



European Peer Training for Recognition Validation and Certification of Competences (RVC)



Imprint

EuroPeerGuid-RVC

**European Peer Review in Guidance and Counseling in VET of Adults – RVC
Life Long Learning Programme, Leonardo da Vinci
Project nº - 2013 - 1 – PT1 – LEO05 - 154739**

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European Peer Training for Recognition, Validation and Certification of Competences (RVC)

Adapted and expanded for EuroPeerGuid RVC from the European Peer Training developed in the project "Peer Review Extended II", Leonardo da Vinci Project LLP-LdV/TOI/2007/AT/0011

Part I European Peer Training Curriculum - overview

Part II Quality assurance of European Peer Training – a checklist

Part III Peer Training Modules

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Introduction

Maria Gutknecht-Gmeiner

The European Peer Review projects for VET and the training programme for Peers

Between 2004 and 2009, a European Peer Review procedure for VET has been developed in three Leonardo da Vinci projects ("Peer Review in initial VET" (2004-2007), "Peer Review Extended" (2007) and "Peer Review Extended II" (2007-2009)). The procedure has been described in detail in the European Peer Review Manual (cf. Gutknecht-Gmeiner et al. 2007). As the procedure's success and acceptance to a large degree depend on the Peers' competence, methodically adequate and feasible concepts for the recruitment and training of Peers constitute a major prerequisite for a system-wide high-quality introduction of Peer Review. To meet this demand, a tailored face-to-face Peer Training which prepares the Peers for their demanding tasks was developed and tested in the LdV TOI Project "Peer Review Extended II".

Adapting Peer Review to recognition, validation and certification of competences (RVC)

In the LdV TOI Project EuroPeerGuid RVC, the European Peer Review procedure is being adapted to recognition, validation and certification of competences: In a first step, the European Peer Review Manual and the tool-box have been adjusted to the conditions and requirements of external evaluation of providers of validation. To ensure appropriate training of the Peers, the original training programme – which was devised for vocational education and training – has been revised. It turned out that only slight alterations were necessary since the tasks of the Peers remain the same. However, there are some special conditions in the structure and processes for recognition, validation and certification of competences that must be accounted for, especially the often limited size of the validation services (they can be institutions in their own right, but are often units in larger institutions or even organised as projects) which requires special care particularly in feedback and reporting.

European scope of training programme

As in the previous projects, the training programme is designed for transnational use (i.e. training Peers for transnational Peer Reviews in a transnational training setting), but may also serve as the blueprint for national/regional/local training provision.

Based on the experiences with earlier Peer trainings and feedback from participants, the training has also been revised to take tackle the use of quality areas, criteria and indicators in Peer Review.

Recognition of training and reference to national/European qualification frameworks

For the European Peer Training, the integration into the European qualification framework has not been established yet. This is a task which would need to be tackled by further projects. On the basis of current understanding of the type of qualification represented in the 8 levels, the European Peer Training should be equivalent to EQF levels 5 or 6.

Overview of European Peer Training

The training programme provided for the project Europeerguid RVC is based on the curriculum used in the project Peer Review Extended II and adapted for Europeerguid.

The European Peer Training was originally developed by a transnational expert team with frequent input and feedback from VET practitioners between November 2007 and September 2009. At its core lies a Peer Training curriculum (Part I). The training also includes a section on quality assurance (Part II). The individual modules are described in detail in Part III. In the original version, Part I was developed by Maria Gutknecht-Gmeiner, Part II by Josep Camps and Pere Canyadell and Part III was conceived in collaboration between Maria Gutknecht-Gmeiner, Pirjo Väyrynen, Leena Koski, Anette Chur, Anette Halvgaard, and Rick Hollstein. The original European Peer Training is in English, with short versions available also in Catalan, Danish, Finnish, German, Portuguese, and Spanish.

For Peer Review in Recognition Validation and Certification of Competences (RVC) all parts were revised and adapted. The structure, however, remains the same and comprises the curriculum, a part on quality assurance and a description of the individual modules.

Table 1: Overview of European Peer Training

Part I Peer Training Curriculum
Part II Quality assurance of European Peer Training
Part III Peer Training Modules

Part I

I. European Peer Training Curriculum

I. 1 Aims and content

The Peer Training aims to prepare Peers for their tasks in planning and implementing a Peer Review.

