



BESTVET – Total Development System

Final Report and Recommendations



Project Partners:

Engineers Ireland

Louth Meath Education Training Board

Inovinter

CECE

Euroform RFS

Norton Radstock College

This project was co-funded by the EU Commission: Leonardo da Vinci LifeLong Learning Programme

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Introduction to the BESTVET Project

In October 2012, Engineers Ireland, in partnership with leading VET Training centres from around Europe, undertook a two year project to implement a workable guide for the transfer of quality development systems from the higher education sector to VET centres and staff across Europe. Funding for the project was provided as part of the European Commission's Lifelong Learning Programme 2007-2013, under the Leonardo da Vinci scheme which focuses on education and training.

Alongside Engineers Ireland, partnering in the best-practice sharing project were the Louth and Meath Educational Training Board (Ireland), INOVINTER – Vocational Training and Technological Innovation Centre (Portugal), the Spanish Confederation of Training Centres (Spain), Euroform RFS (Italy) and Norton Radstock College (UK).

The project, which commenced in October 2012 and ended in September 2014, looked to implement a set of development best-practices in each partner organisation, enabling them in turn, to document and report on the effectiveness of this transformation.

Each project partner has now implemented a mentoring system, a system of learning contracts and an on-line learning management system into their institution. The major benefit of this project, amongst many, is that VET teachers, trainers, tutors and managers in each partner institution can now utilise the world-class standards of pedagogical best practice embedded by the project.

Structure of Project

The full duration of this project lasted two years. The structure of this project was broken down into three separate pilot phases, of three months each, based on the three facets of the project; *Mentoring, Learning Contracts and Online Learning Management Systems*. The three pilot phases were followed by a 6 month Implementation phase whereby each partner implemented the three facets of the project simultaneously in their respective institutions.

The start of each pilot stage was preceded by a partner meeting in which Engineers Ireland would transfer their knowledge of mentoring, learning contracts and learning management systems to the partners.

The purpose of these pilot phases was to test, evaluate and evolve each subject to suit the needs of the partner's institution. Throughout the BESTVET project we discovered that each institution tailored each of the three facets of the project to suit the needs of their institution.

During each of the pilot phases each partner was encouraged to complete a weekly/monthly learning diary. These learning diaries were a good way to keep track of elements of the process that were working and those that were causing problems. The learning diaries were also a great tool for documenting the impact of learning on each partner throughout the pilot phase.

