



Quadultrainers



Hochschule für
Wirtschaft und Recht Berlin
Berlin School of Economics and Law



Education and Culture DG

Lifelong Learning Programme



Education, Audiovisual & Culture
Executive Agency

FINAL

EVALUATION REPORT QUADULTRAINERS

Prof. Dr. Erwin Seyfried / Birgit Achterberg

Berlin School of Economics and Law

31 October 2010

Legal notice: The content of this document does not necessarily reflect the view or legislation of the European Commission. Neither the European Commission nor the project partners or any person acting on behalf of the Commission is responsible for the use that might be made of the information in this document.

Contents

1. EVALUATION TOOLS	3
1.1 Evaluation of process	3
1.2 Evaluation of project results	4
1.3 Criteria for the evaluation of project results	5
2. EVALUATION RESULTS	5
2.1 Project Scheme	5
2.2 Evaluation of the Project Management	6
2.3 Evaluation of the Partners' Meetings	7
2.4 Evaluation through the members of the Advisory Board	9
2.4.1 Advisory Board's Evaluation January 2010	10
2.4.2 Advisory Board's Evaluation October 2010	11
2.5 Evaluation of the Piloting	15
3. SUMMARY	16

HWR Berlin (Berlin School of Economics and Law) was the main responsible partner for the development, implementation and interpretation of the evaluation of the Quadultrainers Project. The evaluation activities contained both the process and the results of the project, with the evaluation activities thus having a formative role as well as a summative function.

Whereas all partners were involved in the evaluation activities, the main task of HWR Berlin consisted in developing the tools and guidelines for enacting the evaluation. The responsibilities for the reporting of evaluation results were shared between Scierter and HWR Berlin. The formative process results were registered and presented by HWR Berlin; Scierter was responsible for the presentation of all the summative project results.

1. Evaluation Tools

The evaluation tools that were developed and applied by HWR Berlin reflect the mentioned double approach to evaluation and quality assurance in the project: Three tools were foreseen to evaluate the process of the Quadultrainers project and another three tools were dedicated to evaluate its results.

The individual tools are documented as Annexes of the Quality and Evaluation Plan of Quadultrainers, which has been drafted and continuously adapted to the course of the project by HWR Berlin.

1.1 Evaluation of process

The evaluation of the projects' progress was to control the implementation of the project activities according to its working plan; furthermore these activities were intended to improve the effectiveness of the project management and the effectiveness of the partner meetings. In order to put these efforts into practice, HWR Berlin provided and applied the following instruments (see Annexes of the Quality and Evaluation Plan):

- a project scheme with the decisive milestones and deadlines for continuous control of the implementation of the activities of the Quadultrainers project according to schedule.
- a questionnaire addressing the quality of programme management for to increase its effectiveness. The main items for to evaluate the programme management included the
 - a. implementation of the project plan
 - b. monitoring of the project

-
- c. communication systems
 - d. quality assurance
 - e. suggestions for improvement.
- a questionnaire to evaluate the results and the effectiveness of the partner meetings. Amongst others, the questionnaire for the assessment of the project meetings will address the following items:
 - a. Preparation of the meeting in advance
 - b. State of affairs in fulfilling the tasks
 - c. Adequate allocation of future tasks
 - d. Clear structures, information flow
 - e. Assessment of the results and output of the partners meeting

1.2 Evaluation of project results

The tools for the evaluation of the project results addressed the main products of the project, the European Qualification Prototypes for Adult Trainers in VET including its assessment approach and the final activity for to validate this product, i.e. the piloting exercise.

- In order to evaluate the European Qualification Prototypes at an interim stage an evaluation guideline was developed which was submitted to the Advisory Board in its second meeting. The evaluation of the preliminary results by the members of the Advisory Board had a formative function and addressed mainly the following items:
 - a. Applicability of the prototype in different settings
 - b. Coverage of the relevant areas in the qualification of an adult trainer
 - c. Assessment of the potential results to be achieved with the prototype
 - d. Suggestions/amendments by the Advisory Board to improve the existing prototype
- As a second tool for to assess the results of the Quadultrainers project, HWR Berlin developed a guideline for evaluation which was used in the discussion of experts along the piloting exercise of the European Qualification Prototype in five countries. The main items that are included in this guideline address the following issues:
 - a. National standards and the European Qualification framework being applied
 - b. Applicability of European standards in national contexts
 - c. Differences between big and small training providers
 - d. Differences between areas of training (initial/continuous VET, further education, sectoral training, adult education in general)
 - e. Interest in certification
- The third tool for the evaluation of the products of the Quadultrainers project mainly had a mainly summative function and supported the final evaluation of

the projects results. A questionnaire was distributed to the members of the Advisory Board in order to assess the final versions of all products, i.e. in particular the

- a. Competence framework
- b. Heuristic/diagnostic compass
- c. Competence profile for the Expert Adult Trainer (EAT)
- d. Competence profile for the Adult Learning Professional (ALP)
- e. Assessment Approach.

