

Transnational Peer Review for quality assurance in Validation of Non Formal and Informal Learning (VNFIL)

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Erasmus +“Peer Review VNFIL Extended”

Quality assurance for VNFIL

an instrument to promote permeability, flexible pathways and recognition of prior learning in continuous higher education.



Erasmus + “Peer Review VNFIL Extended”

What was the general aim?

- ***To promote permeability, flexible pathways and recognition of prior learning in continuous higher education***

Who worked together?

- ***Partners from the VET and PHE worked together to set up a Quality assessment tool to enhance the quality and visibility of VNFIL -provision.***

Which method was used?

- ***QS of Validation procedures throughout Peer reviews***



General goals of Peer Review VNFIL Extended

Higher quality of VNFIL provision for clients of VNFIL providers:

Practice:

Set up, test & implement a Peer Review method for VNFIL providers

Policies:

Underpinned advice and plans for the use of Peer Review in quality policies on National and European level



Specific goals of Peer Review VNFIL

Libereaux :	enlarge added value of VNFIL for candidates
WBA :	learn about quality assurance in VNFIL
Vilniaus VTC:	professionalise VNFIL provision
CIBC:	standardize current VNFIL practices
Citeforma: practitioners	improve professional competences of
BOKU:	further development of validation process
Frauenstiftung:	improve identification process and portfolio
ISLA:	improve performance concerning 'certification'
AK Salzburg:	attract people who could benefit from VNFIL
Vigor:	professionalization of assessors
NUCZV:	integration of validation in guidance



Erasmus + “Peer Review VNFIL Extended”

One particularly promising instrument of quality assurance and development is Peer Review – the external evaluation of VNFIL institutions/providers by Peers.

Peer Review can build on quality activities already in place at a **VNFIL institution/provider**, it is cost-effective and it fosters networking and exchange between providers of validation of non-formal and informal learning.

It can also help **providers of VET and PHE** to work together which will offer permeability and flexible pathways.

The use of Peer Reviews in VNFIL for VET and PHE could become a **possible european standard procedure**



Erasmus + “Peer Review VNFIL Extended”

A tool box will be introduced for interested Institutions of PHE and VET to complement and enhance the usual quality assurance systems in Validation of Non-Formal and Informal Learning (VNFIL).



"It's time for the executive performance reviews, Fenwick. I'll do you if you'll do me."



What to expect...

- 🌐 Rationale and „Making of“
- 🌐 Quality standards
- 🌐 Peer Review and European policies
- 🌐 Aims, principles and basic characteristics
- 🌐 Elements
 - 🌐 What is the procedure?
 - 🌐 What is evaluated?
 - 🌐 Who are the Peers?
 - 🌐 How can Peer Reviews be organised?