It encompasses the following components

- imparting in-depth understanding of the specificities of Peer Review and the process (“know the model”)
- training the methodological evaluation skills needed to implement a qualitative external evaluation on the institutional level (i.e. of organisations or parts of organisations, “institutional evaluation/assessment”)
- (further) developing social and communicative skills and attitudes.

During the development of the original training, an in-depth analysis was carried out comparing the competences needed to conduct a Peer Review with comprehensive sets of evaluator competences set up by professional evaluation societies (esp. the DeGEval Recommendations on Education and Training in Evaluation” by the Evaluation Society (DeGEval 2004/2008). The outcomes of this analysis were incorporated into the definition of competences underlying the training programme and into the development of the individual modules (see below).

I. 2 Scope and time frame

The challenge lies in providing a training curriculum and programme that comprises all these elements and at the same time remains short and focused on the central requirements of a Peer Review process. While evaluation competences are needed to conduct a high-quality Peer Review, the training programme cannot (and also need not) turn professionals from RVC into full-fledged evaluation experts. The peer training is conceived as a continuing training opportunity for RVC professionals that usually must be in accord with their responsibilities in the job, i.e. they cannot be away from work for longer periods of time. This is esp. true if the training does not lead to a professional specialisation, but rather imparts restricted competences in a field – external evaluation – that is not one of the primary tasks in everyday professional practice. So the timeframe for such a training usually lies between a minimum of 2 days and about a week (5 days). If only one-day-trainings are conducted, additional measures must be taken to ensure a good peer review process, i.e. through additional support for the peer team, by including an evaluation expert etc.

I. 3 Modules

The European Peer Training is presented as a curriculum that is broken down into individual modules. It is structured in accordance with the Peer Review’s sequence, relevant are phases 1 to 3, i.e. the preparation of the Peer Review (Phase 1), the implementation of the Peer visit (Phase 2), and reporting (Phase 3). For the current training programme, an eighth transversal module (here number 7) has been added dealing with the use of quality areas during the Peer Review process. The content details of the individual modules can be found in the module descriptions.

Table 2: Overview of the European Peer Training Curriculum for RVC

Module	Theory / practice; preparation *	Phase**	Field of competence
1 Introduction to quality management and Peer Review	Theory	Phase 1	Fundamentals of evaluation/Peer Review
2 Role and tasks of Peers	Theory and practice	Phases 1-3	Fundamentals of evaluation/Peer Review; social/personal competences
3 Qualitative methods	Theory and practice Preparation	Phase 2	Methodological competence
4 Design and planning of a Peer Review	Theory and practice Preparation	Phase 1	Methodological competence
5 Analysis, interpretation and assessment	Theory and practice	Phase 2	Methodological competence
6 Giving oral feedback and writing report	Theory and practice	Phase 3	Social/personal competences
7 Use of Quality Areas	Theory and practice	Phases 1-3	Fundamentals of evaluation/Peer Review; methodological competences
8 Soft skills	Theory and practice	Phases 1-3	Social/personal competences

Source: Gutknecht-Gmeiner 2009/2015, * Preparation of Peer Review; ** Phase of a Peer Review.

I. 4 Integration into the Peer Review cycle

This structure also allows integration of the preparatory tasks conducted in the Peer Teams, i.e. the training course can be tailored to fit synergistically into the organisation of Peer Reviews. Including the training into the preparation of the Peer Reviews and using “real cases” for practical exercises is recommended. If real cases are not available, a case study should support implementation if the

I. 5 Didactical requirements

Since the European Peer Training aims to prepare the prospective Peers for their tasks during the Peer Reviews, it must be very practice-oriented. This concerns both the selection of content – imparting theory as a support of practical implementation rather than as an end in itself – and the didactical methods, which should support the acquisition for practically relevant knowledge and skills and enhance personal development and capacity building.

Theory is tackled insofar as it is necessary for understanding the specific niche of Peer Review as external evaluation in the education sector. It is closely linked with developing or corroborating adequate approaches and personal attitudes.

Methodological skills (planning an evaluation, preparing data collection, interviewing techniques, analysis) are therefore trained through practical exercises, simulation or role-play.

