

# Evaluation report of the FARMLAND training content according to EQF standards Final version

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Prepared by National Research Institute  
of Animal Production



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## 1. Introduction

### European Qualifications Framework (EQF)

FARMLAND project uses European Qualifications Framework (EQF) for the elaboration of the FARMLAND training contents to apply suggestions of the European Commission in the development of the training resources within the framework of lifelong learning.

The EQF is an instrument for the promotion of lifelong learning by making competences and qualifications more transparent. This framework covers both higher education and vocational training.

The EQF is a common European reference framework which links countries' qualifications systems together, acting as a translation device to make qualifications more readable and understandable across different countries and systems in Europe. It has two principal aims: to promote citizens' mobility between countries and to facilitate their lifelong learning.

The EQF relates different countries' national qualifications systems and frameworks together around a common European reference – its eight reference levels. The levels span the full scale of qualifications, from basic (Level 1, for example school leaving certificates) to advanced (Level 8, for example Doctorates) levels. As an instrument for the promotion of lifelong learning, the EQF encompasses all levels of qualifications acquired in general, vocational as well as academic education and training. Additionally, the framework addresses qualifications acquired in initial and continuing education and training. The eight reference levels are described in terms of learning outcomes. The EQF recognizes that Europe's education and training systems are so diverse that a shift to learning outcomes is necessary to make comparison and cooperation between countries and institutions possible.

The core of the EQF concerns eight reference levels describing what a learner knows, understands and is able to do – 'learning outcomes'. The project FARMLAND refers up to 4<sup>th</sup> level of EQF – as follows:

Level	Knowledge	Skills	Competence	Example
Level 1	Basic general knowledge	basic skills required to carry out simple tasks	work or study under direct supervision in a structured context	



Level 2	Basic factual knowledge of a field of work or study	basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools	work or study under supervision with some autonomy	lower secondary school (FI)
Level 3	Knowledge of facts, principles, processes and general concepts, in a field of work or study	a range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information	take responsibility for completion of tasks in work or study; adapt own behaviour to circumstances in solving problems	(GCSE Grades A*-C UK)
Level 4	Factual and theoretical knowledge in broad contexts within a field of work or study	a range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities	Abitur, vocational school

In the EQF a learning outcome – being one of the most crucial terms in the EQF system - is defined as a statement of what a learner knows, understands and is able to do on completion of a learning process.

In the Qualifications Framework for the EHEA (Bologna Framework) learning outcomes (including competences) are seen as the overall results of learning.

The EQF therefore emphasises the results of learning rather than focusing on inputs such as length of study. Learning outcomes are specified in three categories – as knowledge, skills and competence. This signals that qualifications – in different combinations – capture a broad scope of learning outcomes, including theoretical knowledge, practical and technical skills, and social competences where the ability to work with others are crucial.



## 2. Evaluation of the FARMLAND training content

National Research Institute of Animal Production was responsible for the evaluation of the training content according to the EQF standards.

The project invokes to the European Qualification Framework as the reference tool for establishing relevant levels of training materials. The EQF descriptors were used as ground for evaluation of the materials provided by partners. NRIAP evaluated developed and improved content basing on the methodology, which was prepared especially for this evaluation and basing on the EQF requirements and level indicated in the project proposal.

During evaluation process the NRIAP took into consideration following aspects:

- Defining of the objectives. The overall specification what issues have to be addressed for evaluation.
- The range of the evaluation. What is the topic of the evaluation, what is the time interval of providing materials from project partners.
- Time of the evaluation of the training content.
- Defining of the recipients of the evaluation.
- Identification of the available input data.

During evaluation, NRIAP kept in mind that its purpose is not only to describe existing condition but also to carry out value judgment on the basis of developed evaluation criteria.

The criteria which were used during evaluation were as follow:

The criteria	Description
Relevance	It examines the relevance of objectives and methods used during the development of training materials for the problems that the project had addressed
Effectiveness	Examines the degree of realization of its objectives, the effectiveness of the methods used, the institutions involved and the impact of external factors on the ultimate effects
Utility	It is a kind of repetition of criterion validity. Puts for similar questions but in a different point in time.



Following combined criteria mentioned above and applying EQF guidelines each part of the training content (the module) delivered by specific partner responsible for its development was carefully analyzed and examined. Trying to provide maximum quality of training content and having in mind equal high standards of the training materials as well as end result of the project, all the content was verified according to the checklist (attached in annex)

The checklist consist of questions inspecting formal structure and content of the materials. Special, selected part is dedicated to EQF standards examining if materials are elaborated on established level and if they fulfil project assumptions.

Questions included in the list, when answered will provide objective, factual report depicting quality of the content. Then the report will be transmitted to partners to give feedback and opportunity of possible improvements.

During second consortium meeting partners agreed which partner prepares specific module. There was decided to elaborate 6 modules and the work was divided between relevant partners as follow:

Module 1- Italy

Module 2- Italy

Module 3- Italy

Module 4 - Poland

Module 5 - Romania

Module 6 -Spain

The process of the improving and development of the training content was supposed to begin at the beginning of the July 2014. Due to delay it started later and the evaluation process was supposed to start at the beginning at 10.09.2014 and the last elaborated module was supposed to be delivered in the middle of January. The evaluation report was supposed to be ready at the end of the January. Due to delay in preparing training modules the evaluation has been finished in the middle of July.



## Evaluation of the module 1 “Introduction to plan and manage a school farm” after evaluation of the corrected version.

Evaluation of the module 1 was executed taking into consideration requirements of the European Qualification Framework standards and Training Methodology elaborated in the frame of project FARMLAND.

