QPL

The Quality Platform Learning

Part A

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**.

- Policy and strategy
- Management
- Resources
- Staff 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 C 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 A: Quality of learning opportunities

The following table describes the quality criteria of the Quality Platform Learning Part A in detail.

	Quality assessment emphases	Explanations
A.1	**Information about the learning opportunity**	
	The participants are informed about all aspects of the learning opportunity and its schedule. The participants receive true and comprehensive information.	All descriptions can be done in accordance with PAS 1068 (transparency and evaluation). Documents: product flyer, promotion material, homepage.
A.1.1	**General description *)** • Supplier's name • Name of the learning opportunity • Short description of the learning opportunity • Type of the learning opportunity ◦ schedule (as appropriate) ◦ area of application (if designed for a specific application scenario, e.g. rehab measure) ◦ language of the learning opportunity (if different from the language of the information flyer) ◦ version (as appropriate) • Year/date of release ◦ number of participants (if there are any restrictions concerning the maximum	• Is the written information material created in a way that it allows orientation at a glance? • Are men and women equally addressed? • Is there a confirmation of order? • Is the participants handed over a terms and conditions document?

	and/or minimum number of participants). ◦ professional guidelines (if available) ◦ QA implementation (if existent) • Price of the learning opportunity ◦ telecommunication costs (as appropriate) ◦ funding opportunities (if available) ◦ miscellaneous costs (as appropriate) • Legal framework conditions • Contract terms and conditions • Legal rules applicable ◦ registration procedures (as appropriate) *) bullet points shifted to the right must be stated only if suitable to the learning opportunity. Other bullet points are mandatory.	
A.1.2	**Description of objectives** • Targeted skills and acquirements ◦ official graduation (as appropriate) • Target audience / entry requirements ◦ age of target audience (as appropriate) • Precognition ◦ formal conditions (as appropriate) ◦ professional precognition (as appropriate) ◦ computer related precognitions (as appropriate) ◦ precognitions in other knowledge areas (as appropriate) ◦ language of the target audience (if different from the language of the information flyer) ◦ occupational group (as appropriate)	• Are the objectives correctly described? (Example: A comprehensive exam preparation must **not** be announced if the student will actually be prepared only for the written part of an exam.) • Is the outline of the target audience unmistakable? • Are the entry requirements defined in round terms? E.g. is the „respective“ professional experience being defined in terms of duration and area of activity? • Are expected precognitions for courses with PC usage announced? • Are all professional and methodological challenges a course poses for participants properly described, and specific challenges pointed out? ***Compare B.1.2***

A.1.3	**Organisational aspects** • Prospective overall learning time ◦ temporal availability of the learning opportunity (as appropriate) ◦ temporal availability of tutors (online) (as appropriate) ◦ temporal availability of lecturers (present) (as appropriate) • Dates related to the learning opportunity ◦ beginning (as appropriate) ◦ end (as appropriate) ◦ place of realization of the learning opportunity	• Are alternative options included in the learning opportunity (e.g. elective courses) distinguished and presented from the participant's point of view? • Is it made clear whether the participation in face-to-face phases and/or online phases is mandatory, respectively essential in order to achieve the objectives of the course programme. • Is it made clear what the course programme provides with regard to the preparation for the examination? • Is it made clear how exercises or homework are supposed to be done, and what is their importance? • Are statements made about the duration of the course programme and about the necessary time commitment per day/week? • Is an appropriate time schedule provided to participants (order and duration of learning phases, learning success controls, dates of examinations)? • Are contact persons being announced with names, phones numbers and e-mail addresses? • Are their (technical, professional or organisational) competences and duties recognizable for learners? • Are the times announced when they can be reached?
A.1.4.	**Examinations** • Examination dates • Place of the examination • Corporate body responsible for the examination • Type of examination • Learning and information material	• Are learners informed if the entry conditions of the examination differ from the ones of the course? • Are they informed about possible regional differences in the examination regulations if the examination is carried out in different places? ***Compare A.9.2.1. and A.9.2.2.***

A.1.5	**Functional aspects** • Navigation within the learning opportunity ◦ type of navigation (as appropriate) ◦ content access possibilities (as appropriate) • Communication • Synchronous communication ◦ synchronous tools (if applied) • Asynchronous communication ◦ asynchronous tools (if applied) • Consideration of accessibility issues ◦ standards/certifications (accessibility) (statements as appropriate) ◦ support of adaptive technologies (if applied)	• If certain physical abilities (e.g. proper sight and/or hearing) are crucial in order to attend the learning opportunity, this must be described as an entry condition.
A.1.6.	**Didactical aspects** • Mostly applied social form • Mostly applied methods • Mostly applied learning media	• Are all professional and methodological challenges a course poses for participants properly described, and specific challenges pointed out?
A.1.7.	**Technical requirements** • Minimum computer configuration • Operating system ◦ internet (as appropriate) ◦ internet speed (if special requirements must be met) ◦ browser (as appropriate) ◦ plug-ins (as appropriate) ◦ additional software (as appropriate) ◦ required hardware (as appropriate) ◦ installation / de-installation (as appropriate) ◦ firewall access permission (as appropriate)	

