

GUIDELINES FOR THE QUALITY LABEL FOR REGIONAL CENTRES OF EXCELLENCE

Guidelines for the Quality Label for regional centres of excellence

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-NÖRRKÖPING (SE), IFA (HU), CESIE (IT), E2C 73 (FR) AND WEITERBILDUNGSKOLLEG (MÖNCHENGLADBACH).



Learning, living, working for Neet-group
527488-LLP-1-2012-1-UK-GRUNDTVIG-GMP
With the support of the Lifelong Learning Programme of the European Union

This project has been funded with support from the European Commission. This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

The Quality Label for regional centres of excellence is a tool for self-assessment of your own organisation. It will support you in identifying areas within your organisation where you have good practice and also areas which need further development. It is also possible for this tool to be used for peer assessment so that you may standardise your judgements with other centres.

The sections included in the Quality Label for Organisations are:

1. *Organisation*
2. *Partnerships*
3. *Curriculum and Pedagogical Approach*
4. *Supporting Learners into Employment*
5. *Supporting Learners with Independent Living*

Each section has a main title and a section title. Each section is split into a number of outcomes. You must decide if each outcome is a Good Practice in your organisation or an Area that requires Further Development. You should identify evidence to support your practice for each outcome or highlight evidence

which is insufficient. You may wish to collate all your documents in one file – or to reference on the Quality Label where the documents can be located. (Please see example of completed document, which can assist you in completing your own assessment)

Once each section has been completed you will then complete the Quality Improvement Plan, located at the end of the document. For this section you need to list the areas for improvement which you will have already identified. You will list these in the first column of the Quality Improvement Plan. You will then identify what actions you need to undertake to enable you to improve this outcome. You should identify the evidence which would support your improvement and add the date when you anticipate your actions will be completed.

As you progress through the year, you will be able to monitor your own progress on the Quality Improvement Plan and record any details/amendments in the progress review. This will help to identify when you have made improvements on an outcome which may then become a good practice.

Summary of Quality Label for Organisations Testing Experiment

Overall Summary

This testing experiment was undertaken in 4 partner countries: France, Germany, Hungary, and Italy. Each of the institutions operates in different ways, thus giving a broad overview as to how this Label may be applied in different organisational settings and structures. This summary is divided into the following sections:

1. *Ease of use*
2. *Appropriateness of use*
3. *Difficulties of Label*
4. *Additional comments*
5. *Recommendations for future use and testing*

— 1. Ease of use

Overall, testing partners found the form clear and easy to use. They further stated that the guidelines and example provided were particularly useful, especially in cases where there was a question or doubt regarding language. Interestingly, there were two diverging opinions regarding the specificity of content: one tester felt that a strength of this Label was the “logical, clear... [and] uncomplicated structure” of the form, that forced institutions to narrow their responses and think critically of the importance and value in their answer. Another tester felt that there was not enough specificity in certain questions, such that

it was often difficult to find explanations to the questions and corresponding evidences. This clearly shows the differences in organisational structure, as well as cross-cultural understandings of the questions listed. Further development on this could be done in future, and this will be discussed in section 5) Recommendations for future use and testing.

— 2. Appropriateness of use

Two testers felt that the document was appropriate to some extent, while two others found it entirely appropriate. The appropriateness depended on organisational structure and internal activities. For example, one tester’s organisation does not provide information on accommodation or managing finances, and therefore the section on ‘World of Living’ was not applicable for them. Such appropriateness does not negate the utility of the Label, rather it shows that there is a wide range of activities listed, with the aim of being inclusive to all organisations. If certain activities are not undertaken by a particular institution, they can merely leave that section blank.

— 3. Difficulties of the Label

Overall, three testers indicated there was no difficulty in completing this Label. One partner felt that some of the questions were too vague, and required more detailed criteria. One reason for this is that the Label was initially created by a UK partner, where such language, exercises, and rigorous quality systems are embedded into educational institutions. As a consortium we discussed how these systems differ in partner countries, and

therefore certain ways of phrasing questions may be new for countries not familiar with or used to the UK structure of criteria and outcomes.