Rationale and „Making of“ Quality Standards



European policies

National policies

External evaluation



European Peer Review



Networking

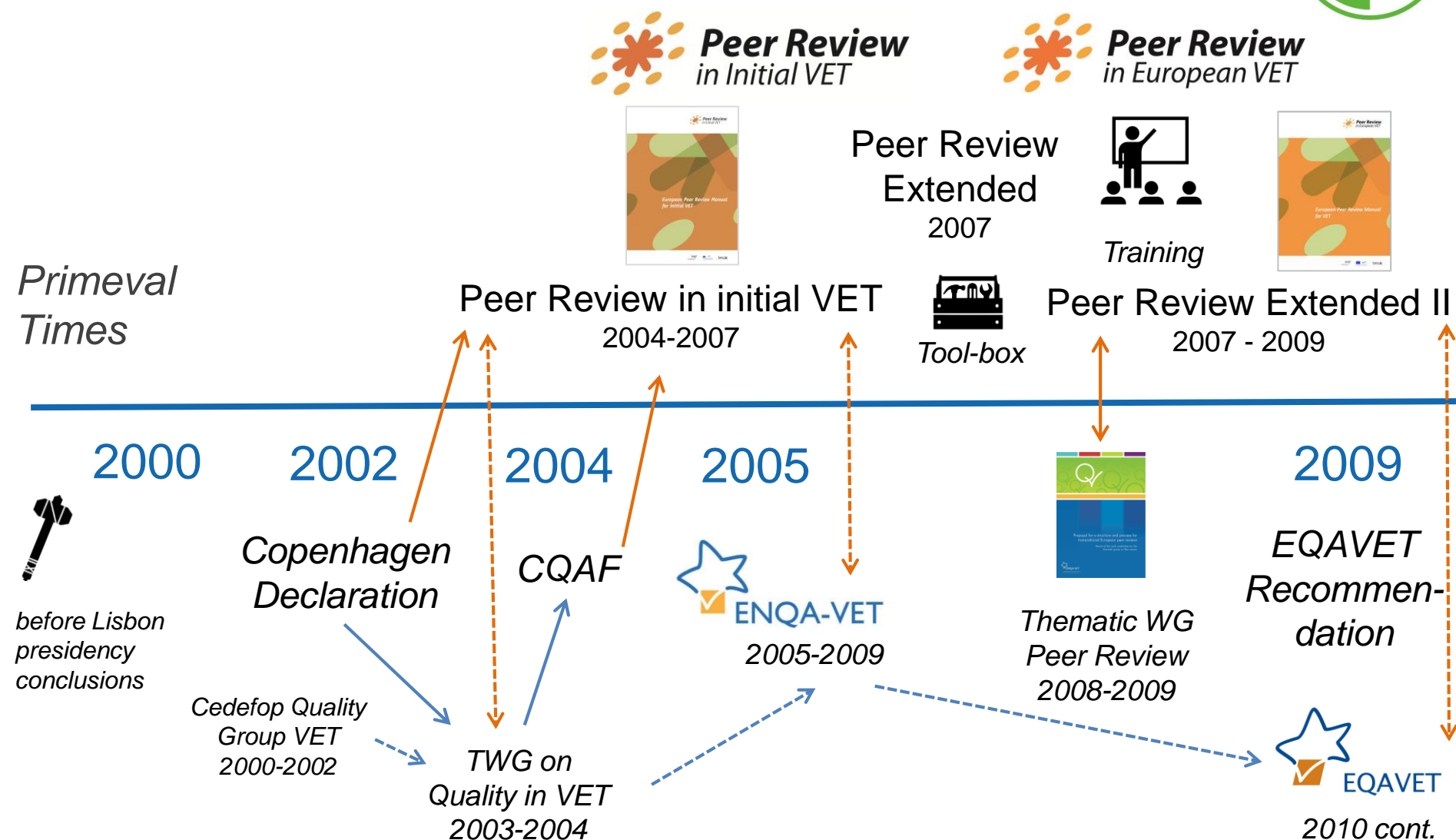
Mutual learning

Improvement

Provider needs



European policy development in VET and Peer Review





Development and quality standards

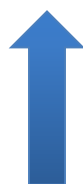
Research of
good practice
in Peer Review