	• Technical support ◦ expenses for technical support (as appropriate) ◦ reporting/evaluation defined by users (as appropriate) ◦ mechanisms which avoid the forwarding of the learners' personal data (as appropriate)	

A2	Target audiences and learning objectives	
A.2.1.	**Objectives of the learning solution** Objectives of the learning solution are described in terms of • the targeted competences • exams which must be passed • areas of activity and potential exploitation (e.g. the targeted vocational role and position). The basics are described. In case of participative course design: It is described in which way the target audience is involved in the description of the learning objectives.	• Basics may be: law, executive regulation[1], framework schedule[2], framework content list[3], guidelines, examination regulation, area of activity or task profile. • What is the type of the exam (public, internal under public law[4], association-internal, institution-internal) • Are the latest (or predictable) changes of the profession or area of activity being considered (e.g. e-commerce for trade business administrators)? • Detailed descriptions, basics ***Compare B.1.2., B.1.3.*** ***Compare 5.2***
A.2.1.1.	**Compliance with the basics** The objectives of the learning opportunity correspond with the demands of the basics. Deviations are well-reasoned.	• Are the competences claimed by the basics completely adapted and described as programme objectives? • Is there an interpretation and discussion of the basics? • Do the basics correspond with the programme objectives? ***Compare B.1.3.***
A.2.1.2.	**Title of the learning solution** The title of the learning solution corresponds with the basics and with the skills that are actually being transferred. It is equally addressed to women and men.	
A.2.2.	**Definition of the target audience**	• Detailed description ***Compare B.1.3.***
A.2.2.1	**Outlines of target audiences**	• Are instruments for self-assessment or external assessment of precognitions being provided

[1] German: *Rechtsverordnung*
[2] German: *Rahmenlehrplan*
[3] German: *Rahmenstoffplan*
[4] German: *öffentlich-rechtlich*

	The description of target audiences is unique and complete in regard of relevant features.	(e.g. sample courses, tour, introduction tests)?
A.2.2.2.	**Target audience orientation** Features of participants (A.2.2.1.) are clearly considered.	• What didactic conclusions are drawn from a perhaps heterogeneous structure of the target audience (e.g. women and men, differences in age, precognition, etc.) • What opportunities are offered for the compensation of shortfalls (e.g. seminars, additional learning material, literature recommendations, special forms of assistance)? • Is the correspondence of special methodical course challenges with learning experience of participants being reflected (e.g. regarding project experience, independent learning, media competence)? • What is being done in order to achieve this correspondence (compare also „introduction to the course“)?

A.3	Structure of the learning opportunity	Compare B.1.4.
A.3.1.	**Choice of media and learning places**	
	The course structure considers all learning places and media which are necessary for the realization of the course objectives.	• If e.g. the course aims to teach social skills, does it hence include face-to-face seminars, too? • Is the waiving of face-to-face phases based on proper reasons? • Are learning places / media necessary for the achievement of the learning objectives announced as mandatory? Do participants know that failure to attend will endanger the course success?
	Learning places and media interact purposefully in order to achieve the course objectives.	• Is the specific contribution of learning places and media for the realization of course objectives comprehensible? • Is the choice of learning places made in consideration of their specific strengths and weaknesses (e.g. self-learning for cognitive learning objectives, face-to-face phases for behaviour-related learning objectives)? • Are advantages of different media systematically used (e.g. video recordings for the demonstration of communicative processes)? • Are all media appropriate for the level of difficulty and for the didactic/methodical basis orientation of the course? • Is the temporal order of self-learning, face-to-face and online phases appropriate with regard to the functionality of these phases? • Are the different learning phases connected to each other (e.g. by exercises)? • Are the media of the self-learning phase connected to each other?
A.3.2.	**Time scheduling**	
	The defined time period fits to the basics. Deviations are well-founded.	• Are valid reasons given for a shorter time period (e.g. precognition of participants or intensive mentoring)? • Does the total time period seem appropriate also in comparison with related full-time and part-time learning opportunities?
	Is the time schedule realistic in consideration of contents, methods and pre-conditions of the participants?	• Are the following time factors being considered? ◦ Action-oriented methods or participation in discussion forums and chats ◦ compacted texts with a high information density ◦ handling time for additional media
	Is the time schedule appropriate regarding the required time commitment of participants?	• Is the ratio of effective education time and extent of material to be handled (number of pages) appropriate?