The whole module was divided into 2 parts and test regarding EQF standards in the demanded by methodology way. The content started from level 2 and finished on level 3 of EQF. Evaluation covers also level 1 because the content at the beginning of the module covers also level 1.

Generally module is prepared in the proper way according to the Training Methodology however there are some issues to improve and there is improperly prepared level 3 ( chapter 6) according to the EQF.

The following issues need to be improved:

Slide (s) 7 – first sentence – “Three out of ten children have never seen live a sheep” – why only sheep? **Still no explanation**

S 8 – last sentence “defending them from any foreign element unpleasant” – what exactly it means? It is dangerous because it can mean that you are preventing your country against any foreign influent which is close to the right wing party rhetoric e.g. immigrants. Such attitude is absolutely against European Union approach. **Still no explanation or change.**

S 39 – “never more than in groups of 20 boys” – why only boys? **Still no explanation**

The whole module looks coherent according to agreement of the meeting which were to use the same layout of the presentations. All fonts are corrected and pictures were positioned in the correct way.

The Chapter 6, which was supposed to be an EQF 3 still doesn't answer requirements. It has to be elaborated because so far there are only the examples .

There is added glossary according to the evaluation.



Addendum 1 – training content quality assurance checklist.

Training content quality assurance checklist				
<b>Learning outcomes and curricula</b>		yes	no	Quality (1 – poor, 2 – fair, 3 –average, 4- good, 5- very good)
	Does training material provide curricula?		no	
	Does training material provide learning outcomes?	yes		5
	Are learning outcomes coherent with training content ?	yes		3
<b>Training content</b>	Training content is evaluated in the context of EQF levels, therefore the training materials are checked for providing proper level of knowledge, skills and competence.			
<b>Knowledge</b>				
Training materials provide			Specific EQF level obtained: yes/no Quality (1 – poor, 2 – fair, 3 –average, 4- good, 5- very good)	Comments



L 1	Basic general knowledge	a person knows and understands: elementary facts and concepts as well as the dependencies between selected phenomena and the products of human thought	yes	5	The training content meets requirements of the level 1 of the EQF standards.
L 2	Basic factual knowledge of a field of work or study	a person knows and understands: a broadened set of basic facts, simple concepts as well as the dependencies between selected phenomena and the products of human thought	yes	5	The training content meets requirements of the level 2 of the EQF standards.
L 3	Knowledge of facts, principles, processes and general concepts, in a field of work or study	a person knows and understands: basic facts and concepts as well as the dependencies between selected phenomena and the products of human thought; and also a broader scope of selected facts, concepts and dependencies in specific areas; the elementary conditions of conducted activities	no	1	Provided content doesn't deliver required knowledge



L 4	Factual and theoretical knowledge in broad contexts within a field of work or study	a person knows and understands: a broadened set of basic facts, moderately complex concepts and theories as well as the dependencies between selected phenomena and the products of human thought; and also a broader scope of selected facts, moderately complex concepts, theories in specific areas and the dependencies between them; the basic conditions of conducted activities	n/a		
<b>Skills</b>					
L 1	Basic skills required to carry out simple tasks	a person is able to: carry out very simple tasks according to detailed instructions under typical conditions; solve very simple, routine problems under typical conditions; learn under direct guidance in a structured form; understand simple statements and formulate very simple statements	yes	5	The training content meets requirements of the level 1 of the EQF standards.



L 2	Basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools	a person is able to: complete simple tasks following general instructions most often under typical conditions; solve simple, routine problems most often under typical conditions; learn under guidance in a structured form; understand moderately complex statements, formulate simple statements	yes	5	The training content meets requirements of the level 2 of the EQF standards.
L 3	A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information	a person is able to: complete moderately complex tasks following general instructions under partially variable conditions; solve simple, routine problems under partially variable conditions; learn partially autonomously under guidance in a structured form; understand moderately complex statements, formulate moderately complex statements	no	1	Provided content doesn't deliver required knowledge



L 4	A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	a person is able to: complete moderately complicated tasks, partially without instruction, often under variable conditions; solve moderately complex and somewhat non-routine problems often under variable conditions; learn autonomously in a structured form; understand complex statements, formulate moderately complex statements on a broad range of issues	n/a		
<b>Competence</b>					
L 1	Work or study under direct supervision in a structured context	a person is ready to: respect the obligations arising from membership in various communities; act and cooperate with others under direct supervision in structured conditions; evaluate one's own actions and take responsibility for the direct results of those actions	yes	5	The training content meets requirements of the level 1 of the EQF standards.
L 2	Work or study under supervision with some autonomy	a person is ready to: assume the obligations arising from membership in various communities; act and cooperate with others under direction in structured conditions; evaluate the actions in which one participates and take responsibility for the results of those actions	yes	4	The training content meets requirements of the level 2 of the EQF standards with some corrections.

