as part of total quality. The assessment includes analyses of strengths, weaknesses and best practices. The Evaluation is also based on scores (assessment score scale).

Target group:

Teachers, school managers, administrative staff

Main product 3

Webpages

The webpages explain this project and the products.

Target group:

Teachers, school managers, administrative staff

Relevance for Quality Assurance

Models and tools

Quality management systems	The Quality Management Model of teaching and context services concerning immigrant students constitutes a self-assessment model – **Empower Model** – which considers inputs, processes and outputs as part of total quality along 5 dimensuions as Organisation system, Requirements and objectives, Recources management, Training process, Results and analysis and improvements.

Methodologies and procedures

Self-assessment/self-evaluation	The self-assessment against the newly developed evaluation model, the **Empower model** includes the identification and analysis of strengths and areas for improvement as well as allocation of scores.

Support

Good practices	The report **"Situational Analysis and Micro Analysis"** includes a brief analysis of experiences and best practices carried out within educational schools or training institutes participating in the project.

EQAVET Quality cycle

Evaluation	This project concentrates on self-evaluation against the newly developed evaluation model, the **Empower model**.

Recommendations for Dissemination and Transfer

This product is transferable to similar and different context in VET and also to other education sektor and levels.

Contact

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Countries of the Partner organisations: IT, AT, EL

„EQUAL – Evaluation and Quality Assurance in Adult Education"

Project Number: 225251 GR2005-044-022

What the project is about

The objective of the training course was to provide the necessary skills and competencies to adult education staff, in order to ensure the quality of the training process, of the training outcomes, as well as continuous improvement, taking into account the particular needs of adult learning.

Information

Project type and year: Grundtvig: Centralised Project 2005

Country of coordinating organisation: GR

ADAM-Link: http://eacea.ec.europa.eu/static/Bots/docbots/TCP/Compendia/Compendia2005.htm

Project Website: http://www.qualityinlearning.net/

Level targeted: provider level, learning and teaching level

Sector: n/a

Educational sector/activity: VET, AE, etc.

Products

Main product 1

The training course and the training programme

The training programme defines the objectives of the training course, the training methodology, the structure, the contents and timetable of the training, the profile of the trainers and course participants, the training materials that are used, the certification and the evaluation procedure. The training programme consists of 3 weeks of distance learning and 5 days of in-classroom training including observation visits to adult education institutes.

Target group:

Managers, administrative staff and trainers of adult training institutes in the subject of Quality Assurance and Evaluation in Adult Education in institute level and in project level.

Main product 2

Training material and the handbbook (70 pages): Evaluation and Quality Assurance in Adult Learning (9 chapters).

The training materials of the project consist of:

A handbbook;3 case studies; exercises and project works, based mainly on the case studies; Slides and handouts; a CD-ROM gathering all the training material.

The e-learning portal, serves as:

On-line communication platform; Virtual library; File sharing, Trainer's manual.

Target group:

Managers, administrative staff and trainers of adult training institutes in the subject of Quality Assurance and Evaluation in Adult Education in institute level and in project level.

Main product 3

Training of trainers

Certified trainers, as experts in the subjects of adult learning, quality management and evaluation come from different European countries to administrate the course.

The training course consists of two interrelated parts:

Part 1: How to design, implement, monitor and improve a quality management system (QMS) in an adult education institute (according ISO 9001).

Part 2: How to design and implement an evaluation plan in adult education institutes and projects. How to use evaluation results for continuous improvement.

After the termination of the project with participants from all European countries, the training course will be offered on a bi-annual basis.

Target group:

Managers, administrative staff and trainers of adult training institutes in the subject of Quality Assurance and Evaluation in Adult Education in institute level and in project level.

Relevance for Quality Assurance

Models and tools

Quality management systems	The **Handbook** constitutes the core issues of the training courses that are: adult learning, quality assurance, quality management systems and evaluation in Training.

Support

Training	**The training course and the training programme** in the subject of Quality Assurance and Evaluation in Adult Education provide the necessary skills to managers, trainers and staff of adult education centres to design and implement quality assurance / quality management and evaluation procedures.
Good practices	There are 3 case studies that accompany the **Handbook** contents and provide practical examples on the theoretical principles of applying quality management systems and evaluation methodologies in adult education institutes and courses.

EQAVET Quality cycle

Evaluation	The Part 2 of the **Training of trainers** training course focuses on how to design and implement an evaluation plan in adult education institutes and on how to use the evaluation results for continuous improvement.
Cycle as a whole	The Part 1 of the **Training of trainers** training course focuses on how to design, implement, monitor and improve a quality management system (QMS) in an adult education institute (according to ISO 9001).

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Recommendations for Dissemination and Transfer

Generally can be transferred with the focus on managers, administrative staff and trainers of adult training institutes.

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Countries of the Partner organisations: ES, RO, IE, LT, DE

europass+ /Europass+

Project Number: 146490

What the project is about

The project aimed at developing and piloting instruments for the documentation of informally acquired competences within the Europass CV.

Information

Project type and year: LdV: Pilot project 2006

Country of coordinating organisation: DE

ADAM-Link: http://www.adam-europe.eu/adam/project/view.htm?prj=2385

Project Website: www.europassplus.info

Level targeted: system level not primarily but also connected; provider level, learning and teaching level

Sector: Other Service Activities

Educational sector/activity: VET, AE, etc.

Products

Main product 1

Europass+ website: www.europassplus.de

The general section of the website provides adequate and detailed information about the project, its products and the general context of Europass and the assessment of informally acquired competences.

The website is divided in three parts focusing on three target groups: experts, trainers and apprentices.

Target group:

Young people, VET trainers of these young people

Main product 2

Online support tool

The online tool supports young people and their VET trainers in assessing and documenting informal competences and including them in section 5A of Europass. The tool is easy to understand and follows a transparent step-by step system.

Target group:

Young people, VET trainers of these young people

Main product 3

Dissemination products:

Leaflet europass +

Bochure europass+

Poster europass+

The project and its are well promoted through these dissemination products. They ared presented in an attractive, professional format and make it easy to get basic information about europass+ very quickly.

Target group:

Young people, VET trainers of these young people

Relevance for Quality Assurance

Models and tools

Tools and instruments	The Europass+ Online instrument is to support trainees and trainers in assessing and documenting their personal skills and informally acquired competences.

EQAVET Quality cycle

Evaluation	The **Online support tool** helps the assessment of informally acquired competences.

Recommendations for Dissemination and Transfer

The support tools can be transferred to all education sectors, since informally acquired competences play an important role in all education areas.

Contact

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Contact

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Countries of the Partner organisations: UK, ES, PL, FR, NL

European Fundraising Accreditation and Training

Project Number: EUR/05/C/F/PP-84711

What the project is about

The project was interested in the job opportunities given, in the third sector, by the specific professional profile of fundraiser. It is a crucial profile in the civil society sector, currently estimated to be the seventh most important economic sector in the global economy; the partners aimed at analysing, promoting their training for specific tasks inside the NGOs, and at increasing transparency, efficiency and quality because of the present lack of benchmark and tools able to identify effectively trained fundraisers. The training modules framework is supported by a European Fundraising Syllabus and by an assessment model.

Information

Project type and year: LdV: Pilot project 2005

Country of coordinating organisation: EU

ADAM-Link: http://leonardo.ec.europa.eu/pdb/detail_en_2000.cfm?Numero=5084711&Annee=2005

Project Website: http://www.efa-net.eu

Level targeted: system level, learning and teaching level

Sector: education activities of membership organisation n.e.c., other service activities

Educational sector/activity: VET, AE, etc.

Products

Main product 1

Handbook:Competence Framework

The Competence Framework helps to develop an appropriate training module that fundraisers require in order to maximise fundraising and ultimately to improve the effectiveness of their organisations. The Competence Framework is devided into four parts: Communicating a Case for Support, Managing Resources for Fundraising, Managing Fundraising and Managing People. Every key area consist of requirements, performance criteria and demonstration requirements for fundraisers. The framework was validated across 12 countries.

Target group:

National fundraising associations and educators. The final users of the results are a broad variety of civil society and volyntary organisations, cultural and not profit institutions.

Main product 2

Handbook: EFA Fundraising Syllabus

The EFA Syllabus for fundraising divides the teaching content into six Main Teaching Areas, which are sub-divided into Specific Teaching Areas indicating the qualification required by the teacher for each teaching area. It links the six Main Teaching Areas (Social and Cultural Context, FR-Management, FR-Strategies, FR-Methods, FR-Forms and Legal Regulations) to the four Key Areas of the EFA Certification Competence Framework (Communicationg Case for Support, Managing Resources, Managing Fundraising and Managing People).

Target group:

National fundraising associations and educators. The final users of the results are a broad variety of civil society and volyntary organisations, cultural and not profit institutions.

Main product 3

Assessment Guidelines

The product explains entry requirements, achieving course outcomes, general principles of assessments and routes to assessment (academic and vocational assessment and accrediting prior experience and learning/APEL-process). This product also includes the main principles for assessment and quality assurance.

Target group:

National fundraising associations and educators. The final users of the results are a broad variety of civil society and volyntary organisations, cultural and not profit institutions.

Relevance for Quality Assurance

Models and tools

Standards	The EFA Certification **Competence Framework** and the **EFA Fundraising Syllabus** define the shared skills and knowledge that are required of all professional fundraisers working across Europe in order to maximise fundraising and ultimately to improve the effectiveness of their organisations.
Criteria/indicators/benchmarks	The **Assessment Guidelines** indicate the main principles and criteria for assessment and quality assurance to ensure successful training delivery.

Methodologies and procedures

Certification of individuals	The **EFA Certification** recognises professional fundraising qualifications of the highest standard.

EQAVET Quality cycle

Planning	In the **Handbook: Competence Framework** the first qualification framework for fundraising across Europe together with standards for certification of competences of individuals – fundraising practitioners are defined.
Evaluation	According to the **Assessment Guidelines** the academic and vocational assessment and also assessment of prior learning and experience of students takes place.

Recommendations for Dissemination and Transfer

The models, stuctures and process are transferable to other education content.

Contact

Coordinating organisation:

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http://www.vocationalqualification.net/mmedia/2008.07.11/1215773569.pdf

Contact

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Countries of the Partner organisations: DE, FR, HU, LUX, ES, SE, UK

GEMS - Guidance for educators, mentors and students

Project Number: ISL/06/B/F/PP-164005

What the project is about

GEMS developed a simple but effective process for quality improvement and enhancement of learner experiences in a work-based learning environment within the hospitality and food sectors across Europe. The tools developed "A Guide for Coordinators and Mentors" in work-based learning in 5 languages and a "student Logbook" in 5 languages, which are currently being implemented in an adapted form in the hospitality and food sectors in Icelandic VET schools as well as in the partner countries. The products are also being further adapted and transferred to new countries through a Leonardo partnership project through which they are used by 30 restaurants across Europe. Culinary and hospitality students on mobility grants also use the logbooks during training abroad.

Information

Project type and year: LdV: Pilot project 2006

Country of coordinating organisation: IS

ADAM-Link: http://www.adam-europe.eu/adam/project/view.htm?prj=4063

Project Website: http://www.leogems.org/   http://www.idan.is/throunarverkefni

Level targeted: provider level, learning and teaching level

Sector: n/a

Educational sector/activity: VET, AE, etc.