Social and personal competences are not imparted within the framework of a separate module but integrated as a cross-curricular theme. It is in this competence field in particular that practical testing and practising as well as reflection about behaviour patterns is of great importance.

Part II

Quality assurance of European Peer Training – a checklist

Dimensions and quality criteria

The following dimensions are relevant for quality assurance of the European Peer Training:

1. General characteristics of the training programme
2. Trainees/participants
3. Formal characteristics
4. Evaluation of the training
5. Validation and continuous improvement of the training

I. General characteristics of the training programme

I.1 Training provider

Providers can be:

- European Peer Review Association for European-level training
- National training institutions in QM/evaluation for national training, university, in-service / continuing training provider for RVC professionals etc.

The provider of the course should have an institutional Quality Management System as organisation: e.g. ISO 9001:2008, own system, EFQM-based, systematic self-assessment, etc.

I.2 Specification of the training programme

Establish:

1. Duration
2. Dates of realisation
3. Economics costs and financial support
4. Diploma/Certification: Which institution will deliver the diploma?
5. Number of trainees (Ratio trainer/participants)
6. How and when to renew the diploma? Continuous training of the peers
7. Trainer's qualification/s and competences:
 - expertise in evaluation and quality management
 - expertise in Peer Review
 - knowledge of and experience with recognition, validation and certification of competences
 - suitable didactical competences esp. expertise in the training of adults.

II. Trainees

Entry requirements:

1. Recognition of prior learning
2. Formal requirements:
 - Education and qualifications
 - References
3. Technical requirements
 - Experience in guidance and counselling
 - Experience in self-evaluation, Peer Review
 - Experience in quality assurance
4. Establish entry level skills & competences

III. Formal characteristics: development of the training programme

Establish

1. Aims (learning outcomes)
2. Contents
3. Duration
4. Teaching methodology
5. Resources
6. Assessment methods

Last phase of the course: practical training period (if applicable)

7. Participation in Peer Review as observer (learning from the experienced peers)

IV. Evaluation of the training

Feedback from trainees

Feedback from trainers

Feedback from RVC providers

Indicators to measure the efficacy of the course; if possible training evaluation in connection with the meta-evaluation of the Peer Reviews

V. Validation and continuous improvement of the training

First edition (pilot course)

Second edition: adjustment of the quality characteristics of the course

Establish: continuous improvement of the training (using indicators, feedback, etc.)

Part III

European Peer Training Modules

Module 1: Introduction to quality management and Peer Review

Module 2: Role and tasks of Peers

Module 3: Qualitative Methods

Module 3a: Methods of data collection

Module 3b: Qualitative interview and observation techniques

Module 3c: Preparing interview guidelines and observation grids

Module 4: Design and planning of a Peer Review

Module 5: Analyses, interpretation and assessment

Module 6: Giving oral feedback and writing report

Module 7: Using Quality Areas

Module 8: Soft skills

Module 7 and 8 are transversal modules, i.e. they will be integrated into the other modules.

Module 1: Introduction to quality management and Peer Review

I. Objectives

The Peers understand the role of quality management and quality assurance in the improvement of Recognition, Validation and Certification of competences (RVC). Participants understand the localisation of the Peer Review in the quality cycle. They know the EQAVET and often used indicators and methods of quality management in RVC.

II. Content

- What quality is about
- Introduction to the concepts of quality management/assurance and their key principles
- European Quality Assurance Framework for VET (EQAVET) and the quality criteria as basis of Peer Review
- Quality in Recognition, Validation and Certification of competences
- Introduction to common quality management and quality assurance methods
- Quality assurance as an integrated part of the Peer Review procedure

III. Recommended duration

60-90 minutes depending on the participants' previous knowledge and experience on quality management

IV. Entry level requirements

Non

V. Methods of Delivery

Self-reflection and brainstorming
World Café
Input of trainer (presentations)
Group work
Discussions

The participants' previous knowledge and experience in quality management should be tapped and their understanding of the various theoretical issues encouraged through individual reflection, group work and discussions.

VI. Realisation

Brainstorming about Peer Review and its relation to quality management? What are the most important features of Peer Review? How to tackle the concept of quality in Peer Reviews?