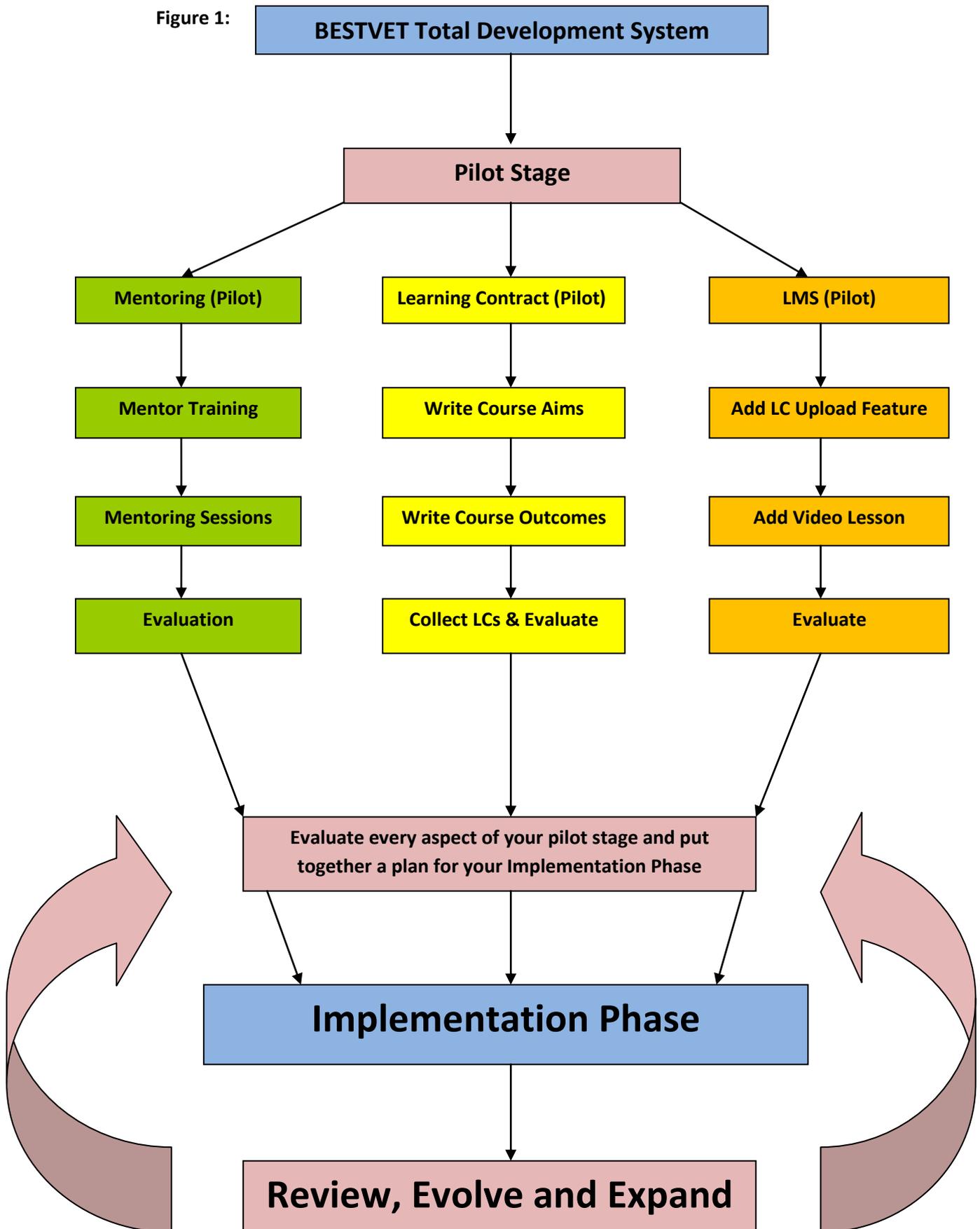
The three pilot phases were followed by a 6 month Implementation phase whereby each partner implemented the three facets of the project simultaneously in their respective institutions.

Prior to the start of their implementation phase, each partner evaluated their 3 pilot stages and produced a plan for their implementation phase. Each plan had simple metrics so that each partner could effectively evaluate the success of their implementation phase against their chosen metrics after the 6 month phase had ended.

Following the evaluation of the implementation phase and the project as a whole, the partners created a 'Process Map and Guide' document which would help other VET institutions to implement the BESTVET Total Development System into their institutions. This document was based on the knowledge transferred by Engineers Ireland and the shared experiences by the partners who took part in the project.

Figure 1 shows an illustration of the structure of the project and how the three pilot stages fed into the implementation phase. In the following sections we will learn about the achievements and experiences of the partner group in each pilot phase and how they contributed to a successful implementation phase and a successful project as a whole.

Figure 1:



NOTE: LCs = Learning Contracts; LMS = Learning Management System

BESTVET Project Pilot Phases

Mentoring Pilot Phase: December 2012 – February 2013

The Mentoring Pilot phase of the project was preceded by the Lisbon symposium November 25th - 30th 2012. The purpose of this symposium was for Engineers Ireland to share knowledge of its award-winning 'Mentoring Masterclass' to the project partners. The partners would then in turn use this knowledge to pilot a mentoring system within their own organisations.