L 3	Take responsibility for completion of tasks in work or study; adapt own behavior to circumstances in solving problems	a person is ready to: be a member of various types of communities, function in various social roles and assume the basic obligations resulting from this; act and cooperate with others partially autonomously in structured conditions; evaluate one's own actions and those of the team; take responsibility for the results of those actions	no	1	Provided content doesn't deliver required knowledge.
L 4	Exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities	a person is ready to: assume responsibility for participating in various communities and functioning in various social roles; act and cooperate with others autonomously under structured conditions; evaluate one's own actions and those of persons one is directing; take responsibility for the results of one's own actions as well as those of the persons one directs	n/a		
		yes	no		Quality (1 – poor, 2 – fair, 3 –average, 4- good, 5- very good)



<b>Assessment of learning outcomes</b>	Are the testing / assessment procedures relevant to the content?	yes		
	Are the testing / assessment procedures relevant to the EQF levels?	yes		
		yes	no	Quality (1 – poor, 2 – fair, 3 –average, 4- good, 5- very good)
<b>Relevance to the needs of project target groups</b>	Are language and style of training content proper for the target group	yes		3 – needs improvement of language
	Is there a good balance between practical and theoretical approach?	yes		4
	Does training content focus on needs of relevant target group?	yes		4
	Is training content sticking to the topic?	yes		4
		yes	no	Quality (1 – poor, 2 – fair, 3 –average, 4- good, 5- very good)



<b>Assessment of the training materials form</b>	Is the structure of materials relevant to the training methodology guidelines?	yes		4
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## Evaluation of the module 2 “From wheat to bread and

### noodles”

Evaluation of the module 2 was executed taking into consideration requirements of the European Qualification Framework standards and Training Methodology elaborated in the frame of project FARMLAND.

The whole module was divided into 3 parts and test regarding EQF standard in the demanded by methodology way. The content started from level 2 and finished on level 4 of EQF. Evaluation covers also level 1 because the content at the beginning of the module covers also level 1.

Generally module is prepared in the proper way according to the Training Methodology however there are some issues to improve and there is improperly prepared level 3 and 4 according to the EQF standard.

The following issues need to be improved:

slide (s) 9 – one of the sentence begins from capital letter (Products) and another no.

S 13 and 14 – it is not understandable the idea of that two slides. It looks like some sentences to develop during oral presentation during some training.

S16 – Clustered – why capital letter?

The content of level 2 looks correctly (with small improvements). The level 3 has been added and is correct according to the EQF requirements. Also level 4 has been improved correctly.

Glossary has been corrected.

The whole module looks coherent to the agreement from meeting, where was set to use the same layout of the presentations.



Addendum 1 – training content quality assurance checklist.

Training content quality assurance checklist				
<b>Learning outcomes and curricula</b>		yes	no	Quality (1 – poor, 2 – fair, 3 –average, 4- good, 5- very good)
	Does training material provide curricula?	yes		4
	Does training material provide learning outcomes?	yes		5
	Are learning outcomes coherent with training content ?	yes		5
<b>Training content</b>	Training content is evaluated in the context of EQF levels, therefore the training materials are checked for providing proper level of knowledge, skills and competence.			
Knowledge				
Training materials provide			Specific EQF level obtained: yes/no Quality (1 – poor, 2 – fair, 3 –average, 4- good, 5- very good)	Comments



L 1	Basic general knowledge	a person knows and understands: elementary facts and concepts as well as the dependencies between selected phenomena and the products of human thought	yes	5	The training content meets requirements of the level 1 of the EQF standards.
L 2	Basic factual knowledge of a field of work or study	a person knows and understands: a broadened set of basic facts, simple concepts as well as the dependencies between selected phenomena and the products of human thought	yes	5	The training content meets requirements of the level 2 of the EQF standards.
L 3	Knowledge of facts, principles, processes and general concepts, in a field of work or study	a person knows and understands: basic facts and concepts as well as the dependencies between selected phenomena and the products of human thought; and also a broader scope of selected facts, concepts and dependencies in specific areas; the elementary conditions of conducted activities	no	5	The training content meets requirements of the level 3 of the EQF standards.



L 4	Factual and theoretical knowledge in broad contexts within a field of work or study	a person knows and understands: a broadened set of basic facts, moderately complex concepts and theories as well as the dependencies between selected phenomena and the products of human thought; and also a broader scope of selected facts, moderately complex concepts, theories in specific areas and the dependencies between them; the basic conditions of conducted activities	yes	5	The training content meets requirements of the level 4 of the EQF standards.
<b>Skills</b>					
L 1	Basic skills required to carry out simple tasks	a person is able to: carry out very simple tasks according to detailed instructions under typical conditions; solve very simple, routine problems under typical conditions; learn under direct guidance in a structured form; understand simple statements and formulate very simple statements	yes	5	The training content meets requirements of the level 1 of the EQF standards.



L 2	Basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools	a person is able to: complete simple tasks following general instructions most often under typical conditions; solve simple, routine problems most often under typical conditions; learn under guidance in a structured form; understand moderately complex statements, formulate simple statements	yes	5	The training content meets requirements of the level 2 of the EQF standards.
L 3	A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information	a person is able to: complete moderately complex tasks following general instructions under partially variable conditions; solve simple, routine problems under partially variable conditions; learn partially autonomously under guidance in a structured form; understand moderately complex statements, formulate moderately complex statements	no	5	The training content meets requirements of the level 3 of the EQF standards.



L 4	A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	a person is able to: complete moderately complicated tasks, partially without instruction, often under variable conditions; solve moderately complex and somewhat non-routine problems often under variable conditions; learn autonomously in a structured form; understand complex statements, formulate moderately complex statements on a broad range of issues	yes	5	The training content meets requirements of the level 4 of the EQF standards.
<b>Competence</b>					
L 1	Work or study under direct supervision in a structured context	a person is ready to: respect the obligations arising from membership in various communities; act and cooperate with others under direct supervision in structured conditions; evaluate one's own actions and take responsibility for the direct results of those actions	yes	5	The training content meets requirements of the level 1 of the EQF standards.