— 4. Additional Comments

One tester commented that this would certainly be valuable for their organisation’s quality improvement plan, but would need to be done on a frequent basis. This is good feedback, as this was in fact the intention of the Label. Another participant added that this can be used as the first step towards monitoring quality improvement in an organisation. Another commented that their organisation was “proud of the result” and learned valuable points about their own institution through testing this Label.

— 5. Recommendations for future use and testing

A recommendation based on this testing phase would be to conduct further testing with a wide geographical range of participants throughout Europe. We recommend that these institutions also present a wide range in organisational structure and internal activities surrounding NEET young people, such that further extrapolations and amendments to the label could be made, following a wider sampling group. However, given the testing within the LION project, it is believed that this Quality Label would be useful to many different organisations as a self-assessment to uncover their own strengths and weaknesses. For some European countries this type of organisational self-assessment is already embedded (eg. UK and France), whilst for others (eg. Hungary and Germany) this is a new type of evaluation that can

be extremely useful in improving quality and therefore the provision given to help NEET young people to get back into education, employment, and safe living conditions.

Quality Label for Organisations

Organisation

Partnerships

Curriculum and Pedagogical Approach

The World of Work

The World of Living

Organisational Context

Assessment *(please tick applicable assessment type)*

- Self-Assessment
- Peer Assessment

Please briefly describe your institution, target group, and general activities:

6.

LION-QUALITY LABEL FOR ORGANISATIONS

TITLE	SECTION	DESCRIPTION	GOOD PRACTICE	EVIDENCE	AREAS FOR DEVELOPMENT	EVIDENCE
1. Organisation	1.1 Provide provision for young people with lack of basic qualifications and social skills.	Recruitment of suitable learners onto programme.				
		Retention of learners on programme.				
		Progression of learners to education, training or work.				
		Provide Good Practice resources to meet learner needs.				
		Ensure suitable learning environment.				

EN

7.



LION-QUALITY LABEL FOR ORGANISATIONS

TITLE	SECTION	DESCRIPTION	GOOD PRACTICE	EVIDENCE	AREAS FOR DEVELOPMENT	EVIDENCE
1. Organisation	1.2 To meet statutory requirements for the organisation with national and local governments.	The requirements of local, regional or national government are met through suitable internal policies and procedures.				
		Financial stability and viability of organisation.				
	1.3 Provide Effective Leadership and Management.	Recruitment of suitably qualified personnel.				
		Improve provision through rigorous performance management of the staff.				

8.

LION-QUALITY LABEL FOR ORGANISATIONS

TITLE	SECTION	DESCRIPTION	GOOD PRACTICE	EVIDENCE	AREAS FOR DEVELOPMENT	EVIDENCE
1. Organisation		Provide appropriate professional development opportunities.				
2. Partnerships	2.1 Maintain partnerships with relevant bodies and groups.	World of Work: undertake agreements and communication with employers and labour market agencies regarding career guidance and jobs.				
		World of Living: maintain associations and communication with hospitals, housing associations, rehabilitation centres and counsellors/psychiatrists.				

9.

LION-QUALITY LABEL FOR ORGANISATIONS

TITLE	SECTION	DESCRIPTION	GOOD PRACTICE	EVIDENCE	AREAS FOR DEVELOPMENT	EVIDENCE
2. Partnerships		World of Learning: maintain associations and communication with training and educational organisations.				
3. Curriculum and Pedagogical Approach	3.1 Provision of suitable and personalised programmes and support.	Progression into education, training, or employment.				
	3.2 High quality of teaching, learning and assessment.	Staff use their skills and expertise to plan and deliver teaching, learning and support to meet each learners' needs.				
		Ensure learners make adequate progress.				

LION-QUALITY LABEL FOR ORGANISATIONS

TITLE	SECTION	DESCRIPTION	GOOD PRACTICE	EVIDENCE	AREAS FOR DEVELOPMENT	EVIDENCE
3. Curriculum and Pedagogical Approach		Learners understand how to improve.				
		Learning is effectively supported.				
4. The World of Work	4.1 High Quality of Support for working through setting up work experience for learners.	Provide support towards gaining employment.				
		Induction provided into working environment.				
		Define clear working role that supports work-based learning to enable learner to develop suitable skills.				