Evaluation
Standards



European Peer Review



Providers

QA systems

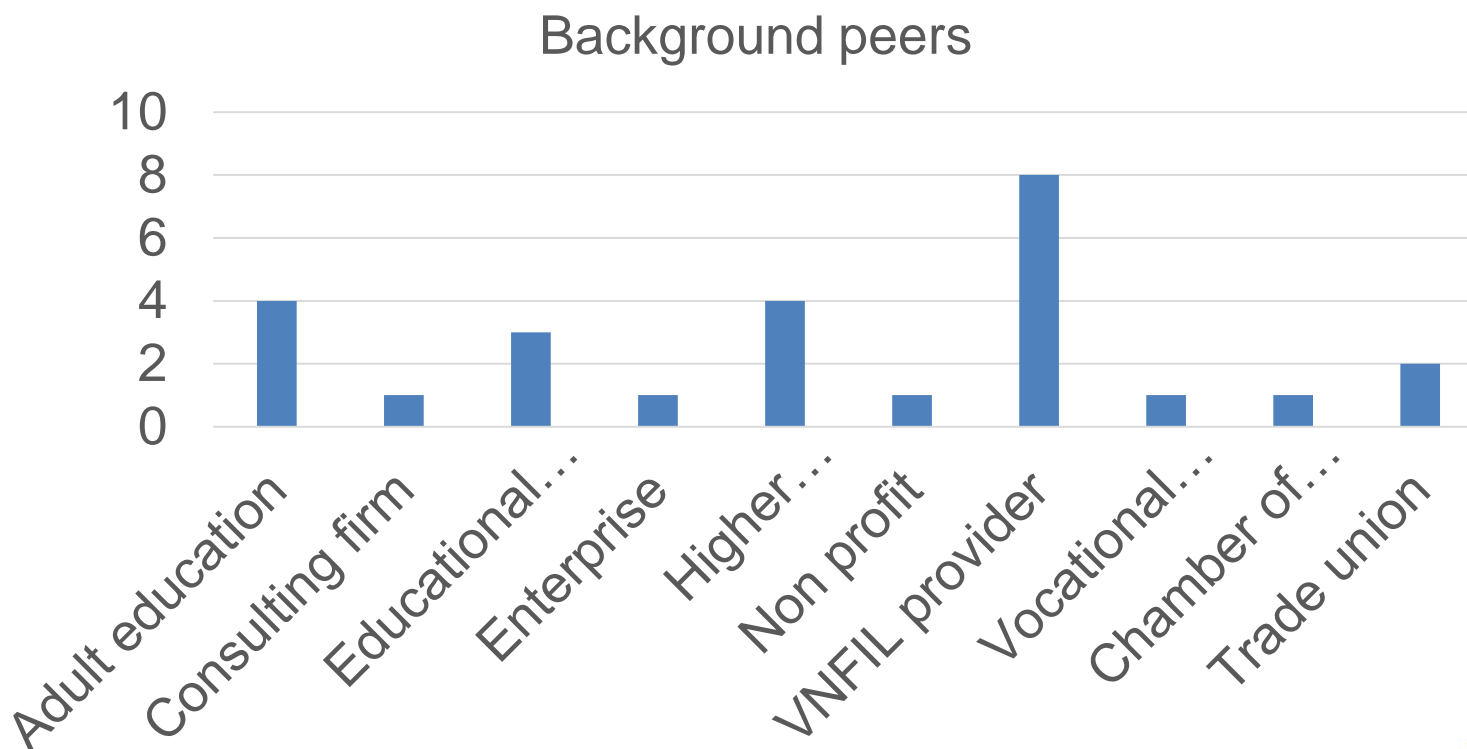
Needs and Requirements



Project Partners

Implementation on **national/regional level**

→ Austria, Finland, Hungary, Portugal, Latvia





What is the European Peer Review?

Definition and main characteristics

The European Peer Review is
a voluntary, formative, external
evaluation procedure
within the profession
and in a network.



European Peer Review

Aim →

Peer Review supports
quality improvement
and development

“improve not prove”

Positive
Empathic
Energetic
Reliable

Rapid
Effective
Valuable
Individual
Efficient
Worth it

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Peer Review as formative evaluation



Map adapted from Nisbet 1990



How is a European Peer Review conducted

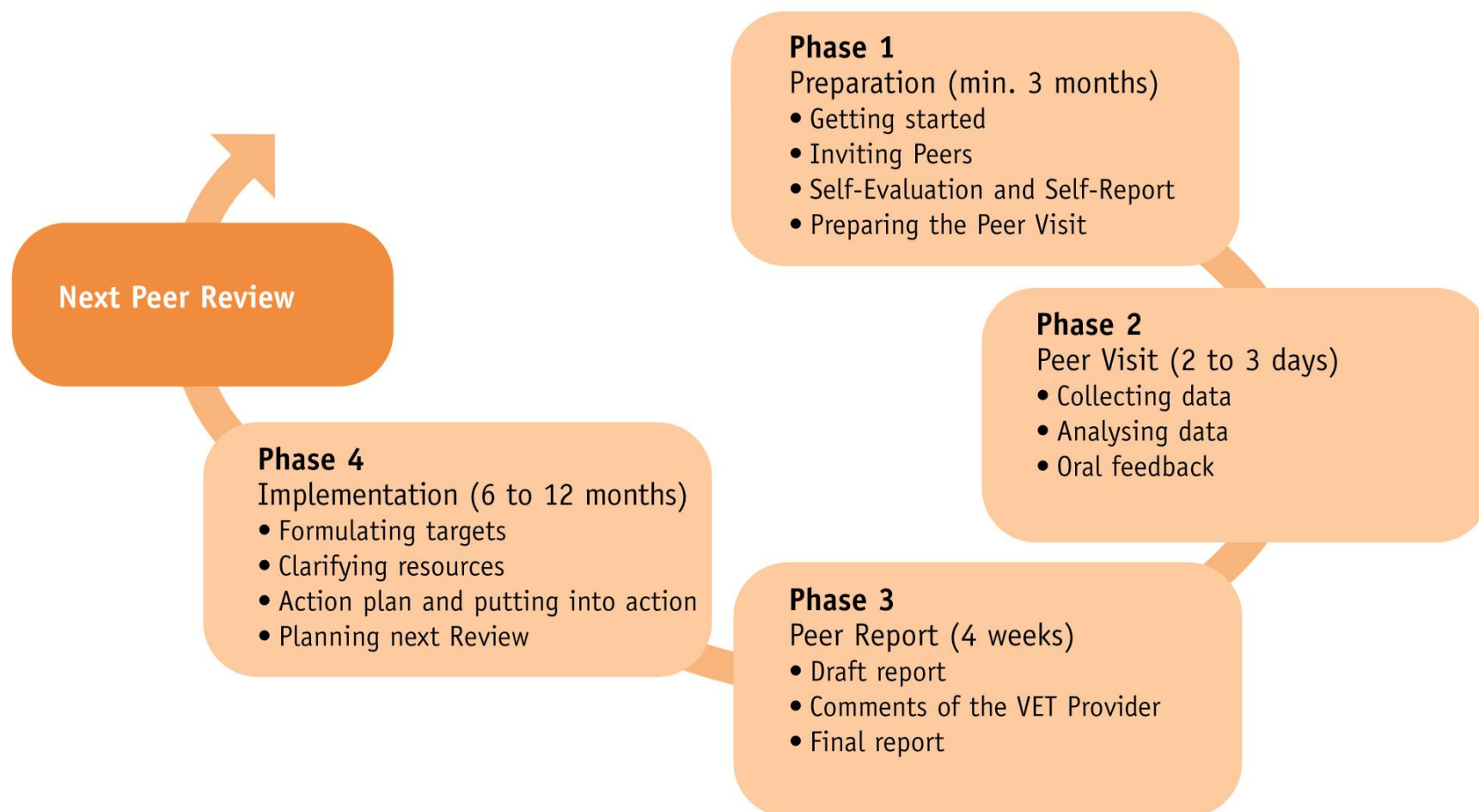
The procedure

Peer Review combines
self-evaluation with external evaluation.