Products

Main product 1

Gems – Guidance for Educators, Mentors and Students

The guide addresses the planning, conditions and evaluation of work based learning as well as communication techniques, health and safety, educational quality indicators and equality issues in the hospitality and food sectors across Europe. There are three guides which complement each other:

1. The Coordinator and Mentor Guide
2. The Student Work Based Learning Logbook – Preparation and
3. The Work Based Learning Logbook – Hospitality and Tourism

Target group:

VET providers of hospitality and tourism training throughout Europe.

Relevance for Quality Assurance

Models and tools

Criteria/indicators/benchmarks	The **Guide** covers the set of standardized quality indicators specific to work-based learning which promote the transparency of competences among employers across Europe.
Tools and instruments	The **Guide** gives guidance on how can educational leaders increase the quality and transparency of practical training in the Hospitality and Food Sector.

EQAVET Quality cycle

Implementation	The **Guide** describes the process of an international internship and contains suggestions which help the learners to manage the process from when they are accepted for an internship abroad until the successful completion of this experience with writing the final report.

Recommendations for Dissemination and Transfer

Could inform VET providers of workplaced learning across the spectrum of occupations.

Contact

Coordinating organisation:

Institution: IDAN

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Countries of the Partner organisations: IS, UK, BE, SE, PL

Guiding From School to Job – Professionalism in the Work With Young People at Risk of Social Exclusion / Guiding from School to job

Project Number: 146307

What the project is about

The project evaluated the practice of guidance actually provided by the teaching and training staff, and the practice of guidance training for this staff. In a process of needs review and exchange of experience, best practice was extracted, and quality standards were proposed for guidance training to these "informal guidance workers", which focus on

* competences and learning aims,

* contents: adequate guidance methodologies, procedures, knowledge, networks ,

* didactic and logistic implementation in the education and training systems for different professional groups (teachers, trainers, social workers, psychologists etc.).

Information

Project type and year: LdV: Pilot project 2005

Country of coordinating organisation: DE

ADAM-Link: http://www.adam-europe.eu/adam/project/view.htm?prj=2052

Project Website: http://www.bildungsmarkt.de

Level targeted: system level, provider level, learning and teaching level

Sector: Human Health; Social Work Activities

Educational sector/activity: VET, AE, etc.

Products

Main product 1

A Competence Profile for Guiders - Guiding Young People at Risk of Social Exclusion from School to Work

The competence profile is centered around seven competences that define the quality required to offer good guidance.

Target group:

System level; providers that offer training for guiders and counsellors and their clients themselves

Main product 2

Discussion paper "Quality Control and Quality Development in Guidance"

The paper is based on the competence profile and intends to contribute to a discussion on strategies for an efficient and effective control of quality and the continuous development of quality of guidance; for each of the 7 competences there are standards defined both for the training and for the process of guidance itself. Furthermore there is a special focus on self-reflection in the guidance process.

Target group:

System level; providers that offer training for guiders and counsellors and their clients themselves

Guiding From School to Job – Professionalism in the Work With Young People at Risk of Social Exclusion / Guiding from School to job

Project Number: 146307

Main product 3

Compilation of Practice Examples for Guidance and for Training in Guidance

The report offers an overview of good practice examples of guidance from 7 countries and of training for guidance.

<u>Target group:</u>

System level; providers that offer training for guiders and counsellors and their clients themselves

Relevance for Quality Assurance

Models and tools

Standards	The **Competence Profile for Guiders - Guiding Young People at Risk of Social Exclusion from School to Work** is a set of seven core competences defining the quality required to offer good guidance as well as the quality standards for the guidance systems and their institutions.
	The Discussion paper **"Quality Control and Quality Development in Guidance"** sets standards for the development and the control of quality in guidance training and guidance practice for each of the seven competences. The quality issues mentioned here are a selection of some of the core elements of the competence profile defining quality of guidance and quality of training for guidance.

Support

Good practices	The **Compilation of Practice Examples for Guidance and for Training in Guidance** offers well structured overview of good practice examples of guidance as well as good practice of training for guidance in various European countries.

EQAVET Quality cycle

Planning	The **Competence Profile** is an instrument to define and develop quality standards for the educational offer for future guiders by using the concept of competence and based on analysis and examples in the area of guidance.

Recommendations for Dissemination and Transfer

Transfer to other countries would be easily possible, esp. as what is still needed can be seen on the whole process of the project; can also be taken as good example for other contexts than guidance.

Guiding From School to Job – Professionalism in the Work With Young People at Risk of Social Exclusion / Guiding from School to job

Project Number: 146307

Contact

Coordinating organisation:

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Countries of the Partner organisations: NL, IT, FR, DE, FI, PL, UK, TR

i2i - Internship to industry

Project Number: LLP-LdV/TOI/2007/SE/1291

What the project is about

The aim of this European Leonardo Da Vinci project was to improve the quality of workplace training in industries in Europe. Useful manuals were developed to secure the whole process of work placement from the preparation to the point of admission of internship. The manuals support schools, companies, exchange organisations, as well as participants. European mobility is one possibility to increase the competitiveness of enterprises. Work placements improve the quality of education and the industrial location. Within the project three web based manuals were developed that provide assistance in the preparation, implementation and follow-up of stays abroad: manual for internship coordination in VET, manual for internship supervisors in VET, manual for internship trainees in VET.

Information

Project type and year: LdV: TOI 2007

Country of coordinating organisation: SE

ADAM-Link: http://www.adam-europe.eu/adam/project/view.htm?prj=4323

Project Website: http://www.internship2industry.eu/

Level targeted: provider level, learning and teaching level

Sector: Professional, Scientific and Technical Activities

Educational sector/activity: VET, AE, etc.

Products

Main product 1

Manual for internship coordinators in VET

The Manual facilitates the internship process for coordinators who organise internship to the technical industry sector in Europe, by describing the process / procedure step by step, i.e. how to plan an internship (both for hosting and sending organisations), how to carry it out and how to follow it up. Coordinator tools developed on the basis of good practices of the project partners and also useful Links support each section of the 15 page Manual.

 Target group:

Internship coordinators in companies, schools, institutions, intermediary organisations, departments, etc. in Europe which supply and organise internships in the technical industry branch. Exchange organisations.

Main product 2

Manual for internship supervisors in VET

This Manual supports the supervisor at the workplace by describing the different phases of and the tasks of the supervisors in the internship procedure step by step and by giving him/her tools for how to supervise the trainee. The manual also contains information on some extra topics that can be useful for the job of a supervisor (e.g. communication, leadership styles, conflict management).

Target group:

Internship managers and supervisors in enterprises within the technical/industrial branch.

Main product 3

Manual for internship trainees in VET

The Manual helps trainees to prepare for the internship abroad by giving practical advice on how to act and behave at the workplace as well as how to cope with unexpected situations.The whole internship procedure is described step by step (before – during – after), in the perspective of the trainee. The manual gives useful information also about how to get out the most personal benefits.

Target group:

Students, apprentices and young applicants who will do their internship in enterprises in the technical industry branch in Europe.

Relevance for Quality Assurance

Models and tools

Tools and instruments	The **Manual for internship coordinators in VET** facilitates the organisation of internship by describing the process step by step. Coordinator tools (forms and documents) are also provided.
	The **Manual for internship supervisors in VET** helps the supervisor at the enterprise / workplace how to supervise the trainee, how to support and guide the learning process of the trainees by describing the different phases in the internship procedure step by step. Supportive tools, forms, documents etc. are also provided.
	The **Manual for internship trainees in VET** helps trainees to prepare for the internship abroad by describing again the whole procedure with all the steps to be taken, but in the perspective of the trainee. It contains useful documents also such as model contracts, checklists, addresses etc.

Support

Good practices	The supporting coordinators tools included in the **Manual for internship coordinators in VET** were developed on the basis of good practices of the project partners (e.g. documents like matrix of competences, checklist for welcoming of trainees; and forms like trainee application form, trainee's self-assessment form, trainee's folder, internship evaluation by the trainee).

EQAVET Quality cycle

Evaluation	At the end of / after the internship the trainee's competences will be assessed and the internship project as a learning process be evaluated, feedback of the process collected.
Cycle as a whole	The 3 manuals – "**Manual for internship coordinators in VET**", "**Manual for internship supervisors in VET**" and "**Manual for internship trainees in VET**" – describe the internship process step by step (before / during / after) with the consideration of the quality cycle, i.e. how to plan an internship, how to carry it out, how to evaluate it and how to follow it up.

Recommendations for Dissemination and Transfer

To other educational sectors where internships to foreign countries might be relevant, e.g. Higher education.

Contact

Coordinating organisation:

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Contact

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What the project is about

The aim of the MEVOC project was to develop a practice-oriented, interactive online manual (see www.mevoc.net) to help educational and vocational counsellors identify high-quality counselling.

Information

Project type and year: LdV: Pilot project 2003

Country of coordinating organisation: AT

ADAM-Link: http://www.adam-europe.eu/adam/project/view.htm?prj=853

Project Website: c

Level targeted: provider level, learning and teaching level

Sector: Other Service Activities

Educational sector/activity: VET, AE, etc.

Products

Main product 1

Interactive online manual for educational and vocatinal counselling

The manual is a collection of tools that are available on the project homepage and that are linked to each other. The idea and concept can be seen on the starting page of www.mevoc.net

Target group:

Educational and vocational counsellors and their (potential) clients

Main product 2

Quality standards for educational and vocational counsellors

The standards are building on existing national and international guidelines and consist of four competence categories ("Education and Career", "Counselling Practice", "Personality" and "ICT Skills"); these divide into 12 standards that again consist of 35 required competences. These "final standards" are the result of a Delphi survey that led to a substantial reduction of the original "full version" of quality standards.

Target group:

Educational and vocational counsellors

Main product 3

Self-assessment tool

The self-assessment tool has been developed on the basis of the MEVOC standards, i.e. the required skills and competences. It can be used for the self-evaluation of vocational and career counsellors' skills and competences and for identifying potential deficits.

Target group:

Educational and vocational counsellors

Relevance for Quality Assurance

Models and tools

Standards	The Quality Manual for Educational and Vocational Counselling focuses on **MEVOC quality standards** i.e. the required knowledge, skills and competences for single coaching by educational and vocational counsellors.
Tools and instruments	The **Interactive online manual for educational and vocatinal counselling** is a collection of tools that help educational and vocational counsellors to identify high-quality counselling. The **self-assessment tool** has been developed on the basis of the MEVOC standards for counsellors to improve the quality of their own counselling.

Methodologies and procedures

Self-assessment/self-evaluation	The **self-assessment tool** can be used for checking and self-evaluation of the educational and vocational counsellors' skills and competences and for identifying areas for improvement..

EQAVET Quality cycle

Planning	The development of **quality standards** for educational and vocational counselling counts to the essentials of quality assurance in this field.
Evaluation	The **self-evaluation** facilitates for the educational and vocational counsellors the assessment of their own counselling services and the improvement of the required competences.

Recommendations for Dissemination and Transfer

Can be used in all countries, so transferability to all (EU-) countries is good.