The evaluation report of the symposium, compiled by external project evaluator Dr. Kiran Sarma, deemed the symposium a success. The following core themes emerged from the Lisbon symposium evaluation report:

- 'This was an excellent masterclass by a very good instructor, who made it seem that it was achievable, and in the time frame.'
- 'The masterclass pulled us all together as a team, sharing objectives.'
- 'We gained good knowledge of what a mentor does, how to carry out effective mentoring, and how people learn and develop.'
- 'This prepared the partners for the implementation of the pilot 'as it exposed any shortfalls or misconceptions that a mentor may have.'
- The role plays were very useful – 'using a variety of questioning techniques to mentor.'
- It was helpful to provide conceptual clarity during this masterclass, and to make distinctions between the terms 'mentoring, coaching and counselling'.

With the partners now prepared and fully equipped to conduct a mentoring pilot within their own institution, the partners were set a number of tasks with SMART metrics by Engineers Ireland. The partners must have completed all tasks on this list to progress from the pilot phase.

Base-line standard for mentoring programme PILOT:
1. Select a minimum of two mentees and two mentors to use during the pilot
2. Each mentor must hold a minimum of three mentoring meetings with their mentee
3. Each mentoring session must have a duration of 1 hour minimum
4. All mentoring sessions should be concluded by 28/02/2013
5. Report 'Lessons Learned' on pilot to Engineers Ireland
6. Maintain 'Learning Diary': minimum weekly entry

All partners bar one*completed the base-line standard requested for the pilot. Some partners went over and beyond what was asked of them and held more mentoring sessions than were requested. This would imply that the mentoring sessions were of great benefits to both the mentor and mentee.

*Due to an Ofsted audit conducted at Norton Radstock College (P5) in November 2012, Norton Radstock was unable to complete the mentoring pilot. They learned from the 'lessons learned' from

the group and would instead implement a full mentoring across their college in September under recommendation from Ofsted.

The following sections will highlight the partner's experiences and lessons learned from the pilot with quotes taken directly from their learning diaries.

Partner Experiences/Thoughts:

"I enjoyed the experience very much and would encourage any organisation to facilitate such a programme."

"Again, I left the session flowing in a very open and non-directive way (perhaps too much) and the conversation shifted to personal and emotional aspects. At some point, the mentee said she felt it was as psychotherapy session. In the next session, I managed to be more directive and conduct the session in a more objective way."

"Through mentoring, organizations can enrich their environments so that learners can develop and become more effective – the organizations/ companies can also benefit."

"I tried to focus on not being too "orienting", just trying to, essentially, reminding the boundaries, opportunities and limits of the system and in that sense, helping the mentee to realistically reflect on her options"

Mentee Comments:

"Thanks again, I'm really happy to have been part of this project that I think might be really successful if done with the same passion with which my mentor was able to involve me."

"The mentor's profile is important, because if we do not have an open and relaxed attitude is hard to get a mentee to open up."

Lessons Learned:

"It was important to develop listening skills and empathy. A mentor should be able to extricate themselves in difficult situations, control emotions and not force the mentee"

"The mentoring process is something that takes time to mature and develop, the cornerstone of which is the increasing formation of trust and friendship between mentor and mentee in pursuit of a common goal."

"Mentoring helps the mentee to analyze himself/herself better and to reflect on the future career possibilities/ pathways."

"Mentoring is a perfect tool for the mentee (for those who are not sure about the career opportunities) to find out his career development possibilities."

"For formal mentoring to be successful the informal mentoring must be integrated as a basis of creating sincere and respectful relationship between the mentor and mentee."

The majority of the partner group commented that their mentees were at first cagey and defensive as to the reason for mentoring session (i.e. “am I doing my job wrong?”) but after a session or two each mentee opened up and shared more information about their issues in work and how they would like to develop their careers. In some cases this led to discussion of personal issues which led the mentor to direct the conversation back towards the focus of professional development.

Another common thought throughout the partner group was the need to create a trusting respectful relationship between mentor and mentee so that the mentee can open up and give more information about their development issues.