		• Is a reasonable time commitment not being exceeded (benchmark: 2 hours per day / 12 per week; may be more in case of course durations lower than one year)?
A.3.3.	**Introduction to the learning opportunity** Is the introduction suitable to create equal learning conditions with regard to methodical and content-related demands?	• What actions are taken for the information and introduction of learners to the learning opportunity (e.g. combination of written information, personal introduction and exercises) • Are for example the following topics being mentioned/trained: ◦ Techniques of effective acquisition of knowledge and learning strategies for distance learning? ◦ Method-based activities (e.g. working out self-driven problem solutions), ◦ Usage of the information and communication technology which is applied in the course of the learning opportunity. ◦ Communication/co-operation and rules e.g. in virtual learning groups, discussion forums? ***Compare B.1.6***

A.4	Content	Compare B.1.4.
A.4.1.	**Choice of contents** The choice of contents corresponds with the objectives of the learning opportunity. In case of participative design: A profound concept is provided which defines in what way learners can influence the contents. The degree of participation corresponds with the objectives of the learning solution.	<u>In case of legal regulation:</u> • Are deviations from the requirements of legal basics based on good reasons? Are they allowed? <u>In case of professional requirements:</u> • Does a correlation analysis prove that all contents relevant for the examination are regarded? • If extensions of the content exist – are they reasonable, also in consideration of the necessary time commitment of the participants? <u>In case of requirements according to learning environments with action-oriented definitions of objectives:</u> • Are the competence standards of the basics completely applied? • Is the choice of contents representative for the targeted area of activity/profession and does it enable the acquisition of targeted competences?
A.4.2.	**Emphasis of contents** The emphases of contents is appropriate in terms of course objectives and examination requirements.	• <u>Note</u>: Subjects of measurement are times shares according to the *framework content list*[5] or key exam topics according to examination regulations. • Are existent over- or underemphases based on good reasons? Are they allowed? • Are there opportunities with additional content that goes beyond the curriculum required by the basics? • Are content redundancies in the learning material acceptable in terms of time demands and didactic revenue?
A.4.3.	**Content structure** The content structure of the learning opportunity corresponds with the objectives / the intention of the basics.	• Is a systematic structure planned according to profession-related standards or according to learning environments /activity situations? • Does the order of learning contents comply with legal demands, or is a well-founded own

[5] German: *Rahmenstoffplan*

		structure applied? Is the own structure allowed? • Are optional choices in the course of the program and their specific entry conditions described?
A.4.4.	**Level of difficulty** The level of difficulty of the contents corresponds with the one of the examinations and of the targeted area of activity.	• Is it proven that all contents relevant for the exam have been considered at the targeted level?
A.4.5.	**Professional quality** The presentation of contents corresponds with professional standards, is impartial and corresponds with the current state-of-the-art of related professional arts and sciences. The future updates of contents of the learning opportunity are ensured. If contents are changed during the course period, users will be informed.	• Are deviant doctrines mentioned, too? • Is the course material free of contradictions? Are terms and definitions used consistently in different parts of the course, or is a different usage explained?
A.4.6.	**Gender** Gender-related aspects / differences are regarded in the conception of the learning opportunity. The presentation of contents is appropriate to genders.	• Are subjects identified which require a gender-differentiated presentation of the contents? • Are e.g. research outcomes explored in a gender-differentiated way, are generalisations from one gender to the other one avoided? • Is it avoided to handle life experiences, behaviour and individual moral concepts as a norm?
A.4.7.	**Language of presentation** The language is clear, understandable and gender-appropriate.	• Is a vocabulary used which suits to the target audience? • Are foreign words only used when necessary, and are they explained – as well as technical terms? • Does the language always contain a clear structure which ensures that the different parts of a topic are presented in a clear interrelation to each other and without gaps? • Are rhetoric means used which are suitable to the target audience, like e.g. metaphorical vocabulary, vivid examples, personal approach, questions as reflection impulse?