1.3 Criteria for the evaluation of project results

Although specific guidelines were developed for the evaluation of the deliverables of the Quadultrainers project, some general overwhelming criteria for the evaluation of project results were applied. These are listed in the following table:

1. Results reflect the current state of the art.
2. Results fit in with the tasks being described in the project plan. A change in setting of priorities is comprehensibly accounted for.
3. Results are presented in a well readable and comprehensible form.
4. Technical terms used in reports etc. are clearly defined, e.g. by means of a glossary.
5. Sources, literature, links etc. are quoted transparently.
6. The European Dimension is adequately taken into consideration, e.g. by a respective range of examples.
7. Existing tools and frameworks on European level and results from other European projects are included if serving the achievement of the project goal.
8. Deliverables has been sent to all partners for feedback before they are published and suggestions for improvement have been incorporated.
9. Deliverables within the project are related to each other in order to secure a suitable overall result.
10. Proposals for the application/implementation of project results have gone through a feasibility-check, e.g. by the means of enquiry of experts.

2. Evaluation results

2.1 Project Scheme

The milestones and deadlines for the implementation of the project and the control of compliance with the projects' plan were be checked continuously.

In the beginning of the project not all tasks were fulfilled as scheduled, which was due to intensive discussion, which had to be held amongst the project partners. The research findings compiled in the beginning of the project suggested to develop two

competence profiles instead of one as planned originally. Due to the lagging decision on how to proceed, some tasks were completed with a considerable delay as e.g.:

- Research framework
- Report on existing qualifications in the training system
- Competence framework

After it was agreed to develop two competences profiles – the competence profile for the Expert Adult Trainer (EAT) and the competence profile for the Adult Learning Professional (ALP) – the project quickly caught up with its original schedule. Regarding the further progress of the project there can be observed a distinct improvement concerning the compliance with the project plan. This refers for example to the

- project meetings
- methodological guidelines
- piloting report.

The complete project scheme showing all project activities including the mentioned delays can be found in Annex 1 of the Quality and Evaluation Plan.

2.2 Evaluation of the Project Management

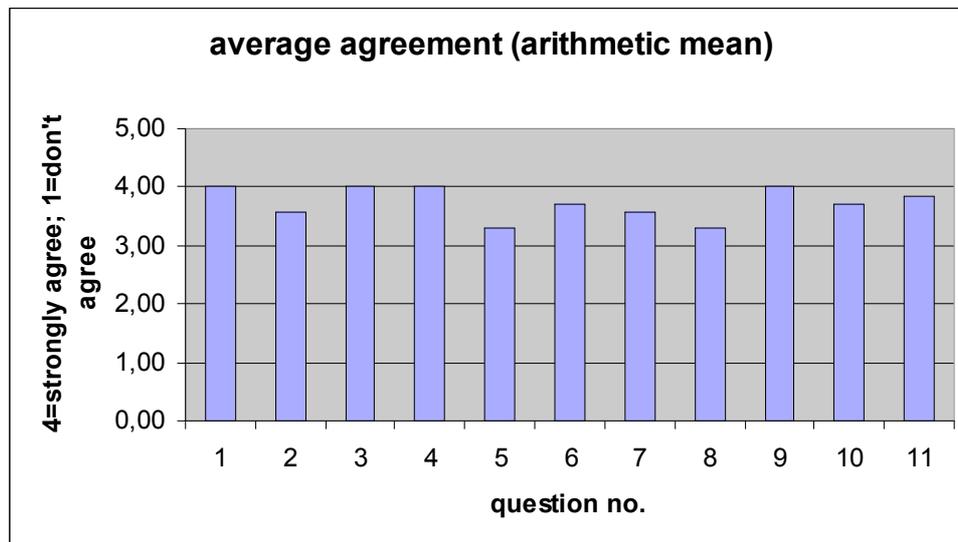
Separately, the project management was assessed by all partners with a questionnaire addressing the quality and the effectiveness of the programme management. The relevant questionnaire was distributed and collected in January 2010 by email, the results were aggregated by HWR and the report was distributed amongst the partners before the project meeting held in Lisbon in January 2010. In the meeting the results were presented and proposals for improvement have been discussed.

The questionnaire consisted of 11 statements and 1 open question for to make suggestions of improvement. The respondents were asked to indicate their degree of agreement with the following statements.

1. The project managers see to it that activities are performed in accordance with the project plan.
2. The project managers take care of that deliverables are produced in due time.
3. Monitoring refers to ongoing project activities.
4. Monitoring refers to financial issues.
5. Monitoring refers to meeting the deadlines of the project plan.
6. Corrective actions are taken in case of deviation from the project plan.
7. An effective communication system among the project partners has been established.
8. Quality assurance is a regular issue of the project meetings.
9. Project partners are involved in decisions appropriately.
10. The project management works transparently.
11. All in all I am satisfied with the project management.

All aspects of the project management got on average a good evaluation. Four aspects even got the best possible evaluation (mean 4,0) by all partners: Controlling of activities in accordance with the project plan, monitoring of ongoing project activities, monitoring of financial issues and involvement of the project partners in decisions.

Assessment of Programme Management



Detailed results of this evaluation can be found in the Project Management Evaluation Report 1/2010 dated from 25th January 2010.

2.3 Evaluation of the Partners' Meetings

Furthermore, an assessment of the project meetings through all partners took place at the end of each meeting. By means of a standardized questionnaire, HWR Berlin collected the relevant data at the end of each partners meeting. In order to arrive at immediate feedbacks, the collected data had been processed and distributed by HWR Berlin before the next meeting. In addition, HWR Berlin gave a short summary of the results and the conclusions to be made in the following meeting in order to allow for discussion and agreement on proposals for improvement.