- 🌐 Follows a systematic procedure (4 phases).
- 🌐 Relies on qualitative methods,
makes use of quantitative data.



Phases of a European Peer Review





Who evaluates?

Peers

- 🌐 Independent colleagues from other providers who are on an equal standing with those whose performance is reviewed.
- 🌐 Additionally,
a Stakeholder-Peer can be included and
a transnational Peer (from another country).

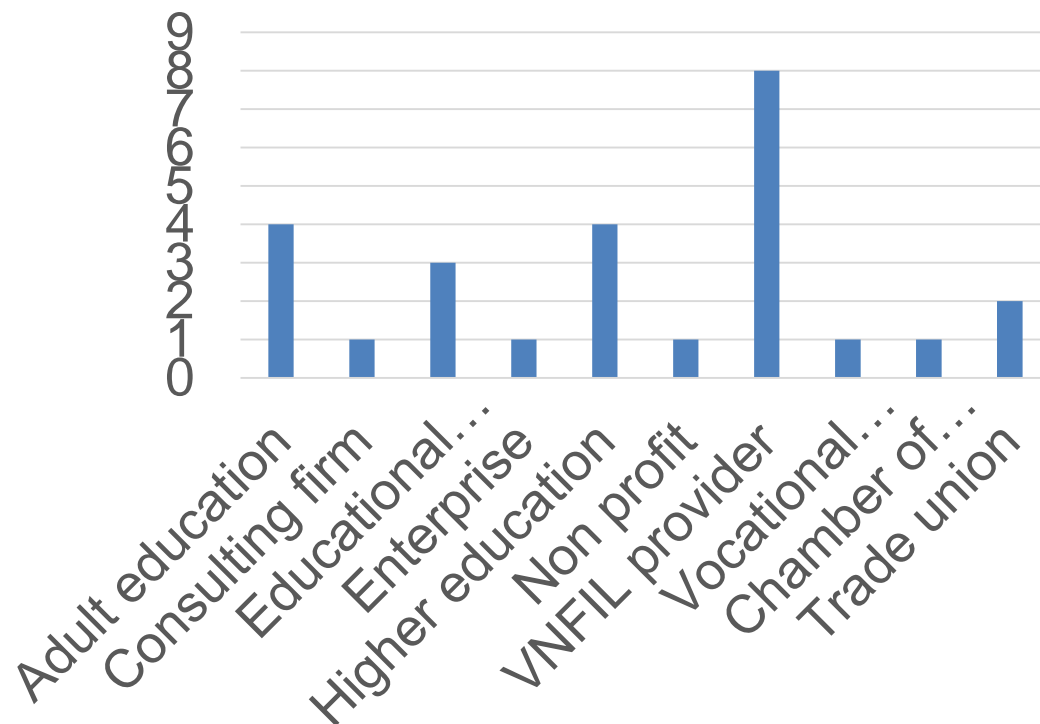


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Background peers





Who is a Peer?

A Peer is a person,

- 🌐 who is an equal of or is on equal standing with the person(s) whose performance is reviewed
- 🌐 who works in a similar environment (and/or in a similar institution)
- 🌐 who is external (i.e. from a different institution) and independent (has no personal/institutional "stakes" in the evaluation process)

and

- 🌐 has specific professional expertise and knowledge in the field (shares values, professional competence and attitudes, language...)
- 🌐 thus bringing to some extent "inside" knowledge of the object of review into the process and combining it with the external view of somebody coming from a different organisation ("external insider").



What is being evaluated?

Quality Areas

Institutional evaluation, not individual people

- 🌐 Professional process (VNFIL process) at the centre of each Peer Review (core QA)
- 🌐 Transnational Peer Reviews: European Quality Areas
- 🌐 Can also be used with any other suitable quality framework.
- 🌐 Provider decides on QA & evaluation questions.



