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Qualitative Analysis of the piloting of the European Peer Review methodology applied to adult learning

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QUALITY AREAS FOR AL

Quality Area 4: Learning results and outcomes		
Criteria (review at least 2 criteria)	Examples of indicators (not prescribed, the proposed indicators can be (ex)changed)	Sources of evidence
Definition and documenta- tion of learn- ing results and outcomes	<p>Qualitative indicators</p> <ul style="list-style-type: none"> Learning results and outcomes of educational offers are clearly defined for all educational offers. If possible, learning outcomes should be assigned to educational levels using widespread and acknowledged national/international classifications. e.g. NQF/EQF, ISCED or standards for particular subjects/fields like the language portfolio of the CoE, ECDL, EBC*L etc. If possible, credits for learning outcomes should be assigned. Learning result and outcomes of educational offers support recognition for further education, accreditation of prior learning or direct recognition as formal qualification. Differentiation should be made between strictly non-formal (or even more informal) and formal offers as well as according to level (EQF/ISCED), duration, target group Learning results and outcomes are documented in official and written documents of the institution which are handed out to participants upon completion e.g. certificates, evidence of competences, qualification documents, diplomas, depending on the educational offer. <p>Quantitative indicators</p> <ul style="list-style-type: none"> Number of different types of certifying documents for different types of provision, e.g. non formal/informal vs. formal offers, differentiation by duration, level, target groups 	<p>educational offers, programmes, curricula</p> <p>institutional policies and guidelines</p> <p>Certifying documents</p>
	<p>Qualitative indicators</p> <ul style="list-style-type: none"> The participants' learning results are measured and assessed using adequate instruments and procedures at periodic intervals. An appropriate portion of participants reach the determined learning goals of the educational offer. Participants are satisfied with their learning progress and results, also compared to their initial goals and expectations. Upon the completion of the educational offer, participants are issued a certifying document (see above) 	<p>Interviews with staff</p> <p>records of participant progress and achievement</p> <p>participant Interviews</p>

Criteria &
Indicators

Training for Peers Trainers [TPT]

5 days – Lisbon (PT)

Trainings for Peers [TPs]

