



QPL

The Quality Platform Learning Part B

Q-Cert-VET Quality Certification for Vocational Education and Training (VET)

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"Quality Platform Learning": Certified Quality for Learning, Education and Training

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Introduction

Quality Platform Learning is a holistic and praxis-oriented instrument for quality development, quality assurance and quality certification in the learning, education and training (LET) sector.

What is the goal?

With **Quality Platform Learning**, the assessment of the quality of learning opportunities becomes easier and more transparent – especially for clients, interested individuals or other educational providers. It assists the comparison of different learning opportunities and forms the basis for decisions.

The goal of **Quality Platform Learning** is the sustainable quality development and quality assurance of products and processes.

What are the contents?

Quality Platform Learning encompasses the product and process quality of learning opportunities as well as the organisation quality of the provider.

Who is the target group?

Quality Platform Learning can be used by all educational providers, e.g. by schools, universities or companies. E-Learning, distance learning and blended learning opportunities are especially emphasised.



What is the Quality Platform based on?

In the current form of **Quality Platform Learning**, multiple established instruments are integrated for the description, evaluation and certification of quality:

1. The **ISO quality standard** for learning, education and training **ISO/IEC 19796-1**, as well as its foundational standard **PAS 1032-1**, are internationally well recognised quality standards for the learning, education and training sector. Their common process-oriented approach has been integrated.
2. The **Quality Seal for E-Learning "QSEL"** developed by the University of Duisburg-Essen supports the quality evaluation of E-Learning organisations and products. All certification models of the time were analysed and adopted (i.e., readjusted or extended), for example the **EFQM Model**, the **Quality Mark of the British Learning Association** or **Artset LQW**,
3. Many other instruments for the quality assessment and approval of learning opportunities and providers were reviewed and partly integrated by harmonizing their approaches and criteria. Amongst them there were national guidelines (e.g., the Guide for the German law on distance learning) as well as product-oriented quality criteria lists (like the TUD Seal, the Criteria of WebKolleg and of the NRW Quality Seal Consortium).

How is the Quality Platform structured?

Quality Platform Learning consists of three Parts which complement one another:

- **Part A:** Quality of **Learning Opportunities**
- **Part B:** Quality of **Organisations – Basic**
- **Part C:** Quality of **Organisations – Excellence**

For **Part A: Quality of Learning Opportunities**, product quality is the principal concern. This Part contains eleven categories:

- Information concerning the learning opportunity
- Target groups and learning objectives
- Structure of the learning opportunity
- Contents
- Didactics
- Media (digital and print media)
- Communication/cooperation
- Roles/Activities
- Exercises/learning success control/tests
- Technology
- Evaluation



In **Part B: Quality of Organisations - Basic** the learning provider itself is reviewed. Three categories are thereby examined:

- Processes
- Learner orientation
- Results

Part C: Quality of Organisations – Excellence concerns itself with the following: comprehensive quality management of the education provider in consideration of products and processes. The organisation is assessed as excellent when quality can be shown in six categories, along with the previously mentioned categories of **Quality Platform Learning**.

- Politics and strategy
- Management
- Resources
- Employee management
- Innovation
- External impact

What do the criteria look like exactly?

The criteria of **Quality Platform Learning** are described in detail in the form of tables. The two-column structure serves to facilitate readability.

- The respective **criteria** can be found in the **left** column
- **Explanations and examples** can be found in the **right** column

CRITERIA	EXPLANATIONS and EXAMPLES
...	...

As an example:

	Main Emphasis of Quality Testing	Explanations
A.1.	Information concerning Learning Opportunity	
	The participants are informed about all aspects of the learning opportunity and process. The participants receive applicable and comprehensive information.	All descriptions can be made according to the PAS 1068 (Transparency and Evaluation). B.2.2.

The most important terms are detailed in a glossary at the end of the document.



Quality Platform Learning: The quality instrument for learning, education and training

The following chapter will describe the criteria of the Quality Platform Learning Part B in their details.

The whole catalogue is separated into two columns:

On the left side you will find the quality criteria to be applied, expressed as a statement and indexed by a unique identifier (in the first column, e.g., "B.1.1.").

