

European Peer Training
Short version

European Peer Training – short version

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Peer Review Extended II - Transfer and further development of the European Peer Review methodology as an element of the Common Quality Assurance Framework (CQAF)
Leonardo da Vinci Project LLP-LdV/TOI/2007/AT/0011

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Introduction

Maria Gutknecht-Gmeiner

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 European Peer Review is the product of a truly European cooperation effort between 15 European countries and can be applied as an external instrument of quality assurance within VET across Europe. In this process, Peer Review has been defined as a formative, i.e. development-oriented, external evaluation of VET providers (schools, colleges, etc.) by Peers – independent colleagues from other comparable institutions. The procedure has been described in detail in the European Peer Review Manual (cf. Gutknecht-Gmeiner et al. 2007).

So far, the European Peer Review has been tested and further developed in three pilot phases in 2006, 2007 and – during the last project – in 2008/2009. On the European level, the European Network for Quality Assurance in VET, ENQA VET, has established a Thematic Group on Peer Review which in the past one and a half years has developed a process and structure for sustainable transnational Peer Reviews starting 2010. All in all, 18 European countries to date have taken part either in the Leonardo da Vinci projects or the Thematic Group on Peer Review, a number of which are in the process of introducing the European Peer Review procedure also at the national level.

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. Throughout the Peer Review projects, there has been repeated demand for a comprehensive Peer Training from Peers, VET providers and educational decision-makers. In the LdV Transfer of Innovation project "Peer Review Extended II" this demand has now been met through the cooperative European development and practical testing of a face-to-face Peer Training which prepares the Peers for their demanding tasks.

We hope that the European Peer Training will support the conduct of future Peer Reviews and prove a sound basis for the development of national training programmes in the different countries currently implementing Peer Reviews. Since it has been successfully piloted on a European level, the European Peer Training can also serve as a model for transnational training courses.

Overview of European Peer Training

The European Peer Training was 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 competence profile for the Peers (Part I) and a section on quality assurance (Part II). The individual modules are described in detail in Part III. Additionally, the training programme package comprises descriptions of cases of good practice from the partner countries – there were national variations especially in the organisation and the duration of the Peer Training – and further supporting material for Peer Trainings as for instance a case study (Part IV). Last but not least the Peer Training also contains the revised and updated web-based Peer Training.

The developed material on European Peer Training thus comprises the following parts:

Table 1: Overview of European Peer Training

<p>Part I Competence Profile for Peers Peer Training Curriculum <i>Maria Gutknecht-Gmeiner</i></p> <p>available in English and partly Catalan, Danish, Finnish, German, Portuguese, and Spanish</p>
<p>Part II Quality assurance of European Peer Training <i>Josep Camps, Pere Canyadell</i></p> <p>available in English and Catalan, Danish, Finnish, German, Portuguese, and Spanish</p>
<p>Part III Peer Training Modules <i>Maria Gutknecht-Gmeiner, Pirjo Väyrynen, Leena Koski, Anette Chur, Anette Halvgaard, Rick Hollstein</i></p> <p>available in English and Catalan, Danish, Finnish, German, Portuguese, and Spanish</p>
<p>Part IV Good practice examples Case Study Supporting Material <i>Maria Gutknecht-Gmeiner, Leena Koski, Anette Chur, Anette Halvgaard, Rick Hollstein</i></p> <p>available in English</p>
<p>Part V Web-based Peer Training Programme (html format) <i>Rick Hollstein</i></p> <p>available in English</p>

Part I

Maria Gutknecht-Gmeiner

I. European Peer Training Curriculum

Since the Peer Training aims to directly prepare the Peers for the independent implementation of Peer Reviews, it must be very practice-oriented both regarding the selection of content – impartment of theory as a support of practical implementation rather than as an end in itself – and regarding didactical methods, which should support the acquisition for practically relevant knowledge and skills and enhance personal development and capacity building. Social and personal competences are therefore 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.

I. 1 Curriculum

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). At the same time, this structure also allows integration of the preparatory tasks conducted in the Peer Teams, i.e. the training course can be tailored to fit synergetically into the organisation of Peer Reviews.

