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## **“LIVE SKILLS / ASAP”**

**ERASMUS+ / SECTOR SKILLS ALLIANCES IN VOCATIONAL EDUCATION AND TRAINING**

**Accreditation and certification; long term challenges of quality assurance and adaptability of the curricula to changing needs and changing policies**

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**Webinar**  
**26 March 2020**

# Curricula Accreditation and Quality Assurance

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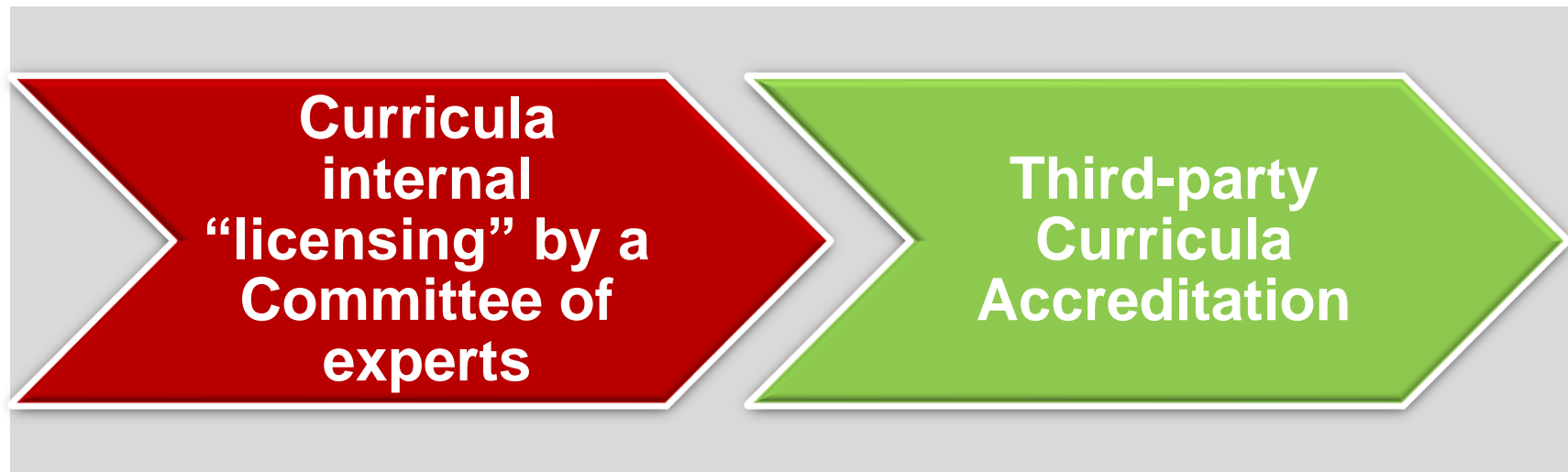
### B. Curricula long-term Quality Assurance

## A. Curricula Accreditation

### Live Skills Curricula Accreditation Process Overview

Curricula accreditation in LiveSkills project has the form of a two-phase process:

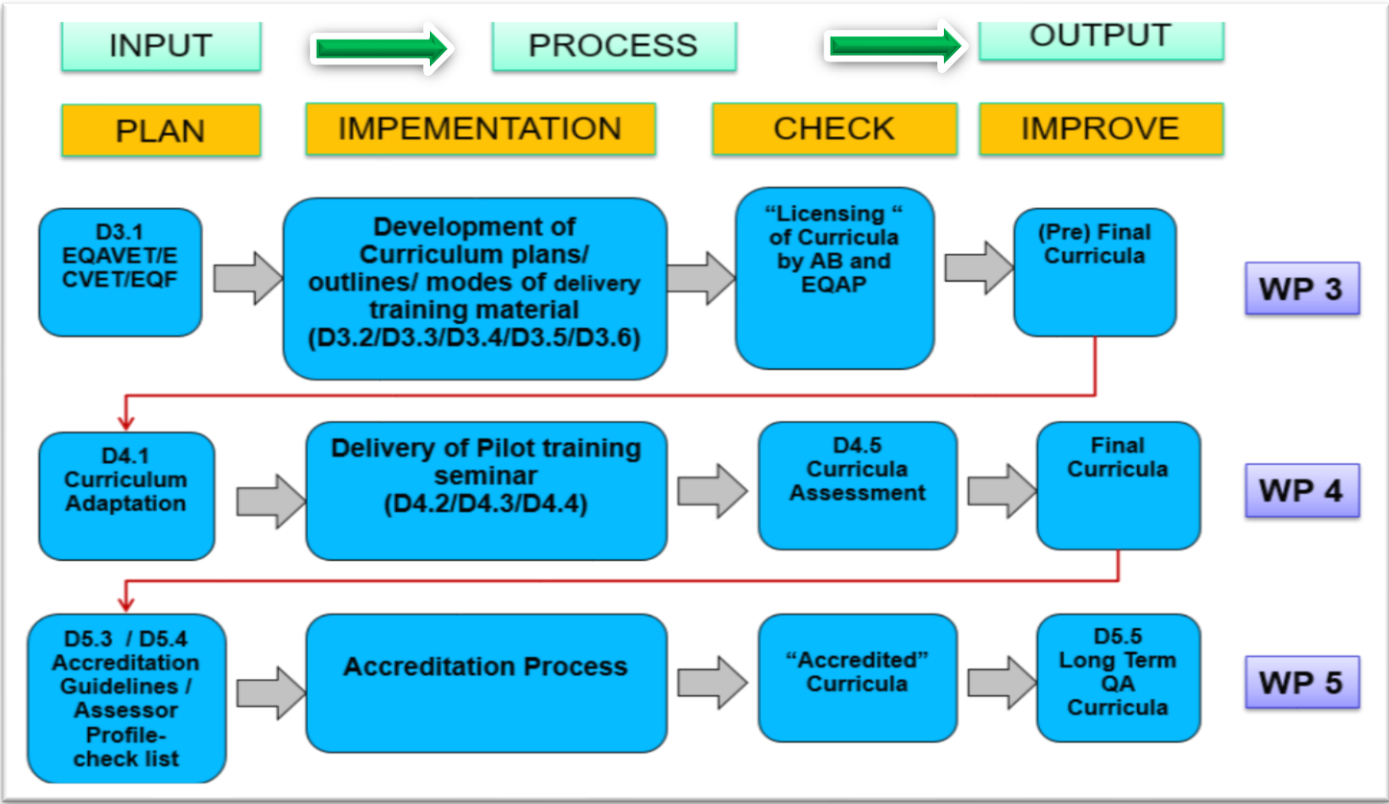
1. Initially the Curricula are developed and “licensed” internally, in the framework of the Project implementation, by an experts’ committee/panel.
2. The second phase of the process is the third party Curricula Accreditation (*accreditation ensures not only the quality of the curricula design, but also the quality of the training delivery*).



# A. Curricula Accreditation

## Curricula Development, “Licensing” and Accreditation

The Curricula development & Curricula ‘licensing’ is **process-centered** (*Input – Process – Output*), follow the **EQAVET Quality Cycle** phases (*Plan – Implementation – Evaluation – Review*), and address specific EQAVET Indicators.



# A. Curricula Accreditation

## EQAVET Quality Cycle

The EQAVET Quality cycle steps: **Plan – Implement – Evaluate - Review**



## A. Curricula Accreditation

### EQAVET Indicators addressing the development of the Curricula

- In the development of the three (3) curricula, the EQAVET principles and indicators have been addressed:
- **Meet the needs of the labour market (EQAVET Indicator # 9):** Research carried and the involvement of employers and other stakeholders in the National Stakeholder Committees ensured that the curricula address real labour market needs.
- A crucial number of learners has successfully completed the training curricula **(EQAVET Indicator # 3 & 4):** Two (2) pilot phases of the curricula provision

## A. Curricula Accreditation

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### First Phase of Curricula Accreditation Process