L 2	Work or study under supervision with some autonomy	a person is ready to: assume the obligations arising from membership in various communities; act and cooperate with others under direction in structured conditions; evaluate the actions in which one participates and take responsibility for the results of those actions	yes	4	The training content meets requirements of the level 2 of the EQF standards with some corrections.
L 3	Take responsibility for completion of tasks in work or study; adapt own behavior to circumstances in solving problems	a person is ready to: be a member of various types of communities, function in various social roles and assume the basic obligations resulting from this; act and cooperate with others partially autonomously in structured conditions; evaluate one's own actions and those of the team; take responsibility for the results of those actions	no	5	The training content meets requirements of the level 3 of the EQF standards.



L 4	Exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities	a person is ready to: assume responsibility for participating in various communities and functioning in various social roles; act and cooperate with others autonomously under structured conditions; evaluate one's own actions and those of persons one is directing; take responsibility for the results of one's own actions as well as those of the persons one directs	yes	2	The training content meets requirements of the level 4 of the EQF standards.
		yes	no		Quality (1 – poor, 2 – fair, 3 –average, 4- good, 5- very good)
<b>Assessment of learning outcomes</b>	Are the testing / assessment procedures relevant to the content?	yes			
	Are the testing / assessment procedures relevant to the EQF levels?	yes			



		yes	no	Quality (1 – poor, 2 – fair, 3 –average, 4- good, 5- very good)
<b>Relevance to the needs of project target groups</b>	Are language and style of training content proper for the target group	yes		4
	Is there a good balance between practical and theoretical approach?	yes		4
	Does training content focus on needs of relevant target group?	yes		4
	Is training content sticking to the topic?	yes		4
		yes	no	Quality (1 – poor, 2 – fair, 3 –average, 4- good, 5- very good)
<b>Assessment of the training materials form</b>	Is the structure of materials relevant to the training methodology guidelines?	yes		4



### Evaluation of the module 3 “From Milk to Cheese”

Evaluation of the module 3 was executed taking into consideration requirements of the European Qualification Framework standards and Training Methodology elaborated in the frame of project FARMLAND.

The whole module was divided into 3 parts and test regarding EQF standards in the demanded by methodology way. The content started from level 2 and finished on level 4 of EQF. Evaluation covers also level 1 because the content at the beginning of the module covers also level 1.

The whole module is prepared in the proper way according to the Training and there are small issue necessary to correct. The only thing to correct is to unification of the fonts. They are different in different slides.

All aspects of the topic “**From Milk to Cheese**” are presented in very readable and understandable way. The structure of levels (from 1 to 4) is very well prepared and the content answers for the relevant level of the difficulty according to EQF demands.

All additional materials are very valuable and helpful in the whole learning process.



**Addendum 1 – training content quality assurance checklist.**

Training content quality assurance checklist				
<b>Learning outcomes and curricula</b>		yes	no	Quality (1 – poor, 2 – fair, 3 –average, 4- good, 5- very good)
	Does training material provide curricula?	yes		5
	Does training material provide learning outcomes?	yes		5
	Are learning outcomes coherent with training content ?	yes		5
<b>Training content</b>	Training content is evaluated in the context of EQF levels, therefore the training materials are checked for providing proper level of knowledge, skills and competence.			
Knowledge				
Training materials provide			Specific EQF level obtained: yes/no Quality (1 – poor, 2 – fair, 3 –average, 4- good, 5- very good)	Comments



L 1	Basic general knowledge	a person knows and understands: elementary facts and concepts as well as the dependencies between selected phenomena and the products of human thought	yes	5	The training content meets requirements of the level 1 of the EQF standards.
L 2	Basic factual knowledge of a field of work or study	a person knows and understands: a broadened set of basic facts, simple concepts as well as the dependencies between selected phenomena and the products of human thought	yes	5	The training content meets requirements of the level 2 of the EQF standards.
L 3	Knowledge of facts, principles, processes and general concepts, in a field of work or study	a person knows and understands: basic facts and concepts as well as the dependencies between selected phenomena and the products of human thought; and also a broader scope of selected facts, concepts and dependencies in specific areas; the elementary conditions of conducted activities	yes	5	The training content meets requirements of the level 3 of the EQF standards.



L 4	Factual and theoretical knowledge in broad contexts within a field of work or study	a person knows and understands: a broadened set of basic facts, moderately complex concepts and theories as well as the dependencies between selected phenomena and the products of human thought; and also a broader scope of selected facts, moderately complex concepts, theories in specific areas and the dependencies between them; the basic conditions of conducted activities	yes	5	The training content meets requirements of the level 4 of the EQF standards.
<b>Skills</b>					
L 1	Basic skills required to carry out simple tasks	a person is able to: carry out very simple tasks according to detailed instructions under typical conditions; solve very simple, routine problems under typical conditions; learn under direct guidance in a structured form; understand simple statements and formulate very simple statements	yes	5	The training content meets requirements of the level 1 of the EQF standards.



L 2	Basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools	a person is able to: complete simple tasks following general instructions most often under typical conditions; solve simple, routine problems most often under typical conditions; learn under guidance in a structured form; understand moderately complex statements, formulate simple statements	yes	5	The training content meets requirements of the level 2 of the EQF standards.
L 3	A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information	a person is able to: complete moderately complex tasks following general instructions under partially variable conditions; solve simple, routine problems under partially variable conditions; learn partially autonomously under guidance in a structured form; understand moderately complex statements, formulate moderately complex statements	yes	5	The training content meets requirements of the level 3 of the EQF standards.



L 4	A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	a person is able to: complete moderately complicated tasks, partially without instruction, often under variable conditions; solve moderately complex and somewhat non-routine problems often under variable conditions; learn autonomously in a structured form; understand complex statements, formulate moderately complex statements on a broad range of issues	yes	5	The training content meets requirements of the level 4 of the EQF standards.
<b>Competence</b>					
L 1	Work or study under direct supervision in a structured context	a person is ready to: respect the obligations arising from membership in various communities; act and cooperate with others under direct supervision in structured conditions; evaluate one's own actions and take responsibility for the direct results of those actions	yes	5	The training content meets requirements of the level 1 of the EQF standards.