The broad consensus across the group was that the mentoring sessions were positive experiences for both mentors and mentees and in turn were beneficial for their respective institutions. The mentoring pilot phase was deemed a success and also gave partners firsthand experience and a valuable list of ‘lessons learned’ to carry into planning for the implementation phase of the project.

Learning Contract Pilot Phase: March – May 2013

The Learning Contract pilot phase of the project was preceded by the Dublin symposium in March 11th – 15th, 2013. The purpose of this symposium was for Engineers Ireland to share knowledge of learning outcomes and learning contracts with the project partners. The symposium was structured to give the partners a holistic overview of the importance of learning outcomes from the varying perspectives of students, teachers, course designers and the private business world. After the symposium each partner would then in turn use this knowledge to trial the use of learning outcome statements and learning contracts in selected courses that their organisations currently run.

The evaluation report of the symposium, compiled by external project evaluator Dr. Kiran Sarma, deemed the symposium a success. The following core themes emerged from the Dublin symposium evaluation report:

Knowledge acquisition - The partners reported that they felt much more knowledgeable about learning outcomes and contracts. The sessions, one reported, ‘helped me learn more about outcomes and contracts, where I had very little knowledge before’. Similarly, another reported that ‘this was totally new to me, and good explanations were given that aid my understanding and made me realise how these [contracts and outcomes] could be used’.

Even among those experienced in using learning outcomes, there was much to be learned from the symposium. ‘We already use learning outcomes’, one participant noted, ‘but I personally have a better idea how to create them and feel more confident about this’.

Applied nature of the symposium - The partners appreciated the expertise of the presenters, and their ability to apply their knowledge to practical and applied areas. ‘The presenters’, according to one participant, ‘gave concrete examples of how to approach learning outcomes and contracts, and how contracts can be negotiated with their mentors. This was an excellent master class by very good instructors’.

Approaches to training - The partners felt they had acquired knowledge of the pedagogical sciences during the symposium and ‘in particular the need to apply different strategies... instead of merely transmitting contents, develop hands-on activities that can promote the learning outcomes... and to do so from an interdisciplinary perspective’.

Building self-efficacy - A core objective of the symposium was to prepare the partners to pilot this initiative in their own institutions. In the main, the partners felt that they had acquired significant knowledge and skills about using learning outcomes and contracts. One participant felt that the seminar had built up his/her self-efficacy – ‘I feel more confident about [contracts and outcomes], and I am enthusiastic about using them at the appropriate time’.

With the partners now prepared and fully equipped to conduct a learning contract pilot phase within their own institution, the partners were set a number of tasks with SMART metrics by Engineers Ireland. The partners must have completed all tasks on this list to progress from the pilot phase.

Base-line standard for Learning Contracts PILOT:
1. Trial the learning contract with a minimum 10 students
2. Select a training programme/CPD initiative with a minimum of 10 students for learning contract pilot phase
3. Write Learning Aims/Objectives for selected training programme
4. Learning Outcome statements for selected training programme
5. Learning Contract to include a. Student Reflection & Insights, b. Learning Application and c. Evaluation of Competence assessment criteria agreed
6. Have each student participating in the programme complete a learning contract by 31/05/2013
7. Report 'Lessons Learned' on pilot
8. Maintain 'Learning Diary': minimum weekly entry

All partners completed the base-line tasks for the learning contracts pilot page. The following sections will highlight the partner’s experiences and lessons learned from the pilot with quotes taken directly from their learning diaries.

Partner Experiences/Thoughts:

“Didactic work focused on students from learning outcomes provide a greater realization of learning, both for the teachers in their design to students in recognition and real integration of learning.”

“Students identify and clearly differentiate their learning (knowing, know-how and professional attitudes), recognizing the difference between training and competition and the implications involved in their training and their employability.”

“The pilot was positive in that it gave the class more structure and allowed both the students and I to stay focused on what the outcomes of the class would be.”

“Learning contract can be useful for mobility experience – an important element of learner’s education and training pathways – as it can make visible and recognizable what they have learnt abroad.”