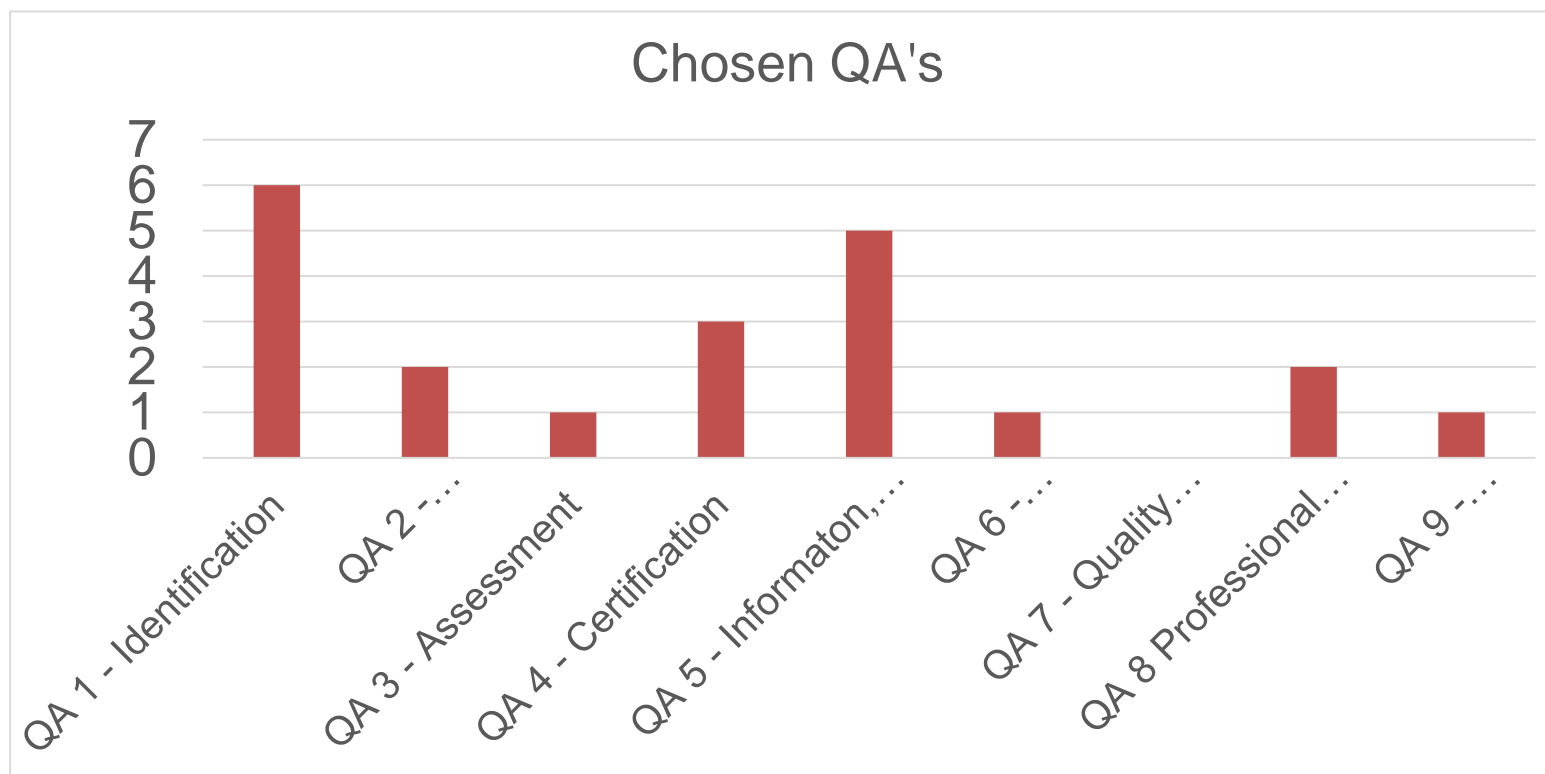
European Quality Areas: Validation (RVC

- 🌐 Quality Area 1: Attracting
- 🌐 Quality Area 2: Guidance
- 🌐 Quality Area 3: Recognition
- 🌐 Quality Area 4: Validation
- 🌐 Quality Area 5: Outcomes & impact of RVC
- 🌐 Quality Area 6: Organisation
- 🌐 Quality Area 7: Staff
- 🌐 Quality Area 8: Partnerships
- 🌐 Quality Area 9: Resources
- 🌐 Quality Area 10: Evaluation

Core Quality Areas (QA 1,2,3,4,5), 2 Quality Areas, at least 1 from core QA.



Chosen QA's





Definition of evaluation

Definition:

- 🌐 Evaluation is the systematic investigation of an evaluand's **worth** or **merit**.
- 🌐 Evaluands include **programmes**, studies, products, schemes, services, **organisations**, policies, technologies, and research projects.
- 🌐 The results, conclusions and recommendations shall derive from comprehensible, **empirical qualitative** and/or **quantitative data**.

German Evaluation Society, Wolfgang Beywl (ed.) (2003)
Selected Comments to the Standards for Evaluation of the German Evaluation Society.