On the right-hand side you will find explanations of each criterion, expressed as detailed questions or examples. In addition, there are relations and connections between the areas. For example, demands on learning opportunities defined in the Quality Platform Learning Part A must also be considered in the design and application of Quality Platform Learning Part B. These relations and connections are listed at the end of the explanations (e.g., "*Compare B.3.1, B.3.2., C.3.1.*") if any.

Important terms are listed in the glossary at the end of this document.



Quality Platform Learning

Part B: Basic

This part aims to maintain the basic quality of an organization. It means that processes are properly organized, results (in terms of products and services) comply with the demands of quality assessment and that the organization is focused on learners. This makes sure that an organization meets the crucial requirements of an educational institution.

The following table describes the quality criteria of the Quality Platform Learning Part B in detail:

	Quality Criteria (Quality assessment emphases)	Explanations
B.1.	Processes / description model	
B.1.1.	<p>Description and documentation of an organization's basic processes.</p> <p>The following aspects must be included:</p> <p>Objectives of the organization</p> <p>Business areas</p> <ul style="list-style-type: none"> • Description • Business model <p>Customer acquisition / order processing</p> <ul style="list-style-type: none"> • Acquisition of customers • Tender preparations • Order taking and confirmation • Billing, incoming payments and dunning process • Terms and conditions • Payment arrangements, discounts 	<p>This category summarizes the basic processes. A detailed description of these processes is provided in part C.</p> <p>The goals of an organisation define the key objectives (like e.g. market leadership in the field of e-learning strategy consulting, development of blended learning solutions for small and medium-sized enterprises).</p> <p>The basic description also includes the key business areas of an organisation. In addition, it contains the description of the business model, which must define at least products or services, income sources and the target audience. (Compare C.3.1.)</p> <p>The acquisition of customers is another point of view: this process describes the general ordering (and delivery) process. For the sake of consumer protection it must also describe the terms and conditions, as well as payment arrangements.</p> <p>Compare B.3.1., B.3.2., C.3.1.</p>



<p>B.1.2.</p>	<p>Description and documentation of the processes: The processes and sub-processes are completely and clearly documented by a description of quality objectives, involved actors, results and an evaluation for each process. There is a credible demonstration that the targeted quality of the process can be achieved and usually <i>is</i> achieved as well.</p> <p>Description model requirements</p> <ul style="list-style-type: none"> • A description model for the processes of the organization is available. • The model includes all elements of the description model according to DIN PAS 1032-1. • Relations and links are expressed in accordance with PAS 1032-1. • The model contains quality objectives. • The model contains unique definitions of terms. <p>Role descriptions</p> <ul style="list-style-type: none"> • Descriptions of participants in the process of education are available in a unique design and extent. • The descriptions are regularly updated. <p>Handling instructions</p> <ul style="list-style-type: none"> • Handling instructions in a unique design and extent are available. • The descriptions are regularly updated. 	<p>The processes of the certified education provider must be documented in a transparent and understandable way. It must be clear how quality is maintained for the overall process and for sub-processes.</p> <ul style="list-style-type: none"> • What processes are essential for the quality of the organization and its products or services? • What quality objectives exist for the overall process and for sub-processes? • What actors should be involved? What can be their role or function? • What methods are applied in order to maintain quality? <p>The following processes and their sub-processes should be included with a proper degree of itemization according to PAS 1032-1 or respectively ISO/IEC 19796-1.</p> <ul style="list-style-type: none"> • Identification of demands: There is a concept for the identification of needs, aims and demands of the involved individuals. • Framework conditions: There is a concept for the identification of the framework conditions for the development of a learning opportunity. <ul style="list-style-type: none"> • Conception: The conceptual design of a learning opportunity in regard to demands and framework conditions is decided by consensus among all involved individuals. The decision is documented. • Production: There is a concept for the transfer of the conceptual design into product structures and products. • Implementation There is a concept for the transfer of the learning resource from the developmental to the operative environment. <ul style="list-style-type: none"> • Realization There is a concept for the realization and utilization of the learning opportunity. • Evaluation There is a concept for the systematic assessment of the usability and performance of a learning opportunity. <ul style="list-style-type: none"> • Improvement: There are a concept and instruments (e.g. quality circle) for the continuous improvement of processes. <p>A description model (like e.g. the one of PAS 1032-1 or the "Reference Framework for the Description of Quality Approaches" of ISO/IEC 19796-1) should be used for each process and its sub-processes.</p>
<p>B.1.3.</p>	<p>Processes: Identification of demands</p>	<p>It is clearly described how the identification of needs and demands takes place. For example, this</p>



