

Methodological Guidelines for Trainers of External Quality Assessment Experts

**METHODOLOGICAL
GUIDELINES FOR TRAINERS
OF EXTERNAL QUALITY
ASSESSMENT EXPERTS**

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A Training Programme for External Quality Assessment Experts (hereinafter referred to as the Programme) has been designed in the framework of the Leonardo da Vinci Project No. LT/03/B/F/PP-171005 *Curriculum Development for External Quality Assessment Experts Training* (hereinafter referred to as the Project). The content of the publication does not have to coincide with the opinion of the Leonardo da Vinci Programme Co-ordination Support Foundation and does not incur any liability thereof.

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GUIDELINES FOR TRAINERS
OF EXTERNAL QUALITY
ASSESSMENT EXPERTS**

Curriculum development for external quality assessment experts training
No. LT/03/B/F/PP-171005

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The background is a textured blue surface covered with white, hand-drawn scribbles and sketches. There are several stylized human figures, some appearing to be in motion or interacting. A prominent sketch of a person in a wheelchair is visible in the lower-middle section. The overall aesthetic is that of a busy, creative workspace or a conceptual diagram.

**ARRANGING THE
TEACHING PROCESS.
OVERVIEW OF
TEACHING METHODS**

INTRODUCTION

The present publication is Part 3 of the *Training Programme for External Quality Assessment Experts* (hereinafter referred to as Programme) designed in the framework of the Leonardo da Vinci Project No LT/03/B/F/PP-171005 *Curriculum Development for External Quality Assessment Experts* (hereinafter referred to as the Project). This Volume is aimed at assisting **instructors teaching in the framework of the Programme** to prepare for lectures and seminars and workshops. It is expected that this material will improve the lecturers' theoretical and practical work.. The slides given in the publication shall not be considered as final and complete due to the dynamic character of teaching/study quality assessment, but could serve as the basis for disclosing the content of the *Training Programme for External Quality Assessment Experts* and guidelines for further development.

ARRANGING THE TEACHING/LEARNING PROCESS

1. Organisational and managerial aspect of the Programme

The Training Programme for External Quality Assessment Experts should be implemented by coordinating contact classes and individual work of learners and distance learning. The scope and structure of the Programme are given in the table below.

Scope and structure of the Programme

Title of Module	Length (hours)			
	Total	Theory	Seminars and workshops	Individual work
1. Education system	4	2	0	2
2. Quality and its assessment	4	2	0	2
3. Fields and criteria of institutional assessment	6	2	2	2
4. Internal assessment. Self-assessment	6	2	2	2
5. Visit of assessors to the institution under assessment	12	2	4	6
6. Final assessment report	8	2	4	2
<i>Total</i>	40	12	12	16

The scope of the assessor training programme is 40 hours, or 1 credit. The training programme consists of 6 modules. Each module starts with lectures (theory), later on, some modules (No 3, 4, 5 and 6) have seminars and workshops and finally, each module ends with assignments for individual work.

Since the assessor training programme is divided into modules, the participants of the programme can choose a learning strategy after discussing it with the lecturer(s).

The total length of the assessor training programme is 1 (one) month. The assessor training programme is divided into three sessions; the length of one session is one day. During the sessions, learners participate in lectures and seminars and workshops; they also discuss individual home assignments. Between sessions, there are intervals of at least one or two weeks for individual work of learners co-ordinated by lecturers.

Schedule of Assessor Training Programme

<i>Week 1</i>	<i>One day (8 hours)</i>	<i>Session I</i>
Week 1 and 2	8 hours in two weeks	Distance learning, individual work and lecturer-coordinated assignments
<i>Week 2</i>	<i>One day (8 hours)</i>	<i>Session II</i>
Weeks 3 and 4	8 hours in two weeks	Distance learning, individual work and lecturer-coordinated assignments
<i>Week 4</i>	<i>One day (8 hours)</i>	<i>Session III</i>

The Expert Training Programme is to be arranged in sessions according to modules.

Expert Training Programme Implementation in Sessions according to Modules

Session	Length of the session	Modules of the session	Content
<i>Session 1</i>	8 hrs	Modules 1–4 (inclusive; only theory)	Learners are introduced into the purpose of the Programme, its objectives, structure and organising principles. During the session, the theory of the first four modules is dealt with and assignments for individual work are given.
<i>Session 2</i>	8 hrs	Theory of modules 5 and 6; seminars and workshops of modules 3 and 4	Learners discuss and summarise the results of individual assignments. Then they study the theory of modules 5 and 6, work in seminars and workshops of modules 3 and 4. At the end of the session, lecturers give further assignments for individual work.
<i>Session 3</i>	8 hrs	Seminars and workshops of modules 5 and 6	At the beginning, assessors discuss and summarise the content of individual assignments, later they do the practical task of Module 5, i.e. they simulate a site visit to the institution under assessment. After they complete it, they do the practical task of Module 6, i.e. they prepare the final assessment report. At the end of the session, the Programme is summarised, suggestions and recommendations for improvement of learners are submitted.

In individual cases, an individual study plan can be drawn. Such individual study plan can be made for a learner who works in the national system of education and who has some experience in institutional assessment and relevant skills. So the skills of an assessor are improved.

When arranging the training of quality assessment assessors of institutions of vocational education and training the following human resources are proposed:

- 2 lecturers with extensive experience and know-how of assessor work and chairing assessor teams as well as in educational management;
- 1 person responsible for all arrangements in relation to assessor training, usually a representative of the quality assessment agency engaged in external quality assessment of vocational education and training institutions.

All information on the arrangements in relation to assessor training, i.e. teaching plans, a short description of the programme and forms of applications (questionnaires) of applicants should be available on the web. The announcements can also be placed on websites of agencies engaged in quality assessment of vocational education and training institutions.

The selection of applicants for the training programme is based on the eligibility requirements for assessors of a particular country. Those who wish to attend the training programme shall fill out an application (questionnaire) and provide personal data and all relevant information on the qualifications for the training programme. Representatives of vocational education and training institutions and colleges, academe, education policy makers, representatives of the labour market are eligible to apply.

2. Didactic aspect of the realisation of educational content

Teaching/learning strategies and forms

Strategy of learning through experience (according to D. Kolb) is recommended, which is based on experience, reflective thinking, provision of new information, and activity reflection. It is also recommended that the teaching process should cover the following fields: cognitive (knowledge, comprehension, application, analysis, synthesis, and assesment), emotive (assessment, organisation, description according to values), and psychomotor (non-verbal communication).

The teaching programme for assessors will include theoretical lectures, practical training, individual work, group work, distance learning and consulting. The learners will mainly have to work independently. The choice of this form of teaching was determined by its aims and the fact that the learners belong to the group of adults.

Aims of independent work:

- Analyse, interpret and independently look for solutions to the problems;
- Plan how to carry out activities;
- Improve professional skills;

- Develop analytical skills;
- Encourage personal initiative, responsibility and self-confidence.

When setting tasks for individual work, it is important for the lecturer to:

- Ensure that individual development would not be superficial;
- Help the learners realise that every phenomenon could be approached from different positions;
- Emphasize the essential and most complex issues that could raise major problems;
- Apply IT technologies.

Teaching methods

The success of the learners in the teaching process depends, first of all, on the educational content. No less important is the organisation of the teaching process, the lecturer's qualifications, nature of the learners' activities, their interaction with the lecturer in this process, and teaching methods and techniques applied. Teaching methods are types of learner's and lecturer's activities through which learners acquire knowledge, abilities and skills and improve them. Teaching/learning is a two-way process, teaching methods encompass interrelated activities of the lecturer and the learner. How much these activities are in correspondence with each other is of great importance to the organisation of teaching.

The following main teaching methods are recommended: a lecture; a lecture based on visuals; lecturer-directed discussions; discussion groups, debates, fora, problem-solving; presentation of projects and activities carried out.

During the Programme, the lecturer is recommended to use three main groups of teaching methods:

- 1) Informative (narrative, lecture, conversation, demonstration, use of different published materials);
- 2) Practical operational (workshops, practical work, performing tasks, also by using computers and other technical means);
- 3) Creative (heuristic, problem-solving, role-play, summaries, compositions, independent observation, demonstration and observation).

Taking into account the learners' age, the principles of adult education and methods specifically oriented towards the teaching of adults will be applied. Therefore, the lecturer is recommended to pay attention to methods oriented towards adult learners and use different discussions, projects and case studies more frequently. Taking into consideration the aim of the Programme and future activities of the learners, group work is especially important.

All teaching methods and techniques can be used for the transfer of theoretical knowledge and formation of practical skills.

Peculiarities of use of teaching methods

Teaching methods	Advantages	Notes for lecturers
<i>Applied to all modules:</i>		
Lecture, lecture based on visuals	Consistent theoretical material, emphasis on main issues	Consistent lecture material must be prepared; lecture time must be used effectively; references for independent work must be provided
Lecturer-directed discussions	Through examples the selected material is presented for discussions and reflection	Questions for discussions must be prepared before the lecture; discussions must be controlled
Discussion groups, debates, forum, problem-solving	Work in small groups during practical sessions will help to get all participants involved in discussions	Clearly defined, interesting questions must be prepared. Active participation of learners is to be encouraged. Conditions for involving inactive participants are to be created
<i>Recommended for Modules No. 3-6</i>		
Learner group presentations	Presentations of results of practical tasks and individual work	Learners are to be given clearly formulated tasks
Learner reports based on individual tasks; presentations of practical work	Presentation and defence of individual work demands thorough theoretical knowledge and abilities to apply it in practice	Individual tasks must correspond to the learners' needs and their knowledge level
Case studies	Analytical, problem-solving skills are improved. Decision making in different situations	The case presented must be analysed in detail, several solutions must be chosen

A BRIEF OVERVIEW OF RECOMMENDED TEACHING METHODS

Verbal teaching methods. Verbal teaching has been widely used for a long time; however, attitudes towards this method are varied and controversial. Critics claim that verbal teaching does not encourage mental activity or independence of students, does not develop creative thinking, does not create conditions for self-expression, etc. This criticism is not sufficiently valid, though it must be admitted that the level of learner activity is lower than when using other methods. Verbal methods can be very varied, since these methods can be easily enriched by using different teaching aids and techniques: using various methodological materials, fragment of a film, specially filmed material, demonstrating an experiment, including a conversation or discussion elements, listening to recordings, etc. It must be admitted that verbal teaching methods depend highly on the lecturer's personality and have a significant developmental impact: appropriately selected information, lively and emotional speech, lecturer's enthusiasm and warmth can encourage learner's self-development. Appropriately used verbal teaching methods also encourage logical thinking. The main methods of verbal teaching such as narrative, explanation and lecture can be of explanatory-illustrative, descriptive or even problem-solving nature.