Peer Review as external evaluation

- 🌐 External formative evaluation
- 🌐 ➔ Aim: support the provider in its endeavour to improve the quality of its provision ("**improve not prove**")
- 🌐 Within the profession (in vocational guidance and counselling of adults) through "critical friends": colleagues from similar institutions
- 🌐 Voluntary decision of Provider to participate;
- 🌐 Ownership: findings are reported to Provider who decides upon further use
- 🌐 Evaluation on the level of the Provider (institutional level)
- 🌐 Qualitative procedure:
 - 🌐 qualitative evaluation methods,
 - 🌐 use of existing quantitative data
- 🌐 Evaluation in a network

Organisation of Peer Reviews



Organisation of Peer Reviews

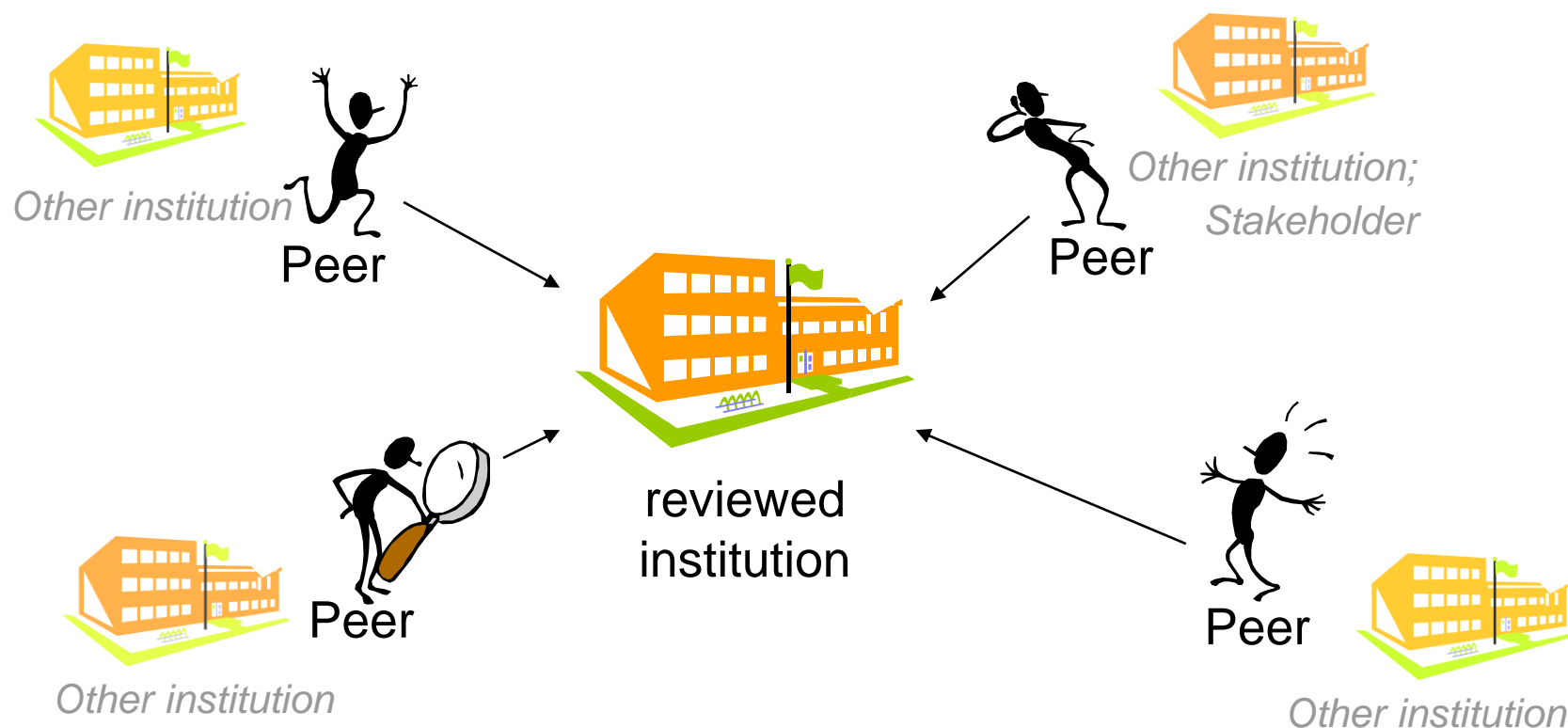
Increase in:
Complexity,
Structure
Standardisation



- 🌐 Single Peer Review
- 🌐 Mutual Peer Reviews
- 🌐 Peer Reviews in “small network” (up to 5)
- 🌐 Peer Reviews in “big network” (6+) –
coordination ambitious

