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Pro-VET – Professional Development of
Vocational Education Teachers with
European Practices



Quality Assurance Manual

QAM for in-service training courses of the VET-ETN



Project acronym	Pro-VET
Project full title	Professional Development of Vocation Education Teachers with European Practices
Project number	598698-EPP-1-2018-1-FI-EPPKA2-CBHE-JP
Funding scheme	ERASMUS+, CBHE
Project start date	November 15, 2018
Project duration	36 months (15.11.2018 – 14.11.2021)

Title of document:	Quality Assurance Manual for in-service training courses of the VET Educators' Training Network
Work package	3
Deliverable	3.3
Lead Partner	MIIGAIK (P7)
Co-leaders	ITB Uni HB (P4) & NSSB (P11)
Contributors	
Due date	M17, M28
Filename	Quality Assurance Manual NSSB
Number of pages	12
Dissemination level	Institution

Abstract	The Quality Assurance Manual will guide the evaluation process of the test-runs, and it can be adjusted, depending on the lessons learned during the evaluation of the test-runs. The main processes described in the Quality Assurance Manual relate to gathering feedback from teacher students and utilizing it to improve the course development, delivery, and content as well as the accessibility of courses for the teacher trainers.
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VERSIONING AND CONTRIBUTION HISTORY

Version	Date	Revision description	Partner responsible
V. 01		Creation of document	NSSB (Stevan Tomašević, Nataša Papić-Blagojević)



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List of Acronyms

EHEA = European Higher Education Area

HEIs = Higher Education Institutions

Pro-VET = Professional Development of Vocation Education Teachers with European Practices

QAM = Quality Assurance Manual

VOOCs = Vocational Open Online Courses



Executive summary

The *Quality Assurance Manual for in-service training courses* is a deliverable within WP3 entitled “Quality plan” of the Pro-VET project (Professional Development of Vocation Education Teachers with European Practices).

The manual is primarily focused on evaluation training courses, e.g., VOOCs, to get feedback from teacher-students about the quality of the course and the competence of the teacher trainer. It summarizes all assessments to ensure the highest possible quality and to implement adequate quality assurance and control.

It also provides three questionnaires about the evaluation of training, trainers, and knowledge transfer.



1. Introduction

The question of internal and external quality assurance, according to *Standards and Guidelines for Quality Assurance in the European Higher Education Area (2015)*, is one of the crucial points for providing excellence in higher education institutions. External quality is closely connected with internal standards to ensure that internal activities provided by HEIs become relevant for external quality assurance.

The standards set out agreed and accepted practice for quality assurance in higher education in the EHEA and should, therefore, be taken account of and adhered to by those concerned, in all types of higher education provision.^[1]

One part of the internal quality control mechanism, as a part of the WP 3 Quality plan, is a Quality Assurance Manual for in-service training courses. It formalizes the approach that will be followed by the partners of the Pro-VET project to ensure the highest possible quality of the VOOCs developed by four Russian and four Serbian partner institutions. QAM will guide the evaluation process of the test-runs and can be adjusted, according to needs, based on the lessons learned during the test-runs evaluations.

The deliverable itself is produced based on a need to evaluate the training process to measure its effectiveness. During the project implementation, the WP leader with co-leaders will also monitor the implementation and acceptance of the evaluation process, and, at its end, the significant findings will be present to the consortium.

This manual defines procedures for evaluation objectives and tools, specifically:

- Evaluation of participant reaction,
- Evaluation of participant learning,
- Evaluation of knowledge transfer, and
- Evaluation of organizational impact.

Through this four evaluation stages, collected responses will provide information about the reactions of the participants on the training content and their satisfaction, level of teacher-student knowledge before and after course, level of the application of newly acquired knowledge to their workplace, and, at the end, level of learning course impact to the participant's work environment.

[1] *Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)*. (2015). Brussels, Belgium.



2. EVALUATION TRAINING COURSES

The training evaluation process will provide useful information to multiple stakeholder groups. By designing an effective training evaluation process, a partner organization will obtain the information required to improve training program delivery, creating opportunities for continuous organizational improvement. Evaluation of training will measure the effectiveness of a training program. The primary purpose of this evaluation process is to assess the effectiveness of training events carried out for participants on the Pro-VET project.

2.1 Evaluation objectives and tools

This manual will guide the evaluation process of the test-runs, and it can be adjusted, depending on the lessons learned during the evaluation of the test-runs. The main objectives of this Quality Assurance Manual relate to gathering feedback from teacher students and utilizing it to improve the course development, delivery, and content as well as the accessibility of courses for the teacher trainers.

There are a few models used to measure the effectiveness of training. This evaluation will use Kirkpatrick's¹ four-level model as the basis for analyzing training effectiveness. In this model, each evaluation level is built on information provided by the earlier lower level. The evaluation consisted of the following four questionnaires to measure the learning and general effectiveness of the training program.

The questionnaires contain sections on course objectives, content, instruction, training environment, trainers, results, and overall impression. It also included opportunities for participants to express their opinions about the training as well as the whole organization of the event. Most of the sections consisted of five or six quantitative questions where participants were asked to indicate their agreement with a statement on a scale from 1 (poor) to 5 (excellent). Each questionnaire also included the possibility of adding qualitative comments.