Narrative is a teaching method which uses various teaching aids to present factual information in a lively and imaginative way.

Explanation is a method which aims at forming concepts, laws, and rules, and instructing the learners. The use of this method encourages mental effort.

Lecture is a narrative of a higher level. It differs from a narrative by a more economical presentation of new material, higher scientific level and more sophisticated forms of teaching. This method is used to present broader, more complex issues of fundamental importance, to reveal the essence of ideas, regularities and events. A lecture is also used when there is a need to present the material in a broader and more thorough way than it is presented in textbooks or other literature. A lecture is usually based on one or two ideas (problems). There can be introductory, overview, problem-solving and illustrative lectures. The essence of this method is a systematic verbal presentation of a certain topic or issue. In order to make lectures more effective, lecturers must set themselves a task of encouraging learners to be active, they must be interested in the material under analysis; on the other hand, they must relate the issues under discussion to life, include up-to-date

information and recent typical examples, combine the material presented in textbooks with the most recent knowledge. It is important to emphasise the main issues and to teach learners to distinguish them.

Conversation. This is a teaching method when the lecturer asks questions based on learners' experience and knowledge, which help the learners to understand and learn the new material or to revise what was learnt before. It is a dialogic question-answer method. Its use in the teaching process requires active communication of the participants. In this case the learners are usually more active. However, the conversation method requires certain conditions. The most important condition is that the participants of the conversation must have the knowledge that the lecturer will rely upon when planning the conversation. While asking questions, it is important to listen to the answers, to encourage the learners to justify their answers, to help them make correct conclusions and generalisations. It is important not to direct the learners towards answers known in advance. According to specific aims and educational content, the conversation can be explanatory, heuristic, reproductive or free (when the topic is suggested by the learners). The conversation can also be introductory, explanatory or rendering, controlling, consolidating, revising, and summarising.

Discussion (or dispute). It is a consideration and discussion of some question or issue, a professional dispute. Discussion in the teaching process is a more sophisticated form of conversation, when a broad, controversial problem that interests students is chosen for consideration. Discussion differs from conversation because it discusses a problem (a question that is difficult to solve), but not separate facts or phenomena the assessment of which raises no doubt.

Use of published sources. These are teaching methods when learners receive certain tasks and perform them independently using published materials. It helps the formation of independent knowledge acquisition skills, encourages thinking, imagination and cognitive interests, requires greater mental effort, and active involvement. Learners are assessed according to the solution chosen and the quality of their work. The use of these sources also requires active and creative guidance: to select appropriate tasks, monitor and coordinate learners' work, evaluate the results.

Creative work. Relying on the acquired knowledge and using additional means, learners carry out creative tasks independently. Students use methods of creative work while independently looking for solutions to new problems. In the teaching process anything discovered by the learner him/herself is considered new. The main feature of creative work is complete student independence and intensive search activity. Creative work must be independent activity of the learner; he/she has to perform the task by integrating theoretical knowledge and practical skills.

Summaries and reports. It is a method of creative work when the learner analyses the assigned topic independently on the basis of teaching materials, special literature or some other materials. The difference between a summary and a report is that the aim of the summary is to introduce the audience to the content of a certain topic and to express one's considerations and opinion. The aim of the report is to highlight the topic in detail, using the sources studied and one's own observations, to present a motivated point of view towards facts and events, and to describe other opinions. The report requires better and more thorough preparation and greater independence.

Exercises. Repetitive performance of certain actions used in order to consolidate knowledge, to form and develop abilities and skills, and to teach to apply knowledge in practice. Exercises are a method relating the acquisition of initial knowledge and its application in practice. Therefore, this method is widely used at all teaching levels to teach all subjects. Though exercises differ a lot due to the variety of abilities and skills that have to be formed, but this method has certain common features. The method of exercises is based on the acquired knowledge; therefore, when using this method the lecturer relies on students' awareness and active participation.

Demonstration-observation. Demonstration means showing specific things, phenomena, processes or their images. Observation means perception of demonstrated objects through sense organs; the essential condition for observation is focusing attention on the object that is to be perceived. When demonstrating an object, it can be shown in such a way that students could form a clear image of the object, their attention could be drawn to separate details of the object observed, they could be encouraged to reflect on their observation, or to describe its significance. Therefore, demonstration-observation is usually effective when it is combined with verbal methods (conversation, explanation). Though a person first perceives reality through his/her senses, but true knowledge is impossible without mental activity. The purpose of demonstration-observation method is to implement visualisation.

In order to improve the application of teaching methods as a special organisational instrument of teaching, first of all, we have to stress that it can be applied effectively only when the lecturer's choice of methods is based on a clear understanding of educational aims and excellent ability to combine theoretical knowledge. On the other hand, the lecturer has to be aware of the peculiarities of use of each teaching method and its advantages.



MODULES

Module No 1

EDUCATION SYSTEM

Summary:

The Module *Education System* introduces European principles of quality assurance in vocational education and training. The Module focuses on introducing the aim and key objectives of the Programme. It introduces the main European strategies (including main declarations). One of the main objectives of the Module is concerned with introducing the main challenges for European education and vocational training. Lithuania and Latvia are introduced as individual cases. The Module also includes the system of education, a system of vocational education and training, objectives of vocational education and training institutions, their fields of performance, their management and structure.

The duration of the Module *Education System* is 4 hours with 2 hours given to the theory and 2 hours devoted to individual work.

Objectives of the Module:

- To introduce the aims, tasks and implementation procedure of the Expert Training programme;
- To introduce the education system of the country implementing the Expert Training Programme;
- To introduce the main tendencies of vocational education and training in Europe.

Structure of the Module:

Title of Module	Length (hours)			
	Total	Theory	Seminars and workshops	Individual work
Education system	4	2	0	2

Sequence presentation of each topic:

➤ **Lecture based on visuals:**

Slides (attached).

➤ **Practical assignments:**

No practical assignments in this Module.

Module No 2**QUALITY AND ITS ASSESSMENT****Summary:**

The Module *Quality and its Assessment* covers several concepts of quality which could be made use of in the study course. It includes a detailed analysis of the concept of the *objective compliance*. It also contains a brief introduction to the projects ISO, TQM, EFQM, TEEP, Tuning Project and other quality assurance activities.

The Module discusses the European context, which serves as the basis for quality assurance. Four major principles of the European education quality assurance system are introduced, namely:

- Autonomy of the process of assessment;
- Self-assessment process, regular self-assessment based on an uninterrupted data collection;
- External assessment;
- Public announcement of the final assessment and further actions taken.

The Module also discusses the relationships between improvement and accountability, quality, autonomy and the assessment task.

The problems of national quality assurance in Latvia and Lithuania are discussed separately.

The duration of the Module *Quality and its Assessment* is 4 hours, with 2 hours devoted to the theory and 2 hours – to individual work of learners.

Objectives of the Module:

- To introduce the concept of quality;
- To provide knowledge of the quality assurance in education;
- To introduce the European traditions and experience to ensure high quality education;
- To provide knowledge into the national system of quality assurance.

Structure of the Module:

Title of Module	Length (<i>hours</i>)			
	Total	Theory	Seminars and workshops	Individual work
Quality and its assessment	4	2	0	2

Sequence presentation of each topic:

➤ ***Lecture based on visuals:***

Slides (attached).

➤ ***Practical assignments:***

No practical assignments in this Module.

Module No 3**FIELDS AND CRITERIA
OF INSTITUTIONAL ASSESSMENT****Summary:**

The module *Fields and Criteria of Institutional Assessment* covers a theoretical description of the concepts *criterion, indicator, evidence, source of information* and examples. Fields of institutional assessment from other European countries are introduced, the field structure is analysed on the basis of the EFQM model.

When implementing the assessor training in their own countries, trainers should be focusing on quality assessment criteria and indicators which are particularly relevant for the assessment system of that country.

In the *theoretical part* of the Assessor Training Programme the main components of assessment are introduced; later, the analysis of two selected fields is introduced; main criteria and indicators are identified.

During the *workshops and seminars* learners should be able to identify additional assessment criteria and indicators.

The duration of the Module *Fields and Criteria of Institutional Assessment* is 6 hours with 2 hours devoted to the theory, 2 hours – to seminars and workshops and the remaining 2 hours given to the learners' individual work.

Objectives of the Module:

- To provide knowledge to be able to define the concepts of fields, criteria, indicators and evidence of institutional assessment;
- To introduce some sample fields and criteria of assessment, including national experience;
- To introduce an assessment model (scheme) of several fields according to selected criteria and indicators.

Structure of the Module:

Title of Module	Length (<i>hours</i>)			
	Total	Theory	Seminars and workshops	Individual work
Fields and criteria of institutional assessment	6	2	2	2

Sequence presentation of each topic:

➤ **Lecture based on visuals:**

Slides (attached).

➤ **Practical assignments:**

Practical assignments

(2 hours in Workshop I)

Trainers have already covered a theoretical course of 6 hours dealing with the country’s system of education and science, quality assurance system, introduction to fields and criteria of institutional assessment.