L 2	Work or study under supervision with some autonomy	a person is ready to: assume the obligations arising from membership in various communities; act and cooperate with others under direction in structured conditions; evaluate the actions in which one participates and take responsibility for the results of those actions	yes	5	The training content meets requirements of the level 2 of the EQF standards with some corrections.
L 3	Take responsibility for completion of tasks in work or study; adapt own behavior to circumstances in solving problems	a person is ready to: be a member of various types of communities, function in various social roles and assume the basic obligations resulting from this; act and cooperate with others partially autonomously in structured conditions; evaluate one's own actions and those of the team; take responsibility for the results of those actions	yes	5	The training content meets requirements of the level 3 of the EQF standards.



L 4	Exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities	a person is ready to: assume responsibility for participating in various communities and functioning in various social roles; act and cooperate with others autonomously under structured conditions; evaluate one's own actions and those of persons one is directing; take responsibility for the results of one's own actions as well as those of the persons one directs	yes	5	The training content meets requirements of the level 4 of the EQF standards.
		yes	no		Quality (1 – poor, 2 – fair, 3 –average, 4- good, 5- very good)
<b>Assessment of learning outcomes</b>	Are the testing / assessment procedures relevant to the content?	yes			5
	Are the testing / assessment procedures relevant to the EQF levels?	yes			5



		yes	no	Quality (1 – poor, 2 – fair, 3 –average, 4- good, 5- very good)
<b>Relevance to the needs of project target groups</b>	Are language and style of training content proper for the target group	yes		5
	Is there a good balance between practical and theoretical approach?	yes		5
	Does training content focus on needs of relevant target group?	yes		5
	Is training content sticking to the topic?	yes		5
		yes	no	Quality (1 – poor, 2 – fair, 3 –average, 4- good, 5- very good)
<b>Assessment of the training materials form</b>	Is the structure of materials relevant to the training methodology guidelines?	yes		5



### Evaluation of the module 4 “Courtyard Farm Animals”

Evaluation of the module 4 was executed taking into consideration requirements of the European Qualification Framework standards and Training Methodology elaborated in the frame of project FARMLAND.

The whole module was divided into 3 parts regarding EQF standards, glossary and test in the demanded by methodology way. The content started from level 2 and finished on level 4 of EQF. Evaluation covers also level 1 because the content at the beginning of the module covers also level 1.

Generally module is prepared in the proper way according to the Training Methodology however there are some minor issues to improve.

First of all the material prepared in the frame of module 4 is elaborated very clearly and readable. It is divided correctly according to the demands of EQF standards.

The comments regarding small mistakes are in the presentation.



Addendum 1 – training content quality assurance checklist.

Training content quality assurance checklist				
Learning outcomes and curricula		yes	no	Quality (1 – poor, 2 – fair, 3 –average, 4- good, 5- very good)
	Does training material provide curricula?	x		5
	Does training material provide learning outcomes?	x		5
	Are learning outcomes coherent with training content ?	x		5
<b>Training content</b>	Training content is evaluated in the context of EQF levels, therefore the training materials are checked for providing proper level of knowledge, skills and competence.			
<b>Knowledge</b>				



Training materials provide			Specific EQF level obtained: yes/no Quality (1 – poor, 2 – fair, 3 –average, 4- good, 5- very good)		Comments
L 1	Basic general knowledge	a person knows and understands: elementary facts and concepts as well as the dependencies between selected phenomena and the products of human thought	Yes	5	The training content meets requirements of the level 1 of the EQF standards.
L 2	Basic factual knowledge of a field of work or study	a person knows and understands: a broadened set of basic facts, simple concepts as well as the dependencies between selected phenomena and the products of human thought	yes	4	Need some correction pointed in the presentation



L 3	Knowledge of facts, principles, processes and general concepts, in a field of work or study	a person knows and understands: basic facts and concepts as well as the dependencies between selected phenomena and the products of human thought; and also a broader scope of selected facts, concepts and dependencies in specific areas; the elementary conditions of conducted activities	Yes	5	Need some small correction pointed in the presentation
L 4	Factual and theoretical knowledge in broad contexts within a field of work or study	a person knows and understands: a broadened set of basic facts, moderately complex concepts and theories as well as the dependencies between selected phenomena and the products of human thought; and also a broader scope of selected facts, moderately complex concepts, theories in specific areas and the dependencies between them; the basic conditions of conducted activities	yes	4	
<b>Skills</b>					



L 1	Basic skills required to carry out simple tasks	a person is able to: carry out very simple tasks according to detailed instructions under typical conditions; solve very simple, routine problems under typical conditions; learn under direct guidance in a structured form; understand simple statements and formulate very simple statements	yes	5	The training content meets requirements of the level 1 of the EQF standards.
L 2	Basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools	a person is able to: complete simple tasks following general instructions most often under typical conditions; solve simple, routine problems most often under typical conditions; learn under guidance in a structured form; understand moderately complex statements, formulate simple statements	yes	4	The training content meets requirements of the level 2 of the EQF standards however it needs some small corrections