## A.1 Curricula Accreditation – First Phase

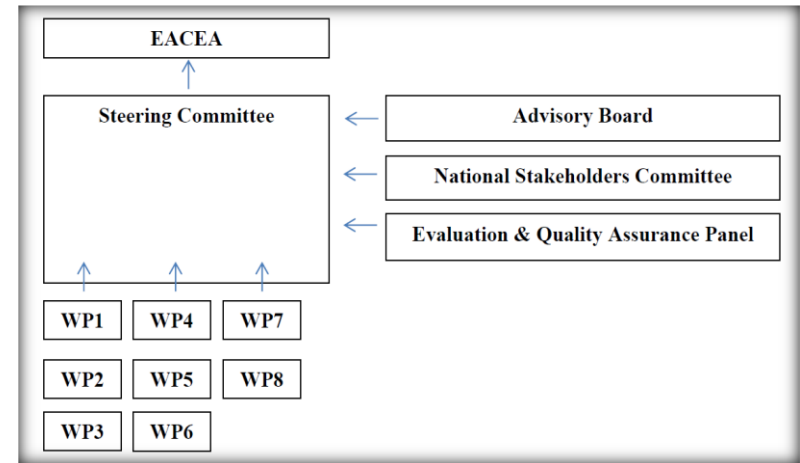
### Curricula “licensing” by EQAP

The developed Curricula are “licensed” internally, in the framework of the Project implementation, by the **Evaluation and Quality Assurance Panel (EQAP)**.

EQAP in the “LiveSkills” Project is a working group with specific role in advising on planning, monitoring and evaluation of processes and outputs, in ensuring the coherence of the curriculum with the EQF and ECVET as well as with the country specific needs in skills and competencies.

EQAP works in close collaboration with the Project Director, Project Manager and WP leaders on Quality Assurance and Evaluation respectively.

Each deliverable to be delivered to the Commission and/or uploaded at the project website shall be verified / approved by the EQAP.





## A.1 Curricula Accreditation – First Phase




### EQAP Evaluation Criteria for the Project Deliverables / Curricula

- In order to strengthen the quality of the approval /"licensing" procedure a set of evaluation criteria was developed, in order to serve as a guideline and not as a strict check list for the approval procedure of the deliverables.
- The evaluation criteria of the project deliverables that EQAP agreed on are:
  - ☐ ***It follows the ECVET/EQAVET Recommendations***
  - ☐ ***It follows CEDEFOP studies and guidelines***
  - ☐ ***It is on time***
  - ☐ ***It is innovative in terms of tools or methodology used***
  - ☐ ***It follows the rules of visual identity of the Project and the publicity rules of EACEA***
  - ☐ ***It is relevant and aligned to the Project Description***
  - ☐ ***It is user friendly***
  - ☐ ***It owns a high level of Exploitation Potential***
  - ☐ ***It creates synergies and multiplication effects***

# A.1 Curricula Accreditation – First Phase

## Evaluation Grid Document

For the facilitation of the approval procedure by the EQAP, EOPPEP developed the “**Evaluation Grid Document**” with the criteria for the approval of the Project Deliverables.



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EVALUATION AND QUALITY ASSURANCE PANEL (EQAP)  
Evaluation Criteria Grid Document  
EQAP member: (A. Glaros/ Bec Davies BC)

WORK PACKAGE 1 – Management

A/A	EVALUATION CRITERIA	D1.1 PM structure	D1.2 Partnership Agreement	D1.3 Management Workbook	D1.4 Progress & Final report	D1.5 Project meetings	D1.6 Internal reporting from partners	D1.7 Internal confidential space (Basecamp)
1	It follows the EQF/ EC/VET/EQAVET Recommendations	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2	It follows CEDEFOP studies and guidelines	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3	It is on time	OK	OK	OK	OK	OK	OK	OK
4	It is innovative in terms of tools or methodology used	OK	OK	OK	OK	OK	OK	OK
5	It follows the Project's visual identity and the publicity rules of EACEA	N/A	N/A	OK	OK	OK	OK	N/A
6	It is relevant and aligned to the Project Description	OK	OK	OK	OK	OK	OK	OK
7	It is user friendly	OK	OK	OK	OK	OK	OK	OK
8	It owns a high level of Exploitation Potential	OK	N/A	N/A	N/A	N/A	N/A	N/A
9	It creates synergies and multiplication effects	OK	N/A	N/A	N/A	N/A	N/A	OK