Related projects

ECGC, EMEVOC

Contact

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Countries of the Partner organisations: AT, UK, PL, RO, IT, NL, DE

Peer Review Extended

Project Number: EAC/32/06/13

What the project is about

The growing interest in the methodology of Peer Review has led to the follow-up project "Peer Review Extended" (2007).
The project was built on the results of the previous project "Peer Review in initial VET" (AT/04/C/F/TH-82000) in which a common European Peer Review procedure was developed and introduced as a promising new instrument in quality assurance and quality development in the initial VET sector (ISCED 3/4) throughout Europe.

The project Peer Review Extended resulted in 4 more Peer Reviews (AT, DE, ES, HU) which continued the fine-tuning of the European Peer Review procedure as an element of the Common Quality Assurance Framework (CQAF) through practical experimentation and also the development of the online Peer Review tool-box. The project also investigated the potential contribution of Peer Review to the further development of the CQAF.

Information

Project type and year: LdV: CQAF Call 2006 2006

Country of coordinating organisation: AT

ADAM-Link: http://www.leonardodavinci-projekte.org/adam/project/view.htm?prj=2958

Project Website: http://www.peer-review-education.net

Level targeted: system level not primarily but also connected; provider level, learning and teaching level

Sector: VET

Educational sector/activity: VET, AE, etc.

Products

Main product 1

Peer Review Toolbox

Online and on CD (revised in Peer Review Extended II, current version available online).
The **Peer Review Tool-box** complements the European Peer Review Manual for Initial VET, providing forms, checklists, additional information and recommendations. It is a practical tool for the IVET provider level as well as for the system level(s). In addition to the English and German versions, the tool-box is available in Hungarian, Italian, Spanish and Catalan. The Tool-box is available on CD-Rom (EN, DE) as well as in electronic format from the project website (EN, DE, HU, IT, ES, CA).

Main product 2

Report "Peer Review and the CQAF": Peer Review as an innovative methodology for external evaluation in VET and its contribution to the further development of the „Common Quality Assurance Framework"(CQAF)".

This report was elaborated by the partnership upon request from the European Commission in order to support European developments in quality assurance in VET. The report investigates and shows that Peer Review fully corresponds to the central tenets and goals of the "Common Quality Assurance Framework" and also in which areas and how it can / is expected to contribute to the further development of the CQAF Model.

Relevance for Quality Assurance

Models and tools

Tools and instruments	A practical **Peer Review tool-box** supports the institutions - IVET providers in implementing Peer Reviews.

EQAVET Quality cycle

Evaluation	**Report "Peer Review and the CQAF"**: The Peer Review is an innovative methodology for external evaluation in VET which adds to the methodological repertoire of the CQAF Model.
Cycle as a whole	**Report "Peer Review and the CQAF"**: The European Peer Review procedure was developed as a **systematic procedure** following very clearly and transparently the 4 elements / phases of the CQAF Model: Preparation (Planning) – Peer Visit (Implementation) – Peer Review Report (Evaluation) – Putting plans into action (Follow-up and procedures for change).

Recommendations for Dissemination and Transfer

Multisectoral for economic branches, transferable to other educational sectors.

Related projects

Peer Review in initial VET and Peer Review Extended II; Peer Review Impact

Contact

Coordinating organisation:

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Countries of the Partner organisations: AT, CZ, DK, ES, FI, PT, SI, UK

Peer Review Extended II
Project Number: LLP-LDV-TOI-07-AT-0011

What the project is about

The project facilitated the transfer and further development of the European Peer Review methodology as an element of the Common Quality Assurance Framework (CQAF).

The specific aims of the current project were to:

1. Support the (further) dissemination and transfer of the methodology of the predecessor project "European Peer Review" in the participating countries and facilitate the adaptation of the procedure to the needs and situations in the "new" countries (CZ, SI, TR),
2. Transfer the European Peer Review methodology to continuing VET,
3. Improve and enhance the use of the European Peer Review methodology through the development of face-to-face peer training/guidelines for peers,
4. Provide further practical experimentation (continuing VET; new types of schools including schools for apprenticeship training), and
5. Investigate the benefits of Peer Review and support the sustainable implementation of Peer Review as an element of the CQAF at national and European levels.

Information

Project type and year: LdV: TOI 2007

Country of coordinating organisation: AT

ADAM-Link: http://www.adam-europe.eu/adam/project/view.htm?prj=2958

Project Website: www.peer-review-education.net

Level targeted: system level not primarily but also connected; provider level, learning and teaching level

Sector: Other Service Activities

Educational sector/activity: VET, AE, etc.

Products

Main product 1

European Peer Review Manual for VET

This Manual is a revision of the "European Peer Review Manual for initial VET" which was developed in the project "Peer Review in initial VET" (2004-2007) by a transnational expert team. The Manual was adapted for use both in initial and continuing VET. Changes concern foremost the terminology and the quality areas and indicators used. It contains 11 chapters: an introduction to Peer Review, an overview of the procedure, 4 chapters giving step by step guidelines to Peer Review, a chapter on the Quality Areas, one on the Peers, literature and resources, a glossary, and a list of project partners involved. The Manual has 50 pages and is available in English as pdf-download.

Target group:

Management of VET Providers, teachers/trainers in VET, quality managers

Main product 2

European Peer Training Curriculum

The European Peer Curriculum was designed by a transnational expert team to conduct Peer Training. It has a modular structure and consists of the following parts: a competence profile of the Peers and a curriculum based on this profile; a section on quality assurance of the training; a detailed description (including tips for trainers) of the seven modules which make up the Curriculum; cases of good practice from Austria, Finland, and Denmark; and a self-supported web-based training.

Target group:

Trainers who want to conduct Peer Training; Training managers in institutions who want to conduict Peer Training; teachers/trainers in VET who are interested in Peer Review; prospective Peers

Main product 3

Peer Review Readers

European Peer Review Reader, Developments and experiences 2004- 2009

The European Peer Review Reader covers all activities and aspects of the "European Peer Review experience", partners from all three projects have contributed their experiences, reflections, and future plans. Its content includes:
1) Presentation of the experiences of the European Peer Review initiative.
2) Theoretical inputs.
3) Practical recommendations for the different stakeholder groups (VET providers, Peers, national level, European level).

Target group:

Peers, VET providers who want to conduct Peer Review, stakeholders, national authorities, Higher Education, European networks/institutions
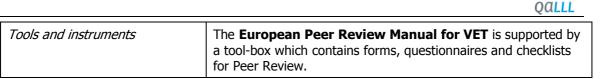
Relevance for Quality Assurance

Models and tools

Quality management systems	The **European Peer Review Manual for VET** describes an overall system of managing quality of VET provision by combining self-assessment with an external evaluation by Peers.
Standards	The **European Peer Review Manual for VET** gives a standard for conducting Peer Reviews across Europe.
Criteria/indicators/benchmarks	The **European Peer Review Manual for VET** includes quality criteria and indicators (Quality Areas) for assessing VET provision on the provider level. The Quality Areas follow the quality cycle. On a meta-level, the European Peer Review Manual for VET also provides criteria for a high-quality conduct of Peer Reviews.

Peer Review Extended II

Project Number: LLP-LDV-TOI-07-AT-0011

Tools and instruments	The **European Peer Review Manual for VET** is supported by a tool-box which contains forms, questionnaires and checklists for Peer Review.

Methodologies and procedures

Self-assessment/self-evaluation	The **European Peer Review Manual for VET** describes the European Peer Review procedure which builds upon self-assessment/self-evaluation and combines it with an external evaluation.
External assessment/ external evaluation	The European Peer Review described in the **European Peer Review Manual for VET** is a new form of external evaluation conducted by Peers, i.e. colleagues from other institutions.

Support

Training	A **Peer Training programme** prepares the Peers for the tasks.
Good practices	The **Peer Review Readers** present good practices from the three EU LdV Peer Review projects.

EQAVET Quality cycle

Evaluation	The **European Peer Review Manual for VET**: Peer Review is a novel methodology for external evaluation on VET provider level.
Cycle as a whole	The European Peer Review targets Phase 3 of the quality cycle. Additionally, the Peer Review methodology as a systematic procedure comprises all phases of the cycle as described in the **European Peer Review Manual for VET**. Also the Quality Areas follow the quality cycle.

Recommendations for Dissemination and Transfer

To other educational sectors: school sector (general education), adult education; links to Higher education.

Related projects

Peer Review initial VET, Peer Review Extended, Peer Review Impact

Contact

Coordinating organisation:

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Countries of the Partner organisations: AT, CZ, DK, ES; FI, PT, SI, UK

Peer Review in initial VET
Project Number: A/04/C/F/TH-82000

What the project is about

The project aimed at introducing Peer Review as a new instrument for quality assurance and quality development / quality improvement to the initial vocational education and training sector throughout Europe.

A common European standard for implementing Peer Reviews was developed to promote co-operation and understanding as well as enhance transparency between the diverse initial vocational education and training systems in Europe.

Information

Project type and year: LdV: Thematic action 2004

Country of coordinating organisation: AT

ADAM-Link: http://www.leonardodavinci-projekte.org/adam/project/view.htm?prj=1656

Project Website: http://www.peer-review-education.net

Level targeted: system level not primarily but also connected; provider level, learning and teaching level

Sector: VET

Educational sector/activity: VET, AE, etc.

Products

Main product 1

European Peer Review Manual for initial VET

The **European Peer Review Manual for Initial VET** is the key product of the project. It introduces a European standard procedure for the use of Peer Reviews in the initial vocational education and training. The Manual provides an instrument for the application of Peer Reviews for all institutions, experts, decision makers etc. involved in the IVET system who are interested in quality assurance and quality development / improvement. Its focus is on a practical approach. The Manual offers directly implementable guidelines for IVET providers who want to introduce Peer Reviews in their quality assessment and quality development/ improvement procedures.

The final version of the European Peer Review Manual for Initial VET is online, available in all languages of the participating countries on the project website www.peer-review-education.net.

Main product 2

Webbased Training for Peers

The **web-based Peer Training Programme** contains information and exercises on relevant aspects for carrying out a Peer Review, e.g. information on Peer Review as an evaluation tool, on external visits, external inspection and external assessment, the Quality Areas, the various roles of Peers and their related tasks, qualitative research methods, analysis of data, and relevant soft skills.

Main product 3

Synthesis report

The **Transnational Synopsis Report** is one of the results of the first phase of the project which has been dedicated to research, identification of good practice and definition of core criteria for the development of the Peer Review Manual. The report is mainly based on information from 10 national reports (AT, CH, DK, FI, HU, IT, NL, PT, RO, UK-SC). Relevant data were obtained on two issues:

1) To provide an inventory of the status quo concerning national, regional, sectoral or local quality assurance (QA) and quality development (QD) procedures in their VET systems, with special emphasis on the specific procedures and practices of the involved partners (VET providers and educational stakeholders).

2) To analyze the needs and the key issues concerning the Peer Review instrument in the partner countries (e.g. experiences, conditions, quality areas).

Relevance for Quality Assurance

Models and tools

Quality management systems	The **European Peer Review Manual for Initial VET** describes an overall system of managing quality of initial VET provision by combining self-assessment with an external evaluation by Peers.
Standards	The **European Peer Review Manual for Initial VET** describes a European standard for carrying out Peer Reviews in initial vocational education and training across Europe.
Criteria/indicators/benchmarks	The **European Peer Review Manual for Initial VET** includes quality criteria and indicators (Quality Areas) for assessing initial VET provision on the provider level. The Quality Areas follow the quality cycle. On a meta-level, the European Peer Review Manual for Initial VET also provides criteria for a high-quality conduct of Peer Reviews initial vocational education and training.
Tools and instruments	The **European Peer Review Manual for Initial VET** is supported by a tool-box which contains forms, questionnaires and checklists for Peer Review.

