

GUIDELINES TO IMPLEMENTING QUALITY ASSURANCE CYCLE

Guidelines for Implementing the Quality Assurance Cycle

THE LION-PROJECT (2012-2015) FOCUSED ON LIVING, LEARNING AND WORKING FOR THOSE NOT IN EMPLOYMENT, EDUCATION OR TRAINING (NEET). THE PROJECT TOOK A BENEFICIARY-CENTRED APPROACH IN WHICH PRODUCTS WERE DEVELOPED TO SUPPORT INNOVATIVE TEACHING AND E-LEARNING, (INTERNATIONAL) WORK PLACEMENT AND SOCIAL CONDITIONS, AND QUALITY ASSURANCE IN (SECOND CHANCE) EDUCATION. LION WAS DEVELOPED BY DONCASTER COLLEGE (UK) (APPLICANT), EURICON (NL) (COORDINATOR), E2C-NÖRRKOPING (SE), IFA (HU), CESIE (IT), E2C 73 (FR) AND WEITERBILDUNGSKOLLEG (MÖNCHENGLADBACH).



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Introduction

The following are a set of guidelines to be used in conjunction with the Quality Assurance Cycle: Good Practice Templates. The QA Cycle, and competences therein, have been taken from the European Reference Framework on Key Competences for Lifelong Learning (European Communities, 2007). This Quality Assurance Cycle is the first step on the journey towards creating a Quality Label for good practice resources. The steps outlined in the Cycle will ensure a robust and rigorous process to ensure the Quality Label is applicable across different countries and contexts.

There are 4 main stages within the QA Cycle:

1. Identification of a resource (Stage 1 of template)
2. Internal & External peer assessment via cross testing of resources, including facilitator & participant feedback (Stage 2 of template)
3. Overall evaluation by QA Work Package Leader (Stage 3 of template)
4. Project evaluation, including QA Cycle, by external evaluator

IDENTIFICATION STAGE

STAGE 1:

Resource Identification Introduction

3.

This is the first stage of selecting good practices. Each example of good practice should have a focus on at least one of the 8 Participant Competences. It is important to provide clear and detailed information.

Completing the template

1. Description

The description of the resource should be as detailed as possible, providing the reader with complete instructions on how to use the resource with the target audience.

2. Resource Type

This is a self-explanatory tick box which will enable the eventual categorisation of examples of good practice within the Centre of Excellence. Only one 'type' can be selected. If more than one are applicable, please put this as a note in the Description box.

3. Direct and Indirect Target Groups

The purpose of this section is to gain an overview of the direct (teacher/trainer/facilitator)/indirect (student/disadvantaged groups, etc) target groups that have used the resources.

This will demonstrate that the resources are flexible and can be used in different contexts, not solely just for facilitators to be used in a classroom setting. It is important to select the roles of the various target groups, as job titles have different meanings in different countries. This is included as an annex to these guidelines, according to UK definitions. (Annex I, → p. 6)

**It must be noted that within the list of the indirect target group, there will certainly be even further depths of categorisation. For example, “women” can mean single/married/young/old/with dependents/without dependents. Furthermore, the needs of a particular indirect target groups may be influenced by their religion, ethnicity, culture, social status, economic status. Such information can be detailed in the Description box.*

4. Participant competencies

The specific participant competencies that are utilised in the resource will be indicated by a ‘tick’ next to the relevant areas for Learning, Living or Working. Tick all that apply.

5. Facilitator Competencies

The specific facilitator competencies that are utilised in the resource must again be indicated by a ‘tick’. Tick all that apply. These are competencies that the resource will provide to the facilitator.

6. Methods to assess Good Practice

This is a self-explanatory tick box, and multiple categories can be selected as many categories as they need to. Although facilitators always know if a lesson has gone well and whether or not the participants have achieved the target goals of the lesson, it is good practice to back up this personal (subjective) opinion with objective feedback from other sources. This can be as simple as getting immediate participant feedback at the end of a lesson to conducting formal interviews (one-to-one tutorials) or analysing class attendance data.