How to fill in the table? **OK** if approved - **N/A** if not applicable

Deliverable	COMMENTS ONLY BY EXCEPTION
1.1	The NSCs create a pool of contacts that can remain after the end of the project
1.2	
1.3	
1.4	
1.5	
1.6	Some delays have been witnessed in the timely submission of progress report by project partners to the coordinator
1.7	

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## A.2 Curricula Accreditation

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### Second Phase of Curricula Accreditation Process

## A.2 Curricula Accreditation – Second Phase

### Curricula Accreditation Criteria Pillars

The second phase of the Curricula Accreditation Process is the third-party Accreditation structured around four (4) pillars:

1. VET Provider's  
QMS &  
Certification

2. VET Provider's  
Self Assessment

3. Assessment of  
Curricula Design

4. Assessment of  
Curricula Provision

**First Accreditation Pillar:** VET Provider's certified Quality Management System (QMS) according to ISO / National standard. Submission of the Quality certificate to the Accreditation Body.

**Second Accreditation Pillar:** VET Provider's Self-Assessment according the criteria of the third and fourth pillar. Submission of the Self-Assessment Report to the Accreditation Body.

## A.2 Curricula Accreditation – Second Phase

### Curricula Accreditation Criteria

**Third Accreditation Pillar:** It relates to the Design of the Curriculum and more specific to the completeness and to the content of the Curriculum:

- Objective of the curriculum
- Structure of the curriculum modules/units/sections based on the Learning Outcomes approach.
- Modular design of the curriculum
- ECVET /EQF references
- Trainers profile
- Learners' needs and entry requirements
- VET provider required organization, technology, HR and infrastructure for the delivery of the curriculum
- Duration of the program and hours of each module/unit/section
- Learning Activities, teaching methods
- Assessment and learners' self-assessment types
- Bibliography, required and recommended Readings/resources
- Related Occupational Profile and industry-sector trends and practices
- Curricula QA /Revision plan Criteria

**Fourth Accreditation Pillar:** Looks at the provision aspects of the curriculum and takes place on the site of the VET Provider.

# A.2 Curricula Accreditation – Second Phase

## Curricula Accreditation Check Lists

1. Assessment of Completeness of Curriculum				
#	Assessment Criterion	YES	NO	COMMENTS
1	Is the Curriculum comprised of 4 modules?			
2	Are the modules identified sufficiently (Code / Title / Description)?			
3	Is there a link to the relative Qualification?			
4	Is the relative EQF Level determined?			
5	Is there a reference on the Duration?			
6	Does the curriculum includes three (3) Learning Outcomes (LOs) per Module?			
7	Are the LOs identified sufficiently (Name / Definition)?			
8	Are the LOs described in terms of Knowledge, Skills and Competences?			
9	Is there a Course Syllabus per LO described?			
10	Are there sample Learning Activities described?			
11	Is the Assessment Type described for each session?			
12	Are there Required and Recommended Readings documented?			
13	Are there the hours of the curriculum delivery for each module documented?			
14	Are the learners' profile and entry requirements for the curriculum documented?			
15	Is the trainers' profile determined for each module/ session?			
16	Are the required technology, human and infrastructure needs for the delivery of the curriculum documented?			
15	Is there the period of the curriculum review documented?			
16	Is there a reference of ECVET points for each Module?			

