

**Be-TWIN 2 ECTS-ECVET:
BUILDING BRIDGES AND OVERCOMING DIFFERENCES**

2012-1-IT1-LEO05-02819
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**BUILDING
BRIDGES
AND
OVERCOMING
DIFFERENCES**



Work Package 3
Adaptation and transfer of the methodology
Result 14: Preliminary report on WP3 partners' feedback on Be-TWIN
methodological tools

**Guidelines for interviewing
“critical friends”**

*October -
November 2013*

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Work Package 4 Leader:



Partners involved:



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Colophon

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Work package 3: adapting and transferring the methodology

WP 3's main aim is to share the results of the above-mentioned projects (with a special focus on the Be-TWIN methodology) clarifying their philosophy, rationale and potential usages to begin a preliminary analysis on their integration and adaptation to the represented national contexts by obtaining a first feedback from the partners on the methodological tools (with reference to method, process and contents), examine potential contexts in which each partner could perform the forthcoming research activities on field, pilot testing and transfer.

According to information collected and shared during WP2 activities implementation, a research action on field, in each involved national contexts, has to start, through the realization of *de visu* interviews with VET and HE stakeholders/"critical friends (teachers, learners, employers/representatives of business association social partners,) that on different grounds may contribute to adapt the proposed methodology. The in-depth interview method will be applied to ensure the highest possible response rate, to achieve a deeper communication with the interviewee and to collect a variety of primary data. For this purpose, interviews guidelines have been elaborated to be adapted to partners' specific contexts.,

The final structure, volume and contents of the interview questions will depend on the individual cases of partners and availability of the related information from other sources.

This methodological approach could optionally be backed and supplemented by the organisation of briefing and consultation seminars involving other relevant stakeholders where the results of the interviews could be debated, commented and enriched.

All partners will also explore and identify conditions of Zones of Mutual Trust and will be requested to draft a preliminary check list of education and training organisations that could be potentially involved in the testing phases and transfer of the methodology.

Interviews outcomes will be reported by each partner and the results and feedback on the testing phase, will be analyzed and evaluated and will feed the Transfer and Implementation Plan to be used as reference document for the adoption (in a preliminary and final version) of the revised and adapted methodology in view of testing in partners' contexts.

The present document contains the guidelines for interviews whose main purpose is to revise, update and/or improve the Be-TWIN methodology mainly considering the point of view of educational experts. The educational experts may be representatives of VET, HE public and private institutions, public employment agencies and/or European or national ECTS / ECVET experts.

The interview questions are divided into two main topics – experiences with the implementation of the learning outcomes approach and rationale and potential usage of the Be-Twin methodology. The interview partners are supposed to know about the Be-Twin methodology beforehand. Therefore, they will be provided with a related abstract and/or explanation.

Guidelines for interviews with “critical friends”

As agreed during the WP 3 Working group Meeting held on October, 14-15, 2013 in Brussels hosted and organised by UNICA as WP3 Leader, a minimum number of 10 interviews with critical friends will be conducted:

- Two Universities;
- Margie Waters from DG EAC of the European Commission;
- Two students associations (Erasmus Student Network and European Students Union);
- Three ECVET institutions;
- One employer;
- One representative from an employment agency.

Partners are free to propose and conduct more interviews, but they must inform the WP’s (UNICA) and the overall coordinator (CPV).

In order to facilitate the subsequent analysis, interviews must respect the following guidelines:

- ⇒ Must be elaborated following a common template of questions prepared by UNICA and Věra Šťastná, external expert;
- ⇒ ECVET experts are supposed to agree on more ECVET-related questions and add them to the template mentioned above;
- ⇒ The template could be sent in advance to the person to be interviewed;
- ⇒ Interviews could follow different methods (written, phone, online, face to face, etc.) but in any case a written transcript of the interview must be prepared for the subsequent analysis;
- ⇒ Interviews could be contextualised in national contexts and conducted in different languages, but the final transcript must be in English;
- ⇒ Interviews could be tailor-made to the interviewed but must be conducted keeping in mind that they have to be consistent between themselves and easy to analyse.

Interviews with VET “critical friends”

The purpose of the current interview is to revise, update and/or improve the Be-TWIN methodology considering the point of view of educational experts. The educational experts may be representatives of VET institutions, public employment agencies and/or national ECVET experts.