Methodologies and procedures

Self-assessment/self-evaluation	The European Peer Review procedure which is described in full in the **European Peer Review Manual for Initial VET** builds upon self-assessment/self-evaluation and combines it with an external evaluation.
External assessment/ external evaluation	The European Peer Review procedure which is described in full in the **European Peer Review Manual for Initial VET** is a new form of external evaluation conducted by Peers, i.e. colleagues from other institutions.

Peer Review in initial VET

Project Number: A/04/C/F/TH-82000

Support

Training	A **web-based Peer Training Programme** prepares the Peers for their tasks.

EQAVET Quality cycle

Planning	The **European Peer Review Manual for Initial VET** describes the tasks to be accomplished by both the Peers and the institutions - IVET providers in the Preparation / Planning phase (Phase 1).
Implementation	The **European Peer Review Manual for Initial VET** describes how to implement a Peer Review Visit (Phase 2) by the Peers in an institution - IVET provider.
Evaluation	The **European Peer Review Manual for Initial VET** describes the European Peer Review procedure for initial VET which is a novel methodology for external evaluation on VET provider level.
Review	The **European Peer Review Manual for Initial VET** describes the tasks to be accomplished by an institution - IVET provider in the follow-up of the Peer Review (Putting plans into action – Phase 4).
Cycle as a whole	The European Peer Review Procedure for Initial VET targets Phase 3 of the quality cycle. Additionally, the Peer Review methodology as a systematic procedure comprises all phases of the cycle as described in the **European Peer Review Manual for Initial VET**. Also the Quality Areas follow the quality cycle.

Recommendations for Dissemination and Transfer

Multisectoral for economic branches, transferable to other educational sectors.

Related projects

Peer Review Extended, Peer Review Extended II, Peer Review Impact

Contact

Coordinating organisation:

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QUALC - Quality assurance network for adult learning centres

Project Number: 134388-LLP-1-2007-1-SE-GRUNDTVIG-GMP

What the project is about

The aim of QUALC was to establish higher quality in Adult Learning. In order to improve the quality QUALC has provided solutions as well as consulting implementation services for Adult Learning Centers (ALC) and their capability maturity process. The project has undertaken research and analysis about the nature of ALC in different European countries and developed operational tools, processes and criteria.

Information

Project type and year: Grundtvig: Centralised Project 2007

Country of coordinating organisation: SE

ADAM-Link: n/a

Project Website: http://www.qualityfoundation.org/qualc/

Level targeted: provider level, learning and teaching level

Sector: adult education

Educational sector/activity: VET, AE, etc.

Products

Main product 1

Handbook: Quality Assurance Network for Adult Learning Organisations (QUALC Handbook)

The handbook shows the results of the QUALC project, highlighting the innovative QUALC quality approach, which can be adopted to improve quality for the key stakeholders in adult learning: the learners, the learning organisation and the communities in which learning takes place. A separate Piloting Guide accompanies this handbook during the evaluative phase of the project development. The QUALC scheme and process were piloted to ensure that it is robust and fit for purpose.

Target group:

Adult Learning Organisation (ALO) staff and learners but is also of interest to stakeholders and other organisations active in the field of lifelong learning.
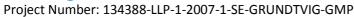
Main product 2

QUALC Pre-Application and Criteria Matrix. 2 toolkit documents

To assure a permanent level of quality the Adult Learning Organisation (ALO) has to comply with at least 3 out of the 4 criteria of the eligibility check. Eligible ALOs then proceed to a positioning questionnaire. By means of this questionnaire QUALC decides on whether the ALO needs some pre entry support or if they may proceed to the next phase, which is the actual benchmark process.

Target group:

Adult Learning Organisation (ALO), staff and learners, also other stakeholders and other organisations active in the field of lifelong learning.

Main product 3

TOOLKIT DOCUMENT :

1. Self-Assessment Matrix Tool

2. Self-Assessment Report

3. Improvement Plan

The self evaluation process is designed to assess strengths – weaknesses, constraints – opportunities, ambitions and resources of ALOs.

The process is also designed to lead the institution to judge the overall effectiveness of its own processes of quality assurance. This phase is intended to be reflective rather than promotional, and analytical as well as descriptive.

Target group:

Adult Learning Organisation (ALO) staff and learners, also other stakeholders and other organisations active in the field of lifelong learning.

Relevance for Quality Assurance

Models and tools

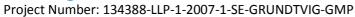|	
Quality management systems	The **QUALC Handbook** describes the common European quality assurance model that has been developed for assuring high quality of training provided in Adult Learning Centres..
Standards	The **QUALC Pre-Application and Criteria Matrix** contains the minimum defined standards (eligibility criteria) that any Adult Learning Organisation (ALO) wanting to enter the QUALC process must comply with.
Criteria/indicators/benchmarks	The **QUALC self-assessment matrix** contains the quality criteria for self-assessment (6 areas and criteria and sub-criteria for each area).
Tools and instruments	The **QUALC Handbook** is accompanied by a toolkit which contains adaptable documents or tools which can be used to improve the standards of learning in ALOs across Europe.

Methodologies and procedures

Self-assessment/self-evaluation	In the **QUALC Toolkit document** the self-assessment methodology and process was designed to help the ALC in assessing and improving the quality of their learning provisions.

EQAVET Quality cycle

Evaluation	In the **QUALC Toolkit document** the self-assessment methodology and process was designed to help the ALC in

	assessing and improving the quality of their learning provisions.
Review	The **QUALC Self-Evaluation Process** is also designed to assist ALOs to plan for future change. The Improvement Plan identifies what actions are required to improve their performance and the quality of learning provisions to meet the stakeholders' expectations.

Recommendations for Dissemination and Transfer

All other sectors, can be transferred to other Adult Learning Organisation (ALO) staff and learners, also to other stakeholders and other organizations active in the field of lifelong learning.

Related projects

OSMOSYS

Contact

Coordinating organisation:

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Countries of the Partner organisations: SE, BE, DE, FR, IT, RO, UK

Quality Assurance Framework for Guidance in Initial Training EGUIDE

Project Number: IRL/05/B/F/PP-153103

What the project is about

Using the European Common Quality Assurance Framework (Technical Working Group on Quality in VET) as a basis, this project, EGUIDE, researched and developed a Quality Assurance Framework for use in the Guidance of Disadvantaged Job Seekers across Europe. This Framework will also be compatible with National Quality Assurance Frameworks such as the FETAC Quality Assurance Process. In tandem with the Quality Assurance Framework EGUIDE also developed an E Guidance system, consisting of a number of guidance tools, developed specifically for the target group that can be used to test and implement the Quality Assurance Framework.

Information

Project type and year: LdV: Pilot project 2005

Country of coordinating organisation: IRL

ADAM-Link: http://www.adam-europe.eu/adam/project/view.htm?prj=3015&page=1

Project Website: http://www.eguide-project.net/

Level targeted: provider level, learning and teaching level

Sector: Information and Communication

Educational sector/activity: VET, AE, etc.

Products

Main product 1

EGUIDE Research Document

This document described the EGUIDE Project; A Quality Assurance Framework and related Model of Web Based Assessments for the Guidance of Disadvantaged Job Seekers into Initial Vocational Training. It is based on the CQAF and provides a template of a QA Model for the delivery of guidance to disadvantaged job seekers and those in low skills employment. The eGuide tools are an assessment system which analyse a person's vocational interests, personality and specific aptitudes (for demo of tool see http://www.eguide-project.net/research.html) . The system is founded on the principles of Person Environment Fit Theory, which postulates that when a good match between the Person and the Job Environment is found, this benefits the individual by allowing the person to be more satisfied with their job / career, more able to cope with demands imposed by the work/training, and more determined to succeed and become successful.

Target group:

Management of VET Providers, teachers/trainers in VET, quality managers in VET; educational authorities and decision-makers

Main product 2

EGUIDE Brochure

EGUIDE is a Quality Assurance Framework and related Model of Web Based Assessments for the Guidance of Disadvantaged Job Seekers into Initial Vocational Training. It is based on the CQAF and provides a template of a QA Model for the delivery of guidance to disadvantaged job seekers and those in low skills employment. The eGuide tools are an assessment system which analyse a person's vocational interests, personality and specific aptitudes. They aim to overcome the barriers often faced by disadvantaged job seekers to traditional guidance psychometric tools. The system is founded on the principles of Person Environment Fit Theory, which postulates that when a good match between the Person and the Job Environment in found, this benefits the individual by allowing the person to be more satisfied with their job / career, more able to cope with demands imposed by the work/training, and more determined to succeed and become successful.

Target group:

Management of VET Providers, teachers/trainers in VET, quality managers in VET; educational authorities and decision-makers

Main product 3

EGuide – General Guidelines for the Practitioner

This four page leaflet informs the career guidance practitioner in the use of the online eGUIDE tools which help the disadvantaged job seeker in the area of vocational training. The tool comprises three categories of assessments, Interest, Personality and Aptitude, which help the client become more aware of themselves in terms of their interests personality and abilities. The guidelines incorporate three 'eGuide Cheat Sheets' which elaborate on each of the assessed areas. Direction is provided on how the setup a client account, conduct of an assessment, review client results and drill down into the answer patterns. The EGUIDE Best Practice Guidelines outline how a Quality service could be evaluated and it was felt that there should be both qualitative and quantitative indicators, Page 24, eGuide Report.

Target group:

Management of VET Providers, teachers/trainers in VET, quality managers in VET; educational authorities and decision-makers

Relevance for Quality Assurance

Models and tools

Quality management systems	The Quality Assurance Framework for delivery of guidance to disadvantaged job seekers across Europe presented both in the **EGUIDE Research Document** and the **EGUIDE Brochure** is based on the EU Common Quality Assurance Framework in VET (CQAF) and provides a template of a quality assurance model with a 6 step guidance process.
Criteria/indicators/benchmarks	The **Quality Framework** contains quantitative and qualitative indicators in relation to the EGUIDE Guidance Process Steps

	and also to the CQAF common core quality criteria.
Tools and instruments	The web-based **eGuide tools** are an assessment system which analyse a person's vocational interests, personality and specific aptitudes.

EQAVET Quality cycle

Cycle as a whole	The **EGUIDE Quality Assurance Framework** follows in full the interrelated elements – Purpose and plan; Implementation; Evaluation and assessment and Review (feedback and procedures for change) – of the CQAF Model.

Recommendations for Dissemination and Transfer

EGUIDE could inform the delivery of Guidance Services generally.

Contact

Coordinating organisation:

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Countries of the Partner organisations: DE, ES, HU, IT, RO, UK

Quality Assurance in Youth Career Consultancy (QA in YCC)

Project Number: BG/06/B/F/PP-166.013

What the project is about

The aim of the project was to improve the quality of youth career services and to provide the key stakeholders with innovative QA tools and instruments.

Information

Project type and year: LdV: Pilot project 2006

Country of coordinating organisation: BG

ADAM-Link: http://www.adam-europe.eu/adam/project/view.htm?prj=4165

Project Website: http://www.scas.acad.bg/vqac/vqac/index.php?lang=en

Level targeted: system level, provider level

Sector: Other Service Activities

Educational sector/activity: VET, AE, etc.