Two hours are devoted to practical training in the Programme. The purpose of the seminar/workshop is to provide conditions for learners to acquire skills assisting in collecting indicators according to different criteria.

Teaching plan:

	<i>Activities</i>	<i>Length, minutes</i>
1	Introduction	5
2	Introduction of assignment	5
3	Group work	50
4	Presentation of results of group work and discussion	20
5	Presentation of individual work assignments	10

1. Introduction

The aim of practical training is explained. Then the learners are divided into 2 or 4 groups depending on the number of learners.

2. Introduction of assignment

Each group is given 2 criteria from each field. Then they are asked to identify 2–5 indicators for each criterion. Two groups are given the same criteria. It is recommended to use the criteria provided in the guidelines of external institutional assessment performed after the training. There is a sample task given in slide 1 (Annex C3-M3). The sample has been taken from the order of the Minister of Education *On the Procedure of Quality Assessment of Colleges Established in the Process of Reorganisation High Schools*.

3. Group work

Groups are given all the material needed for the preparation of the presentation. Each groups work on their own. It is important to ensure that the groups would select presenters of their work results.

4. Presentation of results of group work and discussion

Groups present the results of their assignments. The instructor also gives his/her own version of the assignment performance. There is a sample given in slides 2–5 (Annex C3-M5). The sample contains indicators identified in accordance with the document *College External Quality Assessment Guidelines*. There are 3 different indicators of the same criterion given and they can serve as an impetus for discussion.

5. Presentation of individual work assignments

Individual tasks are presented and distributed by the lecturer.

Module No 4

INTERNAL ASSESSMENT. SELF-ASSESSMENT

Summary:

The Module *Internal Assessment. Self-assessment*. The module covers the internal quality assurance system implemented in education, its objectives and accountability, procedures, decisions and implementation.

In the theoretical part of the module the following issues will be introduced: the structure of the self-assessment report; objectives of analysing the self-assessment report; issues to be analysed in the draft final assessment prepared in accordance with the institution’s self-assessment report.

During seminars and workshops, learners will be analysing an actual self-assessment report and on its basis will attempt to prepare the draft final assessment.

The duration of the Module *Internal Assessment. Self-assessment* is 6 hours, with 2 hours devoted to the theory, 2 – to individual work and 2 – to seminars and workshops (analysis of self-assessment report).

Objectives of the Module:

- To introduce the system of internal quality assurance used in education;
- To introduce the opportunities of implementing the results of self-assessment in the process of external assessment;
- To provide conditions to acquire skills in identifying the strengths and weaknesses of the institution when analysing the self-assessment report.

Structure of the Module:

Title of Module	Length (hours)			
	Total	Theory	Seminars and workshops	Individual work
Internal assessment. Self-assessment	6	2	2	2

Sequence presentation of each topic:

- **Lecture based on visuals:**
Slides (attached).

➔ Practical assignments:

Practical assignments

(2 hours in Workshop II)

All assignments within Modules 4 and 5 are similar and are based on the examples of institutional self-assessment. It is sufficient to have at least two excerpts from any self-assessment report covering at least two different fields. It would certainly be useful to prepare special examples. One excerpt is marked Ea and the other – Eb.

Excerpts given in Annex No 4 may be used for seminars and workshops. They include two fields of institution's performance: *Management* and *Staff*.

Learners are divided into two (or four) groups: A and B, (C and D). The optimum number of learners in the group is 4–6. If the learners are divided into four groups, the workshops should be delivered by two lecturers – a lecturer per two groups. All groups work parallelly.

All learners shall have the same two excerpts of self-assessment report: excerpt Ea and excerpt Eb (each of them covers one field). They are used in the workshops in Modules 4 and 6. Tasks for the groups:

- 1) To get ready for the role of an assessor and assess one assessment field on the basis of the excerpt of self-assessment report and simulated visit to the institution.
- 2) To look through another assessment field (another excerpt from the self-assessment report) and get ready for the role of the representatives of the institution (self-assessment team, teaching staff, students, employers) during the simulated site visit to the institution under assessment, when assessors analyse another assessment field.

Group	Excerpt (performance field)	
	For the assessor assessment	For the role of the institution
A	Ea	Eb
B	Eb	Ea
C	Ea	Eb
D	Eb	Ea

During the workshop each group works as an assessor team. The lecturing assessor appoints one of the learners as the chairperson of the assessor team. During the first meeting the learners should divide the assessment fields among themselves. During the workshop, when just one field should be assessed, the learners should divide the assessment criteria and each learner is given two criteria of the field under assessment (the assessor looks through the remaining fields).

The roles of the representatives of the institution are also divided among the members of the group. There are the following roles: 1) head of the institution; 2) a representative of the self-assessment team; 3) a representative of the teaching staff; 4) a student; 5) an employer etc. One learner can perform two roles.

The lecturer should assist in arranging the first meeting, when assessment criteria are discussed. Also possible strengths and weaknesses should be discussed (before looking through the excerpts of the self-assessment report).

The form of the self-assessment report (Annex No 5) should be filled in at home before Session 3, after the field is discussed according to the excerpt of the self-assessment report. The lecturer should suggest items for the self-assessment report (strengths and weaknesses).

Also the principles of choosing an assessment mark should be discussed; a scale of four marks is recommended (excellent, good, sufficient and insufficient).

Module No 5**VISIT OF ASSESSORS
TO THE INSTITUTION UNDER ASSESSMENT****Summary:**

In the Module *Visit of Assessors to the Institution under Assessment* the structure of the visit to the institution under assessment is analysed, the key objectives of assessors are defined, practical skills of assessment developed.

The duration of the module *Visit of Assessors to the Institution under Assessment* is 12 hours with 2 hours devoted to the theory, 4 hours – to workshops and seminars and 6 hours – to individual work.

Objectives of the Module:

- To provide knowledge about the procedure of arranging visits of assessors in a particular country;
- To introduce and discuss the ethical code of assessors;
- To assist in acquiring skills for assessing the institution during the visit.

Structure of the Module:

Title of Module	Length (hours)			
	Total	Theory	Seminars and workshops	Individual work
Visit of assessors to the institution under assessment	12	2	4	6

Sequence presentation of each topic:

➔ **Lecture based on visuals:**

Slides (attached).

➔ **Practical assignments:**

Practical assignments

(6 hours homework before Workshop III, 4 hours in Workshop III).

During Workshop III a visit to the institution under assessment is simulated. After the learners are divided into groups, all training is supervised by 2 lecturers. They

should not interfere with the process of the site visit but rather observe the meetings. After the meetings they should comment on practical training and identify all errors.

First, during the first hour, learner group (A) 'go on a visit' to learner group (B) (alongside, the same procedure is applicable for groups C and D). During the meetings of assessor teams and before meeting the representatives of the institution, the group discusses the results of assessment. The lecturer shall observe the meetings and after the discussion shall comment on them. The lecturer shall be ready to analyse the excerpts of the self-assessment report. Whenever excerpts of Annex 4 are made use of, the lecturer may also use Annex 5 (probable questions, strengths and weaknesses).

After some time, when there is another field of performance selected, group B goes on a visit to group C (alongside, the same procedure is applicable for groups D and A).

During the last two hours all participants shall discuss and assess all stages of the visit as well as the conduct of the learners/learners during the simulated visit.

Module No 6

FINAL ASSESSMENT REPORT

Summary:

The module *Final Assessment Report* introduces the structure of the final assessment report, principles of writing decisions, recommendations to the institution and the assessment agency. Workshops are intended for writing the final assessment report.

The duration of the Module *Final Assessment Report* is 8 hours, with 2 hours devoted to theory, 2 hours to individual work and 4 hours to seminars and workshops.

Objectives of the Module:

- To provide knowledge on the principles of writing and structure of the final assessment report;
- To give access to the international experience in writing the final assessment report and presenting them orally;
- To provide conditions to acquire skills important for writing the final assessment report and preparing recommendations.

Structure of the Module:

Title of Module	Length (hours)			
	Total	Theory	Seminars and workshops	Individual work
Final assessment report	8	2	4	2

Sequence presentation of each topic:

➤ ***Lecture based on visuals:***

Slides (attached).

➤ **Practical assignments:**

Workshops

(2 hours homework before Workshop III and 4 hours during Workshop III)

In the second half of the day all groups prepare their final assessment reports, each group working individually. It is recommended that the lecturer observes the groups and interrupts their work only in case they start taking wrong decisions.

To prepare the final assessment report, two hours would be enough. The remaining hours should be devoted to the discussions of all groups with the instructor participating in them. If lectures are delivered by other lecturers, they should also participate in the discussion. The lecturers should assist the learners to identify the strengths and weaknesses in the process of preparing the final assessment report as well as the assessment itself. Also the lecturer should identify all errors and their sources.

During the workshops, the lecturers should take notes of all issues which would afterwards help him/her assess the skills and competences of each learner/learner. Such assessment will be carried out at the end of the course, before issuing certificates.

LEARNER ASSESSMENT

Assessment is based on practical activities and reflection on their results.

At the end of the Programme a course participant should be able:

- To carry out independent assessment of the activity of a teaching/training institution;
- To identify the strengths and weaknesses of a teaching/training institution;
- To work in a team and to make independent decisions;
- To know the particularities of institutional assessment;
- To analyse and assess the self-analysis reports;
- To value the effectiveness of managing the VET institution;
- To plan and project the process of assessment;
- To know the methodology of assessment;
- To know the tendencies of education policy and quality assessment;
- To show analytic and management skills.

In order to achieve greater effectiveness, a complex assessment of learners, participants of the Programme, is planned:

- Learners will have to demonstrate their theoretical knowledge and ability to apply it in practice;
- Ability to work in a group;
- Results of independent work (while carrying out assessment of activities of an institution).