- Working in small groups (15 min) and discussions on the results of group work

- Consensus on what quality means in transnational European Peer Reviews based on discussions and the European Peer Review Manual

Short presentation on special characteristic of Peer Review and how it relates to quality concepts and models used in education/RVC

- Input of trainer
- Input from participants who have knowledge and experience in this field

Introduction to Peer Review and its relation to quality management

- Input of trainer
- Questions

VII. Resources

The room should be large enough to work in groups.

Flipcharts, computer equipment/projector for the presentation on the results of group works and inputs of trainer

VIII. Annex: Materials used, Handouts, etc.

- Power Point presentation
- List of discussion questions for the group work

Module 2: Role and tasks of Peers

I. Objectives

The participants are able to work as a Peer in a European Peer Review. They know the tasks of Peers in the different phases of a European Peer Review. The Peers understand ethics/guiding principles that have to be taken into account when participating in a European Peer Review. They reflect on adequate values and attitudes and know what kind of behaviour is expected from Peers as evaluators. They are aware of the main personal and social competences and understand their importance within the framework of Peer Review.

IX. Content

Role of Peers as evaluators
Tasks of Peers in Peer Review
Attitudes and values
Behaviour
Personal and social competences

X. Recommended duration

60 minutes

XI. Entry level requirements

Participants have read the Manual and have participated in a short introduction to Peer Review.

XII. Methods of Delivery

Video or role-play of the role of Peer and the guiding principles in European Peer Review. Group work.

Reflection on metaphors

Acting as a Peer the first time in real situation supported and given feedback by a Peer with experience in Peer Review.

XIII. Realisation

Apart from information input regarding the Peers' tasks, mainly activating methods are recommended that encourage self-reflection and discussion (e.g. use of metaphors, working on exemplary situations, role play, etc.). Important:

- To practise different roles in the Peer group.
- To understand the sensitiveness of a feedback situation.

Assessment: qualitative oral feedback to each other in the group.

XIV. Resources

Video

Handouts/cards with metaphors for reflection

Instructions for video or role-play and group work.

XV. Annex: Materials used, Handouts etc.

Ground-Rules for Peers (cf. Tool-box)

Module 3: Qualitative Methods

Module 3a: Methods of data collection

I. Objectives

The Peers know the characteristics of different data collection methods and are able to appraise their appropriateness for use in the Peer Review.

II. Content

Introduction into different types of data collection methods relevant for Peer Reviews and their characteristics (differentiation between quantitative/qualitative, reactive/non reactive methods)
Detailed information on qualitative methods, in particular

- Interviews and
- Observations
- And on the use of available data

Discussion of advantages and disadvantages of the different methods, recommendations for use according to the purpose of data collection, resources and settings. Relation to quantitative surveys commonly used in institutional evaluation/quality management.

III. Recommended duration

60 minutes

IV. Entry level requirements

Participants have read the Manual and have participated in a short introduction to Peer Review.

V. Methods of Delivery

Input of trainer, brainstorming/group work

VI. Realisation

Overview of data collection methods: Quantitative and qualitative approaches, with a special focus on qualitative methods (trainer input or brainstorming/brainwriting)
Application of methods, advantages and disadvantages (group work, discussion in plenary)

VII. Resources

Room/Equipment

Enough room for group work (up to 4 groups)

Flipcharts/cards/pin boards or computer equipment/beamer for work groups and presentation in plenary

Module 3b: Qualitative interview and observation techniques

I. Objectives

The Peers are able to conduct interviews in a way that optimises openness of interviewees and richness of data gathered and allows a sound assessment of the evaluation questions.

II. Content

Preparing interviews:

Operationalisation of evaluation questions

Types of questions

Preparing interview guidelines

Conducting interviews:

Ground-rules for Peers/Communication and Interview Rules

Establishing rapport and creating an atmosphere of ease and trust

Wrapping up the interview

Interviewing techniques:

Phrasing questions

Probing

Summary and member check

Verbal and non-verbal behaviour during interview: dos and don'ts

Documentation: note taking

III. Recommended duration

90 minutes

IV. Entry level requirements

Module 3a

V. Methods of Delivery

Brainstorming

Input of Trainer

Role-play of interview situation

Role-play feedback

Group work

VI. Realisation

Brainstorming: What is important in successful interviewing or assessment of "Model interview" in small groups?