Products

Main product 1

Quality Assurance in Youth Career Consultancy Manual

The Manual is a comprehensive training material, presenting the conceptual framework of Quality Assurance in the field of youth career consultancy. The Manual also pays special attention to Quality Assurance of the guidance services provided to youth with fewer opportunities /YFO/.

Target group:

Career services managers and consultants, youth workers and trainers. Quality assurance bodies, e.g. quality assurance agencies and institutions in career guidance in general and youth career services in particular, including the guidance services to young people with few opportunities (YFO).

Main product 2

QA workbook: "QA Tools and Case Studies in Youth Career Consultancy"

The QA Workbook is a practice-oriented training material aiming to provide a set of practical tools and case studies that support and facilitate the QA implementation in the field of youth career guidance.

Target group:

Youth career consultants and youth workers; managers of career services, youth centres or VET institution; instructional designers; career consultants working with youth with fewer opportunities; youth career consultants and youth workers.

Quality Assurance in Youth Career Consultancy (QA in YCC)

Project Number: BG/06/B/F/PP-166.013

Main product 3

Online platform: "Virtual Quality Assurance Center for Youth Career Consultancy"

The Virtual Quality Assurance Center (VQAC), available at "www.vqac.org" is an online database, a comprehensive training tool and resource center for quality assurance (QA) in youth career guidance featuring innovative content and tools.

Target group:

Youth career consultants, managers of youth centers and career services, instructional designers and policy makers.

Relevance for Quality Assurance

Models and tools

Quality management systems	The **Quality Assurance in Youth Career Consultancy Manual** introduces the quality assurance framework (QAF) for youth career guidance together with practical aspects of QA implementation within an institution - career service /guidance provider helping then to develop a quality assurance system and maintain it.
Criteria/indicators/benchmarks	The **Quality Assurance in Youth Career Consultancy Manual** introduces the set of quality indicators (QA) and the Indicators Model (QM) as well as the role of Quality Indiators in the QA process.
Tools and instruments	The **QA workbook: "QA Tools and Case Studies in Youth Career Consultancy" and** the **Online platform: "Virtual Quality Assurance Center for Youth Career Consultancy"** provide a set of practical tools that support and facilitate the QA implementation in the field of youth career guidance.

Support

Training	The **Quality Assurance in Youth Career Consultancy Manual** is a comprehensive training material, presenting the conceptual framework of Quality Assurance in the field of youth career consultancy.
	The **QA workbook: "QA Tools and Case Studies in Youth Career Consultancy"** is a practice-oriented training material aiming to provide a set of practical tools to support and facilitate the QA implementation in the field of youth career guidance.
Good practices	The **QA workbook: "QA Tools and Case Studies in Youth Career Consultancy" and** the **Online platform: "Virtual Quality Assurance Center for Youth Career Consultancy"** contain case studies that support and facilitate the QA implementation in the field of youth career guidance.

Quality Assurance in Youth Career Consultancy (QA in YCC)

Project Number: BG/06/B/F/PP-166.013

EQAVET Quality cycle

Planning	Within the quality assurance framework (QAF) for youth career guidance introduced in the **Quality Assurance in Youth Career Consultancy Manual** indicators are defined especially developed for youth career service. The framework helps also the institutions how to design and develop their QA systems.
Implementation	The **QA workbook: "QA Tools and Case Studies in Youth Career Consultancy"** concentrates on the practical implementation of QA within an organisation- youth career provider. The **Quality Assurance in Youth Career Consultancy Manual** describes how to implement the indicators based on a 5-step (context-input-process-output-outcome) approach to Quality.
Evaluation	The **Quality Assurance in Youth Career Consultancy Manual and the QA workbook: "QA Tools and Case Studies in Youth Career Consultancy"** emphase the importance of the specially developed Quality Indicators (QI) and the proposed Indicators Model (IM) for the assessment of a quality characteristic or the achievement of quality objectives.
Cycle as a whole	The concept of the Quality Assurance Framewrok and the QA implementation in youth career consultancy presented in the **Quality Assurance in Youth Career Consultancy Manual** is fully in line with the logic of the Common Quality Assurance Framework in VET (CQAF).

Recommendations for Dissemination and Transfer

To other areas where career services and guidance are used, especially for other disadvantaged groups.

Contact

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Countries of the Partner organisations: UK, IE, BG,SK

Quality management of Peer Production of eLearning

Project Number: 134009-LLP-1-2007-1-FI-LEONARDO-LMP

What the project is about

The overall aim of the project was to accelerate the creation of peer-produced e-Learning content by providing a methodology and a process to manage its quality. The specific aim of the project was to develop a solid approach and methodology on how to organise and support the quality management process of peer-produced e-learning content. The project itself did not take a position of the e-learning tools (such as e-learning platforms or Learning Management Systems) used, but was developing and implementing a systematic process for the quality management of peer-produced e-learning content. The project validated the developed methodology through three pilots in three different VET entities, and thus had the opportunity to consolidate the piloting experiences to the actual toolset developed and the training sessions organised.

Information

Project type and year: LdV: DOI 2007

Country of coordinating organisation: FI

ADAM-Link: http://www.adam-europe.eu/adam/project/view.htm?prj=3803

Project Website: http://www.qmpp.net

Level targeted: provider level, learning and teaching level

Sector: n/a

Educational sector/activity: VET, AE, etc.

Products

Main product 1

The QMPP (Quality Management for Peer Production) Handbook (+Extract of the QMPP Handbook).

The QMPP Handbook is a practical guide to improve the quality of peer-produced eLearning content. The Handbook provides a clear path through the different steps of quality procedures of eLearning content. The Handbook provides also a number of interesting, real-life cases of quality improvement of peer-produced eLearning content.

Target group:

All educators and trainers in VET as well as professional continuing education. These products are applicable also in other education and training levels.

Main product 2

The Setting the Scene - indroduction to quality in peer production of eLearning.

The product is a thorough analysis of the state-of-the art of the various quality approaches to peer-produced materials as user-genereted content.The main contents of this product are in quality approaches to peer production, quality development of peer production, technical tools and technologies of peer production and peer production cycle.

Quality management of Peer Production of eLearning

Project Number: 134009-LLP-1-2007-1-FI-LEONARDO-LMP

Target group:

All educators and trainers in VET as well as professional continuing education. These products are applicable also in other education and training levels.

Main product 3

Benchmarking Peer Production Mechanisms, Processes & Practices

Report identify key approaches of quality management in peer production of e-Learning content by benchmarking peer production practises and processes.The product explain i.e. approaches and methodology of peer production, evaluation of quality requirements of quality and quality management process in production of eLearning. The report presents both the results of the benchmarking activities as well as the reports of the proceedings of the expert panels.

Target group:

All educators and trainers in VET as well as professional continuing education. These products are applicable also in other education and training levels.

Relevance for Quality Assurance

Models and tools

Quality management systems	**The QMPP (Quality Management for Peer Production) Handbook** includes theoretical orientation of peer production, and standards and quality model for production. The Handbook provides a clear path through the different steps of quality procedures as well as to improve the quality of peer-produced eLearning content. The **Handbook** concentrates on quality management of peer productions as a systematic process.
Tools and instruments	**The Setting the Scene - indroduction to quality in peer production of eLearning contains** quality approaches to peer production, technical tools and technologies of peer production and peer production cycle. The tools included in the **Report "Benchmarking Peer Production Mechanisms, Processes & Practices"** explain benchmarking mechanism, processes, approaches and methodologies of peer production of eLearning content.

Methodologies and procedures

Self-assessment/self-evaluation	The process is based on Peer Review orientation (which builds upon self-assessment/self-evaluation and combines it with an external evaluation).
External assessment/ external evaluation	The process is based on Peer Review orientation (which is a new form of external evaluation conducted by Peers, i.e. colleagues from other institutions).

Quality management of Peer Production of eLearning

Project Number: 134009-LLP-1-2007-1-FI-LEONARDO-LMP

Support

Good practices	**The QMPP (Quality Management for Peer Production) Handbook** provides also a number of interesting, real-life cases of quality improvement of peer-produced eLearning content.

EQAVET Quality cycle

Cycle as a whole	**The QMPP (Quality Management for Peer Production) Handbook** concentrates on quality management of peer productions as a systematic process. It provides a clear path through the different steps of quality procedures as well as to improve the quality of peer-produced eLearning content.

Recommendations for Dissemination and Transfer

The products and process is tranferabilty to similar process whole education sector.The methods and process are generic.

Related projects

MoRobE; INTERSTUDY

Contact

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Countries of the Partner organisations: BE, DE, ES, FI, IT

Quality Workplace Training for Unemployed Young People (QWVET)
Project Number: UK/06/B/F/PP-162_577

What the project is about

The project objectives were to improve the quality of workplace VET received by unemployed, unskilled and unqualified people and to ensure that the provision meets the changing needs of the industry. The outcomes were a summary of good practice in quality assurance within workplace vocational education and training, appropriate recruitment and selection processes and the engagement of employers in the learning process. The result will be improved retention, achievement, satisfaction and success rates amongst young learners. Partners researched the existing procedures and developed and implemented new or revised QA systems. Outcomes of the implementation were reviewed in terms of improvements to the learning experience and outcome.

Information

Project type and year: LdV: Pilot project 2006

Country of coordinating organisation: UK

ADAM-Link: not in ADAM

Project Website: n/a, for further information please contact the institution.

Level targeted: provider level, learning and teaching level

Sector: n/a

Educational sector/activity: VET, AE, etc.

Products

Main product 1

A QUALITY IMPROVEMENT MANUAL FOR WORKPLACE VOCATIONAL EDUCATION AND TRAINING NB: *This product is not available anymore (not in ADAM; also the project website does not exist anymore).*

The final product, the Quality Improvement Manual, provides guidance in strategies, to any provider of vocational education and training, that can be employed to embed continual quality improvement in training provision. The manual provides the basis for the implementation of quality procedures in work based vocational education and training (VET) programmes. The QA processes are based on the European Common Quality Assurance Framework (ECQAF) and a self-assessment method for assessment and review of the QA processes together with data collection designed to address 10 indicators of Quality in QA in VET recommended by the Technical Working Group on Quality Assurance in VET.

Target group:

Work based VET providers.

Quality Workplace Training for Unemployed Young People (QWVET)

Project Number: UK/06/B/F/PP-162_577

Relevance for Quality Assurance

Models and tools

Tools and instruments	The **Quality Improvement Manual** provides guidance on strategies, to any provider of vocational education and training, that can be employed to embed continuous quality improvement in training provision.

Methodologies and procedures

Self-assessment/self-evaluation	A self-assessment method for assessment and review of the quality assurance processes together with data collection is designed to address the 10 ECQAF indicators.

EQAVET Quality cycle

Cycle as a whole	The **Quality Improvement Manual** provides the basis for the implementation of quality procedures in work based vocational education and training (VET) programmes on the basis of the European Common Quality Assurance Framework (ECQAF).

Recommendations for Dissemination and Transfer

Any provider of VET throughout Europe, workbased or institutional. The Quality Improvement Manual could be used as a training tool. It reflects good practice towards quality improvement.