Assessment of learners should be based on the following main principles:

- *Principle of systematicity.* Assessment must be consistent, harmonious, orderly and well planned. Tests should be regular, i.e. occur at all stages of knowledge, ability or skill acquisition. This will help the lecturer notice gaps in learner knowledge and take appropriate measures, and will encourage learners to improve systematically and rationally all the time.
- *Principle of objectivity.* The process of assessment must be organised in a fair manner, without any prior bias. Assessment must reveal the soundness of the acquired knowledge, level of comprehension of the teaching material, volume of knowledge, ability to use it independently and to express it consistently and correctly.

- *Principle of individual approach.* This principle states that every learner must be the object of testing, but it is recommended to take into consideration a particular situation. Individual approach towards learners is important when higher proficiency is aimed at.
- *Principle of universality.* It is recommended to assess not only knowledge and abilities, but also skills, ability to apply knowledge in practice, in real situations. Assessment should be carried out at various stages of the teaching process. Independent, practical and group work should be assessed.

Taking into account the fact that learners in this Programme can have different levels of preparation (e.g., have practical experience), the following **types of assessment** are recommended:

- *Preparatory assessment.* It is used at the beginning of the Programme before the presentation of new material. The lecturer strives to identify the learners' level of knowledge and points to be emphasised;
- *Systemic (formative, regular) assessment.* It allows the lecturer to check whether he/she is working successfully, whether he/she is using appropriate and effective methods, how well new knowledge is acquired, whether all learners are involved and what difficulties they encounter;
- *Summative (final) assessment.* It is undertaken after the whole course of the Programme. While carrying out the assessment of the activity of the institution, independently writing assessment notes and recommendations, the learner has to demonstrate the ability to perform this activity.

Assessment is focused on practical activities and reflection on their results.

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SLIDES

TRAINING PROGRAMME FOR EXTERNAL QUALITY ASSESSMENT EXPERTS

A set of slides for the instructor

TRAINING PROGRAMME FOR EXTERNAL QUALITY ASSESSMENT EXPERTS

Module 1

EDUCATION SYSTEM

Length (hours):

Total: 4

Theory: 2

Seminars and workshops: 0

Individual work: 2

TRAINING PROGRAMME FOR EXTERNAL QUALITY ASSESSMENT EXPERTS

Objectives of the Module

- To introduce the aims, tasks and implementation procedure
- To introduce the education system of the country implementing the Programme
- To introduce the main tendencies of vocational education and training in Europe.

TRAINING PROGRAMME FOR EXTERNAL QUALITY ASSESSMENT EXPERTS

Challenges for European education and vocational education and training

TRAINING PROGRAMME FOR EXTERNAL QUALITY ASSESSMENT EXPERTS

- Trust is the main principle of quality improvement.
- Education institutions are responsible for their system of internal quality assurance.
- The role of external quality assessment agencies consists in giving recommendations and providing assistance.

TRAINING PROGRAMME FOR EXTERNAL QUALITY ASSESSMENT EXPERTS

It is important that

- An education institution identifies a common basis of quality development criteria at European level.
- Quality assurance based on common criteria and indicators is continuously developed; proposals on a scheme of co-operation to develop co-operation of several countries in the same field/issue are submitted.
- An exchange of good practice and voluntary expert assessment at different levels is enhanced.

TRAINING PROGRAMME FOR EXTERNAL QUALITY ASSESSMENT EXPERTS

- The quality assurance system is based on common norms, procedures and guidelines.
- The European measurement includes, but does not replace, the transparency of the quality assurance systems.
- To attain the current objective, inter-institutional co-operation is enhanced.

TRAINING PROGRAMME FOR EXTERNAL QUALITY ASSESSMENT EXPERTS

A Historical and Political Context of Quality Assurance

Assessment aims primarily at:

- Improvement and accountability (Western Europe).
- Accreditation and financing (Eastern and Central Europe).

TRAINING PROGRAMME FOR EXTERNAL QUALITY ASSESSMENT EXPERTS

The Expert Training Programme aims at:

Educating and training assessors of quality assessment of vocational education and training institutions from different professional fields.

TRAINING PROGRAMME FOR EXTERNAL QUALITY ASSESSMENT EXPERTS

Key objectives of the Expert Training Programme

- To introduce the national system of education and its role in the European context to the future assessors.
- To provide more knowledge on the main quality assurance principles in vocational education and training.
- To develop an understanding of the assessor's role, responsibility and main tasks.
- To provide knowledge on assessment methods.
- To develop skills of institutional quality assessment.

TRAINING PROGRAMME FOR EXTERNAL QUALITY ASSESSMENT EXPERTS

National Education Systems in the European Union, the Bologna Process and the Copenhagen Process

TRAINING PROGRAMME FOR EXTERNAL QUALITY ASSESSMENT EXPERTS

The Bologna Declaration (1999)

Priorities in the process of creating the area of European higher education and promoting the European system of higher education in the world:

- The adoption of the system of clear and easily comparable qualification degrees.
- The adoption of a two cycle system: bachelor and master studies.
- The creation of the credit system.
- Mobility enhancement overcoming obstacles of free movement.
- Enhancement of cooperation between European countries in the field of quality assurance with the aim to set up common criteria and methods.
- Enhancement of creating a common area of higher education in Europe.

TRAINING PROGRAMME FOR EXTERNAL QUALITY ASSESSMENT EXPERTS

Higher Education

In many European countries there are two types of higher education institutions:

- **Universities.**
- **Non-university type higher education institutions.**

The European Union has about 3300 higher education institutions. About 4000 of them are spread throughout Europe, including other Western European countries and pre-accession countries.

TRAINING PROGRAMME FOR EXTERNAL QUALITY ASSESSMENT EXPERTS

Copenhagen Declaration (2002) Main priorities:

- European level.
- Transparency, information, consultation.
- Recognition of competences and qualifications.
- **Quality assurance.**
- 'Enhancement of co-operation in the area of quality assurance focusing on the exchange of models and methods as well as common criteria and principles in the quality assurance of vocational education and training between institutions.'

TRAINING PROGRAMME FOR EXTERNAL QUALITY ASSESSMENT EXPERTS

Vocational education and training

Institutions of vocational education and training are divided into two major types:

- Initial vocational education and training to be able to access the labour market. It is usually divided into two stages: basic training and specialisation.
- Continuous vocational training, which contributes to the first type of vocational education and training, which is part of a continuous process ensuring the compliance of the individual's knowledge and skills to the labour requirements and continuous updating.

European systems of vocational education and training mainly differ among themselves in their relationship with the education system and the labour market.

TRAINING PROGRAMME FOR EXTERNAL QUALITY ASSESSMENT EXPERTS

Vocational education and training

Models of vocational education and training institutions:

- **I** – Close relationship between the education system and the labour market, including the education system and the system of qualifications, which is directly linked to the individuals' employment.
- **II** – Distant relationship between the education system and the labour market, with the flexible co-ordination of one's qualifications and job or employment, providing conditions for acquiring on-job vocational training.
- **III** – Variable/mixed relationship between the education system and the labour market, combining apprenticeship and specialised vocational training. When full-time (day-time) training is not available, access to training in qualifications in any sector.

TRAINING PROGRAMME FOR EXTERNAL QUALITY ASSESSMENT EXPERTS

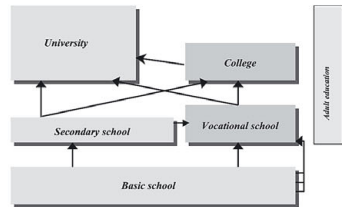
Vocational education and training

Vocational training solves the following problems:

- Trains **qualified employees.**
- Learners are **problem students.**

Different learners in vocational education and training institutions determine **differences in vocational training.**

TRAINING PROGRAMME FOR EXTERNAL QUALITY ASSESSMENT EXPERTS

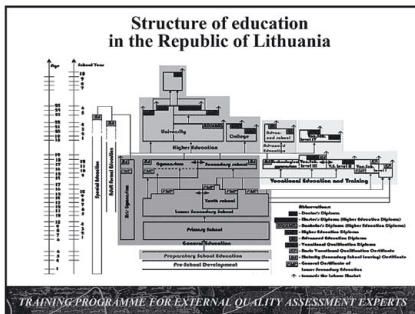
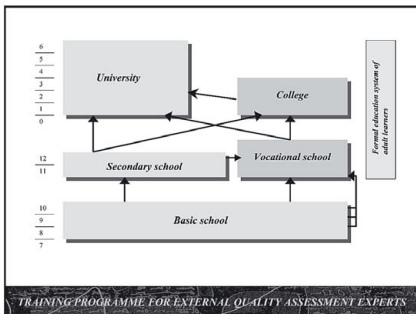


TRAINING PROGRAMME FOR EXTERNAL QUALITY ASSESSMENT EXPERTS

Education systems differ in:

- Length of education
- Ways of implementation
- Instruments of implementation.

LITHUANIAN SYSTEM OF EDUCATION



Legal basis of vocational education and training

- Law on Education
- Law on Higher Education
- Law on Vocational Training.

In accordance with the Law on Education,

the Lithuanian education system consists of the following:

- Formal education (primary, basic and secondary education, vocational training, studies at higher education institutions)
- Informal education
- Self-education
- Assistance to the learner (information, psychological, social and pedagogical assistance; pedagogical and special needs assistance for the health care units at school).
- Assistance for the teacher and school (in the form of information, consultation, in-training service).

Education is mandatory until the age of 16.