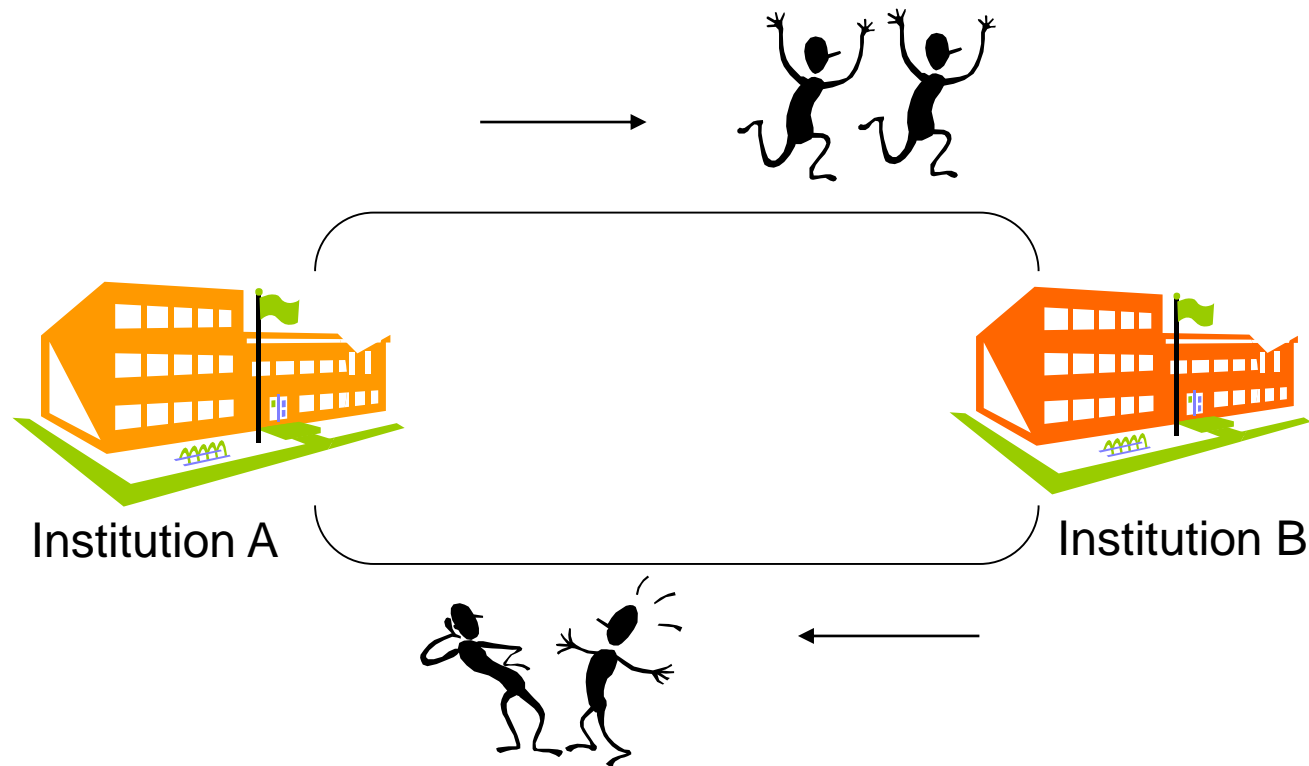


Single Peer Review



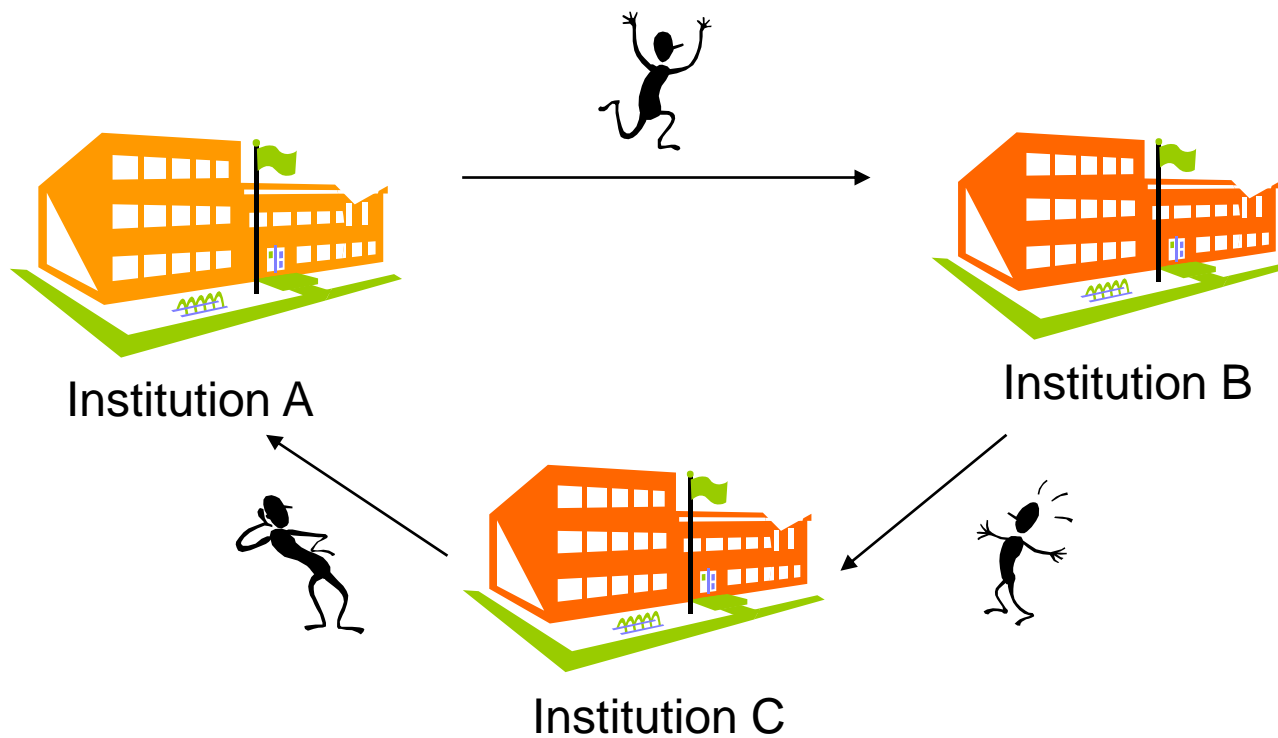


Mutual Peer Reviews