Contact

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Countries of the Partner organisations: FR, IT, TR, UK

QUALIVET - Quality development and quality assurance with labour market reference

Project Number: 146274

What the project is about

Aim of the project was to engineer a quality development system for educational initial training in the field of metal production, by means of which the quality of courses can be improved and secured.

Information

Project type and year: LdV: Pilot project 2005

Country of coordinating organisation: DE

ADAM-Link: http://www.adam-europe.eu/adam/project/view.htm?prj=2039

Project Website: http://www.qualivet.info

Level targeted: provider level, learning and teaching level

Sector: Professional, Scientific and Technical Activities

Educational sector/activity: VET, AE, etc.

Products

Main product 1

QDS Quality Development System

QDS is an instrument and guideline for teachers and trainers to develop improvements for learning processes in the metal sector supported by shapable indicators and a team concept.

 Target group:

VET teachers and trainers in the metal sector

Main product 2

Case studies and country reports from 7 countries

Country reports and cases of good practice from Austria, Czech Republic, Germany, the Netherlands, Slovenia, Spain and the UK

Target group:

VET teachers and trainers in the metal sector

Main product 3

Quality indicators and standards

The 28 quality indicators and the standards for VET in the metal sector intend to be the tool to improve the learning offers in VET in the metal sector.
The Quality Development Framework and the 28 indicators (Main product 3) are included in one single product named "QualiVET Quality Development Framework (QDF) Guideline, Shaping Oriented Indicators, Team Concept".

QUALIVET - Quality development and quality assurance with labour market reference

Project Number: 146274

Target group:

VET teachers and trainers in the metal sector

Relevance for Quality Assurance

Models and tools

Standards	The **QualiVET Quality Development Framework (QDF)** contains standards determining the quality demands i.e. what the school, the school organisation, students, teaching staff etc. should know and be able to do as a result of the study process or the contents.
Criteria/indicators/benchmarks	The **Quality Development Framework (QDF)** according to which the teachers can self- assess themselves is formed of indicators characterising the quality requirements, quality demands determined by the standards.

Methodologies and procedures

Self-assessment/self-evaluation	**A set of 28 shaping oriented indicators** helps teachers and trainers and / or teaching teams to do a self-assessment of their professional practice and based on this, to identify and develop new teaching and learning practices.

Support

Good practices	The development of the **Quality Development Framework (QDF) was based on** analysis reports and case studies on the status of the implementation of quality management systems in VET institutions (metal sector) in 7 European countries.

EQAVET Quality cycle

Evaluation	The **QDF** constitutes a framework according to which the teachers can self- assess themselves to develop improvements for learning processes in the metal sector supported by shapeable indicators and a team concept.
Review	The **QDF** provides for the definition of concrete actions for improving quality based on the teachers/trainers/teaching teams' own professional judgement.

Recommendations for Dissemination and Transfer

Transferability to other economic sectors easily possible, can also be used with other quality assurance sytems/activitites.

Contact

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Contact

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Countries of the Partner organisations: SI, NL, AT, UK, CZ, ES, DE

QUINORA International Quality Assurance Programme in Vocational Orientation and Guidance Measures for Job-Seekers on the System Level

Project Number: A/05/B/F/PP-158.201

What the project is about

The main aim of the project was to develop a quality assurance programme in scope of international quality standards and of an e-learning tool to implement these measures on the system and meta level. QUINORA is a response to the internalisation of vocational and career guidance market and provides European benchmarks and best practices.

The project particularly helped to:

(1) make aware the influence of different core actors on the quality of vocational orientation and activation,

(2) objectify call for tender processes, improve proposals and select best offers,

(3) improve communication between core actors. During an extensive comparative synthesis report, the project first identified existing quality standards and programmes in EU countries. A further step was to develop international quality standards for vocational orientation and activation training adapted for the management level of vocational orientation and guidance measures and an e-learning tool which teaches institutions to implement the quality standards step by step. An e-library with additional information for quality in guidance was developed along the two.

Information

Project type and year: LdV: Pilot project 2005

Country of coordinating organisation: AT

ADAM-Link: http://www.adam-europe.eu/adam/project/view.htm?prj=1783

Project Website: http://www.quinora.com

Level targeted: system level, provider level, learning and teaching level

Sector: Education

Educational sector/activity: VET, AE, etc.

Products

Main product 1

QUINORA Guidelines for Quality Development in Vocational Orientation and Activation Measures for Job Seekers on the System Level

The "guidelines" provide a framework for cooperation between different actors in the area of vocational orientation and guidance, i.e. mainly trainers, providers and commissioning agencies/educational authorities responsible.

Target group:

Managers of providers, responsible authorities (e.g. educational, labour) and commissioning agencies (e.g. public employment services), trainers

Main product 2

QUINORA Blended Learning Curriculum

Within the scope of the project a multilingual curriculum for people employed in the field of guidance - specifically in the planning, implementation and quality assurance of group measures in the field of vocational guidance and activation - was developed

Target group:

People employed within the scope of vocational orientation and activation, specifically in the planning, implementation and quality assurance of group measures in the field of guidance: managers of providers, trainers, responsible authorities

Main product 3

QUINORA Quality Handbook for guidance in group settings (German)

The handbook includes the 7 quality guidelines, the theory modules of the QUINORA curriculum, the exercises and the knowledge test questions. It is the basis for the implementation of guidance in group settings.

Target group:

Managers of providers, responsible authorities (e.g. educational, labour) and commissioning agencies (e.g. public employment services), trainers

Relevance for Quality Assurance

Models and tools

Standards	The **QUINORA Guidelines for Quality Development in Vocational Orientation and Activation Measures for Job Seekers on the System Level** as well as the **QUINORA Quality Handbook for guidance in group settings** contain the defined common international quality standards (7 quality domains) for training measures in vocational orientation and activation focusing especially on the management level of relevant labour market actors.
Tools and instruments	The **QUINORA Guidelines for Quality Development in Vocational Orientation and Activation Measures for Job Seekers on the System Level** work on in detail on the essential aspects of the seven identified fields of quality ("quality domains") in a context oriented way.
	The **QUINORA Quality Handbook for guidance in group settings** includes the 7 quality guidelines, the theory modules of the QUINORA curriculum, the exercises and the knowledge test questions and is the basis for the implementation of guidance in group settings.

QUINORA International Quality Assurance Programme in Vocational Orientation and Guidance Measures for Job-Seekers on the System Level

Project Number: A/05/B/F/PP-158.201

Support

Training	The **QUINORA Blended Learning Curriculum** contains - on the basis of 7 quality domains - 23 thematic modules available as an online e-learning tool / material which teach institutions to implement the quality standards step by step material and contain 1) goals, 2) theory, 3) best practices, 4) exercises and knowledge tests.
Good practices	The **QUINORA Blended Learning Curriculum** contains - on the basis of 7 quality domains - more than 40 best practices.

EQAVET Quality cycle

Cycle as a whole	The **QUINORA Quality Guidelines** – next to motivation, qualification and competences of trainers – take also into consideration the interaction of stakeholders in planning, implementation and post-processing (analysis of feedback, control of success by the means of a-priori defined criteria) as well as the integration of experiences into the planning and realisation of future or follow-up measures which all are decisive for total process quality.

Recommendations for Dissemination and Transfer

Transfer of guidelines possible to other areas where ther are publicly commissioned trainings, training programme can be used in other contexts with adaptations.

Contact

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Countries of the Partner organisations: UK, ES, SE, DE, IT, AT, BG

RECALL – Recognition of Quality in Lifelong Learning

Project Number: IS/06/B/F/PP/164004

What the project is about

The Recall project addressed the need for quality control and transparency within lifelong learning. By providing a commonly recognised quality mark, built on carefully tested quality indicators, the project aimed to improve training provision, especially among non-formal and informal learning providers. RECALL was based on a previous Leonardo pilot project ALL (www.all-accreditation.com) where a process and tools for quality improvement were developed. These products underwent further testing and development in the RECALL project.

RECALL developed a quality assurance system for lifelong learning providers and formulated the results as a set of applicable measures for providers seeking to improve the quality of their provision and promote themselves as accredited providers. The project also gathered information on quality related VET initiatives in Europe in order to disseminate a commonly recognised quality mark for lifelong learning providers named „The European Quality Mark" (EQM). Guidelines were also developed for a commercially sustainable procedure for managing and awarding the quality mark and developing a cross-sectoral network of accredited training providers:

Information

Project type and year: LdV: Pilot project 2006

Country of coordinating organisation: IS

ADAM-Link: http://www.adam-europe.eu/adam/project/view.htm?prj=6660

Project Website: www.recall.eu.com

Level targeted: system level, provider level, learning and teaching level

Sector: n/a

Educational sector/activity: VET, AE, etc.

Products

Main product 1

EQM website, the main driver of information on the RECALL project, is a comprehensive source of information on the outcomes of the project (www.europeanqualitymark.org).

The RECALL project, together with partner institutes and organisations in eight countries throughout Europe, developed The European Quality Mark system (EQM). The EQM is a quality assurance mark for non-formal learning providers throughout Europe. It measures how effectively an organisation understands the systems and activities required to provide and support quality learning. It is designed to help non-formal learning providers meet European and national requirements for quality. The core of the EQM process is the learning provider's self-assessment. This establishes what quality assurance to external criteria means to current practice and future development possibilities.

Target group

Non formal pivate providers of learning in Europe

Main product 2

EQM Model

This is a comprehensive brochure describing the EQM process and application procedure. The EQM process is a transparent assessment process where the learning provider gets the opportunity to review its quality processes using a set of indicators that are based on standards commonly agreed by the project partners. There is a wide range of quality frameworks such as ISO, IiP and EFQM, which cover a lot of important internal quality processes. EQM covers these as well as providing a focus for the quality assurance of non-formal learning providers and the learning process.

Target group:

Non formal providers of learning in Europe

Main product 3

EQM guidelines for Training Providers

This brochure provides guidelines for learning providers interested in applying for the EQM quality assurance mark. The EQM is a quality assurance mark for all providers of non-formal learning throughout Europe. It is a system for quality assuring non-formal learning providers and their activities, services and work. EQM measures how effectively the organisation understands what systems and activities are required to provide and support quality of learning in relation to the European standards for quality assurance of learning. It is designed to help providers meet the emerging European and national requirements for quality. It can also be used to support quality development and quality assurance in any other kind of learning provider.

Target group:

Non formal pivate providers of learning in Europe

Relevance for Quality Assurance

Models and tools

Criteria/indicators/benchmarks	The **EQM** has been designed to enable providers of non-formal learning an opportunity to develop, measure, and prove the quality of their practice by using a set of criteria and indicators that are based on commonly agreed standards.
Tools and instruments	The **EQM Guidelines for Training Providers** take them through the EQM process and the process of self-assessment and provide guidance on how to use the EQM, how to apply for the EQM and how to do self-assessment i.e. fill in the **EQM Assessment Form.**

Methodologies and procedures

Self-assessment/self-evaluation	The self-assessment process described in the **EQM Guidelines for Training Providers** is the backbone of the quality improvement strategy in the EQM. Learning providers do an annual self-assessment against the EQM Model to review quality processes and practice by using the **EQM Assessment**

RECALL – Recognition of Quality in Lifelong Learning

Project Number: IS/06/B/F/PP/164004

	Form.
External assessment/ external evaluation	**EQM assessors** support and enhance the quality assurance practice of learning providers by objectively assessing the providers' response using the EQM criteria and by providing feedback to the provider which supports quality improvement.
Accreditation of providers/institutions	The European Quality Mark (EQM) system is a **quality assurance mark** for non-formal learning providers throughout Europe.