A.5	Didactics	Compare B.1.4.
A.5.1.	**Choice of methods**	
	The choice of methods is based on reasons. It results from an analysis of the basics and the objectives of the learning opportunity. In case of participative design: A profound concept is provided which defines in what way learners can influence the didactic approach. The degree of participation corresponds with the objectives of the learning solution.	• Does the course according to basics / course objectives only aim to transfer knowledge, or does it also aim to teach vocational competences? • What didactic approach is chosen in order to achieve the course objectives (e.g. instruction-oriented theory transfer with practice examples, application orientation, action orientation, etc.)? • Does the concept of the learning opportunity consider different access possibilities to the contents (inductive/deductive)? • Is it explained if and why there are sometimes deviations from the didactic basis orientation? • Do the methods take the examination form into account? (as appropriate)
	The didactic means used to adapt the acquisition of knowledge and competence to the practice are suitable to achieve the learning objectives.	• Are the contents worked out by means of practical exercises, or are they connected to application situations by examples or cases? • How realistic/authentic are the planned action or application situations in the course (e.g. artificially constructed learning situations and examples, authentic showcases and exercises, simulations, model enterprises)? • Is practice material involved (e.g. business statistics, forms, balance sheets, user software, presentation of business concepts)? • Are problems considered from different points of view or in different application contexts? • Are not just particular cases discussed, but is there a focus on algorithms, repeating patterns of thinking and problem solution strategies? • Are problems and conflicts discussed which often appear in the course of transfer to practice?
	The degree of independent activities of participants correlates with the learning objectives.	• Are learners sufficiently encouraged to act independently? <u>In instruction-oriented texts:</u> • Are learners actively involved in the reconstruction of contents by examples and exercises in the text? <u>In a problem/action-oriented approach:</u> • Is there an opportunity for discovery-based learning, which means that only parts of the content are presented and learners discover knowledge elements due to knowledge taught in advance or due to their own experiences? • Are learners put into the role of problem solvers, where they have to construct solutions on their own?

A.5.2.	**Target audience orientation**	
	Learning opportunities are designed in a way which takes the characteristics (A.2.2.1.) of the learners into account.	• Is referred to every-day work and life experiences of learners by examples and exercises? • Are the life experiences of women and men considered and used? • The adaptation to characteristics of the target audience may concern content-related, methodical, workflow-related or other aspects.
	The level of difficulty and the presentation style suit to the target audience.	• Are contents presented neither more simple than appropriate nor more complex than necessary? • Does the information density suit to the conditions of the target audience, which means that an overload of new information as well as unnecessary repetitions are avoided? • Is the content redundant in a way appropriate for the learning progress, which means that information is repeated in different presentation forms and considered from different points of view? • In case of a heterogeneous target audience: Are learners with different backgrounds able to cope with the level of difficulty?
A.5.3.	**Overview help**	
	The content is well-structured and split into comprehensible learning units and learning steps.	• Does the content structure allow learners to achieve partial goals within their daily time effort?
	Learning units / texts are constructed according to repeating principles.	• Are text elements placed and formatted in a way that participants can recognize them?
	There is an overview of the whole content and a well-structured table of contents for each learning unit.	• Is there a unique system of headlines and sub-headlines (e.g. decimal system)? • Does the table of contents not exaggerate the depths of sub-headlines displayed? Is the hierarchy neither too deep (more than 10 categories) nor too flat (less than 5 categories)?
	The overview of a learning unit's contents in advance is supported.	• Is an introduction to the learning unit provided? • Is the weight of a single learning unit within the whole curriculum made clear to learners? • Are learning objectives expressed? • Are structure principles, the content structure of a learning unit and the methodical approach explained to learners? • Are the reasons for the choice of contents explained to participants, concerning their (future) area of activity? • Are content interrelations with previous or with following parts of the course created (e.g. cross references)?
	A glossary and an index exist for the most important terms.	• Are all important terms listed in the glossary? • Are short, understandable and memorable explanations provided? • Do the defined terms represent the currently valid terminology in science and working world? • Are the terms interlinked by cross references?

	There is a list of literature. The list complies to the demands of subject and target audience in terms of literature choice and user guidance.	• Is the structure comprehensible (e.g. ordered by subjects)? • Are there comments about the list of literature? Is explicitly distinguished between mandatory and recommended literature, or between introductions and in-depths literature? • Are there cross references / links to the learning material?
A.5.4.	**Help of interpretation**	
	The interpretation of the learning content is visually supported.	• Are clarification elements (graphics, visualisations) used, so that the design addresses different types of learners? • Are graphics and visualisations didactically embedded, which means are they mentioned, commented or interpreted in the text, or are they connected with exercises for the learners?
	The interpretation and the memorizing of the text are supported.	• How does this happen? E.g. by summaries, mind maps, diagrams, charts, expression nets[6]? • Are the related text elements understandable, existent in a sufficient number and learner-friendly positioned? • Are summaries memory-friendly designed?
	The text is based on the previous knowledge of the learners.	• Are new subjects compared with the known ones (e.g. by analogies, metaphors)? • Is there a systematic usage of knowledge from previous units? • Are connections in the content of the learning material marked with cross references?
A.5.5.	**Methodical instruction** The participants are provided proper instructions for the usage of the learning material and for independent learning.	• Do methodical helps, e.g. learning guidelines, methodical manuals or study recommendations in the learning material, fulfil their function? • In case of media not developed for the purpose of private studies: What is done in order to support/enhance the learning process (e.g. supply of learning guidelines for a technical book's overview in the course of a “commentary course”)? • Are different learning styles / learning strategies taken into account? • Do learning units contain time specifications for the handling of texts and exercises?
A.5.6.	**Face-to-face phases**	• The following sentence refers only to the interaction of online phases / distance learning and complementary face-to-face phases. • Other instruments must be used for the conception and realization of face-to-face lessons/trainings.
A.5.6.1.	**Concept**	• Is there a didactic connection between private studies and face-to-face phase, e.g. by