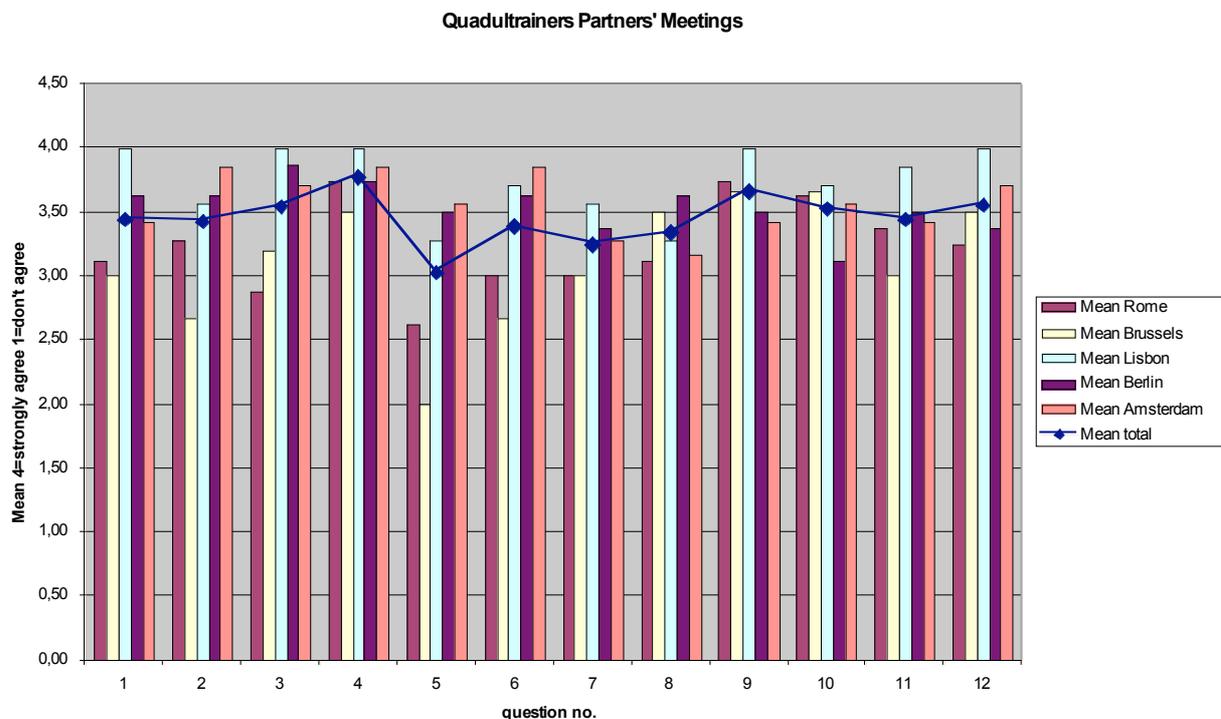
This tool was used to evaluate the project meetings in Rome 23/24 March 2009, Brussels 16/17 September 2009, Lisbon 27-28 January 2010, Berlin 28-29 June 2010 and the final meeting in Amsterdam 19/20 October 2010.

The questionnaire consisted of 12 statements plus an open question for suggestions of improvement:

1. The preparation in the run-up to the meeting was good.
2. The period between the last and the current meeting was used according to the project schedule.
3. The organisation of the workshop was good.
4. Partners' contributions (e.g. presentations, draft papers) were relevant for the project.
5. Relevant material (e.g. texts, articles, partners' contributions) were provided in due time.
6. Project tasks were done as scheduled.
7. The moderation was an appropriate guidance in terms of goal orientation.
8. Tasks were allocated adequately to the partners.
9. Discussions brought the project work forward.
10. Administrative issues were handled in an effective way.
11. I am satisfied with the process of the meeting.
12. I am satisfied with the results of the meeting.

The interpretation is based on 36 feedbacks of partners.

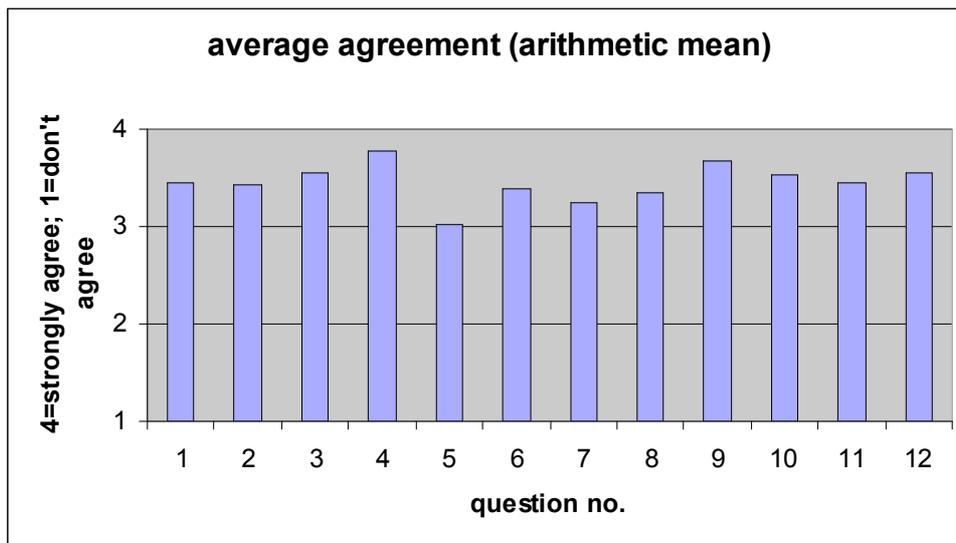
It could be demonstrated that the critical points improved considerably over the five meetings, especially after the second meeting. After the first two meetings statement no.5 (provision of relevant material in due time) achieved only a low degree of approval, which was clearly higher with the three following meetings. Similar is the development in the question of completing project tasks in due time: after the two first meetings there was only cautious agreement, from the third meeting a clear improvement can be stated.