7. Recommendations for use

This offers an opportunity to provide additional information regarding the usage of the Good Practice. Many resources only become “Good Practice” after multiple uses when facilitators have tried different methods. In this section the successful methods of use should be identified, but information should also be provided on which methods were unsuccessful and why.

8. Availability of example

If the example is a commercial product then it is useful to give the website where it can be obtained, alongside the contact details of the provider. If the example is one that has been developed by the partner uploading the Good Practice, then the partner contact details must also be included.

TESTING/REVIEWINGSTAGE

STAGE 2:

Testing & Reviewing Introduction

The Testing/Reviewing template must be completed by the facilitators who have undertaken the testing of a new resource. This stage will provide evidence of quality through professional and participant feedback.

Completing the template

1. Name of Organisation

This is the organisation that is carrying out the testing/reviewing

2. Method: Facilitator Testimonials

The method for reviewing is outlined within the Stage 2 template. Facilitators who are testing should undertake review with colleagues, using different methods (discussions, surveys etc). The recording of the feedback can be varied and facilitators are encouraged to use visual forms such as photographs and film, as well as written text. It is crucial to give as detailed feedback as possible, to ensure a successful quality assurance of the resource.

3. Facilitator Quotes

Direct quotes should be gathered from facilitators and recorded on the template or in visual form. This will be useful for the Centre of Excellence as testimonials to promote each good practice example.

4. Method: Participant Testimonials

As in the facilitator review, the methods used to gain feedback from participants should be listed here. Facilitators who are testing should undertake review with participants, using different methods.

As a guide for getting participant feedback some example questions are:

- Was it easy to use?
- Was it easy to understand?
- Was it a different way to learn? If so, how?
- Did you learn new skills/ competences? If so, which new skills?
- Which new competences did you use?
- Was it enjoyable to do? If so, how?
- Was it an interesting way to learn? If so, how?

5. Participant Quotes

Direct quotes should be gathered from participants and recorded on the template or in visual form. This will be useful for the Centre of Excellence as testimonials to promote each Good practice example.

6. Provide Recommendations for use in other contexts

It would be useful for readers who access the Centre of Excellence to know how good practice examples could be used in other contexts, with other direct/indirect target groups, or delivered with different methodologies. Such information will strengthen the claim of adaptability, flexibility etc.

7. Resource Identification

This is the name of the resource, as indicated in Stage 1. to-1 sessions, reflective diaries, surveys etc.

EVALUATION STAGE

STAGE 3:

Evaluation Introduction

Final evaluation of the Good Practice will be carried out by an approved Quality Assurance expert. This final evaluation will be a check of the quality process to ensure that the quality assurance cycle is robust and will substantiate why a particular resource is being considered a Good Practice (or not, as the case might be).

6. Completing the template

1. Title

This is the title of the resource, as identified in Stage 1.

2. First Section

The first questions are multiple choice and therefore only one answer may be chosen. There be opportunities further in the template to provide more detailed explanations, if any of the multiple choice questions require greater detail.

3. Direct and Indirect Target Groups

This is to provide an overview of all direct/indirect target groups that the resource would benefit. Tick all that apply.

4. Evaluation Matrix

In this section the previously ticked direct/indirect target groups can be further elaborated upon.

5. Overview & Evaluation

The remaining boxes are for clear and detailed evaluations of the previous steps in the Quality Assurance process. This is meant to be given from an objective standpoint, purely looking at the Identification and Testing/Reviewing stages.