[6] German: *Begriffsnetze*

	There is an integrated concept which regulates the interaction of private studies and face-to-face phases concerning time, content and didactics.	exercises?
A.5.6.2.	**Learning objectives** The learning objectives of the face-to-face phase are based on didactic reasons with regard to the achievement of the objectives of the learning opportunity. All learning objectives not or not completely realisable by private studies are taken into account.	• For example: Is the limited time of a face-to-face phase not partly wasted with the transfer or repetition of technical contents for no reason?
A.5.6.3.	**Methods** The methods are suitable to realize learning the *learning objectives in consideration of the target audience*.	• What methods are planned e.g. for the development of social skills? • Is enough time scheduled for participant/action-oriented methods?
A.5.6.4.	**Equipment and media** Technical equipment and media of the face-to-face phase are suitable for the intended learning objectives. They comply with the level of demands of the related profession.	• E.g. further education to media designer or paramedic.

A.6	Media (digital and printed)	Compare B.1.4.
A.6.1.	**Layout** The contents are clearly recognizable/readable. The design is perception-friendly.	• Is the page layout clearly arranged and does it contain enough empty spaces? • Is the amount of text per page or screen page appropriate? • Are font size and font type easy to read? • Is the relation of font size, line length and line spacing well-balanced? • Are static and dynamic presentations (e.g. pictures, visualisations, tables, animations) perception-friendly designed?
A.6.2.	**Orientation for the learners** The design allows a simple orientation for the learners	• Is it always recognizable for learners in which position of the overall context they are? i.e. does the user always know where he/she is, where he/she came from and where he/she can go? • Are there enough content milestones? • Is there are search function for contents and terms? • Are control and navigation elements: ◦ positioned in groups? ◦ used consistently in different user interfaces? ◦ clearly labelled? • Is the graphical separation of content and navigation obvious? • Does the learning platform provide a clear structure? Are the areas meant for the administrative support of learners clearly separated from learning areas?
A.6.3.	**Content formatting** The formal means of design support the content-related statements and are used consistently.	• Are different kinds of text and information marked differently (e.g. didactic text modules are typographically marked by different font types, text boxes or colours)? • Are important contents (key terms or core sentences) highlighted in order to focus attention? • Are not too many competing eye catchers used, which mutually impede or neutralize their impact?
A.6.4.	**Learner orientation** The design supports independent learning.	• Can work speed and intensity of learning be chosen flexibly by the learners? • Can learners chose the learning path on their own? Is there the possibility of non-linear navigation within the learning opportunity?

		• Is the learning platform equipped with features that support independent learning (e.g. help function, notepad, bookmarks, search, information about the current status)? • Can screen shots, table of contents and notes be printed? • Is the current state of learning/processing visible for the learner? • Can the individual work status (bookmarks, achieved performances) of a learner be saved?
A.6.5.	**User guidance** The technical handling/operation is user-friendly.	• Are all necessary steps described, all possibilities taken into account? • Is a proper language used in the user guidance? • Is an intuitive handling supported? • Does the system give only necessary instructions, and does it request only necessary commands/dialogue steps? • Does the program realize wrong insertions? • Does the program suggest corrections in case of wrong insertions? • Can incorrect insertions be corrected with a low effort? • Are feedbacks of the system clear and understandable? • Is at least the latest work step reversible if necessary for the work / learning process? • Does the system warn the user before deleting important contents or before a potential loss of data (user profile, etc.)? • Is the interaction of learner and system changeable in terms of used media (e.g. only auditory, or auditory and visual)? • Are there text alternatives for pictures?