For the statements that correspond to the question numbers see table above.

An overview of the results of all questions demonstrates clearly the overall positive assessment of the partners meetings by the participants. The following diagram presents the average degree of satisfaction for each question that had been asked. Level 4 indicates the strongest agreement possible whereas level 1 indicates that the respondents do not agree at all.

Partners' Meetings Evaluation



For the statements that correspond to the question numbers please see table above (page 8 top).

As shown in the diagram above, questions no. 4 (relevant partners' contributions) and 9 (fertile discussions) achieve the comparatively highest score and for all other questions the arithmetic mean of the given answers is still above level 3 and thus always at least "mostly agree". The lowest mean shows question no. 5 (provision of material in due time) which is on average on level 3 (mostly agree).

Additionally, HWR Berlin produced an overview report in November 2010 in which the results of the meetings evaluation had been compared between the different meetings and a résumé had been given, an overall assessment of the partners' meetings.

2.4 Evaluation through the members of the Advisory Board

The members of the Advisory Board evaluated the Quadultrainers results twice: In the middle of the project after the two competence profiles had been developed and at the final conference where the final results of the project were presented and discussed.

In both cases the members of the Advisory Board received a structured guidance for their assessment. For the interim evaluation the format of the guidance was more

open and gave more room for qualitative comments, for the final evaluation the structure was a standardized questionnaire offering the opportunity to add comments.

2.4.1 Advisory Board's Evaluation January 2010

This summary is based on four evaluation sheets, which were filled in by members of the project's Advisory Board after the project meeting in Lisbon 2010-01-27/29.

Summary of the main results and suggestions

1. Evaluation of the EQP

- The rationale should be described more clearly and comprehensibly. One suggestion is to concentrate on adult trainers in finance.
- The list of competences provided in the EQP covers mostly the relevant areas of adult trainers. One suggestion is to focus on activities instead of professions.
- Concerning the clearness and applicability of indicators of competence performance the assessment of the evaluators covers a wide range (from applies completely to applies scarcely).
- The assessment approach is mostly not seen as clearly described and applicable.
- The qualification description of adult trainers in the banking sector is mostly evaluated as appropriate.
- At the same time it is suggested that the EQP model can be applied for other sector's training.
- The applicability for full-time trainers is assessed differently by the evaluators (partly mostly applicable, partly rather not applicable).
- The applicability for part-time trainers is seen sceptically.
- All evaluators agree that the EQP is applicable for banking training institutions.

2. Evaluation of the Qualifiers competences and qualification framework

- The professional dimensions are mostly seen as clearly defined.
- The professional dimensions are mostly assessed to be defined detailed enough, although they also are seen as quite broad.
- The following missing aspects has been identified:
 - Both profiles: better explanation with reference to activities and functions, definition of the competence level required, more importance in training activities, pedagogical competencies
 - Expert adult trainer profile: diagnostic training needs, participation in the evaluation of the impact of training, counselling for transferability of training in organisational settings, elaboration of reports about training issues
 - Adult learning process manager: Generic knowledge of the training market and providers, client focus, marketing and selling skills, analytical skills to evaluate and select the best provider in relation to implementation and costs.

-
- The following remarks are added:
 - The level of qualification should be at least 6.
 - The polarities are not clear.
 - The key competencies for learning process managers are not only specific for adult trainers.
 - The dimensions are assessed to be compatible to the EQF. One suggestion is to add autonomy and the level of professional behaviour.
 - The dimensions of the framework model are assessed to be appropriate.

3. The concept of core competences

- The concept of core competences is assessed to be appropriate as well as clearly defined and applicable. One suggestion is to see to the description of competences (not tasks).
- The following complements have been made: Networking, interpersonal competence, interaction, didactics, dealing with adults as opposed to young people, professional behaviour, training process.
- The degree of operationalisation is mostly adequate.
- With regard to the degree of detailedness the following suggestions are made:
 - The descriptions need not be too detailed, not exhaustive, but detailed enough to deduce the competence level.
 - The description should include activities, context, and quality (competence).
- Concerning methods to assess the EQF level further investigation is necessary.

