



Analysis and report template for usage of the CQAF-(A)VET model

The template consist of four consecutive parts: a short description of the organization and (if applicable) the section of the organizations that is being diagnosed, a description of the outcome of the questionnaire, the evidence of the organization that is at hand to demonstrate this outcome, and finally, suggestions for further improvement of quality assurance of the curriculum or training the organization or section is offering according to the CQAF-(A)VET model.

These steps reflect the different diagnose stages: from analysis to advice for further development.

The questionnaire is either:

- Set out in the organizations and different questionnaires are collected and directions of general answers is calculated per question on the basis of: 75% or more individual "yes"-answers means that the general answer to that particular question is "yes". This means in all other cases the indicator is not met at level 2!! If the diagnosis is done in this way you need to arrange for an additional diagnosis meeting with one or two experts of the organizations in which you discuss the evidence that is available. Keep in mind that same evidence can be used for different questions.
- The diagnosis is done in the form of a (group) interview. The common opinion expressed by the person(s) involved in the interview is the general answer to each question. If you have made the diagnosis during a (group) interview keep in mind that apart from the questions you also ask for evidence! If required you do this in to separate sessions.

In the last section of this report you present development issues the organization has chosen as well as the related required future evidence which can prove that this new development actually has taken place. These development issues are either based on the ambition of the organization (as stated at the start of the diagnosis, see section I of this template) or these issues are based on a discussion of the outcome of your diagnosis.

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Internationella PROGRAMKONTORET



GD Utbildning och kultur

Programmet för livslångt lärande

Note: At this moment there is only one questionnaire, assessing whether or not the organization meets QA requirements at level 2. Additional questionnaire will be developed to determine whether level 3 is applicable or not.

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I. Description of the organization

Name of the organization: EDITC LTD

Address: 16 Imvrou Street

City: NICOSIA

Region: NICOSIA

Country: CYPRUS

- AVET programs
- VET programs
- VET + AVET programs

Professional field(s):

- Agriculture
- Administrative
- Automotive industry
- Building, construction
- Commercial services, marketing and sales
- Culture and arts
- Economics/finances
- Education
- Environmental technology
- Health and care
- ICT
- Languages
- Law
- Logistics, mobility
- Mechatronics
- Process technology
- Security
- Sports
- Tourism
- Other:

Specialism (if applicable): User Level and Technical Courses

Amount of staff (incl. temp staff) this year: 15 Permanent, over 30 part time

App amount of learners in this year: Over than 1000

Scale of diagnosis:

- Whole organization
- Section(s):

Answers of questionnaire generated by:

- All staff individual
- Outcome of group discussion
- Director /Manager
- Other:

Ambition of the organization: Provide learning to professional on cutting edge technologies

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II. Outcome of questionnaire

For each of the 42 questions answer the next supporting questions (in the same session or in a separate session). Keep in mind that it is possible that the same evidence can be used as proof for different questions! Start working with all questions covering axe 1 of the model, then axe 2, etc. All answer sheets should be put as an Appendix in your report. The interesting part are not all the answers themselves, but the way the organization could be using this information for further development!

Example answer sheet:

Question:

Answer:

- Yes**
- Partly**
- No**
- Not applicable**

What is the evidence that can be presented to you?

Is this really level 2 evidence? For this check model description! Yes, it is even more because:

No, it is less because:

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Conclusion based on the evidence presented: for this indicator the organisation offers QA at:

- Level 0
- Level 1
- Level 2
- Level 3
- Level 4

Note: Thus this section 2 of this report is actually not a chapter in your final report of the organization! The answer sheets are simple added as an appendix. Your report will only have three chapters!



III. Result of the diagnosis and the evidence presented

Once you have answered all questions regarding one axe you are able to make three short summary descriptions of the organization regarding QA for Content and Learning, The organization and the Learner and their underlying themes and indicators. By describing the QA-profile of each axe in a short summary you will be able to present all related evidence in a more coherent way (pointing out strength as well as potential attention areas according to the model). (The Documenta Excel-programma can be used to illustrate your description with a diagram!). The description should be short and to the point, each appr. 50 lines.

Summary of QA diagnosis regarding the Content and Learning Methods:

Curriculum: Stakeholders are committed to the curriculum development . Employers are involved in the content development only when it comes to the delivery of in-company seminars. We believe that is the reason that over the years most course delivery is happening through in-company seminars where the specific needs of the company are met. Learner's experience is taken into account. In the case of in-company courses customization of the content through interviews with learners, meetings with company's officials etc is performed. In the open (or public) courses there are certain prerequisites that must be met by the learners (job description, level of prior knowledge etc) in order to attend a course . Here an assumption is made that the learners decide on their own whether the course fits their needs.

It is certain that here we lack of employer's involvement.