A.7	Communication / Co-operation	Compare B.1.4., B.1.6., B.1.7.
A.7.1.	**Objectives of communication/co-operation** There is a didactic concept for the communication/co-operation between learners. The degree of communication/co-operation corresponds with the objectives of the learning opportunity.	• Is the degree of planned assistance/intervention of lecturers appropriate regarding the intended learning objectives.
A.7.2.	**Media/tools** The applied media, tools and methods are suitable to realize the targeted learning objectives with orientation to the target audience.	• Is the use of asynchronous and synchronous communication methods based on didactic reasons? • Does the choice of tools correspond with current and future work methods of participants (example: Use of SMS and podcasts for high school and college students)? • Is there a reminder function for appointments (synchronous events or deadlines)? • Can chat protocols be saved and reviewed? • Can online meetings / virtual classroom sessions be recorded and displayed? • Is there a detailed search function in forums, boards, blogs, etc.? • Is RSS available? • Are individual settings for automatic e-mail notices possible (e.g. single notices, summaries)? • Do teamwork spaces exist? • Does an area for informal communication (communication without a tutor) exist?
A.7.3.	**Co-operation enhancement** The collaboration of participants is actively supported and claimed, if intended according to the concept. If the online co-operation is part of the didactic concept and evaluated, the evaluation scheme is explained to participants in advance.	• Is the building and maintenance of communities and teamwork explicitly supported? • Are group ware and forum features designed in a way that learners can realize new contributions or the flow of the discussion at a glance? • Are discussion paths (threads) clearly structured and labelled? • Is the logic of contribution assignments to particular exercises supervised?

A.8	Roles/activities	Compare B.1.4.
A.8.1.	**Distribution of tasks** The tasks of all involved persons are clearly specified and responsibilities are distributed.	• Involved person = e.g. person responsible for the curriculum, teaching staff of face-to-face and online phases (coach, tutors, proofreaders), assistance/support staff and learners. • Are the content-related and methodical challenges the learning opportunity poses for learners correctly described, and are special requirements (e.g. willingness to attend project work) pointed out? • Are learning places/media necessary for the achievement of the course objectives announced as mandatory? Do participants know that failure to attend would endanger the course success? • Is there an organizational chart? • Does the organizational chart contain a process description, or does a separate process description exist?
A.8.2.	**Staff qualifications** Tutors and teaching staff have proven qualifications for their related tasks.	• Are tutors able to solve the technical problems of laypersons? • Do trainers/tutors have the necessary media competence? • Do trainers/tutors have the necessary qualification to ◦ moderate synchronous events (e.g. chat or virtual classroom)? ◦ foster online communication and collaboration? • Is the necessary qualification of involved persons assured (e.g. by certificates, CV, competence profile)? ***Compare C.4***
A.8.3.	**Assistance of learners** Participants receive proper assistance in content-related, technical and organizational questions?	• Is it clear to participants who is the right contact person for what kind of question? • Are support hours clearly defined, and are they sufficient? • Are the reaction times of tutors/teaching staff reasonable regarding the media? • Is there an assistance concept? ***Compare B.2.3.***
A.8.4.	**Teaching staff's sense of roles** The teaching staff receives sufficient instructions to understand their role in the learning process. Their sense of roles corresponds with the objectives of the learning opportunity.	• How is the teaching staff introduced to the didactic concept of the course program? • Does the teaching staff know the content of other learning phases, in order to be able to refer to it? • Are distance tutors[7] sufficiently supported in the performance of their roles, e.g. by

		"intervention points" defined in advance, which describe for which topics in the learning material exercises should be created or forum discussions should be initiated? • Is the teaching staff introduced to the didactic concept of the course program? (For example: Are lecturers of action-oriented courses prepared for their modified role as moderators of the learning processes? • Is there a plan for the lead-in training of involved persons?
A.8.5.	**Control of the learning process** There is a professional support and management of the learning process. The degree of support corresponds with the objectives of the learning opportunity and with the target audience.	• Are different learning strategies taken into account? • Is there are purposeful time management? • Is it made sure that agreed appointments for synchronous meetings are kept by trainers and tutors, and that participants are reminded? • Is the distribution of learning material and important informations customer-friendly organized? • Are frequently asked questions of learners collected in the form of FAQs? • Is there an assistance concept?

[7] German: *Teletutoren*

A.9	Exercises, control of learning success, examinations	Compare B.1.4.
A.9.1.1.	**Exercises/control of learning success** There are exercises meant for self-control as well as for control by the provider of the learning opportunity.	
A.9.1.2.	**Number and positioning of exercises** Number and positioning of exercises enable a sufficient and continuous control of the learning success.	• Do exercises exist for all course contents which are important or relevant for the examination? • Does the number of exercises provide enough practice opportunities to gain the necessary routine? • Are exercises integrated in the text or labelled, so that they can be assigned to the related topic?
A.9.1.3.	**Types of exercises and level of difficulty** Types of exercises and level of difficulty correspond with the learning objectives.	• Do the exercises represent the area of activity? • Are there different types/formats of exercises? • Are the exercises based on the taxonomic level of the related unit's learning objectives? • In accordance with that, are there enough: ◦ exercises with different levels of difficulty? (Not only exercises for the reproduction and reorganization of knowledge, but also transfer and problem solution exercises)? ◦ solution-variant exercises? ◦ complex exercises? ◦ exercising aiming to an entire action and thus contain planning, realization and evaluation parts? ◦ exercises which cover several subjects, indentures and learning sequences at the same time. ◦ exercises which let learners experience social situations of vocational activities, e.g. resolution of teamwork tasks, presentation or discussion of exercises in a forum or face-to-face phase?
	The exercises are solvable, clearly explained and appropriate for the learning progress of the participants.	• Are learning competences and the necessary conditions of understanding created within the framework of the learning material/course, so that at the time of exercise resolution learners have got the necessary cognitive and methodical skills? • Are exercises based on the principle of increasing difficulty, (e.g. increasingly complex,