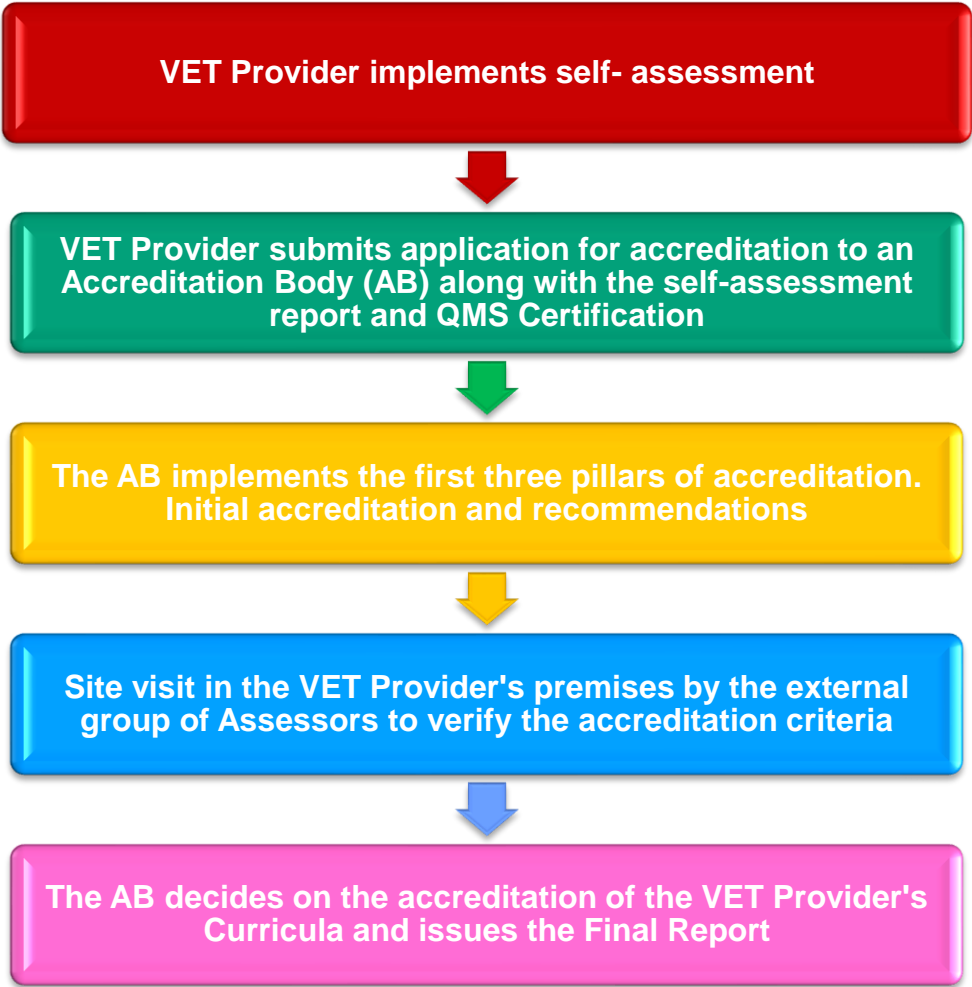
# A.2 Curricula Accreditation – Second Phase

## Curricula Accreditation Check Lists

2. Assessment of the Content of Curriculum				
	Assessment Criterion	YES	NO	COMMENTS
1	Does the Curriculum support the objective of the Live Skills Project?			
2	Can the curricula be implemented by applying a hybrid teaching methodology using innovative technology for blended learning?			
3	Are the modules that the curriculum is comprised of, adequate and appropriate in order to cover the scope of the curriculum?			
4	Are the described LOs reflecting the current industry trends and practices?			
5	Are the LOs are corresponding to the relative EQF level?			
6	Is the course syllabus appropriate and suitable for each Learning Outcome?			
7	Are the proposed assessment types appropriate and suitable for the relative LOs?			
8	Are the proposed teaching methods appropriate for each LO?			
9	Are the proposed Learning activities appropriate for each LO?			
10	Are the proposed Resources/Reading appropriate for each LO?			
11	Are the sessions of each Module appropriately linked to each LO & Aims of the sessions?			
12	Are the number of days of the curriculum delivery adequate and appropriate?			
13	Is the delivery of the curriculum almost equally distributed across face-to-face, online and workplace?			