4. Assessment of the potential results to be achieved with the EQP

- It is estimated that the EQP has good chances to be accepted broadly in training institutions.
- The EQP is seen as better applicable in the banking sector than in other sectors.
- The EQP is regarded as a contribution to the definition of European-wide qualification standards, existing standards should be included.
- The EQP is assessed to be mostly compatible with existing qualification frameworks, it is suggested to look closer on the CEDEFOP framework.
- The following amendments are proposed for the prototype: Better explanation in the documents for people in the training field, better linkage between the role (main activities) and the competency level required, better definition of the KPIs as indicators, definition of the detailed assessment methods used.

2.4.2 Advisory Board's Evaluation October 2010

For each product which had been developed by the project, the evaluators were asked to assess its

- Understandability
- Adequacy with respect to content
- Applicability in the training sector

-
- Compatibility with existing European frameworks and standards
 - Added value (compared with existing tools and models).

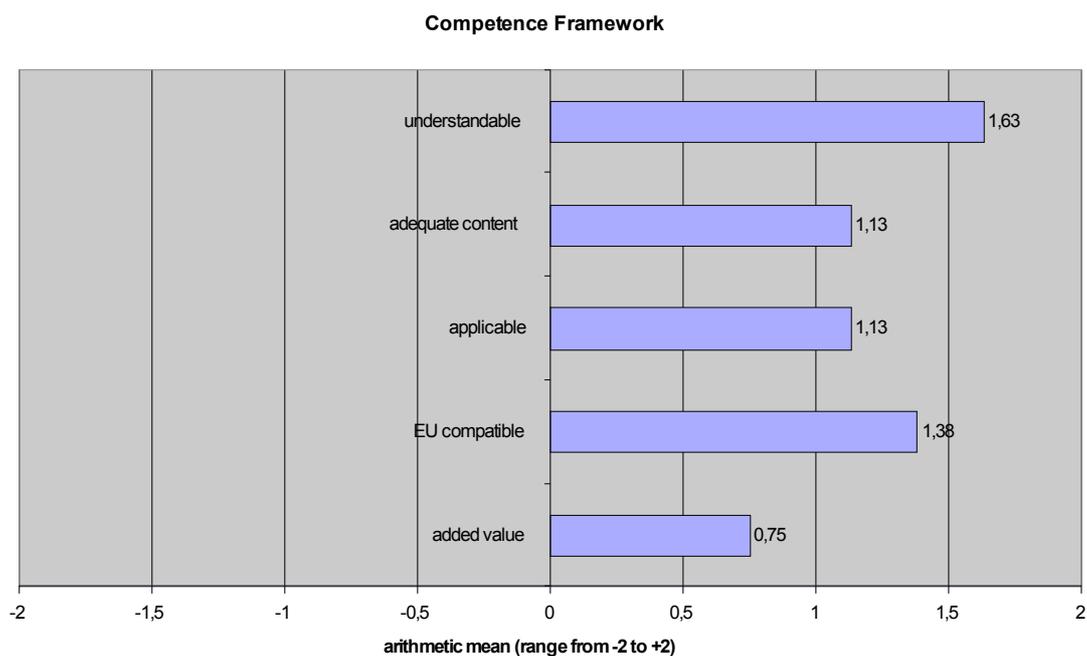
The members of the Advisory Board had to choose between five answer categories, whereof +2 was the best assessment and -2 the worst assessment.

Besides they had the opportunity to give a comment for each of the five models/tools:

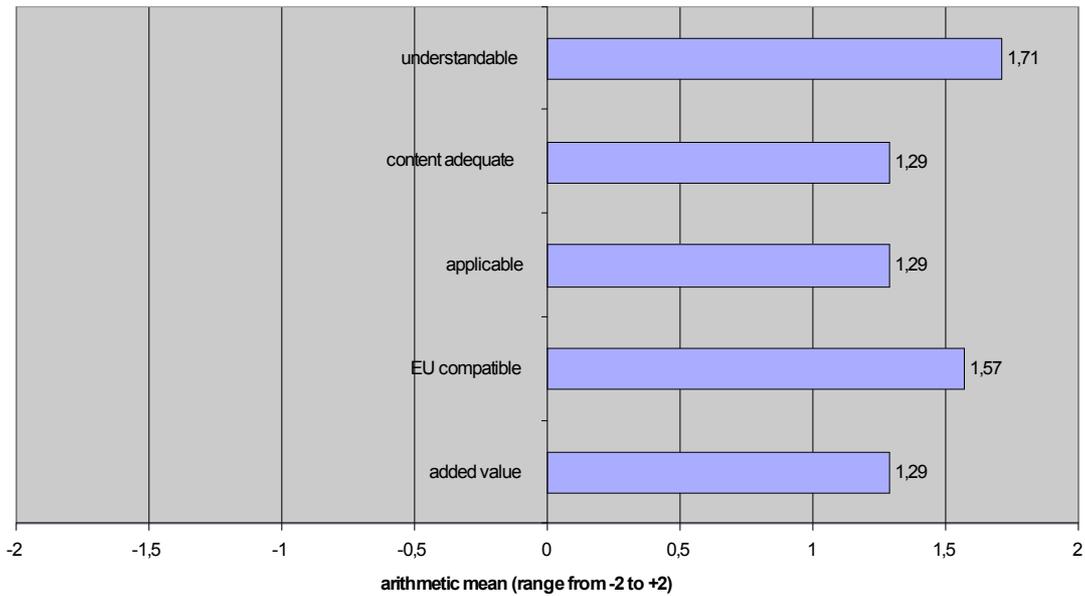
- Competence framework
- Heuristic/diagnostic compass
- Competence profile for the Expert Adult Trainer
- Competence profile for the Adult Learning Professional
- Assessment Approach.