“LC is a good element for students to become an active part in planning mobility activities as important part of their learning pathway and to look at it seriously.”

“Definitely it has advantages as it involved the learner to participate actively in the process of own learning, not being a part of a system deciding instead of him/ her.”

“Overall, filling the learning contract was very positive, being referred to as very relevant for learning and organizing acquired competences.”

“In general I think it is legitimate to conclude that the application of the learning contract ran positively. All elements involved in the pilot have demonstrated its usefulness and perceived liked using it.”

Lessons Learned:

“We think that (learning contracts) are fundamental to the incorporation of the apprenticeship contracts in the training we do since it enables the direct involvement of students in their own learning process through a tutored commitment.”

“Work focused on learning outcomes can seem that it involves more work for both students and teachers, however it is not true. It means greater motivation, a better understanding of the processes initiated in the training by the students and a greater realization of the proposals of the teacher to his students.”

“The learning contract was considered by the trainee highly relevant, although some changes may be necessary depending on the type of course.”

“The trainees felt that the learning contract is important, however, is necessary to adapt it to the reality of Inovinter. It is also important to facilitate their completion and comprehension”

“I found that as the template was for a higher level of education we found it would be best to simplify it and make it comprehensive. It also had to be suitable for a one-class pilot.”

“Learning contracts should be flexible in the sense that it could be possible to revise from time to time.”

The broad consensus from the group was that the pilot was a useful exercise and they could see the benefits of using learning contracts in the learning process. Many of partners noticed that the learning contract involved the student more in his/her own development which aided the learning process and ultimately makes the tutor’s job of imparting knowledge easier to achieve.

An overriding sentiment from each partner was the need to alter Engineers Ireland learning contract template to suit the needs / level of their VET institution. The Engineers Ireland template is based on a level 9 programme and therefore this template needed to be significantly altered to suit the level 5

nature of VET education. Each partner institution had different objectives and needs from the learning contract and thus each partner altered their learning contract to suit the needs of their respective institution. However, the basic premise of the Engineers Ireland learning contract was kept by all partners.

The learning contract pilot phase was deemed a success and also gave partners firsthand experience and a valuable list of 'lessons learned' to carry into planning for the implementation phase of the project

Learning Management System (LMS) Pilot Phase: July – September 2013

The Learning Management System pilot phase of the project was preceded by the Bristol symposium in March 11th – 15th, 2013. It was originally the plan to use the Bristol symposium to set up a Learning Management System for each partner. However after analysis of the research completed by Engineers Ireland in January 2013 of the current practices of each partner institution that all the partners have a high level of capability in learning management systems.

With this in mind we decided to use the time in Bristol to train the partners to use technical systems such as MyBrainShark (<http://www.brainshark.com/mybrainshark>) and Ted-Ed technology (<http://ed.ted.com/lessons>) to enhance their class lessons and online e-learning offerings to their students. Essentially these online video lesson editing tools help VET professionals to do their job of educating easier and more effective.

It was also mentioned in the evaluation report from the Dublin symposium that we should address the formulation of project plan for implementation phase of the project at the Bristol symposium instead of Madrid in September to accommodate start of term for VET institutions. This suggestion was heeded and the group started the process of planning for the implementation phase at the Bristol Symposium with the assistance of Aidan Harney, Engineers Ireland.

The evaluation report of the symposium, compiled by external project evaluator Dr. Kiran Sarma, deemed the symposium a success. The following core themes emerged from the Bristol symposium evaluation report:

Knowledge acquisition - The participants reported that they felt much more knowledgeable about the use of learning technologies. The session on Learning Management Systems, for instance, provided on partner "with new ideas for our Learning Management System".

The participants also saw great value in the utility of programmes like TED-Ex and myBrainShark. "We had an opportunity to use myBrainshark", one reported "and I learned the potential utilisation of this programme and of TED-Ex". Overall the participants felt that they had improved their ability to incorporate learning technologies in their work.