L 3	A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information	a person is able to: complete moderately complex tasks following general instructions under partially variable conditions; solve simple, routine problems under partially variable conditions; learn partially autonomously under guidance in a structured form; understand moderately complex statements, formulate moderately complex statements	yes	5	The training content meets requirements of the level 3 of the EQF standards with some small corrections
L 4	A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	a person is able to: complete moderately complicated tasks, partially without instruction, often under variable conditions; solve moderately complex and somewhat non-routine problems often under variable conditions; learn autonomously in a structured form; understand complex statements, formulate moderately complex statements on a broad range of issues	yes	4	The training content fully meets requirements of the level 4 of the EQF standards. However it is necessary to add more information
<b>Competence</b>					



L 1	Work or study under direct supervision in a structured context	a person is ready to: respect the obligations arising from membership in various communities; act and cooperate with others under direct supervision in structured conditions; evaluate one's own actions and take responsibility for the direct results of those actions	yes	5	The training content meets requirements of the level 1 of the EQF standards.
L 2	Work or study under supervision with some autonomy	a person is ready to: assume the obligations arising from membership in various communities; act and cooperate with others under direction in structured conditions; evaluate the actions in which one participates and take responsibility for the results of those actions	yes	4	The training content meets requirements of the level 2 of the EQF standards with some corrections.
L 3	Take responsibility for completion of tasks in work or study; adapt own behavior to circumstances in solving problems	a person is ready to: be a member of various types of communities, function in various social roles and assume the basic obligations resulting from this; act and cooperate with others partially autonomously in structured conditions; evaluate one's own actions and those of the team; take responsibility for the results of those actions	yes	5	The training content meets requirements of the level 3 of the EQF standards with some small corrections.



L 4	Exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities	a person is ready to: assume responsibility for participating in various communities and functioning in various social roles; act and cooperate with others autonomously under structured conditions; evaluate one's own actions and those of persons one is directing; take responsibility for the results of one's own actions as well as those of the persons one directs	yes	4	The training content fully meets requirements of the level 4 of the EQF standards.
		yes	no		Quality (1 – poor, 2 – fair, 3 –average, 4- good, 5- very good)
<b>Assessment of learning outcomes</b>	Are the testing / assessment procedures relevant to the content?	yes			Needs amelioration
	Are the testing / assessment procedures relevant to the EQF levels?	yes			Needs amelioration



		yes	no	Quality (1 – poor, 2 – fair, 3 –average, 4- good, 5- very good)
<b>Relevance to the needs of project target groups</b>	Are language and style of training content proper for the target group	yes		5
	Is there a good balance between practical and theoretical approach?	yes		5
	Does training content focus on needs of relevant target group?	yes		5
	Is training content sticking to the topic?	yes		5
		yes	no	Quality (1 – poor, 2 – fair, 3 –average, 4- good, 5- very good)
<b>Assessment of the training materials form</b>	Is the structure of materials relevant to the training methodology guidelines?	yes		5



### Evaluation of the module 5 “Renewable energy sources & waste recycling”

Evaluation of the module 5 was executed taking into consideration requirements of the European Qualification Framework standards and Training Methodology elaborated in the frame of project FARMLAND.

The whole module was divided into 3 parts regarding EQF standards, glossary and test in the demanded by methodology way. The content started from level 2 and finished on level 4 of EQF. Evaluation covers also level 1 because the content at the beginning of the module covers also level 1.

Generally module is prepared in the proper way according to the Training Methodology however there are some minor issues to improve.

First of all the material prepared in the frame of module 5 is elaborated very clearly and readable. It is divided correctly according to the demands of EQF standards.

At the slide 4 is not really clear description which should be more precised. The background of the whole presentation is white while the template elaborated for all presentations had grey background. It should be unified in each presentation. At the slide 24 should be more precised information about natural manure (about burning roots by acid).

The main suggestion to improve the training content is to develop more chapter relevant to EQF 4. Two slides of this part of the presentation seems to be not enough especially it is level 4 of EQF which should deliver deeper information.

Summarizing the module is prepared correctly and very well regarding essential part. All materials are prepared very carefully regarding EQF and they are written in the understandable way. There is enough pictures included to the content, case study are very helpful, glossary prepared in very intuitive way. After correcting content taking into consideration above suggestion the module 5 will be ready to translate and implement into the e-learning system.



Addendum 1 – training content quality assurance checklist.

Training content quality assurance checklist				
<b>Learning outcomes and curricula</b>		yes	no	Quality (1 – poor, 2 – fair, 3 –average, 4- good, 5- very good)
	Does training material provide curricula?	x		5
	Does training material provide learning outcomes?	x		5
	Are learning outcomes coherent with training content ?	x		5
<b>Training content</b>	Training content is evaluated in the context of EQF levels, therefore the training materials are checked for providing proper level of knowledge, skills and competence.			
<b>Knowledge</b>				
Training materials provide			Specific EQF level obtained: yes/no Quality (1 – poor, 2 – fair, 3 –average, 4- good, 5- very good)	Comments



L 1	Basic general knowledge	a person knows and understands: elementary facts and concepts as well as the dependencies between selected phenomena and the products of human thought	Yes	5	The training content meets requirements of the level 1 of the EQF standards.
L 2	Basic factual knowledge of a field of work or study	a person knows and understands: a broadened set of basic facts, simple concepts as well as the dependencies between selected phenomena and the products of human thought	yes	5	
L 3	Knowledge of facts, principles, processes and general concepts, in a field of work or study	a person knows and understands: basic facts and concepts as well as the dependencies between selected phenomena and the products of human thought; and also a broader scope of selected facts, concepts and dependencies in specific areas; the elementary conditions of conducted activities	Yes	5	



L 4	Factual and theoretical knowledge in broad contexts within a field of work or study	a person knows and understands: a broadened set of basic facts, moderately complex concepts and theories as well as the dependencies between selected phenomena and the products of human thought; and also a broader scope of selected facts, moderately complex concepts, theories in specific areas and the dependencies between them; the basic conditions of conducted activities	yes	4	The training content meets requirements of the level 4 of the EQF standards. However it is necessary to add more information
<b>Skills</b>					
L 1	Basic skills required to carry out simple tasks	a person is able to: carry out very simple tasks according to detailed instructions under typical conditions; solve very simple, routine problems under typical conditions; learn under direct guidance in a structured form; understand simple statements and formulate very simple statements	yes	5	The training content meets requirements of the level 1 of the EQF standards.