	<p>There is a procedure for the identification of needs, aims and demands of involved individuals, which:</p> <ul style="list-style-type: none"> documents them in a clear and transparent way, allows learners to participate, identifies stakeholders and their interests, identifies and describes the needs and desires for education as well as the budget by means of appropriate instruments (survey, workshop), specifies the needs of education and the objectives of the learning opportunity. 	<p>might be done by:</p> <ol style="list-style-type: none"> questionnaires for the survey of demands reports about the results of the survey of demands <p>The instruments for the participation of learners and for the identification of their individual learning objectives and motivations are announced and documented in regard to their usage. For example, these are:</p> <ul style="list-style-type: none"> appraisal talks recorded planning talks or strategy workshops at organization level, or requisition notes from departments or staff members to human resource officers. <p>Compare A.2.1., B.2.1.</p>
<p>B.1.4.</p>	<p>Processes: Framework conditions</p> <p>There is a procedure for the identification of the learning opportunity's framework conditions, which:</p> <ul style="list-style-type: none"> documents it in a clear and transparent way, includes a description of the external context of the learning opportunity, defines actors and their roles and competences, describes target audiences and learning objectives, includes an analysis of the organizational and institutional context, announces the framework conditions from the spatial, technical, contract/law related and financial points of view. 	<p>It must be ensured that current internal and external framework conditions are considered for the purposes of planning.</p> <p>At the same time, valid examination regulations und valid general subject matter lists are used as a basis.</p> <ul style="list-style-type: none"> Example for spatial framework condition: available lecture rooms, size of the lecture rooms Example for technical framework condition: Hardware and software equipment, network connection, technical facilities in lecture rooms. Example for contract/law related framework conditions: Terms and conditions, availability agreements, framework act for higher education, FernUSG Example for financial framework condition: price agreements, contract penalty <p>Compare A.2.1.</p>
<p>B.1.5.</p>	<p>Processes: Conception</p> <p>The conception of a learning opportunity is documented in consideration of demands and framework conditions. It contains:</p> <ul style="list-style-type: none"> a well-founded itemization of learning objectives and competence model learning contents a didactic overall concept, curriculum and learning scenarios; didactic models and concepts exist relevant roles and competences of involved people an itemisation of organizational framework conditions 	<p>The procedure of conception is supposed to show clearly how the learning opportunity is created and how correlations are taken into account. For example, it must be explained how the identified demands and framework conditions are considered in the conception.</p> <p>Examples are:</p> <ul style="list-style-type: none"> Choice of learning methods according to learning objectives, target audience, contents and technical conditions, Choice of media according to learning objectives and learners' preferences, Choice of communication modes according to learning objectives, experience of lecturers