ANNEX I

DESCRIPTION OF DIRECT TARGET GROUPS

Facilitators/Tutors	Deliver workshops/lessons to learners over set period of weeks.
Trainers	As above but can deliver one-off sessions.
Counsellors	Person centred support in one-to-one sessions (confidential Service).
Curriculum Developers	Managers who develop programmes of work (do not deliver).
Youth Workers	Offer extra curriculum support and also deliver enrichment Programmes. For example Outward Bound activities.
Local community groups	Support groups developed by people from within their own Communities. For example recreational activities for the elderly.
Employers	Provide jobs/employment.
Learning Support	Supporting tutors/trainers within a classroom setting.
Housing Support	Workers who offer support to keep people in their tenancies. For example, supporting vulnerable people with their budgeting skills.

Quality Assurance Cycle: Good Practice Evaluation Templates

Stage I: Resource Identification

Partners will identify examples of good practice. Examples can be commercial products available in the wider field or those developed locally by facilitators. (See Good Practice Template for more information).

STAGE I RESOURCE IDENTIFICATION

Title/name of example	Language
Detailed Description of the example	

1. Resource Type:		Tick v	
Didactic material: e.g. game, book, video, CD-Rom			
Evidence method: e.g. portfolio, e-portfolio, exam, test			
Curricula material: e.g. Scheme of work, lesson plan			
Measuring Tool: e.g. questionnaire, survey, assessment method			
Exercise: e.g. group or individual activity.			
Other(Please State)			
2. Which direct and indirect target groups did you use this example with?			
a. Direct target groups	Tick v	b. Indirect Target Group	Tick v
Facilitators/Tutors		Disadvantaged/dissaffected young people	
Trainers		Long term unemployed adults	
Counsellors		Minority Ethnic groups	
Curriculum Developers		Migrants & immigrants	
Youth Workers		People living in socially /	
Local community groups		economically deprived areas	
Employers		Women	
Learning Support		Teenage parents	
Housing Support		People with learning difficulties /disabilities	
Other (please state)		Young people leaving social or foster care	
		Roofless/Homeless	
		Other (please state)	

8.

3. Participant Competencies	Tick all that apply v		
1. Communication in mother tongue	Learning <input type="radio"/>	Living <input type="radio"/>	Working <input type="radio"/>
2. Communication in foreign languages	Learning <input type="radio"/>	Living <input type="radio"/>	Working <input type="radio"/>
3. Mathematical Competence	Learning <input type="radio"/>	Living <input type="radio"/>	Working <input type="radio"/>
4. Digital Competence	Learning <input type="radio"/>	Living <input type="radio"/>	Working <input type="radio"/>
5. Learning to learn	Learning <input type="radio"/>	Living <input type="radio"/>	Working <input type="radio"/>
6. Social & Civic Competence	Learning <input type="radio"/>	Living <input type="radio"/>	Working <input type="radio"/>
7. Sense of initiative and entrepreneurship	Learning <input type="radio"/>	Living <input type="radio"/>	Working <input type="radio"/>
8. Cultural awareness and expression	Learning <input type="radio"/>	Living <input type="radio"/>	Working <input type="radio"/>
4. Facilitator competencies	Tick all that apply v		
1. Provide effective opportunities to support learning			
2. Provide effective opportunities to support personal and social development.			
3. Provide effective opportunities to develop employability and enterprise skills			
4. Meet the needs & interests of participants			

9.

5. Which criteria would identify your example as “Good Practice”?		Tick v	
Easy to Use			
Supports independent learning			
Interactive for participants			
Accessible for a range of indirect target groups			
Accessible for participants with different levels of ability			
Adaptable to different languages & cultures			
Recognises achievement			
Provides practical activity			
Integrates ICT into the learning process			
6. What methods have you used to assess this as Good Practice?			
	Tick v		Tick v
Participant Feedback		Interview	
Community Feedback		Questionnaire	
Employer feedback		Facilitator feedback	
Data Analysis		Report	
Peer Review		Other (please state)	
Recommendations for use:			

Availability of Example:

Website:

Email:

Contact Name:

Your name:

Organisation:

Stage II: Testing & Reviewing

Reviewing will be undertaken by direct and indirect target group participants. A range of methods will be used to gather this feedback, including peer review forums, questionnaires, reflective diaries and testimonials.