Table 2: Overview of the European Peer Training Curriculum

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 Soft skills	Theory and practice	Phases 1-3	Social/personal competences

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

The content details of the individual modules can be found in the module descriptions.

Part II

Quality assurance of European Peer Training – a checklist

Dimensions and quality criteria

Josep Camps, Pere Canyadell

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

1. General Characteristics of the course
2. Clients
3. Technical characteristics
4. Assessment of the course
5. Validation of the course

I. General characteristics of the course

I. 1 Training provider

Provider: university, in-service VET teacher training provider, etc.

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

I. 2 Course

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 applicants
6. Ratio teacher/students
7. How and when to renew the diploma? Continuous training of the peers
8. Trainer's qualification/s and competences (see Part I, "Peer Competence Profile. European Peer Training Curriculum"):
 - expertise in evaluation and quality management
 - expertise in Peer Review
 - knowledge of and experience with the VET sector
 - suitable didactical competences esp. expertise in the training of adults.

II. Clients

Entry requirements:

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

III. Technical characteristics: development of the programme

Establish

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

Last phase of the course: practical training period

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

IV. Assessment of the course: course evaluation and improvement

- Feedback from trainees
- Feedback from trainers
- Feedback from VET providers
- Indicators
- How to measure the efficacy of the course?

V. Validation of the course

- 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

Maria Gutknecht-Gmeiner, Leena Koski, Pirjo Väyrynen, Anette Chur, Anette Halvgaard, Rick Hollstein

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: Soft skills

Module 8: Self-supported web-based Peer Training

Module 1: Introduction to quality management and Peer Review

Author: Leena Koski, FNBE

I. Objectives

The Peers understand the role of quality management and quality assurance in the improvement of vocational education and training. Participants understand the localisation of the Peer Review in the quality circle and know EQARF and most often used methods of quality management in VET.

II. Content

- What quality is about
- Introduction to the concepts of quality management and quality assurance and their key principles
- European Quality Assurance Framework for VET (EQARF) and how Peer Reviews can support the implementation of EQARF
- Introduction to common quality management and quality assurance methods in the VET sector in Europe
- 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
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

Short brainstorming about what quality can mean? How to tackle with the concept quality in Peer Reviews?

- Working in small groups (10 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 quality concepts and models used in VET

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

Introduction to EQARF and Peer Review

- Input of trainer
- Questions

Group work (10 – 15 minutes)

- One aim is to be familiar with Quality Area No. 14 Quality Management in transnational European Peer Reviews
- The aim is also increase the knowledge on how everyone taking part in Peer Review can assure the quality of the Peer Review procedure

Results of the group work and the comments of trainer

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

Author: Leena Koski, FNBE

I. Objectives

The Peers 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 ethic/guiding principles which have to be taken into account when participating in a European Peer Review. They 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.

II. Content

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

III. Recommended duration

60 minutes

IV. Entry level requirements

Participants have read the Manual / done the web-based training.

V. Methods of Delivery

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

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

VI. 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.

VII. Resources

Video

Instructions for video or role-play and group work.

VIII. Annex: Materials used, Handouts etc.

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

Module 3: Qualitative Methods

Author: Maria Gutknecht-Gmeiner, *öibf*

Module 3a: Methods of data collection

I. Objectives

The Peers know the characteristics of different data collection methods and are able to estimate 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
- 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.

III. Recommended duration

60 minutes

IV. Entry level requirements

non

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

VII. 1 Room/Equipment

Enough room for group work (up to 4 groups)

Flipcharts/cards/pinboards 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 which 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 donts

Documentation: notetaking

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

VII. 1 Material

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

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

VII. 2 Room/Equipment

Enough room for group work (up to 4 groups)

Flipcharts/cards/pinboards 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 which 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

VII. 1 Material

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

VII. 2 Room/Equipment

Enough room for group work (up to 4 groups)

Flipcharts/cards/pinboards 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

Author: Maria Gutknecht-Gmeiner, *öibf*

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
- 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

VII. 1 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

VII. 2 Room/Equipment

Enough room for group work (up to 4 groups)

Flipcharts/cards/pinboards 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

Author: Maria Gutknecht-Gmeiner, *öibf*

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 module 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

VII. 1 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

VII. 2 Room/Equipment

Enough room for group work (up to 4 groups)

Flipcharts/cards/pinboards 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

Author: Pirjo Väyrynen, FNBE

I. Objectives

The Peers are able to discuss about 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 and to comment, although one or two persons were accountable for writing the report.