L 2	Basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools	a person is able to: complete simple tasks following general instructions most often under typical conditions; solve simple, routine problems most often under typical conditions; learn under guidance in a structured form; understand moderately complex statements, formulate simple statements	yes	5	The training content meets requirements of the level 2 of the EQF standards.
L 3	A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information	a person is able to: complete moderately complex tasks following general instructions under partially variable conditions; solve simple, routine problems under partially variable conditions; learn partially autonomously under guidance in a structured form; understand moderately complex statements, formulate moderately complex statements	yes	5	The training content meets requirements of the level 3 of the EQF standards.



L 4	A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	a person is able to: complete moderately complicated tasks, partially without instruction, often under variable conditions; solve moderately complex and somewhat non-routine problems often under variable conditions; learn autonomously in a structured form; understand complex statements, formulate moderately complex statements on a broad range of issues	yes	4	The training content meets requirements of the level 4 of the EQF standards. However it is necessary to add more information
<b>Competence</b>					
L 1	Work or study under direct supervision in a structured context	a person is ready to: respect the obligations arising from membership in various communities; act and cooperate with others under direct supervision in structured conditions; evaluate one's own actions and take responsibility for the direct results of those actions	yes	5	The training content meets requirements of the level 1 of the EQF standards.



L 2	Work or study under supervision with some autonomy	a person is ready to: assume the obligations arising from membership in various communities; act and cooperate with others under direction in structured conditions; evaluate the actions in which one participates and take responsibility for the results of those actions	yes	5	The training content meets requirements of the level 2 of the EQF standards.
L 3	Take responsibility for completion of tasks in work or study; adapt own behavior to circumstances in solving problems	a person is ready to: be a member of various types of communities, function in various social roles and assume the basic obligations resulting from this; act and cooperate with others partially autonomously in structured conditions; evaluate one's own actions and those of the team; take responsibility for the results of those actions	yes	5	The training content meets requirements of the level 3 of the EQF standards.



L 4	Exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities	a person is ready to: assume responsibility for participating in various communities and functioning in various social roles; act and cooperate with others autonomously under structured conditions; evaluate one's own actions and those of persons one is directing; take responsibility for the results of one's own actions as well as those of the persons one directs	yes	4	The training content meets requirements of the level 4 of the EQF standards. However it is necessary to add more information
		yes	no		Quality (1 – poor, 2 – fair, 3 –average, 4- good, 5- very good)
<b>Assessment of learning outcomes</b>	Are the testing / assessment procedures relevant to the content?	yes			5
	Are the testing / assessment procedures relevant to the EQF levels?	yes			5



		yes	no	Quality (1 – poor, 2 – fair, 3 –average, 4- good, 5- very good)
<b>Relevance to the needs of project target groups</b>	Are language and style of training content proper for the target group	yes		5
	Is there a good balance between practical and theoretical approach?	yes		5
	Does training content focus on needs of relevant target group?	yes		5
	Is training content sticking to the topic?	yes		5
		yes	no	Quality (1 – poor, 2 – fair, 3 –average, 4- good, 5- very good)
<b>Assessment of the training materials form</b>	Is the structure of materials relevant to the training methodology guidelines?	yes		5



### **Evaluation of the module 6 “Organic farming and biodiversity” with specific reference to extra-virgin olive oil and wine production and direct selling.**

Evaluation of the module 6 was executed taking into consideration requirements of the European Qualification Framework standards.

The whole module was divided into 3 parts regarding EQF standards, glossary and test. The content started from level 2 and finished on level 4 of EQF. Evaluation covers also level 1 because the content at the beginning of the module covers also level 1.

Generally module is prepared in the proper way according to the training methodology however there are some issues to improve.

The whole material has to be unified regarding the kind of font, its size, capitals letters and interlines. The first part of the module has to be also unified regarding language (some of the slides have Spanish words). Also the first part of module should be more consolidate. There is too many introductory slides before participant can reach real content . It is caused because this part is different than assumed in the training methodology. After adjusting it to the content model – it should be ok. Moreover, there is no curricula provided in this training content.

There is necessity of improving training content of more pictures or drawings. The first part of the material contains more pictures than second part which is much more theoretical. There is lack of practical example especially in the level 4 of the training content.

Some of the content is overlapped which is not correct (slide 34 and 35) and some of the content is not relevant to te topic (description doesn’t meet the topic – slide 134).

There is lack of the slide informing about beginning of the test. There would be also necessary to add headers to the each slide to identify better relevant chapter/topic.

Summarizing the module is prepared correctly regarding essential part but needs correction to be more friendly for users and more readable.



Addendum 1 – training content quality assurance checklist.