	<ul style="list-style-type: none"> • a concept for the technical implementation • a concept for the design of media and interactions • a concept for media usage • a description of used communication modes und interaction opportunities • procedures and formats for tests and examinations • a concept for maintenance and update of learning resources • permission management <p>The adoption of the conception takes place:</p> <ul style="list-style-type: none"> • participatoryly, and • in consideration of the demands of the target audience and by involving them. <p>The concept is communicated within the organization.</p>	<p>and learners and the learning opportunity's form of organisation,</p> <ul style="list-style-type: none"> • Choice of the organisation form of learning opportunities (preparation, workflow and continuation), • Choice of test and evaluation procedures as well as documentation of related criteria, • Description of procedures that ensure the involvement of the target audience, • Description of utilisation and exploitation rights of own products and external material, e.g. according to creative common licence. <p>Compare A.1.2., A.3. – A.11.</p>
<p>B.1.6.</p>	<p>Processes: Production</p> <p>There is a procedure for the transfer of the conceptions into product structures and products, which:</p> <ul style="list-style-type: none"> • documents them in a clear and transparent way, • contains steps for realisation of learning contents, • contains guidelines for the realisation of media and interaction design, • contains an implementation concept of the technical conception, • ensures maintenance and update of created learning resources, • includes production controlling. 	<p>The transfer of the conception is based on clearly documented and adaptable procedures. They ensure that</p> <ul style="list-style-type: none"> • the particular products are defined in terms of service commitment, target audience and the necessary requirements for realisation and application. • actors and tools of the transfer process from conception to production are clearly announced and their roles are described, • the concept for the technical realisation is designed in a way which allows further development, so that updates of the offer at the intersection between conception and production can be systematically included. • the structure of the necessary work steps is described, their realisation is put on record and finally evaluated.
<p>B.1.7.</p>	<p>Processes: Implementation</p> <p>There is a procedure for the transfer of the learning opportunity from the developmental to operative environment, which:</p> <ul style="list-style-type: none"> • documents it in a clear and transparent way, • monitors and evaluates the learning opportunity's functionality in its actual operation. • contains advices for adaption, • is appropriate and comprehensible in regard to functionality, design and documentation, • contains a description of the workflow of provision and release, • ensures the availability of appropriate technical and organisational preconditions for the use of the learning opportunity. 	<p>In this process the learning opportunity is transferred from a test environment to the real environment ("production environment"). This concerns technical aspects on the one hand (as for example the transfer to a productive server, respectively roll-out), but also organisational aspects on the other hand (provision of information for learners, reservation of lecture rooms, activation of forums, ...).</p>



<p>B1.8.</p>	<p>Processes: Realisation / Utilisation</p> <p>There is a concept for the realisation and utilisation of a learning opportunity, which:</p> <ul style="list-style-type: none"> • documents it in a clear and transparent way, • describes the learning opportunity's different sub-processes from registration to completion, • provides administrative and accompanying measures, • provides acts of learning, support, examination and transfer, • describes roles/competences in the course of realisation (trainer, tutor, ...). 	<p>The "process of realisation" describes the whole of all processes gone through by learners and lecturers before, during and after the actual training. This includes e.g.</p> <ul style="list-style-type: none"> • application • counselling interview • admission • preparation • course realisation • exam • evaluation
<p>B1.9.</p>	<p>Processes: Evaluation</p> <p>There is a procedure for the systematic enquiry of a learning opportunity's success, which:</p> <ul style="list-style-type: none"> • documents it in a clear and transparent way, • announces parameters, criteria, instruments, methods and the organisational framework for the act of evaluation, • contains an interpretation of results, • implicates a continuous improvement of processes and products 	<p>The purpose of the evaluation is a continuous improvement of a learning opportunity and the participation of its target audience.</p> <ul style="list-style-type: none"> • The evaluation includes the following topics: • Description of input parameters (target audience, learning objectives, operation scenario and technical framework conditions) • Definition of instruments and procedures for the operation success measurement (questionnaires, electronic research tools, etc.) • Reporting procedure open to further development <p>Compare A.11.</p>
<p>B.1.10.</p>	<p>Processes: Improvement</p> <p>There is a procedure for the sustained improvement of processes, which</p> <ul style="list-style-type: none"> • documents them in a clear and transparent way, • mentions suitable methods of process improvement, • prescribes the time interval of recurrent updates for processes after evaluation, • considers the suggestion system for the improvement process. 	<p>In addition to the evaluation of the learning opportunity, a clearly defined improvement procedure makes sure that the learning opportunity still remains subject of sustained improvement and further development after the implementation and first realisation. For this purpose, instruments for the identification of improvable elements and processes of a learning opportunity are provided and applied. In doing so, improvement opportunities in the stages of identification of demands, conception, production and evaluation are recurrently identified and applied to future stages according to a documented procedure.</p>