STAGE II TESTING AND REVIEWING

Title of Good Practice

Name of Organisation

Review: Testing (Facilitator testimonials)

Method:

Facilitator quotes:

Review :Testing (Participant testimonials)

Method:

Example general questions

Was it easy to use?

Was it easy to understand?

Was it a different way to learn? If so, how?

Did you learn new skills/ competences? If so, which new skills?

Which new competences did you use?

Was it enjoyable to do? If so, how?

Was it an interesting way to learn? If so, how?

Follow up of the impact of the Good Practice on participants can be achieved through class discussions, reflective diaries, one-to-one talks. Participants can describe their experiences and provide testimonials which will be recorded by the facilitators.

Participant quotes:



Participant quotes:

Provide recommendations for use in other contexts

Stage III: Evaluation

Final evaluation of the good practice will be carried out by the Work Package leader for Quality Assurance. This final evaluation will be a check of the quality process that the good practice has undertaken for selection to ensure that the quality assurance cycle is robust.

STAGE III EVALUATION

Title of Good Practice

Selection	yes	no
Does the example provide the participant with an opportunity to demonstrate or practice at least one competence?		
Does the example provide the facilitator the opportunity to demonstrate or practice at least one competence?		
Can the example be used with a range of target groups?		
Can the example be used with a range of indirect target group participants?		
Are the needs of the participants met by this example?		
Are the methods and description of how to use this example clearly explained?		
Is the example easy to use?		
Is the example innovative in its approach?		
Is the example accessible for a range of participants?		
Is the example accessible for participants with different levels of ability?		
Is the example adaptable to different languages & cultures?		
Is the example relevant for the needs and interests of participants?		
Has positive feedback been gathered from participants to verify that the example is good practice?		
Has positive feedback been gathered from facilitators to verify that the example is good practice?		
Have recommendations been made how to use the example effectively?		
Is the example easily integrated into curriculum or informal methods of learning?		
Is the example adaptable to different teaching contexts?		
Is the example accessible in terms of economic and human resources?		

STAGE III: EVALUATION MATRIX — TITLE OF GOOD PRACTICE:

	Disadvantaged youth	Long term unemployed adults	Minority ethnic groups	Migrants and immigrants	Women		People living in socially / economically deprived areas	Teenage parents	People with learning difficulties & disabilities	Young people leaving social or foster care	Roofless/Homeless
Facilitators/ Tutors											
Trainers											
Counsellors											
Youth Workers											
Local Community Groups											
Learning Support											
Housing Support											
Employers											

Overview of Selection Process

Testing

Reviewing

Overview of Testing and Reviewing Process

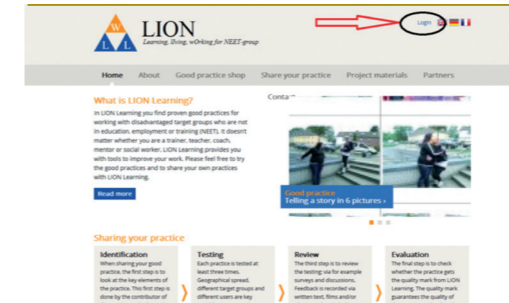
Evaluation feedback

18.

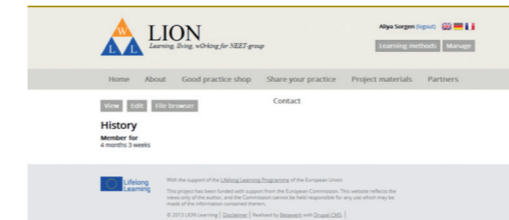
LION Website User Guide

To Access & Upload Good Practices:

1. Log-in (upper right hand corner)

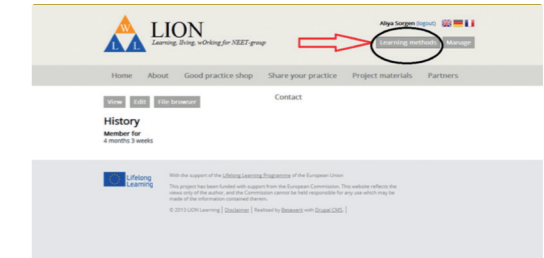


2. This is what you will see when you sign-in from the homepage:



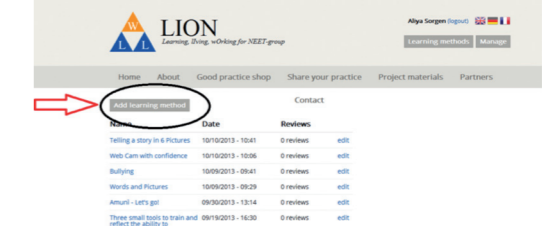
EN

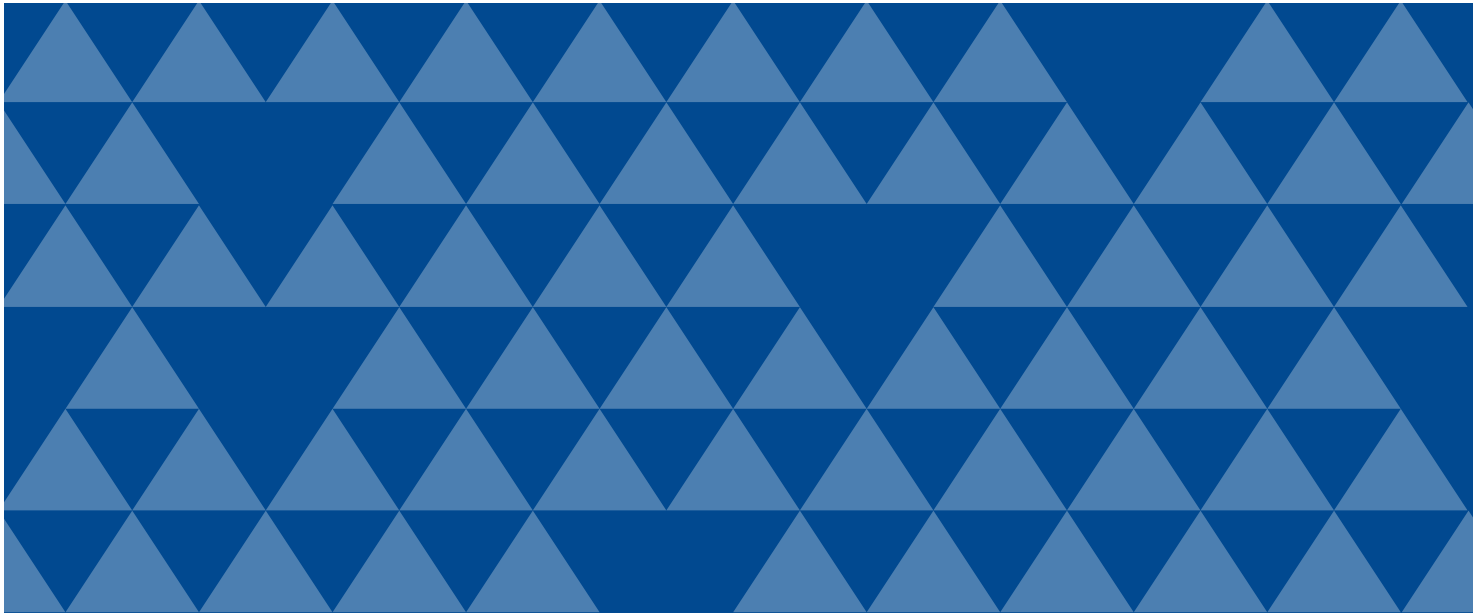
3. Click on 'Learning Methods' to see all Good Practices



19.

4. To upload a Good Practice, click on 'Add Learning Method'





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