Input of trainer: Operationalisation of evaluation questions, phrasing interview questions, interview process; observation techniques

Role play in groups

1) Act out interview: 1 person asks the questions, 2 are interviewed (or 2 people ask questions of 1 interviewee or 1 person also takes notes of answers – cf. below analysis), 1 observes and takes notes on the interview process

2) Feedback from observer and discussion in group

Plenary:

Groups' presentation of findings, discussion

VII. Resources

Material

Handout: Communication and Interview Rules (Tool-box 8)

If available: "model interview" (video or transcript)

Room/Equipment

Enough room for group work (up to 4 groups)

Flipcharts/cards/pin boards or computer equipment/projector for work groups and presentation in plenary

VIII. Annex: Materials used, Handouts, etc.

Handout: Communication and Interview Rules (Tool-box 8)

Module 3c: Preparing interview guidelines and observation grids

I. Objectives

The Peers are able to conduct interviews in a way that optimises openness of interviewees and richness of data gathered and allows a sound assessment of the evaluation questions.

II. Content

This module is a follow-up to the modules "Data collection methods" and in particular to "Qualitative interview and observation techniques".

The content provided in the module "Qualitative interview and observation techniques" is applied to a (real) case. Interview guidelines and observation grids are developed in group work. If real cases are used, this module will also serve to prepare the Peer Visit.

Content:

Operationalisation of evaluation questions

Preparing interview guidelines: Phrasing questions for standardised open-ended interviews

Preparing observation grids for qualitative observations (in classrooms, workshops, etc.)

III. Recommended duration

90 minutes

IV. Entry level requirements

Modules "Data collection methods" and "Qualitative interview and observation techniques"

Recommended: module "Design and planning the Peer Review"

V. Methods of Delivery

Group work

Feedback of trainer

VI. Realisation

Group work

Groups prepare 2 data collection sessions (1 group interview, 1 observation) and develop interview guidelines/observation grids

Groups use a case study or their own case.

Short presentation by groups, discussion in plenary, feedback of trainer

VII. Resources

Material

Handout: Interview Minutes and Guidelines for Analysis (Tool-box 7)

Case Study

Room/Equipment

Enough room for group work (up to 4 groups)

Flipcharts/cards/pin boards or computer equipment/projector for work groups and presentation in plenary

VIII. Annex: Materials used, Handouts, etc.

Handout: Interview Minutes and Guidelines for Analysis (Tool-box 7)

Module 4: Design and planning of a Peer Review

I. Objectives

The Peers are able to design and plan a Peer Visit taking into account the purpose of the Peer Review, the evaluation questions and pertaining quality standards for empirical data collection.

II. Content

Success factors and quality standards for designing and planning Peer Visits:

- choice of data collection methods according to the purpose of the Peer Review and the evaluation questions
- inclusion of relevant stakeholder groups – with special emphasis on stakeholders which are difficult to organise (i.e. walk-in clients)
- triangulation of sources, methods, stakeholder groups
- realistic time schedule: buffers, time for analysis.

Content of this module is the application of these quality standards in the design and planning of a Peer Visit (real Peer Visit or according to case study).

III. Recommended duration

150 min ("real" case: preparation of Peer Visit Agenda) or 90 (case study)

IV. Entry level requirements

Module 1
Module 3a
Study of Peer Review Manual
Preparatory questionnaire filled out

V. Methods of Delivery

Trainer input
Group work
Feedback and support from trainer

VI. Realisation

Input: Basic rules for designing Peer Visit Agenda, questions and short discussion

Group work: Designing Peer Visit Agenda

NB: Trainer(s) available for support/coaching during group work

Peer Teams elaborate a Peer Visit Agenda for their Peer Review

Input trainer: Procedure for designing Peer Visit Agendas; demonstration of tools, handouts, generic electronic tools (generic agendas, forms)

Plenary: Sharing of Agendas and input of trainer (assessment of appropriateness, recommendations)

VII. Resources

Material

Handout on Basic rules for designing Peer Visit Agendas

Electronic format for creating Peer Visit Agenda (1 or 2 models)

Self-Reports of VET Providers "real cases" res. case study provided for the peer training

Room/Equipment

Enough room for group work (up to 4 groups)

Flipcharts/cards/pin boards or computer equipment/projector for work groups and presentation in plenary

VIII. Annex: Materials used, Handouts, etc.

Electronic format for creating Peer Visit Agenda (1 or 2 models)

Module 5: Analysis, interpretation and assessment

I. Objectives

The Peers are able to analyse, interpret and assess qualitative data (esp. data from interviews) collected during the Peer Visit according to scientific standards of qualitative research.