B.2. Learner orientation		
B.2.1.	<p>Negotiation/ participation</p> <ol style="list-style-type: none"> 1. The design of education processes is able to take place in coordination with learners. 2. Information about opportunities to participate in the design is provided to learners. 	<p>It should be demonstrated in how far learners have the opportunity to exert an active influence on design and objectives.</p> <p>The collaboration of staff members in relevant committees (committees of chambers, faculty councils, board of examiners) is enhanced.</p> <p>Compare B.1.2.</p>
B.2.2.	<p>Information and Communication</p> <p>There is a procedure for information and communication among learners, which provides complete, easily understandable and transparent information about the learning opportunity. The procedure:</p> <ul style="list-style-type: none"> • exists in the form of a document • includes the description features of DIN PAS 1068 ("transparency & evaluation"). 	<p>The information about the learning opportunity should be based on the criteria of part A, respectively on DIN PAS 1068 ("transparency & evaluation").</p> <p>E.g., customer relationship management systems can be used for systematic information and communication among learners.</p> <p>Compare A.1.1. – A.1.7.,B1.7.</p>
B.2.3.	<p>Service</p> <p>There is a service concept about consulting. It includes the following aspects:</p> <ol style="list-style-type: none"> 1. Availability of consulting services (online/offline) 2. Existence of a hotline 3. Availability of the hotline (fixed working hours or individual appointments with the consultants) 4. Use of synchronous and asynchronous media (chat, e-mail, forums, boards) for assistance 5. Use of FAQ and online tutorials 6. Personal assistance from the first counselling interview until the end of the activity 7. Predefined minimum requirements (academic level/education) on consultants in order to ensure professional competence 8. extension of competences by means of a regular qualification scheme 9. Defined process guidelines for consultants 10. Professional as well as technical consulting <p>The service quality is continuously improved.</p>	<p>(1) What services are provided to counsel learners before, during and after the learning opportunity?</p> <p>Services and arrangements based on a documented service concept are established for users of the learning opportunity. In addition to the use of actual learning contents, these services provide mentoring before, during and after the learning opportunity. The scope of the services is clearly recognisable and their comprehension is clearly described.</p> <p>The sustained evaluation of the service quality is ensured by appropriate instruments. This may happen</p> <ol style="list-style-type: none"> 11. by indicators and key figures (requests per case, ratio of solved/unsolved cases to the total number of cases) 12. by surveys about the service quality 13. by test consultations <p>The outcomes of service quality improvement measures are directly considered in the quality management concept of the organization. At the same time, valid laws and regulations (data protection, labour management regulations, etc.) must be observed.</p> <p>Compare A.8.3</p>



<p>B.2.4.</p>	<p>Learning processes</p> <p>There is a procedure that describes how the actual learning process is adapted to demands, results and changes of the framework conditions among the learners, and how it is implemented in the organization's improvement process. This procedure includes</p> <ol style="list-style-type: none"> (1) the consideration of the learner's point of view (2) key figures and indicators (et al. performance records, failure rates) for the information of learners. (3) a regular assessment of learning processes, amongst others based on key figures and indicators. 	<p>The consideration of experiences and evaluation results gained from previous education processes takes place systematically, and it is used to adapt and improve the learning opportunity. Learners can be interrogated for this purpose.</p> <p>Compare B.1.7.</p>