EQAVET Quality cycle

Evaluation	The European Quality Mark (EQM) is a transparent (self- and external) **assessment process** where the learning provider gets the opportunity to review its own processes by using a set of indicators included in the **EQM Model**.
Review	The assessors' reports feed into the **organisational action planning cycle** which contributes to the quality improvement process of the learning providers. The assessors give guidance on improvement and agree also to an action plan with the providers.

Recommendations for Dissemination and Transfer

To be tested further and disseminated in other European countries.
Creating a partnership for the development of a European wide system.
Can be used/transferred in other educational sectors i.e. school, HE, in-company training etc.

Contact

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Countries of the Partner organisations: SI, IT, UK, DK, NO, PT, LT

Reference System for Facilitators of Learning
Project Number: 134049-LLP-1-2007-1-PT-LEONARDO-LMP

What the project is about

The overall aim of the RESYFAC project was to contribute to the recognition/transparency of qualifications of facilitators of learning in the European space. Consequently it countribues to a sounder and more effective mobility of these professionals in the EU through the setting up of a Reference System which could be the basis of a future ECVET System for Facilitators of Learning. RESYFAC focused on the investigation of the facilitator profile (knowledge, skills and competences) in each national context in order to set up a reference system.

The reference system contains the different elements of qualifications that a European acquired FACILITATOR should meet in each national context.

Information

Project type and year: LdV: DOI 2007

Country of coordinating organisation: PT

ADAM-Link: http://www.adam-europe.eu/adam/project/view.htm?prj=3801

Project Website: http://www.facilitationsystem.eu/

Level targeted: provider level, learning and teaching level

Sector:

Educational sector/activity: VET, AE, etc.

Products

Main product 1

Frameworks and Profiles throughout Europe

Profiles of facilitators of learning regarding the progress they made in the area of evaluating and defining competences have been analysed. This has been done on two levels:

1. the "job profile" (concrete activities which his/her field of work is "currently" devoted to and those which it "should" be devoted to) and

2. the "qualification and personal profile" (which knowledge, skills and competences are required in order to fulfil these activities and tasks).

Target group:

Training providers, the SME's in which external and internal facilitators are performing their work, facilitators themselves.

Main product 2

Facilitators of Learning. European Dossier of Commonalities.

The report is based on an extensive research in 28 European countries. The main purpose was to make the professional work of facilitators of learning more transparent. The report describes internal (i.e. supervisors, leaders, job training responsible) and external (consultants, trainers, employed) facilitators. The product is based on countries' situation in relation to the adoption of

explicit lifelong learning strategies, qualification frameworks and the validation of non-formal/informal learning. The report classifies also the need of new profiles of training practitioners.

Target group:

Training providers, the SME's in which external and internal facilitators are performing their work, facilitators themselves.

Main product 3

Self-reflection tool

The self-reflection tool stating the kind of activities/tasks an individual must help and related skills he/she must withing a facilitation process. It can help professionals to be more aware of their role in order to be effective as a learning facilitator. Reviewing is directed to i.e. tasks of a facilitators of learning and knowledge, skills and competences of facilitator of learning. The self reflection tool contains questions stimulating self-reflection and supports the facilitators to improve their knowledge, skills, and competence basis as well as their performance of facilitating learning processes continuously.

Target group:

Internal and external trainers considered as facilitators of learning.

Relevance for Quality Assurance

Models and tools

Standards	The **Report "Frameworks and Profiles Troughout Europe"** defines the common tendencies and specificities of the profile of a facilitator of learning on two levels: 1 "job profile" - concrete activities (preparing learning processes, facilitating learning processes and evaluation learning processes), and 2 knowledge, skills and competence (qualification/KSC) profile and personal profile that are required for fulfilling these activities and tasks.
	The **"Facilitators of learning. European Dossier of Commonalities"** defines the occupational profile of a facilitator of learning with the description of task profile and the definition of the knowledge, skills and competences profile and also sets up an European Reference System for the qualification of facilitators of learning.
Tools and instruments	The **Self reflection tool /checklist** provide criteria which should be met by a facilitator of learning: this tool aims at stimulating the facilitators to improve their knowledge, skills, and competences basis as well as their performance of facilitating learning processes continuously. It also may serve as a self-reflection checklist before embarking on a facilitating of learning process.

Reference System for Facilitators of Learning
Project Number: 134049-LLP-1-2007-1-PT-LEONARDO-LMP

Methodologies and procedures

Self-assessment/self-evaluation	The **Self reflection tool** aims at stimulating the facilitators to assess and improve their knowledge, skills and competences as well as their performance continuously.

Support

Good practices	The **"Facilitators of learning. European Dossier of Commonalities"** contains cases showing different aspects of work conducted by (external and internal) facilitators of learning.

EQAVET Quality cycle

Planning	In the **"Facilitators of learning. European Dossier of Commonalities"** the occupational profile and also a European Reference System for the qualification of facilitators of learning was defined.
Evaluation	The **Self reflection tool** helps to assess and develop the KSC profile of the facilitators of learning.

Recommendations for Dissemination and Transfer

The products with developed process are tranferable to different VET context and also to other education context including universities.

Related projects

European Competence Standards in Logistics (EUCOLOG), Coordination of Volunteers (COVO), European Initiative for the Promotion of Informal Learning , EBCIL and High-level qualifications for in-company trainers.

Contact

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Countries of the Partner organisations: DK, DE, LV, PT, UK, SK, NL, IT MT

Reflect OR - Reflective Practices for Professional Guidance Praticioners

Project Number: I/05/B/F/PP-154007

What the project is about

The project aimed at increasing the capabilities of teachers and trainers in vocational education and training (VET) implementing "reflective practices" within their activities. Its results should serve both VET practitioners and different kinds of trainers of trainers, either inside or outside academic systems.

The project was carried out in three phases:

1. systematization of knowledge of the reflective tools in education-training, particularly concerning the valorization of the unexpected training effects;
2. development of study cases for skills at different levels for evaluating these instruments;
3. promoting a community of practice for promoters involved in research and experimentation processes of new reflective methodologies.

Information

Project type and year: LdV: Pilot project 2005

Country of coordinating organisation: IT

ADAM-Link: http://www.adam-europe.eu/adam/project/view.htm?prj=4488 (ADAM address of the 2008 TOI Project which intends to transfer "reflect" results)

Project Website: http://reflect.tagliacarne.it

Level targeted: provider level, learning and teaching level

Sector: The pages in Adams are not in English

Educational sector/activity: VET, AE, etc.

Products

Main product 1

A State of the Art Review: Reflective practice and Vocational education and training

The report creates a good theoretical orientation of the project. The main contents are concepts and approaches of reflective practices in VET.
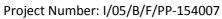
Target group:

VET practitioners like teachers and other facilitators

Main product 2

REFLECT Conceptual framework

The document explains a conceptual approach and definitions, instruments and outcomes of the project. The report also includes a strategy, a scenario and a system of reflective practice in VET. The approaches, which are based on reflection are relational, critical (critical incident) and narrative.

Target group:

VET practitioners like teachers and other fasilitators

Main product 3

Reflective journeys: A Fieldbook facilitating Lifelong-Learning in Vocational Education and Training

The publication aims at stimulating and supporting the development of reflection and reflective culture in VET. The book opens up perspectives in practical ways of facilitation reflections in vocational setting. Stories, dialogues, anecdotes and metaphors open up the world of reflective practice, while concise conceptual frameworks and underlying theories are integrated to make sense of these reflective experiences

Target group:

VET practitioners like teachers and other facilitators.

Relevance for Quality Assurance

Models and tools

Criteria/indicators/benchmarks	The **REFLECT Conceptual framework** which is a basic four-pole model with 4 common elements forming the core of reflection is conceived to inter-connect reflection, professional autonomy and lifelong learning (LLL). It describes the cyclical movement (process) of reflection as a means of investigating vocational experiences for promoting changes in thinking, actions and feelings.
Tools and instruments	The **State of the Art Review** describes the concept of reflective practice. Based on the **Fieldbook**, it is considered as an evaluation tool which involves thinking about and critically analyzing one's actions with the goal of improving one's professional practice. It makes possible the (re-)evaluation of experience through including the emotional dimension – "soft" elements like cognition, feeling, watching, thinking – of quality assurance which is not so easy to grasp and "measure".

EQAVET Quality cycle

Evaluation	The **Fieldbook** contains the Gibbs' Reflective Cycle which has an Evaluation step (What was good and bad about the experience?) and also an Analysis step (What sense can you make of the situation?).
Review	The **Fieldbook** contains the Gibbs' Reflective Cycle which has a Conclusion step (What else could you have done?) and also an Action plan step (If it arose again what would you do?). Reflective practice initiates, develops a change process.

Reflect OR - Reflective Practices for Professional Guidance Pratictioners

Project Number: I/05/B/F/PP-154007

Recommendations for Dissemination and Transfer

This products together the products of RESYFAC project could constitut good based on development of facilitators' work.

Related projects

A new project in 2008 is linked with "Reflect"("REFLECTIVE PRACTICES" FOR PRACTITIONERS IN LIFELONG VOCATIONAL GUIDANCE CONTEXTS")

Contact

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Countries of the Partner organisations: IT, UK, BG

REVIMP - From Review to Improvement in European Vocational Education and Training

Project Number: NL/05/B/F/PP/157527

What the project is about

Not the collection of Quality Assurance data but their utilization proves to be a serious problem. Therefore, VET providers within the healthcare sector have been studied in six European countries to find out which factors promote or hinder the utilization of quality Assurance data. Based on the finidings guidelines have been formulated to promote the utilization of Quality Assurance data.

Information

Project type and year: LdV: Pilot project 2005

Country of coordinating organisation: NL

ADAM-Link: http://www.adam-europe.eu/adam/project/view.htm?prj=2609&page=1

Project Website: n.b. project website is not available; project coordinator was contacted to upload products / results into ADAM database

Level targeted: system level not primarily but also connected; provider level, learning and teaching level

Sector: Other Service Activities

Educational sector/activity: VET, AE, etc.

Products

Main product 1

BOOK - Improving Quality Assurance in European Vocational Education and Training.

Broad based, thought provoking discussion with a focus on the Review/Improvement stage in the quality cycle. Extensive research was undertaken throughout Europe.

Target group:

Management of VET courses and their training staff. Institutes for training VET practitioners.

Main product 2

Guidelines for the quality assurance of vocational education and training in EU countries

The brochure contains guidelines for the quality assurance of (VET) in Europe. Based on research of quality assurance within case study institutions providing healthcare VET in six EU countries: Denmark, Estonia, Germany, United Kingdom (England), Italy and the Netherlands.

Target group:

Management of VET courses and their training staff. Institutes for training VET practitioners.

Relevance for Quality Assurance

Models and tools

Criteria/indicators/benchmarks	The **Book - Improving Quality Assurance in European Vocational Education and Training** presents the theoretical framework that was used for investigating which factors enable or constrain a successful review phase within quality assurance activities. Moreover, it includes the research results, and the guidelines for a successful review phase that were developed on the basis of the research results.
Tools and instruments	**Guidelines** for successful review were developed which are included in the Book - Improving Quality Assurance in European Vocational Education and Training.

