

# EXPERO

A model of excellence to evaluate the learning outcome in the VET sector

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For further information please visit the websites:

[www.expero.org/hypertext/index.htm](http://www.expero.org/hypertext/index.htm)

[www.expero2.eu](http://www.expero2.eu)

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# What?

Nowadays, in the vocational education field, the learning outcome is the focus where all the current European quality policies are centred on. Despite of this attention, there are no quality evaluation models polarized on it, since the most famous models applied to the evaluation of educational organizations (i.e. EFQM, ISO, ServQual) point out their attention only on processes evaluation or on service evaluation (and not on outcome, which is the real output of a training course). In this context, through two European Projects, named "Ex.Per.O" and "Expero2Eu", funded by the LLP-LdV Program, a model and a set of tools have been developed in order to assess and evaluate the quality of the learning outcome in the vocational education sector.

# How?

The figure shows Expero model in a in a nutshell:

- The concept of quality is rooted on the stakeholders' prospective classified in the four rows: STK-E, external stakeholders (i.e. companies, associations, ministry), STK-T, the trainees of the course, STK-I, the internal stakeholders (i.e. teachers, tutors, staff) and the STK-L as the school leadership. All categories are involved in the evaluation process by means of specific indicators appearing in the proper row.

- To have a diagnostic evaluation, Expero model analyzes expectations (SHOULD area, tested at the course beginning) as well as perceptions (IS area, tested after the course end).

- In order to evaluate the learning outcome quality, the following indicators are assessed: Mission, Vision, the Quality of Results (QR), Organizational Processes (OP), Quality of Competencies (QC), Satisfaction of Results (SR), Quality of Image (QI).

- For all the indicators, Expero provides a validated set of tools: questionnaire, interviews, focus group, documental analysis and a very usable datasheet in which the assessor can store all the collected data and obtain, as output, graphical and numerical representations of the quality of the learning outcome, highlighting also strengths and weakness points.

# Why?

Expero model is innovative, since it is the first supranational European model aimed to evaluate the learning outcome, also providing a set of tools created to investigate on each indicator.

Expero model is flexible, since wether other forms of assessment are applied (i.e. ISO 9001, EFQM), they can easily be integrated.

Expero model focuses on improvement, since it does not see quality as bureaucratic standards to follow, but as a continuous enhancement process; indeed, Expero provides also a "best practices" observatory to help the school in solving problems concerning the quality of the learning outcome.

Expero model and tools are free to use, and a user-friendly interface will guide the application of the model step by step.

Expero model is excellence, since is a "Best Practice" recognized by the Lifelong Learning Programme (LLP), it was evaluated 9/10 by the LLP European Commission, and it is aimed to be a European model of Excellence.

# Wow!

Expero can be applied by every vocational education institution that needs to evaluate the learning outcome quality (the real training output) of its courses.

Any educational organization can use the Expero tools for free in order to have a complete self-evaluation.

In addition, if the school wants to have an official seal that confirms and guarantees the fair application of the Expero model, it is possible through the "Expero International Quality Association" – with representatives in many European Countries - which is the only one authorized to provide an audit and, after it, two kinds of Expero seal can be issued:

- The green one, released when the school demonstrates an improvement between 1st and 2nd audit.

- The gold one, released after at least two academic years of systematic and objective improvements.