Summary of main results

The competence framework and the heuristic/diagnostic compass got a positive assessment, especially their understandability and the compatibility with European standards and frameworks were rated positively.

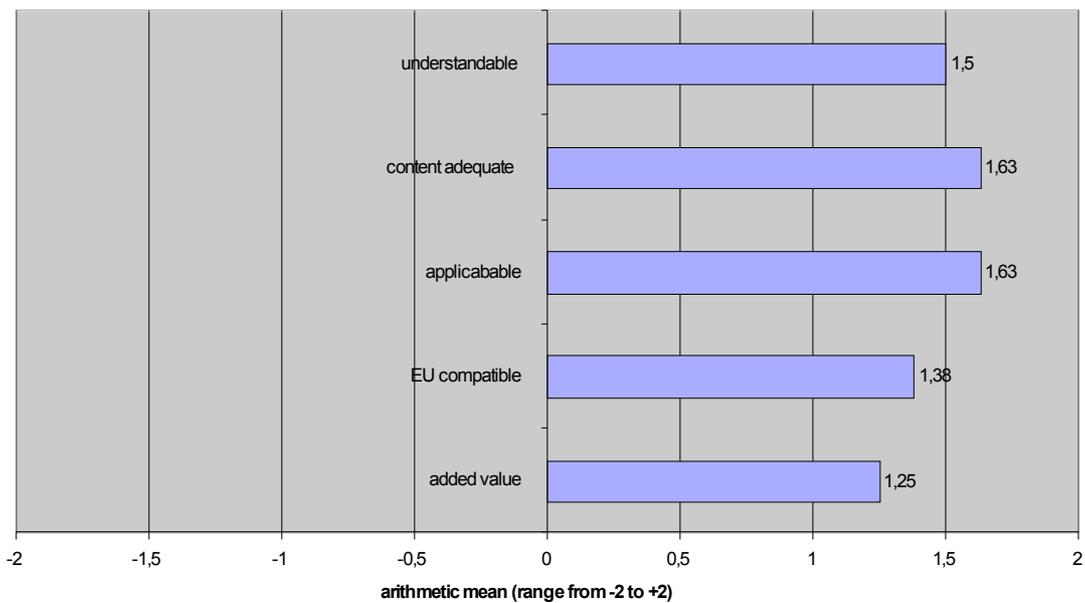


Heuristic/diagnostic Compass

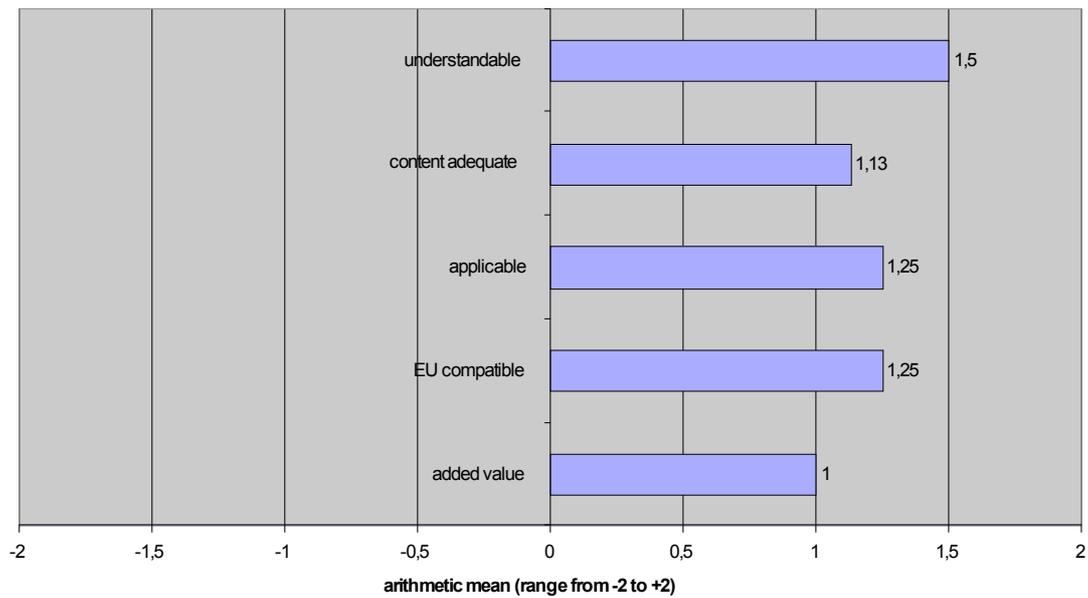


The evaluation of the two competence profiles showed a better assessment of the Expert Adult Trainer than for the Adult Learning Professional, especially for the adequacy of the content and the applicability. The Adult Learning Professional was also assessed as good understandable, but with lower approval for the content and the applicability.