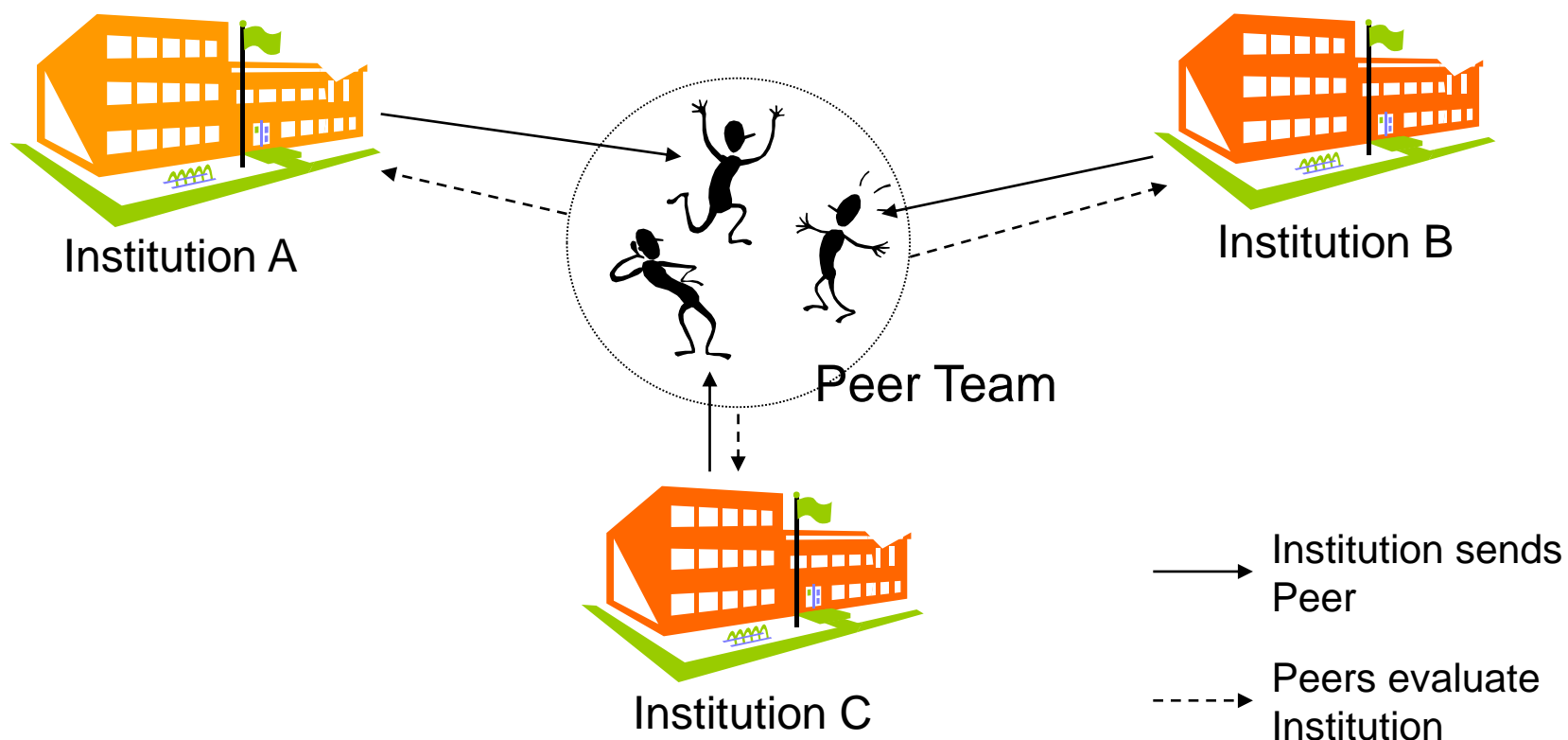


Peer Reviews „in a circle“





Common Peer Team





Organisation in European Network