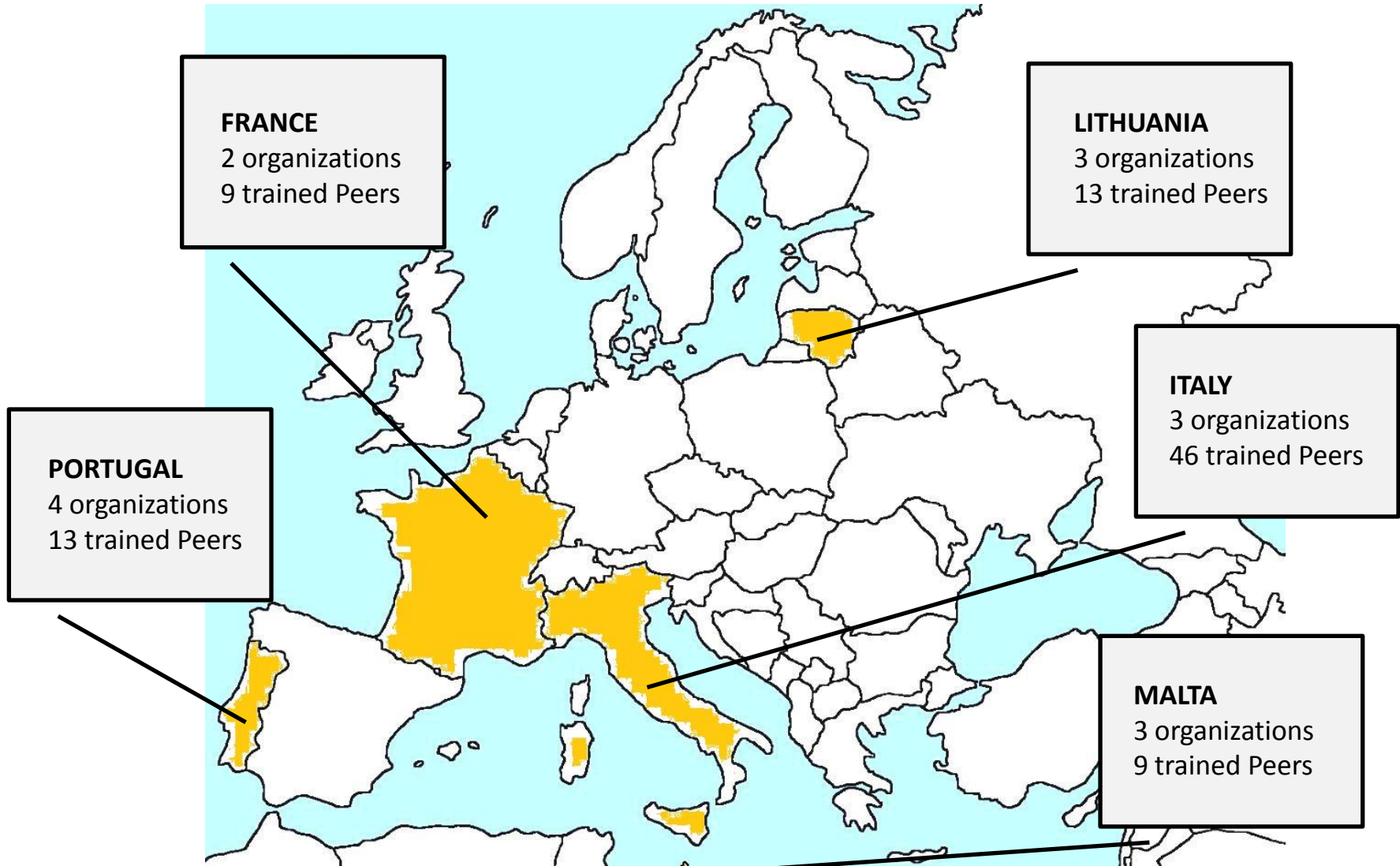
Lisbon (PT) Rome (IT) Rethel (FR) Perugia (IT) Vilnius (LT) Valletta (MT)

