



Projeto Transnacional “Peer Review for Quality Assurance in Validation of Non Formal and Informal Learning”

04 de maio 2017

[METODOLOGIA PEER REVIEW EUROPEIA]

- Está em linha com os princípios do Quadro de Referência Europeu de Garantia da Qualidade (EQAVET)
- Promove uma cultura de melhoria da qualidade
- Promove a confiança, transparência e comparabilidade na Europa
- Dinamiza boas práticas e encoraja uma aprendizagem mútua

THE QUALITY CYCLE

of the European Quality Assurance Reference Framework for Vocational Education and Training

1. Purpose and Plan

Set up clear, appropriate and measurable goals and objectives in terms of policies, procedures, tasks and human resources.

2. Implementation

Establish procedures to ensure the achievement of goals and objectives (e.g. development of partnerships, involvement of stakeholders, allocation of resources, and organisational or operational procedures).



4. Review

Develop procedures in order to achieve the targeted outcomes and/or new objectives; after processing feedback, key stakeholders conduct discussion and analysis in order to devise procedures for change.

3. Assessment and Evaluation

Design mechanisms for the evaluation of achievements and outcomes by collecting and processing data in order to make informed assessment.

QUALITY INDICATORS

- 1. Relevance of quality assurance systems for VET providers**
 - Share of providers applying internal quality assurance systems defined by law or own initiative
 - Share of accredited VET providers
- 2. Investment in training of teachers and trainers**
 - Share of teachers and trainers participating in further training
 - Amount of funds invested
- 3. Participation rate in VET programmes**
 - Number of participants in VET programmes, according to the type of programme and individual criteria
- 4. Completion rate in VET programmes**
 - Number of persons having successfully completed/abandoned VET programmes, according to the type of programme and individual criteria
- 5. Placement rate in VET programmes**
 - Distribution of VET leavers at a designated point in time after completion of training, according to the type of programme and individual criteria
 - Share of employed leavers at a designated point in time after completion of training, according to the type of programme and individual criteria
- 6. Utilisation of acquired skills in the workplace**
 - Information on occupation obtained by individuals after completion of training, according to the type of training and individual criteria
 - Satisfaction rate of individuals and employers with acquired skills/competences
- 7. Unemployment rate**
 - According to individual criteria
- 8. Prevalence of vulnerable groups**
 - Percentage of participants in VET classified as disadvantaged groups in a defined region or achievement level according to age and gender
 - Success rate of disadvantaged groups according to age and gender
- 9. Mechanisms to identify training needs in the labour market**
 - Information on mechanisms set up to identify changing demands at different levels
 - Evidence of their effectiveness
- 10. Schemes used to promote better access to VET**
 - Information on existing schemes at different levels
 - Evidence of their effectiveness

[OBJETIVOS GERAIS DO PROJETO PEER REVIEW FOR QUALITY ASSURANCE IN VNFIL]

Programa Erasmus+

- Promover a garantia de qualidade e seu desenvolvimento no contexto da VNFIL
- Aumentar a transparência e comparabilidade da qualidade no VNFIL na Europa através de uma norma europeia comum
- Apoiar a igualdade de oportunidades

[FASES DO PROJETO PEER REVIEW FOR QUALITY ASSURANCE IN VNFIL]

Fase 1:

Preparação (outubro 2015 - maio 2016)

Fase 2:

Avaliações pelos pares Transnacionais
(junho 2016 a maio de 2017)

Fase 3:

Reflexão e avaliação (junho 2017 - dezembro de 2017)

Fase 4:

Finalização e transferência (janeiro 2018 - junho de 2018)

[PRODUTOS DO PROJETO PEER REVIEW FOR QUALITY ASSURANCE IN VNFIL]

- Relatório síntese sobre a Garantia da Qualidade em VNFIL
- Manual de Peer-Review adaptado ao VNFIL
- Instrumentos e áreas de qualidade de Peer-Review adaptado ao VNFIL
- Programa de Formação de Pares Peer-Review adaptado ao VNFIL
- Relatórios de Peer-Review adaptado ao VNFIL

[Áreas da Qualidade VNFIL]

- Quality Area 1: Identification
- Quality Area 2: Documentation
- Quality Area 3: Assessment
- Quality Area 4: Certification
- Quality Area 5: Information, guidance and counselling
- Quality Area 6: Stakeholder coordination
- Quality Area 7: Quality assurance
- Quality Area 8: Professional competences of practitioners
- Quality Area 9: Organisation of VNFIL provision



Table 3: Composition of Peer Team: roles, occupational background and competences

Number of Peers (4 Peers)	Occupational Background	Required competences
2 "Real" Peers (minimum)*	Professionals from other VET providers (teachers, counsellors, managers, quality experts, etc.)	<ul style="list-style-type: none"> • Knowledge of Quality Areas under scrutiny • Experience in teaching & learning processes • Experience in QA and QD procedures
1 "Stakeholder" Peer **	Representative from other stakeholder groups (other educational levels, companies, social partners, etc.)	<ul style="list-style-type: none"> • Knowledge of Quality Areas under scrutiny • Experience in QA and QD procedures
1 Evaluation Expert*	Professional evaluator/quality assessor (e.g. from research institute/university, independent auditing/accrediting body, also from VET provider)	<ul style="list-style-type: none"> • Expertise in evaluation, moderation and communication • Knowledge of VET system
1 Gender mainstreaming expert*	any of the above	additional: <ul style="list-style-type: none"> • Expertise in gender mainstreaming
1 Transnational Peer (optional)***	any of the above, usually a VET professional	<ul style="list-style-type: none"> • Knowledge of Quality Areas under scrutiny • Experience in teaching & learning processes • Experience in QA and QD procedures

Graph 4: Four Phases of a European Peer Review



Added-value of Peer Review

Few responses (Peers, RVC Providers)

- “Sharing experiences among Peers and providers is much more objective and clearer than other assessments, mainly because all developed similar work, and we break barriers without fear.” (Peer)
- “You may learn from each others’ best practices at one hand and it helps you in fine-tuning your unique selling points on the other hand. Value is added!” (Peer)
- “insider position” of Peers: “Peer knows how RVC works, you don't have to explain the basics. The starting point is different. When we have an audit, you always have to explain the basic principles of RVC.” (RVC Provider)
- “It is an evaluation by a friendly expert and the atmosphere is very different compared to audit process - there is a time for discussions and no need to present things in favourable light.” (RVC Provider)

[VNFIL Peer Visit]



Fevereiro de 2017



Março de 2017



Março de 2017

[Vantagens]

- Perspetiva externa e Feedback crítico sobre a qualidade do serviço por pares, que trabalham na mesma área,
- Aprendizagem mútua com os pares e identificação de pontos fracos e boas práticas,
- Identificação de Oportunidades de melhoria,
- Estabelecimento de redes de cooperação com outros prestadores de VNFIL
- Motivação das partes interessadas em colaborar apenas com os centros de VNFIL que demonstrem boa qualidade

[Contactos]



Morada | Avenida Marquês de Tomar, nº91
1069-181 LISBOA

Tel | 00 351 217 994 560

E-mail | teresa.guimaraes@citeforma.pt
susana.goncalves@citeforma.pt

www.citeforma.pt