B.3. Results		
B.3.1.	<p>Achievements The products and services are available and correspond with the objectives of the organisation.</p> <p>Product portfolio</p> <ol style="list-style-type: none"> 1. The contents are based on principles of the organisation's mission statement. 2. The type of service offerings reflects the corporate strategy. 	<p>It is clarified whether the products and services comply with the organization's overall objectives (compare B.2.0.). Therefore available information, e.g. about the mission statement, is regarded. In addition, it is checked whether the information about the learning opportunity communicates its objectives to the learning opportunity's target audience.</p> <p>Customer statements are considered in order to assess the conformance of the product portfolio with corporate strategy and mission statement.</p> <p>Compare B.1.0.</p>
B.3.2.	<p>Company result The company result is in accordance with the objectives and was achieved in accordance with corporate strategy and mission statement.</p> <p>Results The results are in accordance with the objectives and were achieved in accordance with corporate strategy and mission statement.</p> <p>Conformance control of objectives/results</p> <ol style="list-style-type: none"> 1. The comparison takes place by means of control mechanisms and indicators (target/actual comparison). 2. Variances are analysed and considered for the operative planning. 3. Systematic control mechanisms are used. 4. Methods of target control like key figures and indicators are used. <p>Agreement on objectives</p> <ol style="list-style-type: none"> 5. The agreements on objectives include the operationalisation of operative and strategic objectives as expressed in the management concept. 	<p>The design of the learning opportunity takes place in consideration of the company results. It is checked whether the objectives (business/organisational and educational targets) and the intended results of the organisations were achieved. The planning of the business development must be understandable and the type and extend of business operations must comply with the objectives. Systematic control mechanisms and instruments/methods of target control are applied in order to check the result.</p> <p>Indicators like e.g. ROI (return on investment) or ROE (return on education) are potential instruments. The Balanced Scorecard can be used as instrument, too.</p> <p>Compare B.1.0.</p>



Glossary

Action-oriented Methods (DE: Handlungsorientierte Methoden)

According to the goals of *Orientation on action* mentioned above, main emphasis is put on individual initiative and self-monitoring of the learners during the overcoming of complex tasks. Action-oriented methods work with the methods of discovering learning, self-directed learning, cooperative learning and holistic learning. Examples for action-oriented methods are: roleplaying, practical case studies, projects, planning games, etc.

Actor (DE: Akteur)

A person, group or institution that acts within the limits of the described process and influences the result.

Application Orientation (DE: Anwendungsorientierung)

This term is used separately from *Orientation on Action*. Both are characterised by the close interrelation between the training content and the vocational application situation. While in *Orientation on Action* knowledge is gained through the process of application (problem solving), in application orientation the acquisition of knowledge and the application of knowledge are separate phases of the learning process which follow one another.

Asynchronous Learning (DE: Asynchrones Lernen)

This term denotes learning processes that are enabled through significantly delayed communication between the learner and teacher, e.g. discussion forums, email, etc. The opposite is synchronous learning.

Blended Learning (DE: Blended Learning)

General term for all learning opportunities that provide for a combination of electronically supported learning activities and non-electronically supported learning activities. The teaching and learning concepts shall be connected in a didactically reasonable manner.

CBT (Computer Based Training) (DE: CBT (Computer Based Training))

See *Learning Opportunity: CBT*.

Chat (DE: Chat)

Multiple participants can simultaneously (synchronously) communicate with each other online (Text-based chat, audio chat, video chat), during which contents are normally not saved. For this reason they are not reusable for further purposes.

Competence (DE: Kompetenz)

Competence denotes the aptitude and the readiness of the learner to act appropriately, including in complex, open and previously unfamiliar situations. Competence is always the individual competence of the actor. In this way the term *Competence* is separate from the term *Qualification* (see below).

**Correlation Analysis (DE: Deckungsanalyse)**

Proof that learning contents and goals required by the fundamentals have been covered completely (quantitative correlation analysis) and at an appropriate level of requirement (qualitative correlation analysis) through the learning material. A suitable form for this is a table-based comparison grounded in the learning goals and contents of the fundamentals which demonstrates at which point they are implemented in the course of learning (at which point of the written learning material? In which face-to-face or online phase? With the help of which medium?) In order to recognise if excesses/deficits or curricular disproportionalities exist, it is also important to determine to what extent (page quantity, duration of learning) is covered by a certain topic or learning goal. In order to be able to assess a level of performance, details concerning the methodological approach must be available. Furthermore, the analysis of the tasks and of the results measurements on a topic provides information whether the level relates to the taxonomy requirements of the fundamentals.

Distance Learning (DE: Fernlernen)

See *Learning Opportunity: Distance Learning*.

Distance Study Programme (DE: Fernstudium)

See *Learning Opportunity: Distance Study Programme*.