Political and regulatory institutions

- **Ministry of Education and Science**
- Methodological Centre for Vocational Education and Training
- Centre for Quality Assessment in Higher Education
- **Ministry of Social Security and Labour**
- Training Centre of the Lithuanian Labour Market

TRAINING PROGRAMME FOR EXTERNAL QUALITY ASSESSMENT EXPERTS

Level of vocational education	Description of vocational education level	Minimum general education
First	Competence to perform simple recurrent work operations.	–
Second	Competence to perform specialised work, which does not require principal independent decisions.	Primary/basic
Third	Competence to perform complex work in areas requiring responsibility and independent decisions. Skills to coordinate functions of team members are acquired.	Secondary
Fourth	Competence to perform complex work in areas requiring responsibility, independence, profound knowledge and special skills. Skills to manage and administer team work are acquired.	Secondary
Fifth	Competence to perform creative work requiring responsibility in clearly-defined areas. Skills based on profound knowledge enable to plan and assess the work results, perform managerial functions.	Higher

TRAINING PROGRAMME FOR EXTERNAL QUALITY ASSESSMENT EXPERTS

Vocational education and training

Vocational school ISCED 2-4	An education institution educating people for the work requiring initial vocational qualifications and providing general education. Upon graduation, a vocational training diploma and a qualification certificate are awarded.
High school ISCED 4	An education institution educating people for the work requiring higher vocational qualifications and providing general education. Upon graduation, a high school diploma is awarded.

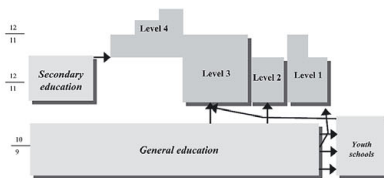
TRAINING PROGRAMME FOR EXTERNAL QUALITY ASSESSMENT EXPERTS

Higher education

College ISCED 5	A higher education institution giving preference to non-university studies, focusing on applied research and (or) development of professional arts. Upon graduation, a higher education diploma is awarded.
University ISCED 5-6	A higher education institution giving preference to university studies, focusing on research, master and doctoral studies and (or) development of high level professional arts and providing post-graduate arts studies. Upon graduation, a bachelor's diploma is awarded. The bachelor's degree gives an opportunity to enrol in master studies and subsequently, in doctoral studies.

TRAINING PROGRAMME FOR EXTERNAL QUALITY ASSESSMENT EXPERTS

A system of vocational training



TRAINING PROGRAMME FOR EXTERNAL QUALITY ASSESSMENT EXPERTS

Vocational education programmes, Level 1. [ISCED 2]	Addressed to learners not younger than 14 years of age, who did not finish a basic school but who would like to acquire an elementary profession. The length of study is 2-3 years. A qualification certificate is issued. (ISCED 2C). Upon request, there is an opportunity provided to acquire general secondary education and obtain a basic school certificate.
Vocational education programmes, Level 2. [ISCED 3C]	Addressed to basic (10 years) school graduates who intend to acquire a professional qualification. The length of study is 2 years. A certificate of a qualified employee is issued and a professional qualification conferred. (ISCED 3C)
Vocational education programmes, Level 3. [ISCED 3]	Addressed to basic school graduates who intend to acquire a professional qualification and general secondary education. The length of study is 3 years. A diploma of a qualified employee (ISCED 3B) and a secondary school leaving certificate are issued.
Vocational education programmes, Level 4. [ISCED 3-4]	Addressed to secondary school or gymnasium graduates (secondary school leaving certificate holders) and intending to acquire a profession. The length of study depending on the complexity of the profession varies between 1 and 2 years. A diploma of a qualified employee is issued. (ISCED 4)

TRAINING PROGRAMME FOR EXTERNAL QUALITY ASSESSMENT EXPERTS

Colleges

- Financed from the state budget (on a regional principle)
- Private education institutions.

Vocational schools

- Financed from the state budget
- Private education institutions (2).

TRAINING PROGRAMME FOR EXTERNAL QUALITY ASSESSMENT EXPERTS

Vocational schools (financed by the Ministry of Education and Science)

- Regional multi-functional vocational training centres (comprising initial as well as continuous vocational training).
- Vocational schools.
- Public institutions of vocational education and training (an important role is played by social partners; municipalities also take an active part in the process).

TRAINING PROGRAMME FOR EXTERNAL QUALITY ASSESSMENT EXPERTS

Quality assessment of vocational training

- The external quality assessment of vocational training implemented in institutions of initial vocational training is within the responsibility of the *Methodological Centre for Vocational Education and Training*.
- The establishment of the non-university sector (colleges) is within the responsibility of the *Methodological Centre for Vocational Education and Training*.
- The quality assessment of studies implemented in higher education institutions is within the responsibility of the *Centre for Quality Assessment in Higher Education Institutions*.

TRAINING PROGRAMME FOR EXTERNAL QUALITY ASSESSMENT EXPERTS

Module 2 QUALITY AND ITS ASSESSMENT

Length (hours):

Total: 4

Theory: 2

Seminars and workshops: 0

Individual work: 2

TRAINING PROGRAMME FOR EXTERNAL QUALITY ASSESSMENT EXPERTS

Objectives of the Module

- To introduce the concept of quality.
- To provide knowledge into the quality assurance in education.
- To introduce the European traditions and experience to ensure high quality education.
- To provide knowledge into the national system of quality assurance.

TRAINING PROGRAMME FOR EXTERNAL QUALITY ASSESSMENT EXPERTS

The Concept of Quality and its assessment

The definition of quality depends on one of the following approaches:

- Student's approach.
- Educational institution's approach.
- Employer's approach.
- Approach of the state and its institutions.

TRAINING PROGRAMME FOR EXTERNAL QUALITY ASSESSMENT EXPERTS

Key concepts of quality

- Quality as strengthening
- Quality as threshold
- Quality as development
- Quality as compliance *with the aim*
- Quality as *absence of errors*
- Quality as excellence.

TRAINING PROGRAMME FOR EXTERNAL QUALITY ASSESSMENT EXPERTS

International quality systems

- ISO
- TQM
- EFQM
- Tuning Project
- TEEP

TRAINING PROGRAMME FOR EXTERNAL QUALITY ASSESSMENT EXPERTS

Standards of international quality management system (1)

ISO 9000 is an international set of ISO methodologies of a company quality standards and general management applicable in all ISO supporting countries.

ISO 9001:2000 sets the requirements for quality management systems.

TRAINING PROGRAMME FOR EXTERNAL QUALITY ASSESSMENT EXPERTS

Standards of international quality management system (2)

In education, ISO standards serve as:

- An incentive for high quality.
- A response to external factors, especially the pressure from customers, authorities or stakeholders (founding institutions)
- A stimulus to develop quality assurance systems comprising the whole organisation.
- A stimulus to improve some performance fields of the institution.

TRAINING PROGRAMME FOR EXTERNAL QUALITY ASSESSMENT EXPERTS

Standards of international quality management system (3)

Problems caused by implementing ISO standards in education:

- The amount of paper work increases
- High costs of certification and its sustainability
- A danger to sheer off the track into bureaucracies concerned with procedures and registration
- Difficulties concerned with the implementation of innovations.

TRAINING PROGRAMME FOR EXTERNAL QUALITY ASSESSMENT EXPERTS

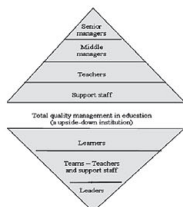
Total Quality Management (TQM) (1)

This is an **idea** that quality control is not something left to the 'quality inspector who stands at the end of the production line and inspects the final product'. It is (or should be) something that penetrates into the company at the moment of supplying the raw materials to the moment of the final product.

The TQM is a **management theory** focusing on human resources.

TRAINING PROGRAMME FOR EXTERNAL QUALITY ASSESSMENT EXPERTS

Total Quality Management (TQM) (2)



TRAINING PROGRAMME FOR EXTERNAL QUALITY ASSESSMENT EXPERTS

Total Quality Management (TQM) (3)

A changed structure of the organisation after the implementation of the Total Quality Management clearly aims at satisfying the user.

TRAINING PROGRAMME FOR EXTERNAL QUALITY ASSESSMENT EXPERTS

Tuning Educational Structures in Europe (1)

In the **Tuning Project**, the methodology was set up in such a way that the programmes could be readable and comparable. There were four levels of treatment chosen:

- Generic competences.
- Subject -specific competences.
- ECTS as a credit accumulation system.
- The role of learning, teaching, assessment as well as performance relating all of these to the quality assurance and assessment.

TRAINING PROGRAMME FOR EXTERNAL QUALITY ASSESSMENT EXPERTS

Tuning Educational Structures in Europe (2)

A more general aim of the **Tuning Project** is its ambition to become the platform for the exchange experience and knowledge among different countries, higher education institutions or their employees in accordance with the Bologna Process and the European level.

TRAINING PROGRAMME FOR EXTERNAL QUALITY ASSESSMENT EXPERTS

Trans-national European Evaluation Project (TEEP) (1)

One of the key aims of the TEEP pertains to developing and implementing common criteria.

Well-defined criteria have led to **comparability**.

TRAINING PROGRAMME FOR EXTERNAL QUALITY ASSESSMENT EXPERTS

Trans-national European Evaluation Project (TEEP) (2)

The TEE Project has resulted in identifying that besides the European higher education there are clearly dominating national education systems and national priorities.

TRAINING PROGRAMME FOR EXTERNAL QUALITY ASSESSMENT EXPERTS

Quality and autonomy

Prerequisites for the quality of the educational institution:

- **Autonomy**
- **Efficiency**
- **Transparency.**

TRAINING PROGRAMME FOR EXTERNAL QUALITY ASSESSMENT EXPERTS

Steps to quality culture

Key principles:

- Improvement
- Self-analysis
- European external assessment
- Openness to the world.

TRAINING PROGRAMME FOR EXTERNAL QUALITY ASSESSMENT EXPERTS

The role of assessment agencies

Main aspects justifying the need of an assessment agency:

- Mission
- External quality assurance and official status
- Independence
- Methodologies
- Quality assurance of the agency.

TRAINING PROGRAMME FOR EXTERNAL QUALITY ASSESSMENT EXPERTS

Assessment structure

- Internal and external assessment
- Assessment of teaching/study programmes
- Institutional assessment
- Inspection
- Accreditation.