Competence Profile for the Expert Adult Trainer

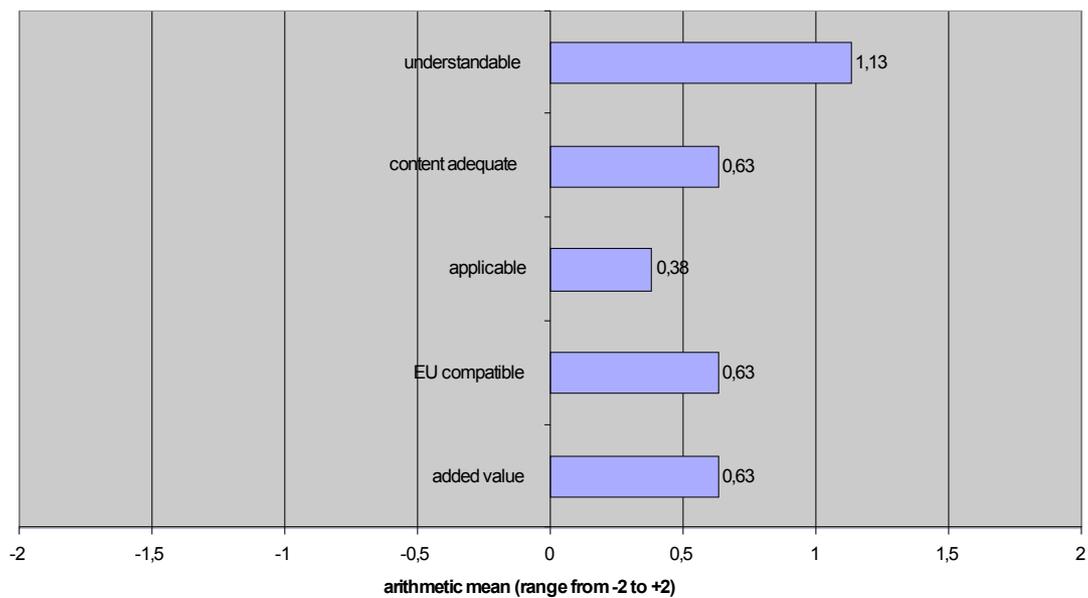


Competence Profile for the Adult Learning Professional



The most critical assessment was given for the assessment approach. Especially the applicability of the approach was seen doubtfully. But also for the adequacy of the content and for the added value some negative evaluations were given. The comments show that more detailed work on the assessment approach was regarded as being necessary.

Assessment Approach



2.5 Evaluation of the Piloting Exercise

The piloting phase formed part of the QUADULTRAINERS project according to workpackage no. 5 it was scheduled from February till July 2010 (month 16 to 21).

The aim of the piloting phase was to obtain a feedback on the competence model and on the two competence profiles, Expert Adult Trainer (EAT) and Adult Learning Professional (ALP), which had been worked out in a previous phase of the project.

The piloting was realized by all project partners. As method for the piloting the questioning of 8 focus groups had been chosen: one in Belgium, two in Germany, two in Italy, two in the Netherlands and one in Portugal.

The first focus group started on the 31.03.2010, the last focus group was held on the 11.06.2010.

The evaluation of the piloting phase was a common task of Scierter and HWR Berlin, in which Scierter was responsible for the processing of the results of the piloting and HWR Berlin for the evaluation of the process of the piloting itself.

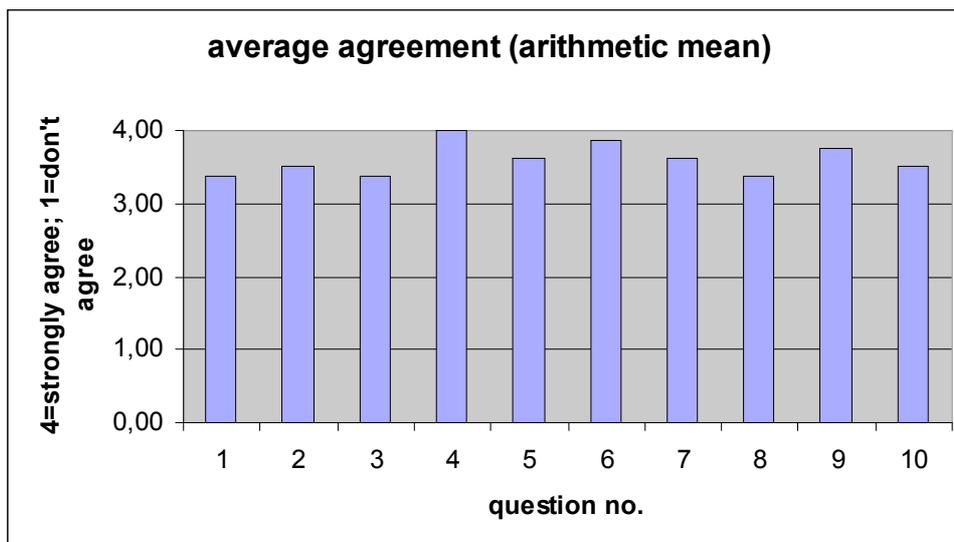
In the questionnaire, developed by HWR Berlin, were 10 standardized questions complemented by 4 non-standardized items:

1. We succeeded in gaining relevant experts for the focus group.
2. Among adult training experts we perceived strong interest for the competence profiles.
3. Among adult training experts we perceived strong interest for a European certification of adult trainers.
4. The participants of the focus group showed by their contribution to the discussion that they are experts in the field.
5. The introductory presentation proved to be adequate for the focus group.
6. The moderation of the focus group was an appropriate guidance in terms of goal orientation.
7. The selected questions were relevant for the focus group.
8. The material (competence profiles and competence grids) proved to be adaptable to the national adult training system.
9. The discussion brought valuable suggestions and feedback.
10. The focus group is the appropriate method for the assessment of the competence profiles.
11. My recommendation for additional assessment methods:
12. My recommendation for other assessment methods:
13. My suggestions for an improvement of the organisation/realisation of focus groups:
14. General comments on the piloting phase:

HWR Berlin provided an aggregation of results of the evaluation.

The following diagram shows the first ten questions (the standardized questions), a mean of 4 is the highest possible score and means a strong agreement. A mean of 1 is the lowest possible score and means disagreement.

Piloting Evaluation (standardized questions)



For the statements that correspond to the question numbers please see table above (page 15).

The diagram above shows the high agreement of partners with the statements in the questionnaire, which means a positive assessment of the piloting in the focus groups. Outstanding positive was the evaluation of the contribution to the discussions revealing the expertise (question no.4), the moderation in terms of goal orientation (question no.6) and the valuable suggestions and feedback in the discussion (question no.9).

The results of the piloting were summarized in a report by Scierter and were integrated in the revised versions of the competence profiles.

3. Summary

As demonstrated in this report, HWR Berlin, as the responsible partner for the evaluation of the Quadultrainers project, applied a complex and coherent methodology both to assure the development process as well as to evaluate the results of the project. Thus, quality assurance and evaluation activities had a formative role as well as a summative function.

In accordance with the other partners, HWR Berlin developed all tools and instruments for to guide and to enact the quality assurance and evaluation activities.

Thus, HWR provided an instrument for to check continuously the milestones and deadlines for the implementation of the project and the control of compliance with the projects' plan, which in case of delay allowed to catch up with the original schedule. A major delay was observed in the beginning, when the partners discussed the need

that had emerged from empirical research, to develop two competence profiles instead of solely one.

The decision made by the partners of the Quadultrainers project to develop two competences profiles – the competence profile for the Expert Adult Trainer (EAT) and the competence profile for the Adult Learning Professional (ALP) – must be acknowledged and dignified as a really creative and a highly innovative response to the practical demands. This is clearly demonstrated by the results of the focus groups, which had been held to pilote and to test the competence profiles towards key experts actively involved in adult training.

An additional argument to support the adequateness of the two competence profiles can be drawn from the evaluation of the piloting exercise, which was prepared and processed by HWR Berlin. Overall, the piloting exercise was assessed as outstanding positive by most of the groups.

In a formative function, an assessment of the project meetings was made through all partners at the end of each partners meeting, by using a standardized questionnaire. This tool was used in all five partners' meetings. By providing a comparative analysis, it was demonstrated that critical points improved considerably over the five meetings, especially after the second meeting. An aggregated summary of the partners' meeting evaluation, produced by HWR Berlin, shows clearly the overall positive assessment of the meetings by the participants.

As part of on-going quality assurance and formative evaluation, HWR Berlin has undertaken also a review of the project management according to 11 pre-defined dimensions. Wit four dimensions getting the best possible evaluation, the rating given by the partners was overwhelmingly good.

The evaluations made by the members of the Advisory Board played an important role both for the improvement of the projects' products as well as for the final assessment of its main deliverables. The Advisory Board evaluated the Quadultrainers results twice: In the middle of the project after the two competence profiles had been developed and at the dissemination conference when the final products have been presented.

The first interim evaluation was primarily designed to collect feedback from the Advisory Board for the fine-tuning of the available products and proposals for future activities. Given the high number of very valuable suggestions (see above p. 10/11 for examples), this evaluation fully complied with the prevalent expectation to contribute to further improvement. By applying the evaluation tool, designed by HWR Berlin, suggestions have been collected for to improve the European Qualification Prototype, the two competence frameworks and the concept of core competences. In addition, the members of the Advisory Board made helpful appraisal of the potential results to be achieved with the competence profiles that helped to support the dissemination activities undertaken later on by the partners.

The final evaluation by the Advisory Board can be taken as an overall assessment of the achievements of the Quadultrainers' project. It is shown that both competence profiles and the heuristic/diagnostic compass got a positive assessment, especially their understandability and their compatibility with European standards and

frameworks were rated very positively. Thus, it is demonstrated that the Quadultrainers products are rated from external evaluators as being of high quality and being extremely useful for further European dissemination. The Quadultrainers project has brilliantly fulfilled its tasks.

It is not in contradiction, that a critical assessment was given for the assessment approach. This approach will need to be further detailed. But given the practical demand for the competence profiles and its principal usability, it is highly presumable that further fine-tuning will quasi automatically happen once the competence profiles are applied inside and/or outside the banking and financial services sector.

31 October 2010

Prof. Dr. Erwin Seyfried / Birgit Achterberg

Hochschule für Wirtschaft und Recht Berlin
Berlin School of Economics and Law