Training content quality assurance checklist				
<b>Learning outcomes and curricula</b>		yes	no	Quality (1 – poor, 2 – fair, 3 –average, 4- good, 5- very good)
	Does training material provide curricula?		x	0
	Does training material provide learning outcomes?	x		4
	Are learning outcomes coherent with training content ?	x		4
<b>Training content</b>	Training content is evaluated in the context of EQF levels, therefore the training materials are checked for providing proper level of knowledge, skills and competence.			
<b>Knowledge</b>				
Training materials provide			Specific EQF level obtained: yes/no Quality (1 – poor, 2 – fair, 3 –average, 4- good, 5- very good)	Comments



L 1	Basic general knowledge	a person knows and understands: elementary facts and concepts as well as the dependencies between selected phenomena and the products of human thought	Yes	5	The training content meets requirements of the level 1 of the EQF standards.
L 2	Basic factual knowledge of a field of work or study	a person knows and understands: a broadened set of basic facts, simple concepts as well as the dependencies between selected phenomena and the products of human thought	yes	4	The training content meets requirements of the level 2 of the EQF standards. However there is some incoherence in language (mixed ES and EN). Also slide 34 and 35 delivered mostly the same information – the only change is the names of disease are different .
L 3	Knowledge of facts, principles, processes and general concepts, in a field of work or study	a person knows and understands: basic facts and concepts as well as the dependencies between selected phenomena and the products of human thought; and also a broader scope of selected facts, concepts and dependencies in specific areas; the elementary conditions of conducted activities	Yes	4	The training content meets requirements of the level 3 of the EQF standards. However there should be header on each slide to identify better chapter topics. It regards to whole content.



L 4	Factual and theoretical knowledge in broad contexts within a field of work or study	a person knows and understands: a broadened set of basic facts, moderately complex concepts and theories as well as the dependencies between selected phenomena and the products of human thought; and also a broader scope of selected facts, moderately complex concepts, theories in specific areas and the dependencies between them; the basic conditions of conducted activities	yes	4	The training content meets requirements of the level 4 of the EQF standards. However slide 134 doesn't refer to the chapter topic.
<b>Skills</b>					
L 1	Basic skills required to carry out simple tasks	a person is able to: carry out very simple tasks according to detailed instructions under typical conditions; solve very simple, routine problems under typical conditions; learn under direct guidance in a structured form; understand simple statements and formulate very simple statements	yes	5	The training content meets requirements of the level 1 of the EQF standards.



L 2	Basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools	a person is able to: complete simple tasks following general instructions most often under typical conditions; solve simple, routine problems most often under typical conditions; learn under guidance in a structured form; understand moderately complex statements, formulate simple statements	yes	4	The training content meets requirements of the level 2 of the EQF standards.
L 3	A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information	a person is able to: complete moderately complex tasks following general instructions under partially variable conditions; solve simple, routine problems under partially variable conditions; learn partially autonomously under guidance in a structured form; understand moderately complex statements, formulate moderately complex statements	yes	4	The training content meets requirements of the level 3 of the EQF standards.



L 4	A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	a person is able to: complete moderately complicated tasks, partially without instruction, often under variable conditions; solve moderately complex and somewhat non-routine problems often under variable conditions; learn autonomously in a structured form; understand complex statements, formulate moderately complex statements on a broad range of issues	yes	3	The training content meets requirements of the level 3 of the EQF standards. The lack of this chapter is that this part of content doesn't provide any practical example or case study. It is just a theory and it is not enough to reach proper level of skills.
<b>Competence</b>					
L 1	Work or study under direct supervision in a structured context	a person is ready to: respect the obligations arising from membership in various communities; act and cooperate with others under direct supervision in structured conditions; evaluate one's own actions and take responsibility for the direct results of those actions	yes	5	The training content meets requirements of the level 1 of the EQF standards.



L 2	Work or study under supervision with some autonomy	a person is ready to: assume the obligations arising from membership in various communities; act and cooperate with others under direction in structured conditions; evaluate the actions in which one participates and take responsibility for the results of those actions	yes	4	The training content meets requirements of the level 2 of the EQF standards.
L 3	Take responsibility for completion of tasks in work or study; adapt own behavior to circumstances in solving problems	a person is ready to: be a member of various types of communities, function in various social roles and assume the basic obligations resulting from this; act and cooperate with others partially autonomously in structured conditions; evaluate one's own actions and those of the team; take responsibility for the results of those actions	yes	4	The training content meets requirements of the level 3 of the EQF standards.



L 4	Exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities	a person is ready to: assume responsibility for participating in various communities and functioning in various social roles; act and cooperate with others autonomously under structured conditions; evaluate one's own actions and those of persons one is directing; take responsibility for the results of one's own actions as well as those of the persons one directs	yes	4	The training content meets requirements of the level 3 of the EQF standards with the same suggestions from skills part of evaluation.
		yes	no		Quality (1 – poor, 2 – fair, 3 –average, 4- good, 5- very good)
<b>Assessment of learning outcomes</b>	Are the testing / assessment procedures relevant to the content?	yes			4 – there is no information that the test starts. So there is required to add slide with information that following section is the test section.



	Are the testing / assessment procedures relevant to the EQF levels?	yes		4
		yes	no	Quality (1 – poor, 2 – fair, 3 –average, 4- good, 5- very good)
<b>Relevance to the needs of project target groups</b>	Are language and style of training content proper for the target group	yes		3 –generally this point meets demands however in the second part of the training materials it is too much theoretic.
	Is there a good balance between practical and theoretical approach?	yes		2 – the content is more theoretical and there is too less of the practical examples.
	Does training content focus on needs of relevant target group?	yes		4
	Is training content sticking to the topic?	yes		4



		yes	no	Quality (1 – poor, 2 – fair, 3 –average, 4- good, 5- very good)
<b>Assessment of the training materials form</b>	Is the structure of materials relevant to the training methodology guidelines?	yes		3 – The structure of material meets the training methodology however at the beginning there is too many slides of the assumptions of the content. It should be condensed into less slides.