TRAINING PROGRAMME FOR EXTERNAL QUALITY ASSESSMENT EXPERTS

Assessors

Tendencies of selecting assessors for external assessment:

- Inspectors in vocational training
- When selecting inspectors, teaching experience is treated as an advantage
- Academic degree in higher education

TRAINING PROGRAMME FOR EXTERNAL QUALITY ASSESSMENT EXPERTS

Principles of ethics of the assessors team

- Objectivity
- Impartiality
- Appropriateness of conduct
- Confidentiality.

TRAINING PROGRAMME FOR EXTERNAL QUALITY ASSESSMENT EXPERTS

Quality assessment in Lithuania

Quality assessment is performed by:

- **Centre for Quality Assessment in Higher Education founded in 1995.** Its functions:
 - Assessment of study programmes.
 - Assessment of research investigation and applied research.
 - General assessment of research and study institutions.
- **Methodological Centre for Vocational Education and Training founded in 1996.** its functions:
 - Quality assessment of non-university studies
 - Quality assessment of vocational education and training.
 - Setting up study and teaching quality assessment systems in colleges and vocational schools.

TRAINING PROGRAMME FOR EXTERNAL QUALITY ASSESSMENT EXPERTS

Quality assurance in Lithuania

Assessment consists of two parts:

- Internal quality assessment of research and study institutions (self-assessment).
- External quality assessment performed by assessors teams.

TRAINING PROGRAMME FOR EXTERNAL QUALITY ASSESSMENT EXPERTS

Quality assurance in Lithuania

National aims and objectives of quality assurance:

- Quality assurance as improvement:
 - ✓ "The key purpose of assessment is to urge research and study institutions, including their departments and all researchers to clearly perceive the needs of Lithuania, the purpose, aims and objectives of the institution, to assist the institution in identifying its strengths and weaknesses, help her work better and more efficiently," (Section 3 of *Rules of Assessment of Research and Study Institutions*).
- Quality assurance as control:
 - ✓ "Assessment aims at identifying if the institution under assessment conforms to the qualification requirements stipulated in legal acts of the Government of the Republic of Lithuania and the Ministry" (Section 3 of *Rules of Assessment of Research and Study Institutions*).

TRAINING PROGRAMME FOR EXTERNAL QUALITY ASSESSMENT EXPERTS

Module 3 FIELDS AND CRITERIA OF INSTITUTIONAL ASSESSMENT

Length (hours):

Total: 6

Theory: 2

Seminars and workshops: 2

Individual work: 2

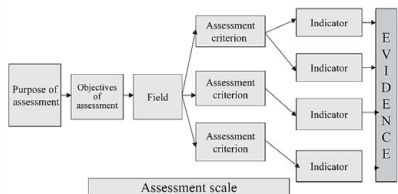
TRAINING PROGRAMME FOR EXTERNAL QUALITY ASSESSMENT EXPERTS

Objectives of the Module

- To provide knowledge to be able to define the concepts of fields, criteria, indicators and evidence of institutional assessment.
- To introduce an assessment model (scheme) of several fields according to selected criteria and their indicators.
- To introduce some sample fields and criteria of assessment, including national experience.

TRAINING PROGRAMME FOR EXTERNAL QUALITY ASSESSMENT EXPERTS

Identifying the target of assessment



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A FIELD is a sphere of the institution's performance covering the processes taking place in the institution and the results achieved.

Sample fields: institutional management, staff management and quality; management and quality of material and financial resources; management of the teaching/learning process; quality of research; internal quality assurance system etc.

TRAINING PROGRAMME FOR EXTERNAL QUALITY ASSESSMENT EXPERTS

CRITERIA are measures used by assessors for assessing the achievement level of the field. They are features or measures to assess the field.

Criteria can be of two types:

- **Quantitative (expressed in figures)**, e.g. the number of social partners; frequency of market research etc.
- **Qualitative** (expressed in characteristics or features), e. g. transparency of the institution's policy of quality, its acceptability to the members of the community etc.

TRAINING PROGRAMME FOR EXTERNAL QUALITY ASSESSMENT EXPERTS

INDICATORS are quantitative and qualitative data obtained in accordance with the assessment criteria in order to take a decision on the appropriacy of conditions for developing a person's self-education and obtaining qualifications in a particular institution.

Sample indicator: the number of registered quality books in each structural unit of the institution.

Important: Having defined the indicators, it is important to define the meaning of the data obtained. For that purpose, each institution should establish their own *standard indicators of teaching/study quality* to be attained in order for the institution performance to be recognised as conforming to quality standards.

TRAINING PROGRAMME FOR EXTERNAL QUALITY ASSESSMENT EXPERTS

SOURCES OF INFORMATION refer to documents, procedures, oral information, material resources and anything else leading to obtaining evidence which serves as the basis for defining criteria and their indicators.

Sample sources of information: the institution's strategic plan, reports of its structural units, minutes of the meetings, graduation theses of students, questionnaires etc.

TRAINING PROGRAMME FOR EXTERNAL QUALITY ASSESSMENT EXPERTS

EVIDENCE refers to facts, figures, other data, opinions and anything else substantiating the strengths of the performance field and (or) points to be improved.

There are **two** forms of evidence:

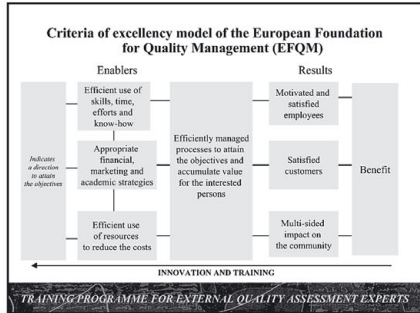
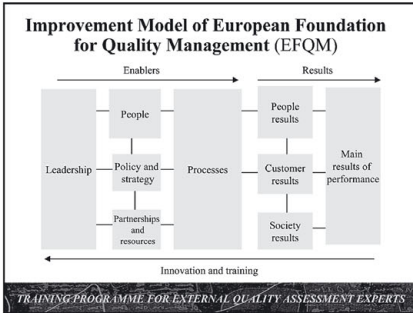
- **Quantitative evidence** refers to information expressed in figures and numbers obtained from 'hard' measurements. E.g. any efficiency indicator of the institution's performance.
- **Qualitative evidence** refers to information obtained from questionnaires, the so-called 'soft measurements'. E.g. satisfaction of the community members with a particular aspect of assessment.

TRAINING PROGRAMME FOR EXTERNAL QUALITY ASSESSMENT EXPERTS

A complex of units of quality measurement

- *Indicators of institutional input* (e.g. quality of the system of applicant selection, quality of the system of staff etc.)
- *Key processes and the quality of the main performance field (academic)* (e.g. indicators of academic performance and main processes: quality indicators of teaching/study programmes, quality indicators of the teaching process; performance efficiency indicators: number of learners per teacher; costs of training etc.)
- *The quality and processes of additional fields (auxiliary)* (e.g. indicators of auxiliary staff efficiency, indicators of the quality of the student support system).
- Satisfaction of customers (learners, teachers, social partners, employers) and its major factors
- *Indicators of the institution output* (e.g. assessment results of graduation theses, the employability percentage of graduates etc.).

TRAINING PROGRAMME FOR EXTERNAL QUALITY ASSESSMENT EXPERTS



Criteria of quality assurance system according to the EFQM model

ENABLERS	RESULTS
1. Leadership.	1. CUSTOMER RESULTS.
2. Policy and strategy.	2. PEOPLE RESULTS.
3. People	3. SOCIETY RESULTS.
4. Partnerships and resources.	4. KEY PERFORMANCE RESULTS.
5. Processes.	

*The first five criteria aim at investigating the **implementation** level of the total quality management; the remaining **four criteria** assist in assessing the results of the institution, **improvement of results** considering the implementation of the total quality management.*

TRAINING PROGRAMME FOR EXTERNAL QUALITY ASSESSMENT EXPERTS

Detailed analysis of two selected fields

1. Staff.
2. Internal system of quality assurance.

TRAINING PROGRAMME FOR EXTERNAL QUALITY ASSESSMENT EXPERTS

Assessment Criteria of Field “Staff”

- *Compliance of staff composition with the mission of the institution;*
- *Staff management (planning, employing procedure, control, incentives);*
- *Staff qualifications and a system of improving their in-service training;*
- *Staff efficiency.*

TRAINING PROGRAMME FOR EXTERNAL QUALITY ASSESSMENT EXPERTS

Assessment Criteria of Field “Internal system of quality assurance”

- *Rationality of the system;*
- *Level legal regulation of the system;*
- *Effectiveness of the system;*
- *System improvement.*

TRAINING PROGRAMME FOR EXTERNAL QUALITY ASSESSMENT EXPERTS

PRACTICAL TASK

Duration – 2 hours

Learners are divided into two (or four) teams, with 4-5 students in each team. The trainer chooses 1 (2) criterion from the list of criteria given in the guidelines of external assessment and gives 2 criteria for each team.

Then the teams are given the following task. On the basis of the criteria and indicators designated in the theoretical part, they have to compile a list of indicators within the criteria of external assessment. The results are then presented and discussed.

TRAINING PROGRAMME FOR EXTERNAL QUALITY ASSESSMENT EXPERTS

TRAINING PROGRAMME FOR EXTERNAL QUALITY ASSESSMENT EXPERTS

Module 4

INTERNAL ASSESSMENT. SELF-ASSESSMENT

Length (hours):

Total: 12

Theory: 2

Seminars and workshops: 4

Individual work: 6

Objectives of the Module

- To introduce the system of internal quality assurance used in education.
- To introduce the opportunities of implementing the results of self-assessment in the process of external assessment.
- To provide conditions to acquire skills in identifying the strengths and weaknesses of the institution when analysing the self-assessment report.