Peer Reviews implementation

15 reviews conducted , of which many in non-partner organizations



OVERVIEW OF THE PILOTING





PILOTING - ORGANIZATIONS

Heterogeneity of the reviewed AL providers

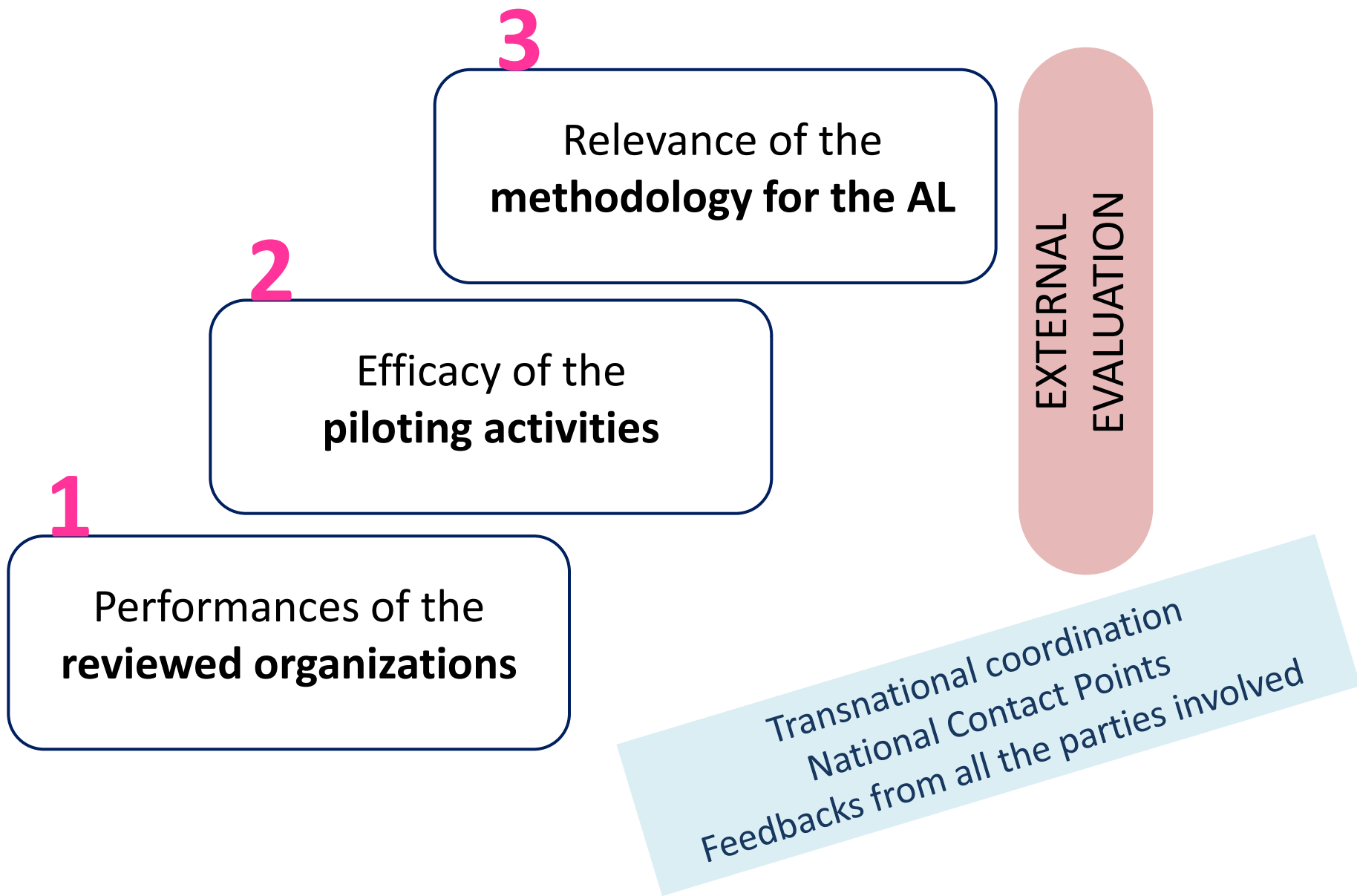
- Formal and non-formal providers
- Public and private organization
- Newcomers and experienced

Main motivations:

- Support major changes within the organization
- Improve the quality of the AL provision
- Assess the validity of specific programmes or training activities
- Experience a methodology tailored on the specificities of the AL sector



MULTI-LEVEL ASSESSMENT





ELEMENTS SUPPORTING THE VALIDATION OF THE METHODOLOGY

- Flexible enough for providers with non-mature Quality Management systems in place
- Effective for the non-formal learning sector and thus able to support the dialogue with formal learning providers, favouring mutual learning and the exchange of practices
- Functional for the reinforcement of soft skills both in the management and teaching/training staff
- A support to the organizations going through period of change either for internal restructuring or for changing conditions and requirements at system level
- A way to improve the use of self-assessment practices in the organizations QM systems coherently with the objectives of EU policies.



FURTHER DEVELOPMENTS

- Simplify or rationalize some of the tools provided
- Reinforce the role of Peer for QA in AL
- Better assess the impact of PR in developing or reinforcing key soft skills
- Investigate areas of integrations of the methodology in countries not represented by the project
- Continue promoting the methodology as a driver for reinforcing the culture of quality, as well as the adoption of self-assessment and consistent QA practices

**SPECIAL THANKS TO ALL WHO PARTICIPATED
TO THE PILOTING AND CONTRIBUTED TO VALIDATING
THE METHODOLOGY FOR ADULT LEARNING!**



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