# A.2 Curricula Accreditation – Second Phase

## Curricula Accreditation Process





## A.2 Curricula Accreditation – Second Phase

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### Curricula Accreditation Report

The Curricula Accreditation report that will be delivered to the VET Providers by the Accreditation Body (AB), may include the following sessions:

- Identity of the curricula (Title / Code / Description / EQF level/etc...)
- Final decision of accreditation by the assessors' committee of the AB
- Assessment check list with comments of Completeness of Curriculum
- Assessment check list with comments of the Content of Curriculum

## B. Curricula long-term Quality Assurance

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**Curricula long-term Quality Assurance**

## B. Curricula long-term Quality Assurance

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### Curricula QA long term objectives

The long term objectives of the Curricula Quality Assurance methodology are centered around four (4) key areas:

**Curriculum Effectiveness**

**Curriculum Efficiency**

**Curriculum Appropriateness**

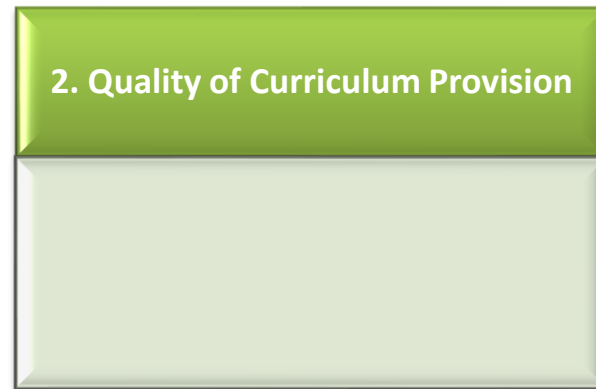
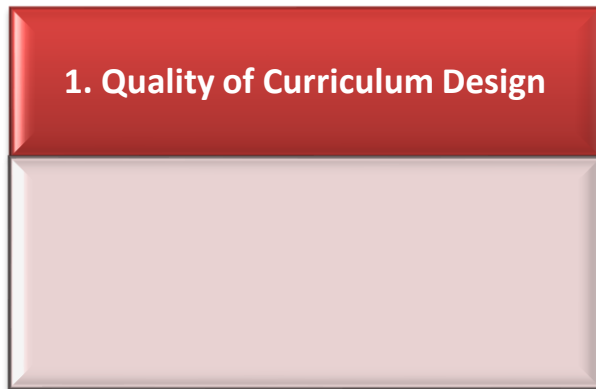
**Curriculum Adequacy**

## B. Curricula long-term Quality Assurance

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### Curricula QA Criteria

The Curriculum QA criteria are structured upon two (2) major pillars: The **Quality of the Curriculum Design** and the **Quality of Curriculum Provision**



## B. Curricula long-term Quality Assurance

### Curricula QA Criteria

The Quality dimensions of the Curriculum Provision are very much related to the training delivery aspects and may include the following areas:

- Trainers' skills / performance (knowledge, adult training principles, interactive, motivation degree, support, etc.)
- The deployment of the modes of training delivery (match learners' needs, use of IT, group activities, etc.)
- Teaching and Learning Space (classroom arrangements for effective learning, etc.)
- Facilities and Equipment for Teaching and Learning (adequacy, appropriateness, use, accessibility, technology, etc.)
- Materials and Consumables for Teaching and Learning (attractive, user friendly, coherent, up to date, additional reading resources, adequate, appropriate, access to information sources, etc.)
- Attained skills by learners (according to LOs, and to the labour market needs)
- Assessment methods (reliable, credible, appropriate)
- Adequacy of support services in the learning process

# B. Curricula long-term Quality Assurance

## Curricula QA Key Performance Indicators (KPIs)

For each QA Criteria Pillars, specific KPIs are established in order to measure the Quality of Curriculum Design and Provision respectively. The KPIs can be divided into two (2) major categories:

- Perception / satisfaction measurement indicators
- Performance measurement indicators

	Quality dimensions of Curriculum Design	Quality dimensions of Curriculum Provision
Perception/satisfaction measurement indicators	Survey on Key stakeholders' groups for identifying their perception on the Quality dimensions of Curriculum design	Survey on Key stakeholders' groups for identifying their perception on the Quality dimensions of Curriculum delivery
Performance measurement indicators	General indicators for measuring the performance of the curriculum in total and in all phases, e.g. design phase, the provision phase and the outcomes/results of the curriculum	