II. Content

NB: Data analysed will be primarily from qualitative interviews or observations.

1) Analysis of qualitative data

- Identifying important and meaningful information in interview notes/observation: segmenting, selecting significant information
- Determining goodness of data: objectivity and reliability of source
- Deductive and inductive analysis: coding, categorising
- Comparing data within and across categories

2) Interpretation and assessment of qualitative data

- Comparing and validating data with data from other sources (similarities, differences)
- Interpreting the data: making sense of the data and developing explanations
- Assessment of data against pre-defined goals and indicators according to areas of strength and areas of improvement

3) Including the process of analysis, interpretation and assessment into the Peer Visit (practical tips).

III. Recommended duration

90 minutes

IV. Entry level requirements

Completion of module 4 “Design and planning of a Peer Review” and 3 “Qualitative Methods”.

V. Methods of Delivery

Trainer input

Group work on case (“real” case or case from typical case study): interview transcripts/minutes; observation notes, discussion

VI. Realisation

Input

How to analyse, interpret, and assess qualitative data
Assessment in Peer Review

Group work: Analysing interview transcripts and making assessment

Plenary: Results of analysis and assessment reported by groups

VII. Resources

Material

Case (“real” case or case from typical case study): interview transcripts/minutes; perhaps also observation notes

Handout: Analysis, interpretation, and assessment of qualitative data

Room/Equipment

Enough room for group work (up to 4 groups)

Flipcharts/cards/pin boards or computer equipment/beamer for work groups and presentation in plenary

VIII. Annex: Materials used, Handouts, etc.

Handout: form for analysing interviews (cf. Tool-box, adapted and extended version)

Module 6: Giving oral feedback and writing report

I. Objectives

The Peers are able to discuss the main results of the Peer Review and to give face-to-face feedback. They are able to present distilled findings and assessments for every evaluation area in the final meeting at the end of the Peer Visit. The Peers are able to contribute to the report; they know the basic quality criteria for reports.

II. Content

Introduction

- to video
- to case study

depending on which one is used by the trainer.

Discussion and making up roles for role play (if necessary). Becoming familiar and discussing principles of communicative validation.

Principles of reporting and writing report by using handout.

III. Recommended Duration

90 minutes

IV. Entry level requirements

Participants have read the Manual and have participated in a short introduction to Peer Review.

V. Methods of Delivery

Trainer input

Group work / role play

Video or role-play of oral feedback situation

Feedback and support from trainer

Evaluative discussion in groups

VI. Realisation

Input by trainer on feedback and reporting

Important issues:

- to understand the sensitiveness of feedback situation and criteria of constructive feedback
- to know the quality criteria for evaluation reports
- to understand how to integrate the process of writing the Peer Review report in order to ensure timely submission

Role-play on feedback session

Preparing and enacting a feedback session based on cases prepared by the trainer or the participants
Reflection, feedback and lessons learned in the groups or plenary

Group work on writing reports

Reflection on quality of (model Peer Review) report used in the case study
Set of questions for analysis prepared by trainer
Reflection, feedback and lessons learned in the groups or plenary

VII. Resources

XV. 1 Material

Handouts
Peer Review Report – model
Ground-rules for Peers (including constructive feedback)

XV. 2 Equipment

Enough room for group work/role play (up to 4 groups)
Video recorder (if video is used)
Flipcharts/cards/pin boards or computer equipment/beamer for work groups and presentation in plenary

VIII. Annex

Materials used: Handouts, Peer Review Report – model (cf. Tool-box)

Module 7: Using Quality Areas

Module 7 is mostly integrated into other module: The Quality Areas are an important feature of the European Peer Review and as such constitute part of the Peer Review procedure (Module 1). They also orient and guide the planning of the Peer Review (Module 4), the data collection (Module 3), the analysis (Module 5) and feedback and reporting (Module 6).