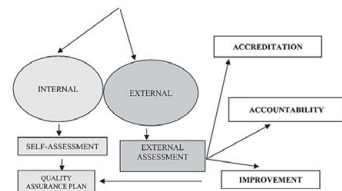
TRAINING PROGRAMME FOR EXTERNAL QUALITY ASSESSMENT EXPERTS

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4.1. Definition of internal quality assurance system

The quality assurance system aims at assuring that education institutions and teaching/study programmes of all levels comply with the needs of learners, employers and other interested persons as well as social, intellectual and economic requirements of the society development.

Quality assurance system



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TRAINING PROGRAMME FOR EXTERNAL QUALITY ASSESSMENT EXPERTS

Key quality assurance aim of the institution

- To develop internal quality culture and the teaching/study quality assurance system which would ensure the institution's focus on quality.

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Objectives of internal quality assurance (1)

- To implement the statutory obligations
- To stimulate and improve the quality of all services and teaching
- To set up a system of observation assuring the quality of all services and performance fields of the institution.

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Objectives of internal quality assurance (2)

- To ensure the implementation of quality systems and methods as well as their further sustainability
- To document the process and fields of quality assurance
- To implement and develop quality assurance systems, strategy and methods.

TRAINING PROGRAMME FOR EXTERNAL QUALITY ASSESSMENT EXPERTS

Objectives of internal quality assurance (3)

- To co-operate with other relevant statutory, accrediting and professional boards and organisations
- To assure the spread of information on the institutional quality assurance
- To act as the institution's representative on the issues of quality assurance.

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The process of internal quality assurance (1)

1. The identification of the mission and objectives of the institution's decision-making units.
2. Setting up units of internal quality assurance at all levels of the institution.

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The process of internal quality assurance (2)

3. The co-ordinating unit, consisting of the authorities of the institution, teaching staff, representatives of the auxiliary staff and students/learners shall observe and manage the process and introduce the mission and objectives of quality assurance into the general strategic plan of the institution.

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Self-assessment process

- The self-assessment process helps the community of the institution analyse its strengths and weaknesses.
- The greatest benefit of self-assessment for the institution should be its further continuous development.

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Key principles of self-assessment

- Selection of the most appropriate model of self-assessment for the institution
- Involving the institution's community into the process self-assessment
- Using the process for the preparation of self-assessment report and planning.

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Main stages of self-assessment

- Preparing a final self-assessment report and recommendations
- Inviting the assessors team to assess the self-assessment of the institution
- Responding to the final assessment report prepared by the assessors team
- Adopting the decision of the accrediting institution on accreditation.

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Stages of quality assessment process

- Analysis of the results
- Corrective measures
- Definition of objectives
- Action plan
- Assessment of the process itself.

TRAINING PROGRAMME FOR EXTERNAL QUALITY ASSESSMENT EXPERTS

4.2. Analysis of Institutional Self-assessment Report

- Structure of self-assessment report
- Objectives of the analysis of self-assessment report

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4.2. Analysis of institutional self-assessment report

Structure of self-assessment report:

- Institutional management
- Planning and implementation of study programmes
- Institutional and regional relations
- International co-operation
- Material and financial resources
- Staff
- A system of internal quality assurance
- Assessment of qualifications of graduates
- Strengths and weaknesses of the institution

TRAINING PROGRAMME FOR EXTERNAL QUALITY ASSESSMENT EXPERTS

4.2. Analysis of Institutional Self-assessment Report

- **Objectives** of the analysis of self-assessment report:
 - To prepare for the visit to the institution under assessment
 - To prepare to write the final assessment report
 - To identify strengths and weaknesses of the institution
 - To find out if the institution is capable of identifying its strengths and weaknesses
 - To identify if the institution is capable of dealing with its problems on its own.

TRAINING PROGRAMME FOR EXTERNAL QUALITY ASSESSMENT EXPERTS

PRACTICAL ASSIGNMENT

Length: 4 hours

TRAINING PROGRAMME FOR EXTERNAL QUALITY ASSESSMENT EXPERTS

Preparation for a Simulated Visit of the Assessors Team

- **Team A** is preparing for the visit to School C to assess Field X.
- **Team B** is preparing for the visit to School D to assess Field X.
- **Team C** is preparing for the visit to School B to assess Field Y.
- **Team D** is preparing for the visit to School A to assess Field Y.

TRAINING PROGRAMME FOR EXTERNAL QUALITY ASSESSMENT EXPERTS

Preparation for a Simulated Visit of the Assessors Team

- **Before undertaking individual work, members of each team distribute the functions for the visit:**
- *Visiting ("assessor") team* – according to the field criteria; one member is assigned the role of the chairperson.
- *Visited ("institutional") team* – according to simulated positions at the institution ("head of institution", "head of self-assessment team", "teacher", "learner/student" – they get ready for giving more details on the issues enumerated in the self-assessment report and answer the questions of assessors.

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Preparation for a Simulated Visit of the Assessors Team

- The main task of assessors preparing for the visit to the institution under assessment (either simulated or actual) is concerned with finding out as much as possible about the institution from the self-assessment summary.
- The task for the "institutional team" is only simulation, part of the game – to provide the most 'realistic' (and most complicated) situations for the visiting assessors .

TRAINING PROGRAMME FOR EXTERNAL QUALITY ASSESSMENT EXPERTS

Preparation for a Simulated Visit of the Assessors Team

Objectives of the analysis of self-assessment report:

- To prepare for the visit to the institution under assessment
- To prepare to write the final assessment report
- To identify strengths and weaknesses of the institution
- To find out if the institution is capable of identifying its strengths and weaknesses
- To identify if the institution is capable of dealing with its problems on its own.

TRAINING PROGRAMME FOR EXTERNAL QUALITY ASSESSMENT EXPERTS

Preparation for a Simulated Visit of the Assessors Team

Each assessor, having analysed the summary of self-assessment, shall be able to answer the following questions:

- What are the strengths and weaknesses of the institution?
- Is there any evidence provided in the summary about the implementation (attainment) of the goals of the institution?
- Are there any points to be clarified during the assessors visit to the institution? Which aspects of which questions require clarification?
- What additional information should be provided (documents and other evidence) during the assessors visit?
- What documents and other evidence identified in the summary of self-assessment should be verified during the assessors visit?

TRAINING PROGRAMME FOR EXTERNAL QUALITY ASSESSMENT EXPERTS

Module 5

VISIT OF ASSESSORS TO THE INSTITUTION UNDER ASSESSMENT

Length (hours):

Total: 12
Theory: 2
Seminars and workshops: 4
Individual work: 6

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Objectives of Module 5

- To provide knowledge on the procedure of assessors visits in a particular country.
- To introduce and discuss the ethical code of assessors.
- To assist in acquiring skills for assessing the institution's performance.

TRAINING PROGRAMME FOR EXTERNAL QUALITY ASSESSMENT EXPERTS

Principles of drawing team members

Qualitative:
The Team should have at least one representative from:

- An employer association
- A higher education institution
- A vocational school.

The majority of the team members should have experience in assessors work or should have successfully completed a training programme for external quality assessment assessors.
No fewer than half of the team members should have experience in educational management.

TRAINING PROGRAMME FOR EXTERNAL QUALITY ASSESSMENT EXPERTS

Principles of drawing team members

Quantitative:
The number of assessors depends on the size of the institution under assessment:

- 5 assessors and an administrator, if the institution has fewer than 5000 learners
- 7 assessors and an administrator, if the institution has more than 5000 learners.

TRAINING PROGRAMME FOR EXTERNAL QUALITY ASSESSMENT EXPERTS

Ethical principles of assessors work

- *Conflict of interests.* The assessors team shall be informed about the agency's position on the conflict of interests. Each team member shall sign a *declaration on a conflict of interests* and thus provide information on any conflict of interest arising between the assessor and the institution under assessment
- *Impartiality*
- *Ethics of site visits (conduct of assessor during the visit, wording of questions etc.)*
- *Confidentiality*

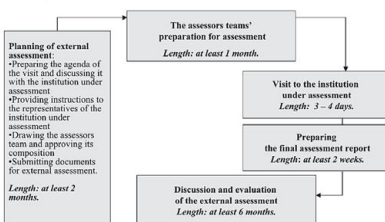
TRAINING PROGRAMME FOR EXTERNAL QUALITY ASSESSMENT EXPERTS

Documents

- **Under assessment:**
- Self-assessment report of the institution under assessment
- Other documents submitted by the institution under assessment
- **Recommended for reference:**
- Legal documents specifying the institution's field of performance and quality assessment
- Methodological guidelines of external assessment
- Other final assessment reports and recommendations

TRAINING PROGRAMME FOR EXTERNAL QUALITY ASSESSMENT EXPERTS

The process of external institutional assessment



TRAINING PROGRAMME FOR EXTERNAL QUALITY ASSESSMENT EXPERTS

Preparation for the assessment

Things to do	Timing
1. Providing information to the institution under assessment on the composition of the expert panel	1 month before the visit
2. Submitting the materials relevant for the arrangement of the visit (lists of participants of meetings, premises, departments of the institution to visit etc.)	3 weeks before the visit
3. Introductory meeting of the expert panel	2 weeks before the visit
4. Providing information to the expert panel on the approved agenda of the visit	1 week before the visit

TRAINING PROGRAMME FOR EXTERNAL QUALITY ASSESSMENT EXPERTS

Introductory meeting of assessors. Key objectives:

1. Identification of functions and responsibilities of each assessor in each performance field.
2. Identification of the main strengths and weaknesses of the institution as well as issues to be discussed or clarified.
3. Identification of the environment of the institution, i.e. its relations with the national and regional labour market, its situation in the society and academic community.
4. Discussing the list of additionally requested information (documents and other evidence) and questions to be submitted.
5. Compiling a list of target groups of persons participating in the meetings with the assessors team (in addition to those already planned).
6. Compiling a list of methodological and material resources to be inspected by the assessors during their visit.