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

none

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

Introduction by trainer: teachers as “researchers”, decision makers and giving feedback. Principles of criteria based evaluation: handout and reflection in groups.

Important to learn:

- to make reliable and valid conclusions based on the present material and interviews
- to understand the sensitiveness of feedback situation

VII. Resources

VII. 1 Material

Handouts

Peer Review Report – model

VII. 2 Equipment

Enough room for group work/role play (up to 4 groups)

Video recorder (if video is used)

Flipcharts/cards/pinboards 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: Soft skills

Author: Anette Chur, Kold college; Anette Halvgaard, North Zealand College

I. Objectives

The Peers are able to carry out a Peer Review in a way that facilitates the constructive and positive dialog in order to get complete and accurate information, and in due consideration of relevant cultural conditions. Knowledge of Ground Rules for Peers (cf. Tool-box).

II. Content

Presentation of relevant key issues

Input from participants on relevant personal experiences

Practical cases - discussion

III. Recommended duration

120 minutes

IV. Entry level requirements

None

V. Methods of Delivery

Trainer input

It is important with a general discussion and a possibility to reflect on the participants' own experiences.

Group work on case ("real" case or case from typical case study) followed by a discussion in plenary.

VI. Realisation

Input

Key issues and relevant examples. 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

VII. Resources

VII. 1 Material

Presentation

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

VII. 2 Room/Equipment

Enough room for group work (up to 4 groups)

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

VIII. Annex: Materials used, Handouts, etc.

None

Module 8: Self-supported web-based Peer Training

Author: Rick Hollstein, Aberdeen College

I. Objectives

On completion of this programme, participants will:

- have a detailed knowledge of the contents of the European Peer Review Manual,
- have a detailed knowledge of the European Quality areas prior to involvement in other training,
- be able to apply their knowledge of their countries VET providers/institutions to analyse the key aspects of the European Peer Review Procedure.

II. Course overview/content

Section 1: Advantages and benefits of Peer Review as an evaluation tool

Section 2: The 4 Phases of the Peer Review procedure

Section 3: The Quality Areas

Section 4: The roles of Peers and their related tasks

Section 5: Qualitative research methods:

- Interviews
- Focus groups
- Observation

Section 6: Analysis of Qualitative and Quantitative data

Section 7: Soft skills:

- Questioning Techniques
- Active Listening
- Giving Feedback

Section 8: Analysing Self-Reports

III. Recommended duration

The programme is designed to take participant in the region of 1 day/8 hours. It is educationally preferable if this is done as short sessions of study over a number of days

IV. Entry level requirements

Entry to this package is at the discretion of the user.

N.B.: The European Peer Review Manual for initial VET describes the competences required by a Peer team conducting a Peer Review as including:

- Knowledge of Quality Areas under scrutiny
- Experience in teaching & learning processes
- Experience in QA and QD procedures
- Expertise in evaluation, moderation and communication

- Knowledge of VET systems
- Expertise in gender mainstreaming

Not all Peers require each of these competences. Expertise will be extended by completion of this package. Please consult the European Peer Review Manual for initial VET Chapter VIII. Peers; table 3 for further explanation.

V. Methods of Delivery

Online self supported study.

VI. Realisation

The following is a suggestion for topics which could be studied as 6 separate study sessions:

Study Session	Topic
Session 1	Section 1: Advantages and benefits of Peer Review as an evaluation tool Section 2: The 4 Phases of the Peer Review procedure
Session 2	Section 3: Getting to know the Quality Areas
Session 3	Section 4: The roles of Peers and their related tasks
Session 4	Section 5: Qualitative research methods Section 6: Analysis of qualitative and quantitative data
Session 5	Section 7: Soft skills
Session 6	Section 8: Analysing self-reports

VII. Resources

Internet connection to the European Peer Review website

VIII. Annex: Materials used, Handouts, etc. (cf. VII)

Useful accessories:

- a hard copy of the Peer Review Manual
- a notebook
- pen/pencil