Preparation for implementation phase - The partners felt better prepared for the implementation phases of the project. "Everything was useful and adaptable in my daily work activities" one noted. "I can apply new technologies and improve my professional skills." The presentation by Boston

Scientific was identified as being of great value in providing insights into the practical implementation of myBrainshark by industry.

Building self-efficacy - There was a strong sense that the partners were more confident in their ability to draw on teaching and learning technologies, and would be able to do so when piloting the programme in their home countries. One partner felt better prepared to review their own LMS, for instance, and “and to improve it”. Another felt that “with the help of this seminar I discovered new ideas, found new approaches which can help to develop and improve my own competence in my job”.

Growing sense of partnership - A number of partners reported that there was a lot of knowledge transfer among the partners at this symposium. One said that, “I noticed as we are becoming more familiar with our partners and what they are undertaking as part of this project and as a result learning more from each other’s experience”. Another reported that “All the partners involved in this project are collaborative and motivated. It is important that we have a team who share their experiences and their most useful tools in education and e-learning”.

With the partners now prepared and fully equipped to conduct a learning management system pilot phase within their own institution, the partners were set a number of tasks with SMART metrics by Engineers Ireland. The partners must have completed all tasks on this list to progress from the pilot phase.

Base-line standard for Learning Management Systems (LMS) PILOT:
1. Chose a training programme with a minimum of 10 students
2. Upload course material (pre-course reading) to LMS
3. Add upload feature for student learning contract to LMS course page
4. Add other elements to the LMS page such a my Brainshark video and TED-ED Video Lesson
5. Report 'Lessons Learned' on pilot
6. Maintain 'Learning Diary'

Each partner also had to then had to formulate a project plan for the implementation phase of the project (Oct 2013 - March 2014) which they would then present at the Madrid Symposium in September 2013. The template planning document and a workshop on how to complete a project plan was given by Aidan Harney, Engineers Ireland at the Bristol symposium.

All partners completed the base-line tasks for the learning contracts pilot page. The following sections will highlight the partner’s experiences and lessons learned from the pilot with quotes taken directly from their learning diaries.

Partner Experiences/Thoughts:

“It is very interesting to know about this informatics platforms because they are easy to use and for free.”

“We have acquired knowledge, skills and I am feeling more competent”

“Resistance to use of online platforms for learning management. Ignorance in the use of online platforms for learning management.”

Lessons Learned:

“It is important that the incorporation of Learning Contracts in online learning management systems in the Inovinter (Moodle) occurs so fluid, to avoid radical changes and, at the same time, allowing a systematic application”

“Overcame resistance to using Moodle by creating a Brainshark demonstration video of how use Moodle”

“Our LMS is already well progressed to accommodate courses with a strong LMS element. Individual staff members however require training in how to operate our existing systems.”

“IT technicians are not on duty at night when classes are taking place this can sometimes cause problems. Some learners may have difficulty engaging with the LMS. More training is needed for the LMS to be fully functional for the relevant staff members”

The general consensus was that there was an initial resistance from some students/participants not to use Moodle (LMS). There were also IT problems that meant some problems could not be fixed whilst IT personnel were not in the building. The solution to both these problems was further training. In one instance the use of MyBrainshark was used to help students/participants to engage with their Moodle site. This is a great example of how the learning from the Bristol symposium was applied to a real life situation.

Implementation Phase: October 2013 – March 2014

The Implementation phase of the project was preceded by the Madrid symposium in September 25th -27th, 2013. This partner meeting focused on refreshing the knowledge of each partner on the three component parts of the project: Mentoring, Learning Contracts and Learning Management Systems.

In advance of the symposium each partner had to prepare an Implementation phase plan which they then presented to group at the Madrid symposium. This plan would detail how each institution planned to implement the three core elements of the project simultaneously into their respective institutions.