TRAINING PROGRAMME FOR EXTERNAL QUALITY ASSESSMENT EXPERTS

Site visit to the institution under assessment

Agenda	Length
1. A short presentation of the institution to the assessors team.	3-4 days
2. Assessors team meeting.	
3. Meeting with target groups of persons of the institution.	
4. Inspection of the methodological materials and material resources.	
5. Oral presentation of the final assessment report to the institution.	

TRAINING PROGRAMME FOR EXTERNAL QUALITY ASSESSMENT EXPERTS

Assessors team meetings. Key objectives

- To prepare for the meetings with the target groups of the institution under assessment and for the inspection of methodological materials and material resources .
- To discuss any additional documents and evidence as well as their importance for the final assessment report.
- To discuss the final assessment and arguments of each field according to each criterion.
- To adjust the final assessment and prepare recommendations.
- To discuss the final draft of the assessment report.

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Meeting with target groups of the institution's representatives

- **Meetings with:** administration, representatives of self-governing bodies, faculty deans and heads of departments, self-assessment team, teaching staff, learners, graduates, social partners, auxiliary staff.
- **Questions during the meetings aim at** collecting additional information or verify the existing information and evidence.

TRAINING PROGRAMME FOR EXTERNAL QUALITY ASSESSMENT EXPERTS

Inspection of methodological materials and material resources

The inspection aims at: assessing all material resources and verify the data of self-assessment report.

During the inspection, the assessors shall assess:

- Auditoria and other premises intended for learning and teaching.
- Library.
- Methodological materials prepared by the teaching staff.
- Methodological materials procured in Lithuania and abroad.
- Resources and equipment of special laboratories (including software) intended for seminars and workshops.

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Preparation of final assessment report

Field	Timing
1. Preparing and submitting the draft assessment report to the agency in charge of institutional assessment	5 work days after the visit.
2. Sending the commentary of the institution under assessment to the agency	5 work days after the draft assessment report is received.
3. Sending the commentary of the institution to the chairperson of the assessors team	2 work days after the comments are received.
4. Preparing and submitting the final assessment report to the agency in charge of assessment	5 work days after the commentary is received.

TRAINING PROGRAMME FOR EXTERNAL QUALITY ASSESSMENT EXPERTS

Peculiarities of external institutional assessment assessors visit in Lithuania

- The visit is undertaken after the assessors have studied the self-assessment report
- To study the self-assessment report, 1-2 months are given.
- The agenda of the visit is prepared by the agency together with the assessors.
- After all adjustment have been made, the agenda is sent to the institution under assessment at least 1 week before the visit.
- The visit may last 1-4 days.

TRAINING PROGRAMME FOR EXTERNAL QUALITY ASSESSMENT EXPERTS

Module 6 FINAL ASSESSMENT REPORT

Length (hours):

Total: 8

Theory: 2

Seminars and workshops: 4

Individual work: 2

TRAINING PROGRAMME FOR EXTERNAL QUALITY ASSESSMENT EXPERTS

Objectives of the Module

- To provide knowledge on the principles of writing and structure of the final assessment report.
- To give access to the international experience in writing the final assessment report and presenting them orally.
- To provide conditions to acquire skills important for writing the final assessment report and preparing recommendations.

TRAINING PROGRAMME FOR EXTERNAL QUALITY ASSESSMENT EXPERTS

Structure of the Final Assessment Report

- Introduction
- Introduction of the institution under assessment
- Performance fields of the institution under assessment
- Recommendations to the institution
- Recommendations to the agency in charge of assessment and state institutions

TRAINING PROGRAMME FOR EXTERNAL QUALITY ASSESSMENT EXPERTS

Introduction

- Objectives of assessment
- Introduction of the team members
- Proceedings of the external assessment

TRAINING PROGRAMME FOR EXTERNAL QUALITY ASSESSMENT EXPERTS

Introduction of the institution under assessment

- A short description of the institution written in the basis of the self-assessment summary

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Performance fields of the institution under assessment (1)

- Institutional management
- Planning and development of study programmes
- Interaction between the institution and the region
- International cooperation
- Material and financial resources
- Staff
- A system of internal quality assurance
- Assessing the skills of graduates

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Performance fields of the institution under assessment (2)

Each performance field should contain:

- A summary of evidence and data
- Achievements of the institution and its progress or innovations (if any)
- Proposals for improvement
- Recommendations (actions of the institution ensuring its further development).

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Recommendations to the institution

A summary of all recommendations and proposals

Recommendations to the agency in charge of assessment and state institutions

Decisions on accreditation, decisions on the institution's further improvement .

TRAINING PROGRAMME FOR EXTERNAL QUALITY ASSESSMENT EXPERTS

Preparation of the final assessment report

Three main stages in the preparation of high-quality assessment report:

- **Analysis** aims at identifying the needs, the actual situation and the most reasonable strategy.
- **Planning and assessment** aim at setting up a plan of action for writing the final assessment report, the analysis of evidence and substantiating the decisions.
- **Assessment** is concerned with taking decisions on the fields to be improved and major strengths.

TRAINING PROGRAMME FOR EXTERNAL QUALITY ASSESSMENT EXPERTS

Taking decisions (1)

Assessors base their decisions on the following principles:

- They collect evidence, verify the concepts and facts.
- They select all possible solutions on the basis of a variety of evidence.
- They have a discussion.
- They decide on the impact of each piece of evidence or fact on teaching and learning.

TRAINING PROGRAMME FOR EXTERNAL QUALITY ASSESSMENT EXPERTS

Taking decisions (2)

When writing recommendations and assessment decisions it is important that:

- The evidence collected during the meetings with teachers, students and others as well as the documentary evidence is sufficient for taking a decision.
- Decisions shall be related to the evidence, whereas the general conclusions reflect a common opinion (a variety of different opinions) of assessors.
- The final assessment report shall be written in clear, idiomatic unambiguous language.

TRAINING PROGRAMME FOR EXTERNAL QUALITY ASSESSMENT EXPERTS

Taking decisions (3)

- The presentation of the final assessment report in writing and orally shall be clear, based on the evidence collected before and during the site visit and easily proved.
- All positions shall be supported by arguments, based on facts, quantitative and qualitative indicators and an analysis of their development during the period of assessment.
- It is recommended that insulting comments and reference to concrete names of people should be avoided. The assessment report and the recommendations on improving the quality of system of education shall be submitted to the agency in charge of external assessment.

TRAINING PROGRAMME FOR EXTERNAL QUALITY ASSESSMENT EXPERTS

Taking decisions (4)

A four-level assessment system is recommended:

- A—Very good
- B—Good
- C—Sufficient
- D—Insufficient.

Grades A, B and C are positive; D is negative.

TRAINING PROGRAMME FOR EXTERNAL QUALITY ASSESSMENT EXPERTS

Sequence of taking assessment decisions

Time of external assessment	Spondimo prietimas		Decisions and supporting arguments in the assessment documents	Notes
	Assessment of performance field	General assessment of the institution performance		
Day 1	+	+	Preliminary institutional assessment form A summary of the preliminary institutional assessment report	<i>The preliminary assessment is performed on the basis of the information provided in the self-assessment report and annexes.</i>
Day 2	-	-	Comments of assessors	Collecting additional evidence
Day 3	+	+	Final institutional assessment form. A summary of the final institutional assessment report	Additional evidence is collected and the final decision is taken on the basis of the information of self-assessment report and its annexes as well as extra evidence collected during the site visit
Day 4	-	-	Draft of final assessment report.	<i>Final decisions, arguments and recommendations are provided in the form of the final assessment report.</i>

TRAINING PROGRAMME FOR EXTERNAL QUALITY ASSESSMENT EXPERTS

Preparing the Final Assessment Report in Lithuania

- Current situation is described against the developments of current years
- The final assessment report aims at the institution's initiative to take actions which would help identify and remove its weaknesses
- When preparing the final assessment report assessors should seek common opinion; otherwise

The final assessment report is prepared in two stages:

- 1) Draft of the assessment report. Within 10 days the institution may identify factual errors and provide comments on the draft.
- 2) The final assessment report considering the institution's comments.

TRAINING PROGRAMME FOR EXTERNAL QUALITY ASSESSMENT EXPERTS

Preparing the Final Assessment Report in Lithuania (1)

The objectives of the assessors team should be reflected in the assessment report:

- The quality of the education institution is assessed in accordance with the designated fields and assessment criteria.
- A decision is taken on the implementation of designated conditions.
- A decision on the conditions provided to the learners to acquire education and professional qualifications is taken in conformity with the needs of Lithuania's economy and the level of modern technologies.
- A decision is taken on the applied research and scientific investigation required by the region, consultations to local authorities and economic entities.

TRAINING PROGRAMME FOR EXTERNAL QUALITY ASSESSMENT EXPERTS

Preparing the Final Assessment Report in Lithuania (2)

- A decision is taken on conditions provided for life-long education, on assistance provided to economic entities when arranging in-service training and re-qualification.
- A decision is taken on educating the society susceptible to education and culture, able to work under the conditions of rapid technological development.
- Final assessment and recommendations on improving the quality of performance are prepared.
- The report concludes with a proposal to the authorities on the purposefulness of the institution under assessment.

TRAINING PROGRAMME FOR EXTERNAL QUALITY ASSESSMENT EXPERTS

Preparing the Final Assessment Report in Latvia

- Assessors shall prepare individual assessment reports and participate in preparing the final draft of the common assessment report.
- Recommendations for assessors have no reference to the structure of the final assessment report; therefore, it can be freely chosen by the assessors.
- Assessors are recommended to make use of a questionnaire. Each topic of the questionnaire may serve as a structural part of the final assessment report.

TRAINING PROGRAMME FOR EXTERNAL QUALITY ASSESSMENT EXPERTS



Education and Culture

Leonardo da Vinci



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