LION-QUALITY LABEL FOR ORGANISATIONS

TITLE	SECTION	DESCRIPTION	GOOD PRACTICE	EVIDENCE	AREAS FOR DEVELOPMENT	EVIDENCE
4. The World of Work		Provide coach or mentor to ensure facilitation into culture of working environment.				
5. The World of Living	5.1 High Quality of Support for Developing Independent Living.	Provide information on awareness of citizenship.				
		Provide information and support to ensure suitable living accommodation.				
		Provide information and support on managing own finances.				
		Provide information and support on health issues.				

QUALITY IMPROVEMENT PLAN

AREAS FOR IMPROVEMENT	ACTIONS TO BE UNDERTAKEN -HOW WILL THESE BE MET	EVIDENCE TO SUPPORT ACTION	DATE FOR ACTIONS TO BE COMPLETED	PROGRESS REVIEW (ONGOING)

Organisational Context

Assessment (please tick applicable assessment type)

- Self-Assessment
 Peer Assessment

Please briefly describe your institution, target group, and general activities:

14.

LION-QUALITY LABEL FOR ORGANISATIONS						
TITLE	SECTION	DESCRIPTION	GOOD PRACTICE	EVIDENCE	AREAS FOR DEVELOPMENT	EVIDENCE
1. Organisation	1.1 Provide provision for young people with lack of basic qualifications and social skills.	Recruitment of suitable learners onto programme.	NEET learners are given excellent guidance on appropriate information to ensure that the individual learning plan meets their individual needs.	<ul style="list-style-type: none"> Promotion Material (prospectus) Guidance interviews w/learners Initial assessment Create an ILP (individual learning plan) 	Not applicable	Not applicable
		Retention of learners on programme.	Excellent retention of learners on programme – 96%	<ul style="list-style-type: none"> Attendance registers Retention data 	Not applicable	Not applicable
		Progression of learners to education, training or work.			Ensure close tracking and maintain data to monitor learners on exit	<ul style="list-style-type: none"> Maintain data on learner after exit Exit interviews Give sufficient advice and guidance to learners upon exit

→

EN

15.

16.

TITLE	SECTION	DESCRIPTION	GOOD PRACTICE	EVIDENCE	AREAS FOR DEVELOPMENT	EVIDENCE
1. Organisation		Provide Good Practice resources to meet learner needs.				
		Ensure suitable learning environment.				
	1.2 To meet statutory requirements for the organisation with national and local government.	The requirements of local, regional, national or European government are met through suitable internal policies and procedures.	Policies and procedures clearly meet the aims and objectives set out by the governing body. Increased the number of young people entering the job market by 10% through improved employer links.	<ul style="list-style-type: none"> Adherence to policies/ procedures is regularly monitored by management Data reports 		
		Financial stability and viability of organisation.	Suitable accounting procedures in place.	<ul style="list-style-type: none"> Year-end audited account reports reflect sound financial health 		

EN

17.

TITLE	SECTION	DESCRIPTION	GOOD PRACTICE	EVIDENCE	AREAS FOR DEVELOPMENT	EVIDENCE
1. Organisation	1.3 Provide Effective Leadership and Management.	Recruitment of suitably qualified personnel.			<ul style="list-style-type: none"> Clear job roles defined HR recruitment policies to be reviewed Train suitable interview panels 	Not yet completed. Will update once development has taken place.
		Improve provision through rigorous performance management of the staff.	<ul style="list-style-type: none"> All staff undertake annual appraisal All staff undergo annual observation of performance Inadequate teaching is managed through mentoring systems and capability procedures 	<ul style="list-style-type: none"> Appraisal documents available in HR Observation records of teaching and learning and grades Appraisal documents 	Not applicable	Not applicable
		Provide appropriate professional development opportunities for staff.			<ul style="list-style-type: none"> Policy to be determined for staff development Budget to be identified for SD → 	Not yet completed. Will update once development has taken place.