The interview questions are divided into two main topics – experiences with the implementation of the learning outcomes approach and rationale and potential usage of the Be-Twin methodology. The interview partners are supposed to know about the Be-Twin methodology beforehand. Therefore, they will be provided with a related abstract and/or explanation.

QUESTIONS

Representatives of VET institutions

1. Are qualifications/curricula at your institution expressed in terms of learning outcomes? Where do you see the main benefits/disadvantages of this approach?
2. Are ECVET credit points allocated to qualifications or parts of qualifications? If yes, since when? If not, do you plan to do it? Could you describe briefly? Are there other credit systems in use?
3. If qualifications/curricula are expressed in terms of learning outcomes do you use other constituents (i.e. teaching input, hours, credit points, etc.) as well? If yes, which ones?
4. Can you see already any results of using learning outcomes in qualification/curricula design – i.e. examples of good practice how qualifications/curricula have changed for better more concretely? How learning outcomes and/or ECVET credit points have helped and in which aspects?
5. Do you think the Be-Twin matrix could be of use? Do you see any potential for your institution to use it? Where? If the answer is no, what are the main reasons?
6. Which do you think are its strong and weak points? Say briefly why.
7. Do you have suggestions for improvements of the Methodology?

ECVET (national) experts

- 1) Where do you see the main benefits of describing qualifications/curricula in learning-outcomes manner?
- 2) According to you, what are the opportunities for future developments?
- 3) Can you see any disadvantages in the use of learning outcomes? Please, explain.
- 4) If qualifications/curricula are expressed in terms of learning outcomes, are you aware of any concrete results/examples of good practice/ how curricula have changed for the better? How the tools in question (learning outcomes and/or ECVET credit points have helped?
- 5) Do you think the Be-Twin matrix could be of use? For what purposes? Where? If the answer is no, what are the main reasons?
- 6) Which do you think are its strong and weak points? Say briefly why.
- 7) Do you have suggestions for improvements of the Methodology?

Employment agencies

- 1) Where do you see the main benefits of describing qualifications/curricula (e.g. from the formal system, your own training offers) in learning-outcomes manner?
- 2) According to you/your target group, what are the opportunities for future developments?
- 3) Can you see any disadvantages in the use of learning outcomes? Please, explain.
- 4) If qualifications/curricula are expressed in terms of learning outcomes, are you aware of any concrete results/examples of good practice/ how curricula have changed for the better? What are the concrete benefits for the target group? How the tools in question (learning outcomes and/or ECVET credit points have helped?
- 5) Do you think the Be-Twin matrix could be of use? Do you see any potential for your institution to use it? Where? If the answer is no, what are the main reasons?
- 6) Which do you think are its strong and weak points? Say briefly why.
- 7) Do you have suggestions for improvements of the Methodology?

QUESTIONS

For universities only

1. Are the degree programmes at your institution expressed in LOs?
2. Where do you see main benefits of this approach?
3. How long does your institution use ECTS credit system?
4. What were the developments in allocation the credit points? Which were the main turning points?
5. Are the ECTS credit points allocated to LOs? Since when?
6. If not do you plan to do it? Could you describe briefly? Do you think the Be-Twin matrix could be of use?
7. If the degree programmes are expressed in the form of learning outcomes do you use other constituents as well? Which ones?
8. Can you see already any results of the LOs methodology in programme design – i.e. examples of good practice how the degree programmes have changed for better more concretely? How the tools in question (LOs and/or ECTS credits) helped and in which aspects?

For EC, Eurashe, students only:

1. Where do you see main benefits of LOs approach towards degree programme?
2. What according to your mind are the opportunities for future developments?
3. Can you see any threads? Could you be more concrete?
4. If the degree programmes are expressed in the form of learning outcomes do can you already bring some concrete results/examples of good practice/ how the degree programmes have changed for better more concretely? How the tools in question (LOs and/or ECTS credits) helped?

Generally about the Be-Twin methodology for all

- 1) Have you heard about the Be-Twin Methodology before?
- 2) If yes, where have you learned about it?
- 3) Which do you think are its strong points? Say briefly why.
- 4) Which do you think are its weak points? Say briefly why.
- 5) Do you think that it offers some opportunities for future developments?
Please describe.
- 6) What do you miss?
- 7) Do you have suggestions for improvements of the Methodology?
- 8) Do you see any potential for your institution to use it? Where?
If the answer is no, what are the main reasons?