Throughout the three days of the symposium the partners reflected on what the new techniques, lesson learned and shared experiences that have made up the project so far. Engineers Ireland also conducted a number of refresher sessions in order that each partner was fully prepared for the upcoming implementation phase.

From the group discussions facilitated at the Madrid symposium the partners agreed that they were now fully equipped to begin their implementation phase of the project. The partners commented that the Madrid symposium was vital refresher for them ahead of the implementation phase.

Evaluation and Reflection of Implementation Phase

In order to evaluate the success of implementation phase we asked each partner to reflect on their implementation phase plan in April 2014 and see how they matched up in reality against each point in their plan. We also asked the partners to highlight any lessons learned, issues, benefits and any unexpected outcomes they experienced during their implementation phase. (All 5 of these implementation reflection documents are available in the project annexes)

The following sections will explore the responses made by the partners along with any common experiences that linked the partner group.

Partner Experiences/Lessons Learned

Overall the partners reported that the experience of the implementation phase and being part of the project as a whole was beneficial to their institution it's staff. The overriding common thread was that each institution benefited from improved lines of communication between staff and top level management. This improvement in communication was mainly attributed to the introduction of mentoring into each respective institution. The offshoots of improved communication were an increase in staff morale as staff felt more included in the institution as their work related problems and issues were addressed in the organised mentoring sessions which otherwise would not have been addressed.

Learning contracts and learning management systems have helped to deliver courses more efficiently. Learning contracts were proven to be very helpful to evaluate learning outcomes from training courses. Improvements in online learning management helped to make lessons more interactive and more dynamic. For instance, the Italian partners Euroform RFS, used MyBrainshark as part of their Italian language courses as an additional refresher and revision tool for students.

The general sentiment from the group is that their involvement in the project has been very beneficial to the individuals involved and in turn their respective institutions. Each partner has plans to use different parts of the project and evolve and tailor them to become more useful to their institutions. Here are a collection of quotes from the implementation reflection documents submitted by the partners at the end of their implementation phases.

“We continue transforming our educational and professional reality, willing to follow in this exciting process, assuming the risk and insecurity resulting from the change but motivated by the results and expectations that we are offering the work done.”

“We learnt to work in groups with an interpersonal communication, adapting the principles of the project to our Centre reality, for students and teachers”

“Lines of communication were much enhanced as a result of the mentoring process.”

“Teaching skills were enhanced – mentees were facilitated in the development of high quality notes and assessment materials”

“Staff morale was enhanced and teachers did feel better supported as some structures developed throughout the project were disseminated across all courses”

“To date learning contracts have proved beneficial in teacher’s course delivery”

“Mentoring helped to exchange knowledge and experience between VET experts from different EU training institutions and Euroform RFS – that led to the improvement of professional skills”

“Learning Contracts had the major success and demonstrated to be very useful instrument for the evaluation of the learning outcomes of practical training”

“We were acquainted and used my Brainshark and Ted-Ed technologies in creating lessons or presentations which became more interactive and more innovative”

“The main benefit is that Euroform RFS staff improved skills in e-learning and concentrate more on online training possibilities”

Problems/Issues during Implementation phase

There were a few issues and problems reported during the implementation phase. These problems seemed to centre on resistance and lack of training in how to use online learning management systems. In each case the partner involved suggested more training of staff and students who will be using online learning management systems. For example, Euroform RFS created a mybrainshark video presentation to teach students how to use and find document located on their online learning management system.

“Some learners did have problems utilising the LMS and required further tuition and in some cases printed notes”

“IT technicians are not on duty at night when classes are taking place. This problem needs to be addressed long term by management.”

“Educational staff management at different locations will have to add the contents of the subject of the curriculum with enough time to ensure the implementation of a successful mentoring program.”

Unexpected Outcomes/Benefits of partaking in the project

There were a number of unexpected outcomes derived from the implementation phase. Again the overriding comment was that the project improved communication in each institution. Many of the partners found slightly different uses for their version of the learning contract which they can apply to existing programmes and future EU projects that their institutions will be involved in. This is a great example of the sustainability of the project in each partner institution.