TITLE	SECTION	DESCRIPTION	GOOD PRACTICE	EVIDENCE	AREAS FOR DEVELOPMENT	EVIDENCE
1. Organisation					• Needs analysis of staff development requirements	
2. Partnerships	2.1 Maintain partnerships with relevant bodies and groups.	World of Work: Undertake agreements and communication with employers and labour market agencies regarding career guidance and jobs.	<ul style="list-style-type: none"> Partnership with local employers Recognition of good employer engagement Learners undertake employability qualification 	<ul style="list-style-type: none"> SLA Agreement document Award ceremonies & recognition events Data and certificates 	Not applicable	Not applicable
		World of Living: Maintain associations and communication with housing associations, hospitals, rehabilitation centres and counsellors/psychiatrists.			• Identify and build relationships with relevant associations	

→

TITLE	SECTION	DESCRIPTION	GOOD PRACTICE	EVIDENCE	AREAS FOR DEVELOPMENT	EVIDENCE
2. Partnerships		World of Learning: Maintain associations and communication with training and educational organisations.	<ul style="list-style-type: none"> Learners undertake weekly 'taster sessions' at local education provider Provide visits to local training and ed. organisations 	<ul style="list-style-type: none"> Timetable, invitations, feedback Debriefing session 		
3. Curriculum and Pedagogical Approach	3.1 Provision of suitable and personalised programmes and support.	Progression into education, training, or employment.	<ul style="list-style-type: none"> Data shows that 42% of learners have progressed to employment in their field of study 	<ul style="list-style-type: none"> Labour market information 		
	3.2 High quality of teaching, learning and assessment.	Staff use their skills and expertise to plan and deliver teaching, learning and support to meet each learners' needs.	<ul style="list-style-type: none"> Observations by managers and peers demonstrate high standards of teaching and learning 	<ul style="list-style-type: none"> Observation documents 		
	Ensure learners make adequate progress.		<ul style="list-style-type: none"> Staff initially assess learners' starting points, set challenging 	<ul style="list-style-type: none"> Assessment records 		

→

TITLE	SECTION	DESCRIPTION	GOOD PRACTICE	EVIDENCE	AREAS FOR DEVELOPMENT	EVIDENCE
3. Curriculum and Pedagogical Approach			tasks and monitor their progress.			
		Learners understand how to improve.	<ul style="list-style-type: none"> Frequent, detailed and accurate feedback from staff following assessment of their learning 	<ul style="list-style-type: none"> Assessment and feedback documents 		
		Learning is effectively supported.	<ul style="list-style-type: none"> Appropriate and timely information, advice and guidance 	<ul style="list-style-type: none"> Assessment records 		
4. The World of Work	4.1 High Quality of Support for working through setting up work experience for learners.	Provide support towards gaining employment.			<ul style="list-style-type: none"> Assist with job search, CV writing and interview skills 	
		Induction provided into working environment.				

20.