I. Objectives

The Peers know the rationale for using European Quality areas and are able to deal with them in the Peer Review process in an adequate and constructive way in order to reconcile a general quality framework with the specific information needs and evaluation interests of the RVC provider. They know what criteria-based evaluation means and are able to make reference to and use the Quality Areas, criteria and exemplary indicators throughout the Peer Review process – from the preparation of the Peer Visit agenda and data collection instruments, through the data collection during the visit, to analysis, feedback and reporting.

II. Content

The European Quality Areas for RVC including criteria and indicators

Criteria-based evaluation

Use of the European Quality Areas throughout the Peer Review

III. Recommended duration

120 minutes

IV. Entry level requirements

Participants have read the Manual and have participated in a short introduction to Peer Review.

V. Methods of Delivery

Trainer input

Group work on cases (“real” case or case from typical case study) followed by a discussion in plenary

Exercises

VI. Realisation

Input

Quality Areas, criteria-based evaluation and different ways to use the European Quality Areas

Group work

Case work/exercises in groups on the use of Quality Areas in

- planning the Peer Review
- creating data collection instruments (interview/observation guidelines)
- analysis and interpretation of results
- feedback and reporting based on Quality Areas, criteria and indicators

Plenary: presentation of group work and discussion

VII. Resources

XV. 3 Material

Quality Areas

Case ("real" case or case from typical case study)

Interview Minutes and Guidelines for Analysis

Model self-report, model Peer Review Report

XV. 4 Room/Equipment

Enough room for group work (up to 4 groups)

Flipcharts/cards/pin boards or computer equipment/beamer for work groups and presentation in plenary

VIII. Annex: Materials used, Handouts, etc.

Toolbox: Quality Areas; Interview Minutes and Guidelines for Analysis

Module 8: Soft skills

Module 8 is mostly integrated into other modules since soft skills are trained and reflected on with regard to the tasks of the Peers during the phases of the Peer Review. They concern the initial communication with the RVC provider and the coordination of the Peer Visit Agenda (planning of Peer Review Module 4), the data collection (Module 3) during the Peer Visit and feedback and reporting (Module 6). They are also pivotal for the internal cooperation in the Peer Team.

IX. Objectives

The Peers are able to carry out a Peer Review in a way that facilitates the constructive and positive dialogue in order to establish a professional and friendly relationship, to obtain complete and accurate information and to give useful feedback. They know and can apply the Ground Rules for Peers (cf. Tool-box) giving due consideration to relevant cultural conditions. They work together as a team, respecting differences between group members and creating an open, yet efficient way of cooperation. They know how to organise a feasible, efficient and smooth data collection process and they know how to deal with different perspectives and possible conflicts.

X. Content

Important soft skills like

- communication skills
- personal competence
- facilitation/moderation skills
- mediation/conflict resolution skills
- project management
- time management.

XI. Recommended duration

120 minutes (or more)

XII. Entry level requirements

Participants have read the Manual and have participated in a short introduction to Peer Review.

XIII. Methods of Delivery

It is important to work on concrete situations, to allow for discussion and to give the possibility to reflect on the participants' own experiences.

Trainer input

Group work on case ("real" case or case from typical case study) followed by a discussion in plenary. Input from participants on relevant personal experiences, reflection on these experiences

Skills training during exercises for other modules (i.e. interviewing techniques, giving feedback; moderation/facilitation during group work in training etc.)

XIV. Realisation

Input

Key issues and relevant examples: Presentation of relevant key issues, presentation of “tricky situations”, tips and tricks

General discussion on situations experienced by the participants, in plenary

Group work

Case work in groups – including analysing a specific situation and discussing how to solve the specific problem

Plenary: Conclusions and recommendations reported by groups - discussion

XV. Resources

XV. 5 Material

Presentation

Case (“real” case or case from typical case study)

XV. 6 Room/Equipment

Enough room for group work (up to 4 groups)

Flipcharts/cards/pin boards or computer equipment/beamer for work groups and presentation in plenary

XVI. Annex: Materials used, Handouts, etc.

None

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