Distance Education (DE: Fernunterricht)

See *Learning Opportunity: Distance Education*.

E-Learning (DE: E-Learning)

General term for all learning opportunities which provide electronic support for learning activities. This also includes learning opportunities that only partially offer electronic support (Blended Learning).

Entire Action (DE: Handlung, vollständige)

The investigation of Vocational Competences is oriented on the phase model of a "complete activity" developed from the psychological Action Regulation Theory. It contains the levels: information phase, planning phase, decision phase, execution phase, control phase and evaluation phase.

ERP System (DE: ERP System)

An enterprise resource planning system is a computer application with which the resources of an organisation can be planned. It delivers current data in real-time and incorporates all business processes (production, customer service, financial planning etc.).

Face-to-face phase (DE: Präsenzphase)

Learning phase, in which the learner and the teacher are personally present at one location.

Forum (DE: Forum)

Application in the internet or intranet, in which participants can create temporally independent contributions to discussions and generate logical threads of discussion.



Attachments can usually be uploaded and accessed. These contents are reusable for further purposes.

Gender (DE: Gender)

Communally, socially and culturally characterised gender-roles of men and women (separate from biological gender). The consideration of gender perspectives includes not only the equal treatment of gender concerning language, but also aims to consider gender differences with regards to contents and didactical aspects.

HR System (DE: HR System)

HR stands for Human Resources. HR systems serve the administration of personal data and accounts. HR systems can contain competence profiles and competence management and support the personnel development and its planning.

Instruction-oriented Methods (DE: Instruktionsorientierte Methoden)

Separate from action-oriented methods (see *Orientation on Action*), instruction-oriented methods emphasise knowledge transfer through a teacher or trainer.

Learning Environment (DE: Lernfeld)

In action-oriented learning arrangements, the systematically thematic organisation of learning contents rendered effectively in favour of a subject-integrative, action-oriented systematic and didactical structure that is focusing on complex tasks, the presentation of problems as well as procedures in the appropriate sphere of activity.

Learning Objectives (DE: Lernziele)

Learning objectives describe the qualifications and competences that the learner should have attained after the conclusion of the *learning process*.

Learning Opportunity, also known as: Learning Solution (DE: Bildungsangebot)

A learning opportunity can be a face-to face seminar, education, or training, as well as a CBT, WBT, online seminar, distance study programme or distance education. It can be carried out in face-to-face phases, in online phases and/or in a mix of the above.

CBT (Computer Based Training) (DE: CBT (Computer Based Training))

Computer-supported learning programmes which are used offline and are often accompanied with multimedia and interactive elements.

Distance Education (DE: Fernunterricht)

A learning opportunity for the attainment of a profession (with a legally protected occupational title) or to prepare for a test for such a title which is principally carried out online. It can contain asynchronous as well as synchronous learning phases as well as face-to-face learning phases.

Distance Study Programme (DE: Fernstudium)



A learning opportunity for the attainment of an academic qualification, which is principally carried out online. It can contain asynchronous as well as synchronous learning phases as well as face-to-face learning phases.

Online Seminar (DE: Online-Seminar)

A learning opportunity that is principally carried out online, contains synchronous as well as asynchronous phases and can contain face-to-face learning phases.

WBT (Web Based Training) (DE: WBT (Web Based Training))

Computer-supported learning programmes which are used online and are often accompanied with multimedia and interactive elements.

Learning Phases (DE: Lernphasen)

Sections of a learning opportunity which belong together temporally, methodologically, or with regards to content.

Learning Platform (DE: Lernplattform)

Software tools for the composition, distribution and administration of web-based learning environments.

Learning Process (DE: Lernprozess)

The entirety of all processes and activities that have been carried out for the purpose of learning. A process which takes place during the use of learning resources.

Metadata (DE: Metadaten)

The term *metadata* designates structured data that help to describe objects.

Mission Statement (DE: Mission Statement)

The application of an organisation-wide vision onto business processes.

Online Phase (DE: Online-Phase)

See Learning Opportunity.