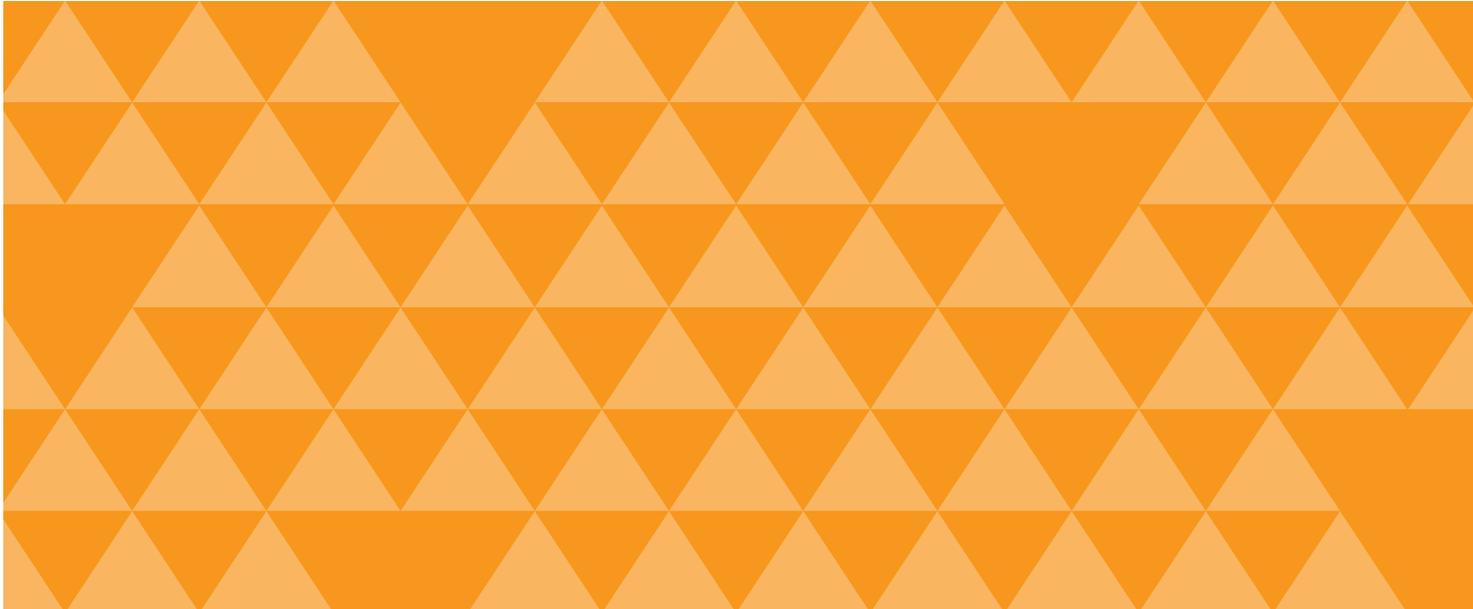
TITLE	SECTION	DESCRIPTION	GOOD PRACTICE	EVIDENCE	AREAS FOR DEVELOPMENT	EVIDENCE
4. The World of Work	Define clear working role that supports work-based learning to enable learner to develop suitable skills.					
	Provide coach or mentor to ensure facilitation into culture of working environment.					
5. The World of Living	5.1 High Quality of Support for Developing Independent Living.	Provide information on awareness of citizenship.				
	Provide information and support to ensure suitable living accommodation.	<ul style="list-style-type: none"> Allocate support staff to help learners find appropriate accommodation 	<ul style="list-style-type: none"> Data showing previously homeless students are now in suitable living accommodation 			

21.

TITLE	SECTION	DESCRIPTION	GOOD PRACTICE	EVIDENCE	AREAS FOR DEVELOPMENT	EVIDENCE
5. The World of Living		Provide information and support on managing own finances.	<ul style="list-style-type: none"> • Training available to all students on personal budgeting, bank accounts, how to report fraudulent activity 	<ul style="list-style-type: none"> • Training timetable, scheme of work, lesson plans, and evaluations 		
22.		Provide information and support on health issues.	<ul style="list-style-type: none"> • Dedicated team of health care professionals available to students • Sexual health clinic appointments available 	<ul style="list-style-type: none"> • Data showing that students use this service • Appointment diary 		

→

QUALITY IMPROVEMENT PLAN				
AREAS FOR IMPROVEMENT	ACTIONS TO BE UNDERTAKEN -HOW WILL THESE BE MET	EVIDENCE TO SUPPORT ACTION	DATE FOR ACTIONS TO BE COMPLETED	PROGRESS REVIEW (ONGOING)
Progression of learners to education, training or work.	<ul style="list-style-type: none"> • Maintain data on learner after exit • Exit interviews • Give sufficient advice and guidance to learners upon exit 	<ul style="list-style-type: none"> • All learner exit interview documents to be collated and input onto database • Advice and guidance sessions to be arranged and timetabled with all learner 	<ul style="list-style-type: none"> • Final week of term • Recurring; with first meeting no later than end of 1st month of term 	<i>Complete this column throughout the year at regular intervals with updates on progress.</i>



GUIDELINES FOR THE QUALITY LABEL FOR REGIONAL CENTRES OF EXCELLENCE