Table 1 Kirkpatrick's four-level model of evaluation

LEVEL	Measure	Tools and utilization
1	Participant reaction	Questionnaires at the end of the training course
2	Participant learning	Pre-test at the beginning of the training course, post-test or certification test at the end of the training course
3	Knowledge transfer	A questionnaire at the end of the training course
4	Organizational impact	Different tools at the end of the training course

2.2 Evaluation – Participant reaction

Evaluating participant's responses means understanding how those who participate in the program react to it if they engage actively and if they like the course. So, evaluation at this level

¹ Kirkpatrick, D.L. (2006). Evaluation Training Programs. Berrett-Koehler Publishers, Inc.: CA



captures the immediate reaction of the participants about the training. It assesses the participant`s satisfaction with the training.

An evaluation at this level will be conducted using evaluation questionnaires. The participants will fill them at the end of course. The questionnaires will be created in the electronic form on the Moodle platform. Evaluating participant`s reactions will include evaluation of training (Table 2) and assessment of trainers (Table 3).

Except for closed question where participants choose options from 1 to 5 where 1 stand for poor and 5 for excellent, the questionnaires contain open questions where participants give compliments, comments, critics, and suggestions.

Table 2 Questionnaire of evaluation of training

		1 = Poor	2 = Fair	3 = Good	4 = Very good	5 = Excellent
1.	The manner of the course was designed to help me to engage in learning.					
2.	The content of the course was developed to support my learning.					
3.	The course included practical examples.					
4.	The course included practical exercises.					
5.	The course met my expectations.					
6.	What and where were relevant weaknesses in the course?					
7.	What and where were the relevant strength of the course?					

Table 3 Questionnaire of evaluation of trainers

		1 = Poor	2 = Fair	3 = Good	4 = Very good	5 = Excellent
1.	The trainers demonstrated in-depth knowledge of the training topics.					
2.	The trainers assisted all participants, gave feedback, and offered online tutoring.					
3.	The quality of the learning materials was well.					
4.	The quality and content of the video materials were well.					
5.	The trainers communicated well with all participants and established interaction with all participants.					
6.	The trainers enabled the active participation of participants.					
7.	The quality of the training organization					



	was well.					
8.	The overall comment of support given by the trainers during the course?					

2.3 Evaluation – Participant learning

Evaluation of learning measures the achievement of intended learning objectives. Depending on the type of course, this can imply that participants have increased knowledge, developed skills, and/or changed attitudes as a result of attending the course. Learning can be assessed through direct observation, assignments, and tests. Assessment of knowledge must be aligned with learning objectives, i.e., that it measures the expected outcomes set in the design stage.

According to the type of learning objectives, different methods will be used to evaluate learning on the Pro-VET project. Attitude changes and the development of relational skills will be measured through interviews, questionnaires, or direct observation of the participant’s behavior, depending on the type of training or learning objectives.

Assessment of knowledge and skills acquired or improved during the training will be conducted based on pre-test and post-test or certification test, using the different methods of evaluation. Immediately before training, pre-tests (or entry tests) will be used to assess a learner’s knowledge and skills before beginning a course, to personalize learning activities. Post-test will be used to evaluate the achievement of the course’s learning objectives after the completion of the entire course. This test will be focused on the same areas and will be presented an assessment of acquired knowledge, the same way it had been done with a pre-test. Also, certification tests could be used to verify specific skills and knowledge inside the organization.

The training instructors of each course will create pre-test, post-test, or certification test in the electronic form and put them on the Moodle platform. Also, all instructors could use interviews or direct observation of the participant’s behavior in assessing the knowledge of the training participants.

2.3 Evaluation – Knowledge transfer (behavior)

This measure of evaluation will help to determine how learning from the Pro-VET training course has been applied to the workplace. This level of evaluation includes comparing knowledge, skills, and activities after training with those who were or were not done before the training.

An evaluation at this level will cover several open-ended questions (Table 4). The participants will respond to these questions at the end of the training course. The questions will be created in the electronic form and set up on the Moodle platform.

Table 4 Questionnaire of evaluation knowledge transfer

	Evaluation of knowledge transfer	
1.	What did you like most about this training course?	
2.	What did you like least about this training course?	



3.	Do you plan to change your teaching practice as a result of this training course?	Yes or No
4.	How do you plan to change your teaching practice as a result of this training?	
5.	Why do you not plan to change your teaching practice as a result of this training?	

Also, effectively measuring knowledge transfer is a longer-term process that should take place over weeks or months following the initial training. Next questions could be included at this level:

- Did the participants put any of their learning to use?
- Are participants able to teach their new knowledge, skills, or attitudes to other people?
- Are participants aware that they've changed their behavior?

2.4 Evaluation – Organizational impact (result)

Evaluation at this final level helps us understand how the learning course impacted the participant's work environment and includes analysis of some external factors that might contribute to good or unsatisfactory results. Evaluating results consists of identifying the final results that occurred in the organization because the participants attended the training. The final results can affect on the increase of quality of education in the participant's organization; it also can raise the number of students and, finally, have an impact on the growth of national and international recognition and competitiveness of the organization.

Evaluation in this phase will be provided through the collection of feedback from the management by using a stakeholder interview. The interview could be a written document which includes a few questions:

- What are the main benefits of creating and implementing the course in your organization?
- What are the main benefits of creating and implementing the course for pedagogy?



References

1. E-learning methodologies: A guide for designing and developing e-learning courses (2011). Food and Agriculture Organization of the United Nations
2. Kirpatrick, D.L. (2006). Evaluation Training Programs. Berrett-Koehler Publishers, Inc.: CA
3. **Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG). (2015). Brussels, Belgium.**