## B. Curricula long-term Quality Assurance

### Curricula QA perception/satisfaction measurement indicators

The surveys can take the form of questionnaires, focus groups or any other appropriate mean. As an example of KPIs related to stakeholders' satisfaction, that can be elements of the survey, may be the following:

- Overall satisfaction of learners /graduates with the course
- Satisfaction of learners /graduates with trainers quality
- Satisfaction of learners /graduates with learning outcomes
- Whether a learner would recommend the VET program
- Satisfaction of employers with graduates skills
- Satisfaction of learners /graduates with teaching facilities
- Level of staff satisfaction and motivation levels

## B. Curricula long-term Quality Assurance

### Curricula QA performance measurement indicators

The performance indicators are established to measure in an objective way the various quality/performance parameters of the curriculum design, provision and outcomes.

#### **Labour Market Effectiveness**

- Employability of graduates (what jobs? what salary? unemployment duration / job search duration?)
- Level of match between course and job after training

#### **Quality of Teaching And Learning Indicators**

- Completion / Graduation Rate
- Learners' Attendance Rate
- Learners' Success Rate
- Percentage Of courses Using Technology
- Proportion of delivery at the workplace

#### **Facilities, Staff And Services**

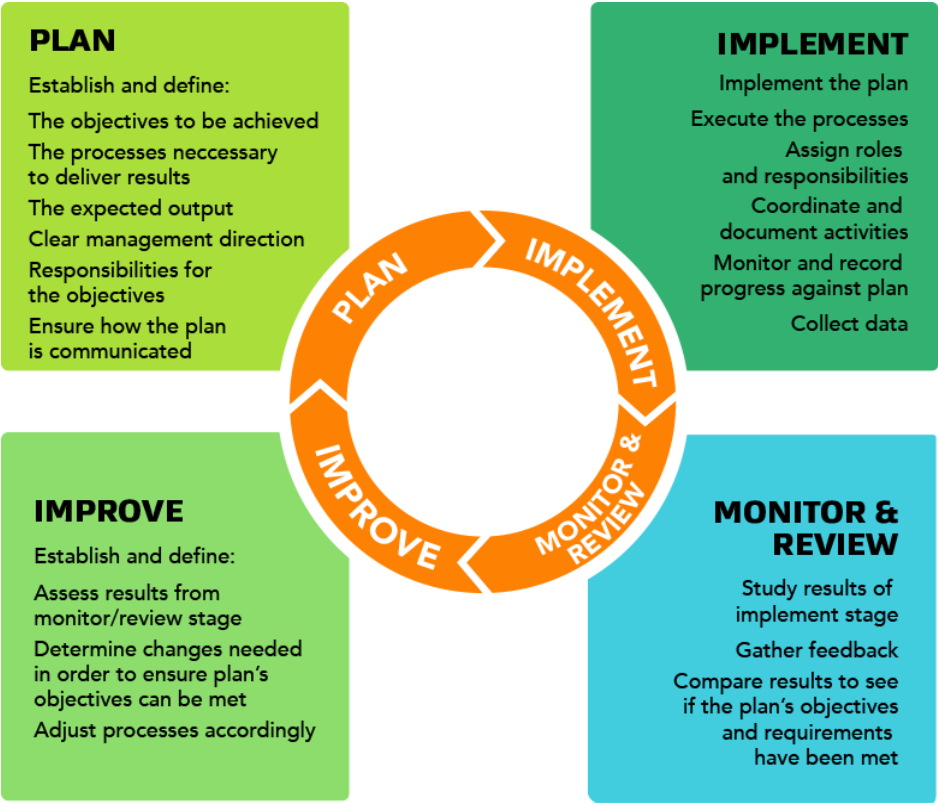
- Adequate facilities and equipment
- Learners' support services per learner
- Learners to Trainers Ratio
- Trainers to Administration Ratio



## B. Curricula long-term Quality Assurance

### Curricula QA Process

The general Quality Assurance Process of the Curricula can be structured according to the following continuous improvement steps, aligned also to the EQAVET cycle steps:



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# Thank you



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