Improvement:

This could be improved through annual research to get the employers' involvement on the content, aim etc . we have done a researches in the past but not in a systematic way

Learning Methods: We are definitely using various learning methods on the basis that each learner has his own learning style and all learning styles must be met.

Open Courses: Level 1

In many cases a trainer pack is provided by vendors (such as Microsoft) that includes all the labs, demos, presentations, videos etc that must be used during the course delivery leaving very limited room for the trainer to select his own learning methods. In some other cases the trainer who has developed the course content selects the learning methods based on his prior experience (what works and what doesn't) according to the target group. These methods are communicated to the learners.

In-company Courses: Level 2

In this case we are definitely at level 2 since during the course customization the didactical approach is selected base on the content, outcome and effectiveness always taking into account the target group.

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An improvement would be the explanation of the reason certain methodologies are used on the course leaflet.

Intake and Entry Level: Level 2

Enrollment criteria are in place but not enforced (ie we cannot turn down a student from attending). Although they are not enforced we rarely have people attending a course without meeting the enrollment criteria. Moreover the results prove that the learner has actually met the course objectives in comparison with the prerequisites set for the specific course.

Improvement:

We could add a statement on the registration form that the participant states that she/he meet all the requirements (prior knowledge) in order to participate in a course. Additionally we can ask the participant to state on the registration form any relevant courses attended in the past. Create a comparative report comparing the intake requirements that were met with the actual effectiveness of the learning. Use these results as a tool to influence participants to make the right decision in terms of participating or not a course.

Coaching mentoring tutoring: Level 2

Open courses: NA

In-company courses: This is done only if requested by a client (which is rare)

Additional service: Now with the e-learning platform we will offer tutoring services. This is something we have to look into in more detail

Summary of QA diagnosis regarding the Organization:

Leadership: Here we may say that we operate at level 2. Assessments, exercises, tests and evaluations performed during the courses may or may not prove that the indented course objectives have been met. Performance indicators are set and a non conformance issue is raised when a value is not met (less than 4.5 out of 5) regarding the evaluation of the content, methods, course delivery, trainer etc, or more than 20% fail to pass a test etc Based on the results, content, aim, duration and objectives are revised for each course . The evidence are the revisions of the specific course which are based on the evaluations.

An improvement could be to develop a more structured way to set better performance indicators . Another improvement could be to ask the employer to evaluate the skills developed by the learner one month after the commence of the course.

Outcome and Accountability: Level 1 & 2

Learners systematically evaluate the content and curriculum delivery and an evaluation report is produced for each course. This report is communicated to the management, trainers, relevant employers and learners.

Stakeholders (HRDA) also approve the courses and subsidization is given if the content is approved. But HRDA does not evaluate all the aspects of the course delivery in a systematic way.

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It would be of great value if the employers of the learners evaluate the results of the training 1 month after the commence of a course where practical knowledge will be demonstrated in the workplace.

Staff Development: LEVEL 2

A general competence profile (paper based) exists for all staff involved in training . Additionally for each course category that targets a specific group of learners specific competences are requested (i.e. bachelors degree in a specific field, a certain Microsoft certification, years of experience etc). Allocation of competent staff may be evidenced through our Training system where the names of competent staff are linked to courses.

Competence development for permanent staff is performed via a training plan that is reviewed at the end of each year and new trainings are planned for the year to come. Part time employees must attend trainings (some of them are mandatory) in order to continue course delivery.

Social Responsibility: LEVEL 2

There are a few areas in ICT courses where Social responsibility issues are linked to curriculum such as courses on Internet where learners are educated on the proper usage of the world wide web . But there are courses that (to our knowledge at least) no Social responsibility issues exist. Our organization has its own active strategy on social responsibility. More specifically our strategy focuses

- on environmental issues
 - a. Energy Saving (proof: Insulation of the building we are established)
 - b. Reduction of Paper Usage (logo of “Think before you print” on emails, printing double sided training notes, reusing of one sided paper etc)
 - c. Recycling
- Social Issues
 - a. Special rates given to unemployed people and students



Summary of QA diagnosis regarding the Learner:

Accessibility: Level 2

Open access is ensured through clear communication of the terms and conditions.

Equal opportunity is given to groups at risk and it is proved through actions taken by the company (creation of training rooms that are easily accessible by the people with disabilities, lower fee to unemployed etc)

Guidance & Care Structure: A Course Manager is stated on the leaflet of each course and presented at the start of the course to learners. The learner rights & responsibilities are explained through a short presentation at the beginning of each course.

Apprenticeship & work based learning: NA

Examination: The participants have the option to enroll in an examination at the end of the course (if it is stated on the curriculum that it prepares for an exam). The exams that a candidate can take are also presented at the start of the course. The exams that are offered are recognized by all the stakeholders. These exams i.e ECDL, Microsoft, Comptia etc are offered by well established organizations around the world .