		subject-integrative, solution-variant exercises, increasing degree of self-instruction)? • Do participants receive the necessary information required for the resolution of the exercise? • Are complex exercises split into separate steps/subtasks? • Does a recurrent theme lead from an initial situation description and related informations about the enterprise through the subtasks of the exercise? • Are problems and and instructions clearly expressed and complete? • Is there a clear assignment of tasks, with a description of the result to be achieved and with an instruction on how to deal with the result?
A.9.1.4.	**Control of learning success / feedback**	
	Postal mail exercises are quickly corrected, and the feedback on them is meaningful.	• Is it made sure that postal mail exercises are answered quickly (generally after two weeks)? • Is it intended to deliver individual feedback to transfer and problem solution exercises, which includes a reflection of the solution approach, too? • Are there related correction instructions for the teaching staff? • Is there an evaluation concept?
	There are solutions or solution recommendations for exercises in the text and for self-control exercises, which foster the learners' ability of self-evaluation.	• Can control exercises and solutions be matched? • Are solutions expressed in an understandable way? • Are evaluation criteria transparent? • Is it possible for learners not just to control their result, but to think about their method and solution approach, too? <u>Online tests</u> • Does the process of resolution allow several attempts? • Are only the correct (and again the wrong) solutions displayed, or is also explained why a certain solution is wrong?
A.9.2.	**Internal and public examinations**	
A.9.2.1.	**Preparation of examination**	
	An examination training close to the actual exam is provided to participants before oral and written examinations.	• Are candidates made familiar with admissible examination aids? • Are types of exercises relevant for the examination already handled during the course? • Is the resolution of exercises under examination conditions being trained? • Is a simulation of the examination with individual feedback for the participants planned?

		• Is there an information of participants about external examinations?
	The participants are informed about the importance, procedure and conditions of the examination.	• Are the specific examination conditions pointed out (duration, number and weight of examination modules, grading procedure, repeatability, consequences of failure)? • If participants are free to choose the place of examinations, are they informed about differences in the examination regulations of different chambers? • Are participants clearly informed about certification possibilities and their classification/value?
A.9.2.2.	**Design and process of the (internal) examination** Design and process of the examination are user-friendly.	• Can previous credentials of participants be acknowledged? • Are several examination dates offered? • Does the extent of the examination not exceed the given amount of time? • Are examination results published within a reasonable time period? • Are participants counselled after the examination? • Is there a description of the internal examination?
A.9.3.	**Evaluation of participant's activities**	• Is the performance of participants during the face-to-face and online phases evaluated? Does a concept for this exist?

A.10	technology	Compare B.1.4., B.1.6., B.1.7.
A.10.1.	**Suitability of technical conditions** The learning program / learning platform meets all technical conditions necessary to realize the intended didactic objectives.	
A.10.2.	**Technical requirements** The technical minimum requirements are communicated to the users and not exceeded. If additional software is needed for a course, it is specified or provided to participants.	• Does the program run under different platforms / operating systems? • How much hard drive disk memory is needed? • Are plug-ins or other additional software required? • Are these easy to obtain for the user (delivered/installed by the learning provider or available via internet)? • Are additional hardware devices (e.g. printer, scanner, etc.) required?
A.10.3.	**Ability to run / operability of a learning program (CBT/WBT)** The technical quality is acceptable.	• Are the loading times reasonable, and are single websites quickly loaded? • Do unexpected or wrong insertions not abort the program? • Is the picture and sound quality acceptable? • Can inexperienced users easily install the program without problems? • Does the program run without a CD after installation?
A.10.4.	**Administration and security (learning management)** The program enables a smooth administration of user data. Data protection and data security are ensured.	• Can profiles be registered for several users? • Are basic data protection guidelines observed? • Are regulations concerning the obligation to keep and prove evidences regarded and observed? • Does the program send data to the software producer? • Does the user have the full control of the storage and transmission of his/her data?
A.10.5.	**Compliance with standards** The development of the learning platform and/or learning program complies with valid standards.	• Do layout and design comply with the usability standards? • Were the following ISO norms applied? • ISO 14915 “software ergonomics for multimedia user interfaces” • ISO 13407 “user oriented design of interactive systems” • ISO 11581 “information technology – user interfaces and symbols, icons and functions”