“Excellent informal communication in all aspects of college life and work between the team of seven mentors”

“Better communication between VET experts from other training organizations because it is possible to set up (before mobility activities) and understand better the learning outcomes to be achieved.”

“Additional use of Learning Contracts: Euroform RFS will use it in further activities together with ECVET tools (as LC describes in a short and informative manner the learning outcomes, and the most important the learner selects and describes the LO he/she wants to achieve (it is also followed by the Trainer)).”

“The project highlighted the lack of communication between the colleges and learners, highlighted the need for standardisation of course content, assessment and progression of all courses”

“Involvement in the project crystallised a template for the future of part-time courses in LMETB and gave a model for good practice going forward”

“The general goal and structure of the Learning Contract was adapted for another purpose and activity – it was used to create a tool named “Individual Career Project” to support a guidance activity”.

“Development of the main characteristics for mentoring –active listening, clear objectives, problem solving- for our daily activities at CECE, specifically, at the European department.”

“Upgrading skills technology required for the project and the use of programs as Brainshark gave to us the opportunity to learn about this ITC tools and to use it for future courses at CECE and Plastilina Centre.”

“Faster understanding of the possibilities of learning contracts, easily to use at educational centres and innovative to reach the outcomes expected every academic year. Indeed, we are planning to give this learning model to the Educational and VET Centres connected to CECE (Spanish Confederation of Educational and Training Centres) and to present it to the Educational Authorities in the next Annual Congress of Education (October 2014).”

Formulation of the Process Map and Guide

By the end of the Implementation phase each project partner had implemented a mentoring system, a system of learning contracts and improvements to their existing on-line learning management system into their institution. There was an overwhelming positive response to the implementation of the BESTVET Total Development System in each institution from VET staff down to students. Competence levels of VET staff had been improved and teaching/learning processes in each institution have been more made efficient and effective. The project, as referenced in the final evaluation report compiled by Dr. Kiran Sarma, has had an impact on an individual, organisational and international level.

However, how could we ensure that this knowledge could be transferred to other VET institutions across Europe looking to implement the BESTVET Total Development System into their institutions?

The answer to this question lay in the creation of a '[Process Map and Guide](#)'. This document, used in-tandem, with the supporting documentation, has been designed to act as a guide for VET institutions looking to implement these three best practices into their institutions. This document is and supporting documents are available in Spanish, Italian and Portuguese.

The BESTVET project website (www.bestvet.eu) is a great free information resource for any VET institution looking to implement the BESTVET Total Development System which should ensure the sustainability of the project.

Final Conclusions and Recommendations

Based on the final evaluation report of the project compiled by Dr. Kiran Sarma as well as further discussions between the partners the following conclusions and recommendations can be made:

1. There are clear and obvious benefits for a VET institution to implement the BESTVET Total Development System into their organisation. The partners in this project have highlighted an increase in communication between staff through mentoring, a more formalised approach to creation and assessment of learning outcomes and an increased competence in the latest e-learning applications. These are but a few of the many benefits of this programme.
2. The structure of the project was proved to be successful and we would strongly suggest for any potential VET institutions to stick to this structure of Pilot –Evaluation – Implementation.
3. It is important that base-line tasks and metrics are agreed and evaluated at the end of every pilot and implementation phase. With specific evaluation, the impact of the project cannot be measured which could lead to problems justifying the project to senior management.
4. Given the nature of this project, the project partners all had senior management buy-in from the start of the project which made it easier to implement the various facets of the project into each institution. It is imperative that any prospective VET institution has management on board with the implementation otherwise the project runs the risk of being disbanded if resources become low.

5. The [‘Process Map and Guide’](#) was created for other institutions looking to implement the BESTVET Total Development System into their institution. We strongly suggest for each prospective institution to follow the guidelines in this document as well as make full use of the supporting documentation on our project website: www.bestvet.eu .