Online seminar (DE: Online-Seminar)

See Learning Opportunity.

Orientation on Action (DE: Handlungsorientierung)

Orientation on Action is an objective of pedagogic action, through which the learner shall attain the ability to master situations where activity is required independently, responsibly, and in a goal-oriented manner. The term is separate from *Application Orientation*.

Qualification (DE: Qualifikation)



Qualification denotes knowledge, skills and abilities *independent from an individual* that are needed for the completion *of a specific task*. In this way the term *Qualification* separates itself from the term *Competence* (see above).

Synchronous learning (DE: Synchrones Lernen)

Denotes *learning processes* especially thereby the communication and interaction between teachers and learners that take place simultaneously (in contrast to *asynchronous learning*).

Taxonomy (DE: Taxonomie)

The development of a *taxonomy* of learning goals establishes learning goals on a graded scale of difficulty. Practically demonstrated, the taxonomy of learning goals of the German Education Council arranged, for example, for cognitive learning objects of the following levels:

Reproduction of Knowledge (to know) (DE: Reproduktion von Wissen (Kennen))

i.e. individual and structural knowledge reproduced from memory; to be able to name, recite, enumerate, specify, etc.

Re-organisation of knowledge (to understand) (DE: Reorganisation von Wissen (Verstehen))

i.e. the individual processing and arrangement of knowledge: to be able to order, explain, compare, calculate, express in one's own words, summarise, differentiate, etc.

Transfer of Knowledge (to apply) (DE: Transfer von Wissen (Anwenden))

i.e. to be able to transfer learned information to similar problems or situations, to execute and solve tasks, etc.

Problem Solving and Creativity (to assess) (DE: Problemlösen und Kreativität (Beurteilen))

i.e. application of learned information for the solution of unfamiliar problems; to overcome new tasks for which there were previously no solution; evaluation; form conclusions; discover, etc.

Tutor (DE: Tutor/Tutorin)

Accompanies the learner during the learning opportunity and is the contact person for all questions that are connected with the learning opportunity.

Vocational Competence (DE: Handlungskompetenz, berufliche)

Is understood as the specification of the competence terms mentioned below. *Vocational competence* is present when vocational problems are professionally, properly, responsibly and independently solved. It contains a goal-oriented and reflective approach (cf. phase model of an *entire action*) and develops the entire being of a person. *Vocational Competence* includes the facets professional competence, methodical competence, social competence and personal competence. It is functional even in complex and open situations where activity is required and in those that are novel for the actor.

WBT (Web Based Training) (DE: WBT (Web Based Training))



See *Learning Opportunity: WBT*.

Note:

The Quality Platform Learning is the English translation developed by Q-Cert-VET of the German "Qualitätsplattform Lernen".

This is the Version 1.0 of the Quality Platform Learning from 2011-01-25 (based on the final German version 7.3 published 2009-05-05).

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About the European project

Q-Cert-VET:



Q-Cert-Vet is the European research project for the quality certification (Q-Cert) of vocational education and training (VET) and is co-funded by the European Commission.

Q-Cert-VET objectives are the approval of a new Portuguese and subsequently European standard "Quality Certification for Learning" (QCL) and of an accredited certification scheme for QCL. To achieve these objectives Q-Cert-VET transfers and adapts the German quality certification programme QPL (Quality Platform Learning) to the Portuguese market as well as tests and validates QCL in several European countries. The evaluated and optimized quality certification standard will be brought to all European countries and to the European standardization body CEN.

The QCL adapted and optimized by Q-Cert-VET will consist of three parts:

- Part A is a certification of learning products (providing any kind of education and training),
- Part B and Part C are certifications for learning providers:
 - Part B is examining basic quality requirements and
 - Part C is focusing on business excellence of learning providers.

The consortium of Q-Cert-VET is coordinated and led by the University of Duisburg-Essen, Germany, author and auditor of QPL and providing long-term expertise in learning quality. It includes eight partners from four countries: Germany, Luxembourg, Portugal, and Romania.

More information about Q-Cert-VET is available online soon.

<http://www.quality-certification.eu>

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