Support

Good practices	The **Book - Improving Quality Assurance in European Vocational Education and Training** contains case studies of 6 European countries describing the factors influencing the use of the quality assurance data in VET for the health care sector.

EQAVET Quality cycle

Review	The project products (**Book and Guidelines**) focus on the review phase of the quality cycle and describe an approach for gaining insight into the critical success factors under which quality assurance leads to successful review.

Recommendations for Dissemination and Transfer

Though researched around VET in Health Care, this project should prove a worthwhile resource for all providers of VET in the EU. It could also prove informative across all other levels of education and training.

Related projects

Peer Review

Contact

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Countries of the Partner organisations: UK, DE, NL, DK, IT, ET

Self Evaluation in Adult Life Long Learning - SEALLL

Project Number: 225293-CP-1-2005-1-BE-GRUNDTVIG-G1

What the project is about

The SEALLL project aimed to improve the quality of content, delivery, management and organisation of adult learning through the introduction and promotion of self-evaluation in formal, non-formal and informal adult education.

Information

Project type and year: Grundtvig: Centralised Project 2005

Country of coordinating organisation: BE

ADAM-Link: http://eacea.ec.europa.eu/static/Bots/docbots/TCP/Compendia/Compendia2005.htm - (page 1)

Project Website: www.Alden-Biesen.be

Level targeted: provider level, learning and teaching level

Sector: n/a

Educational sector/activity: VET, AE, etc.

Products

Main product 1 - A series of self-evaluation tools and guidelines (SEALLL Manual)

A manual with three parts is targeted towards learners, teachers, developers and management.

Part 1 offers a conceptual framework and guidelines for planning and managing self-evaluation process in adult education organisations.

Part 2 is a practical guide for facilitators of self-evaluation.

Part 3 provides an overview of possible evaluation instruments that can be used in self-evaluation processes.

Relevance for Quality Assurance

Models and tools

Tools and instruments	The **SEALLL Manual** is a practical guide for teachers/trainers, staff and facilitators of self-evaluation with guidelines, methods and also an overview of possible evaluation instruments that can be used in self-evaluation processes in adult learning.

Methodologies and procedures

Self-assessment/self-evaluation	The **SEALLL Manual** offers a conceptual framework and approach for planning and managing self-evaluation process in adult education organizations, to introduce and set up their own self-evaluation, create their own instruments.

EQAVET Quality cycle

Evaluation	The **SEALLL Manual** focuses on self-evaluation process and tools.

Recommendations for Dissemination and Transfer

The tools can be transferred to all kind of educational organizations.

Contact

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Countries of the Partner organisations: NL, LT, BE, PL, DE, AT, SE, TR

Transnational Quality Project - Quality Guidelines for Providers of Vocational Education and Training /TQP-EU

Project Number: 146579

What the project is about

A first-rate navigation system is needed for initial and further vocational education and training (VET) to control the content, methods and organisation of VET services and to allow VET service providers to monitor and manage their own activities reliably. To assure European quality, the labour and education market also needs cross-border practice standards for quality development of VET service providers in correlation with the Common Quality Assurance Framework.

Information

Project type and year: LdV: Pilot project 2006

Country of coordinating organisation: DE

ADAM-Link: http://www.adam-europe.eu/adam/project/view.htm?prj=2711

Project Website: http://www.leonardo-tqp.eu

Level targeted: provider level, learning and teaching level

Sector: Education

Educational sector/activity: VET, AE, etc.

Products

Main product 1

Quality Guidelines

The QUALITY GUIDELINES expand the quality management system QM STAGE MODEL issued by DIN as PAS 1037:2004 for organizations providing initial and continuing VET to include approaches and requirements for a quality-based design of transnational education processes, including structures/potential and results (education offers/ services). This will promote transparency for national and international users.

The Quality Guidelines are available in six languages (DE, EN, PL, IT, ES, Catalan).

Target group:

Education and training service providers, students/trainees

Main product 2

Compendium – Application Guidelines und implementation aids of the QUALITY GUIDELINES

The compendium perceives itself as an aid when using the QUALITY GUIDELINES to design the goods and services for an international market. It offers tips and explanations for the implementation of the requirements of the QUALITY GUIDELINES and furthermore makes user friendly methods and tried and tested instruments for the introduction and improvement of quality management systems in the area of education available. The compendium is available in DE, EN, PL; chapter 1-3 and 6 are also available in IT, ES, Catalan.

Target group:

Education and training service providers, students/trainees

Main product 3

Quality manual

As an example the quality handbook of the German-Polish Youth factory is published on the website. It is, however, not made explicit to which extent the quality guidelines have been reflected here. The manual is available in DE and PL only.

Target group:

Education and training service providers, students/trainees

Main product 4

Competence centre

The competence centre is a working and communication platform which provides ICT application for competence assessment and management with regard to transnational quality.

Target group:

Education and training service providers, students/trainees

Relevance for Quality Assurance

Models and tools

Quality management systems	The **Quality Guidelines** define requirements for a transnational quality management system for VET organisations by expanding the QM STAGE MODEL which serves as a reference model for quality management systems in organisations active in market-oriented initial and continuing VET.
Standards	The **Quality Guidelines** define minimum standards for content and determine methods of quality inspection (external audit and self-test).
Tools and instruments	The **Quality manual for Polish-German Youth factory** contains the documentation of the quality management system including the process descriptions, procedures and QM tools and instruments. In the **Competence centre** various quality management tools were made available including a Competence assessment & management tool.

Methodologies and procedures

Accreditation of	The requirements of the **QM STAGE MODEL** can be applied

providers/institutions	for certification of educational service providers (against PAS 1037:2004 issued by DIN).

EQAVET Quality cycle

Cycle as a whole	The cross-border practice standards for quality development of VET service providers included in the QUALITY GUIDELINES were developed in 2008 in correlation with the Common Quality Assurance Framework (CQAF). During the revision of the QUALITY GUIDELINES in 2009 the quality criteria, i.e. indicative descriptors and reference indicators for the level of quality at the educational provider level, as suggested by the Recommendation establishing the EQAVET were also incorporated.

Recommendations for Dissemination and Transfer

The products may be suitable not only for Vet providers, buta also for general education institutions, especially adult education and informal learning providers - given that they have already establisjhed a quality management system.

Contact

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Countries of the Partner organisations: DE, SE, PL, IT, ES

Validating Mentoring 2

Project Number: LLP-LDV-TOI-07-BG-166007

What the project is about

The project responded to the needs of disabled people and other disadvantaged in the job market by developing systems for the recognition of their non-formal and informal learning.

In support for the transfer, VM2 elaborated and evaluated comprehensive systems for the self-assessment of mentoring programmes.

Information

Project type and year: LdV: TOI 2007

Country of coordinating organisation: BG

ADAM-Link: http://www.adam-europe.eu/adam/project/view.htm?prj=3010

Project Website: http://www.vm2-project.eu

Level targeted: system level, provider level

Sector: Other Service Activities, Hotels and Restaurants, Other business activities, Public administration

Educational sector/activity: VET, AE, etc.

Products

Main product 1

(Revised/Enhanced) Code of Practice (CoP) for Mentoring

The Enhanced Code of Practice (CoP) for Mentoring is a quality assurance framework for mentoring providing a full self-assessment process and a toolkit of systems to enable the use of external verification as a part of a blended-assessment model of mentoring programmes.

Main product 2

(General) Guide for Mentoring Promoters (Edinburgh Chamber of Commerce version)

The guide consists of information about the project itself, its partners, goals and aims, as well as target groups and end users. Then it reveals the essence of mentoring, its history, characteristics, the mentor's roles and skills, benefits for the mentor and how to facilitate the process as a whole etc. Then follows a section with information on recruitment, matching and induction/training of the mentors and the mentees, managing, monitoring and evaluation of the mentoring process.

Target group:

People with disabilities, young people at risk of unemployment, involvement in crime or social exclusion and older people disadvantaged in the job market or danger of social exclusion, Enterprises , Training organisations, Public bodies, Social organisations, Human resources departments, Training providers, Experts in the field of lifelong learning

Main product 3

Guide for mentors (Worcester University version)

After presenting in the introduction the objectives, target groups and target sectors of the project, the definition of mentoring is given, followed by the chapters about What are employability skills?, Roles and responsibilities of the mentor, Matching mentees and mentors, Fostering a successful relationship, Setting the agenda with your mentee, Benefits for mentees and mentors, Action planning , Record keeping and Monitoring the mentoring process.

Target group:

Mentees and mentors, Action planning , Record keeping and Monitoring the mentoring process.

Main product 4

Guide for mentees (Worcester University version)

In the introduction the project objectives, the target groups and target sectors are presented. In the main part of the guide the definition of mentoring is given, followed by the chapters about the Roles and responsibilities of the mentee, Matching mentees and mentors, Fostering a successful relationship, Setting the agenda, Benefits for mentees and mentors, Action planning, Record keeping and Monitoring the mentoring process.

Target group:

Mentees and mentors, Action planning, Record keeping and Monitoring the mentoring process.

Relevance for Quality Assurance

Models and tools

Standards	The **Enhanced Code of Practice (CoP) for Mentoring** was developed as a quality assurance framework for this type of non-formal learning, in the form of a procedure for implementing a comprehensive, guided self-assessment exercise.
Tools and instruments	The **Enhanced Code of Practice (CoP) for Mentoring** contains a self-assessment tool with a series of questions for self-reflection and also a toolkit for external verification with a series of 6 short checklists. In the annexes to the **3 guides** - "Guide for mentoring promoters", "Guide for Mentors" and "Guide for Mentees" - forms related to mentoring work are presented.

Methodologies and procedures

Self-assessment/self-evaluation	The **Enhanced Code of Practice (CoP) for Mentoring** outlines the process of self-assessment as the core methodology for quality assurance in the project - alongside a series of questions for self-reflection. The Self-Assessment System was made available online.

Validating Mentoring 2

Project Number: LLP-LDV-TOI-07-BG-166007

External assessment/ external evaluation	In the **Enhanced Code of Practice (CoP) for Mentoring** users are introduced briefly to key considerations for external verification and the tools presented assist them in deciding upon the purpose and focus of any future external intervention.

Support

Good practices	The **Enhanced Code of Practice (CoP) for Mentoring** presents the perceived good practices in mentoring and also case studies of the participating countries.

EQAVET Quality cycle

Implementation	The **3 guides** - "Guide for mentoring promoters", "Guide for Mentors" and "Guide for Mentees" - can be used to implement mentoring schemes / processes.
Evaluation	The **3 guides** - "Guide for mentoring promoters", "Guide for Mentors" and "Guide for Mentees" - can be used to monitor and evaluate mentoring schemes / processes.
Review	One of the outcomes produced by the Self-Assessment Package (included in the **Enhanced Code of Practice (CoP) for Mentoring**) is an action-plan for the improvement of the mentoring programme elaborated on the basis of a thorough and , structured review of all major aspects of the programme, as well as its strengths and weaknesses.

Recommendations for Dissemination and Transfer

To other sectors and to other educational sectors where mentoring is relevant. Teacher training.

Related projects

'EODPE', 'Validation of mentoring' and 'Access to professional training for people with disabilities'

Contact

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