A.10.6.	**Tracking and analysis of user data** The activities of learners can be recorded and saved by a tracking function. Users are informed about types and scope of these data.	• Can different reports and analyses be created? • Can learners control the tracking functions? • Can tracking functions be switched off? • Were users clearly informed about the tracking? • Is it regulated who can access these data to what extent (data protection)?

A.11	Evaluation	Compare B.1.4., B.1.8., B.1.9.
A.11.1.	**Planning of the evaluation** The concept of the learning opportunity contains statements about which methodical and temporal steps are planned for the evaluation. • Purpose and function of the evaluation (why?) • Subject of the evaluation (what?) • Persons involved in the evaluation (who?) • Methods of the evaluation (how?) • Time and duration of the evaluation (when and how long?) • What measures should conclude from the results?	• Are purposes of the evaluation clearly mentioned in the concept? • Is the extent of the survey appropriate? Are the resources sufficient? • Are the different involved people considered (learners, authors, teaching staff, tutors)? • Are the involved people informed about procedure and objectives of the evaluation, and about the use of its results?
A.11.2.	**Time of the evaluation** The following steps are carried out: • A peer review by experts before the beginning of the course • A simultaneous (formative) evaluation during the process • A closing (summative) evaluation after the course Evaluation projects are started and accomplished early enough to use their results as input for improvement processes.	• Was a time chosen for the survey when the participants still remember their experiences and still are interested in improvements?
A.11.3.	**Subject of the evaluation** The evaluation collects data which are relevant for the assessment of success and which may result in organizational or didactic consequences.	• Which questions concerning the course concept remained open and may be solved by means of evaluation? Does the survey systematically ask about e.g. time planning, understandability of learning material, transfer and applicability in practice? • Are learning material as well as face-to-face and online phases subject of the evaluation? • Is it planned to ask for the motivation of contract cancellations? • Are online activities observed?
A.11.4.	**Realization procedure** The methodical procedure corresponds with the objectives of the evaluation. It is suitable to generate relevant and as far as possible impartial, reliable and valid data.	• Are the advantages of different methods/procedures systematically used (e.g. survey vs. observation, oral vs. written survey, open vs. closed questions, etc.)? • The procedure is appropriate especially in terms of time effort of participants and utility (information value). • Is the impartiality of the data collection ensured (e.g. by standardized questionnaires, documentation of interviews, etc.)?

		• Are different points of view taken into account, e.g. by comparison of the experiences of the teaching staff with survey results of the participants? • Are the questions clear and sufficiently operationalized? • Is the survey designed in a way that participants and teaching staff are only asked about questions which they are able to assess?
	The evaluation is planned and realized in a way that information needs and rights of involved people are taken into account.	• If learning activities are supposed to be tracked, are the learners asked to agree? • Is the data protection ensured?
A.11.5.	**Analysis of the evaluation results** The evaluation results are analysed and assessed. The evaluation results are made transparent for all involved people.	• Are not only collected data presented, but reasonable conclusions made, too? • In which way are the evaluation results made transparent for the involved persons? • Are collected data presented? • Are the realization steps in the course of the revision of the learning opportunity documented?
	The evaluation results lead to the revision of the learning opportunity.	• Are steps for the realization clearly announced? • Are reasonable conclusions made, too?

A.12	**Documentation of the learning opportunity**	
	Documentation of the whole learning opportunity (consists of comprehensive aspects as well as the following documentations for each learning unit) Documentations per learning unit • learning objective • method • time • actors • resources • media, contents, documents • exercises • interrelations with other modules trainer guidelines (as appropriate)	

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) communication with each other online (Text-based chat, audio chat, video chat), during with 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 staff 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".
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The authors of the German Qualitätsplattform Lernen are:

Horst Mirbach, Herbert Müller Philipps Sohn, Jan M. Pawlowski, Lore Reß, Julia Sonnberger, Christian M. Stracke, Brigitte Strahwald

About the European project Q-Cert-VET:

Education and Culture DG
Lifelong Learning Programme

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

Q-Cert-VET Contact:

Coordinator:	Christian M. Stracke
Organization:	University of Duisburg-Essen
Address:	Universitaetsstr. 9 (ICB)
	45141 Essen, GERMANY
Telephone:	+49 (0)201-183-4410
E-Mail:	christian.stracke@icb.uni-due.de

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