IV. Further development of QA

Based on the diagnosis presented and the ambitions of the organization regarding its desired development this section of the report addresses the related themes and indicators that could be supporting this development. First a selection is made of the most relevant themes and indicators of the CQAF (A)VET model, and then actions are described that contribute to achieving the next level of the model. You may start defining these from two different points of view.

<p>Considering the ambition of the organization what attention areas are considered most important?</p>	<p>Content and Learning – Curriculum The Organization – Outcome and Accountability</p>
<p>Why?</p>	<p><u>Content and Learning – Curriculum – Employers involvement & Learner’s experience</u> Due to the fact that IT is a vast area we could involve more the employers on the topics and content to be offered so to attract more people in the more specialized IT courses. Systematic research among employers and learners will help in achieving this. Research has been done in the past but not in a systematic way. One main disadvantage in the way we work is that most of the times the content is handed to us by vendors (such as Microsoft) and the content does not reflect the local market’s need</p> <p><u>The Organization – Outcome and Accountability</u> It is a fact that many times the learners evaluate with high scores a training. But this does not mean that the learner has actually learned. The high evaluation might be a result of a good trainer with good presentation skills or a well organized course etc. But this does not mean that the learner has actually learned. And this is bitter truth in specialized IT courses. The most important thing (especially in Cyprus where companies do not value training as much as they probably should) is to prove to the employers (and other stakeholders) that there is a real added value for the money spent on training. This is why</p>

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	stakeholders must be more involved in the evaluation of a course in terms of seeing a job that is done well (i.e. setup of a server) by the learner after the commencement of a course
Or:	
Considering the outcome of diagnosis and the context of the organization what attention areas are seen as relevant?	
Why?	
Which axe(s) and themes relate to these ambitions / attention areas the most ¹ ?	<ul style="list-style-type: none"> ○ Content and Learning – Curriculum ○ The Organization – Outcome and Accountability ○

¹ Note: it is important to come to a first small selection of themes and thus focusing organizational effort instead of focusing on all themes.

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Now the organization has stated which themes are considered most relevant for further development (toward the desired level of the CQAF (A)VET model). In the next section of this report it is described what actions are required for this development.

To do this first an overview of all related actions is required. The next questions can be of help to collect and order this type of information for **each** theme and indicator.

What do you need / want to have in place for indicator .. ?

Content and Learning – Curriculum – Employers involvement & Learner's experience Must be at level 3

Employers' and learners' involvement on the topics and content to be offered so to attract more people in the more specialized IT courses. Also stakeholders must evaluate the results of a training (see next theme)

To meet the indicator of this theme we need ..

Systematic research among employers and learners will help in achieving this. Research has been done in the past but not in a systematic way. One main disadvantage in the way we work is that most of the times the content is handed to us by vendors (such as Microsoft) and the content does not reflect the local market's need

What actions are required to achieve this?

Set up a procedure for market research at least once every 2 years.

What kind of proof does this generate?

Analysis report with topics and content mostly relevant with local market needs (stakeholders and learners needs)

Check: Is this what is required by the model? Is this still in line with what the organizations wants to achieve?



What do you need / want to have in place for indicator .. ?

The Organization – Outcome and Accountability – Stakeholder evaluation
Must be at Level 3

It is important (especially in Cyprus where companies do not value training as much as they probably should) to prove to the employers (and other stakeholders) that there is a real added value for the money spent on training. This is why stakeholders must be more involved in the evaluation of a course in terms of seeing a job that is done well (i.e. setup of a server) by the learner after the commence of the course

To meet the indicator of this theme we need ..

Ask employers what is expected by the learners to be able to do after the course completion (with open questions). (This might affect intake policy in case of the expectation do not meet reality) . Prepare evaluation forms to see what learners have actually accomplished after they go back to work (these forms will be filled in by their supervisor).

What actions are required to achieve this?

Create 2 forms: A form of "expectations" and an evaluation form called "perception" If the results are close then we have proof that the goals of the training have been met.

What kind of proof does this generate?

Stakeholder evaluations dated one month after the commence of the course

Check: Is this what is required by the model? Is this still in line with what the organizations wants to achieve?

Now there is an overview of **all** actions required that are related to the specific selected themes and their indicators. This may turn out to be a too long list to handle effectively. Therefore a further selection might be required.

For the selection of the most appropriate first actions / actions that generate the most impact two simple criteria can be used:

1. Which actions are interrelated?

2. Which actions generate / contribute to the same type of proof?

Chose actions accordingly

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Summary: now summarize the chosen development axe(s), theme(s) and the related indicators and describe 5 main actions and their impact (max 100 lines).

Summary of prioritized development actions the organization can take to develop its QA:

Systematic research among employers and learners will help in achieving a better list of IT topics and content. Research has been done in the past but not in a systematic way.

Evaluation of the course by stakeholders and employers.

Other actions are highlighted in red in the QA summary for the 3 axes.

This is your advice based on a critical analysis.

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