QPL

The Quality Platform Learning

Part C

Q-Cert-VET

Quality Certification for Vocational Education and Training (VET)

http://www.quality-certification.eu

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

translated by the European initiative Q-Cert-VET

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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 C: Excellence

This part aims to achieve a comprehensive quality development in the organization. In addition to basis areas, this also includes comprehensive measures in order to establish quality awareness and quality focussed activity throughout all parts of an organization.

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

Quality Criteria (Quality assessment emphases)		Explanations
C.1. Policy and strategy		
C.1.1.	**Mission statement** There is a mission statement for the organization which comprehends the services, values and the understanding of learning. The mission statement ... • is published and accessible for the public, • is internally revised in repeated cycles, • contains a definition of the value of learning in the organization, • contains a statement concerning the contribution of e-learning for the target achievements.	• Is the organisation's mission statement available? • Is the mission statement detailed and sufficiently related to customers and learners? It is crucial that the importance of learning and knowledge is clearly demonstrated.
C.1.2.	**Strategy** Learning is an integrated part of the culture of the organisation. The strategy ... • is clearly documented,	• Is there an organisation strategy which concerns learning of the organisation? • Which role does the learning of the organisation play within its strategy?

	• predefines actors and if necessary negotiation processes, • is recurrently internally revised, • predefines time periods and responsible persons, • includes recommendations for the design of services, • demonstrates how employees are involved in the organisational learning process. Objectives, methods and means of target achievements are clearly mentioned. A statement concerning the learning culture and the importance of learning in the organization is available.	
C.1.3.	**Definition of successful learning** There is a definition of successful learning which has been worked out together with actors involved in the education process. The definition ... • is published and accessible • is designed in cooperation of all actors • is revised if necessary	• What is the organisation's understanding of successful learning? The definition of successful learning is supposed to show the self-understanding and significance of learning within the organisation in a short and clear way, like for example in accordance with a vision or strategy. • Where all stakeholders involved in the process of definition, and does a common understanding of successful learning exist? • Was the definition published internally and externally, and is it properly communicated? *Compare B.2.1.*
C.1.4.	**Use of information and communication technology** The use of information and communication technology for the support of learning processes (e-learning) is part of the business strategy. Its role is clearly documented and recurrently revised.	• Is there a definition of e-learning which explains its role and functionality? • What is the strategic importance of information and communication technology in the context of learning? • Are there instruments for the observation of technology and product development on the market?

C.2. Management	
C.2.1.	**Quality** There is a concept for the quality management (policy, planning, controlling, assurance, optimization), which regards all involved persons. It considers the following aspects: • Quality and evaluation processes are announced, • A methodical concept is announced, • Quality and evaluation instruments are defined, • Tasks and actors of the quality management are defined, • Time schedule of the quality management cycle (with immediate or time-shifted application of changes), • All information is published in a quality management manual and available for everybody, • Description of the quality management approach.	This aspect summarizes the activities of the quality management. It is a precondition for the further aspects of C.2. It should be assessed for all sub-topics. Especially in case that different quality systems and instruments are used (e.g. ISO 9000 / EFQM), activities should be summarized and explained here. • Is there a fully developed quality management concept (e.g. according to ISO /IEC 19796-1, PAS 1032-1)? • What aspects are crucial for the success of the organisation? • Are the involved actors aware of the quality objectives? • Do the involved actors cooperate in order to improve the quality concept?
C.2.2.	**Leadership** There is a management concept which ... • contains objectives, result planning and control • operationalises objectives and the description of means for result achievements • defines actors of the management process • defines measures surveillance, control and optimization of deviations • includes statements concerning the areas staff, resources and customers.	• Is there a management concept? • Have target agreements been made? • How are the results being controlled (e.g. by key performance indicators) *Compare C.4.*
C.2.3.	**Organisational development** There is a development plan which contains the following aspects: • Development objectives are defined in the development plan • The development plan contains the necessary steps for the target achievements	• Are there any plans about how the organisation is supposed to develop within the next years? • Are the targets realistic, possible and operationalised? • The planning should be consistent in consideration of strategy and mission statement.

	• The development plan complies with strategy and mission statement.	
C.2.4.	**Communication** There is a concept for the external and internal communication. It includes: • Definition of the ways of communication with alternative access opportunities to information • processes for typical internal and external requests	• Is this concept accessible for everybody and easy to understand?
C.2.5.	**Customer orientation** • There is a concept for the customer management. It contains the following aspects: • recurrent information of existing and potential customers • Dialogue and exchange of information with customers concerning products and services. • Service concept	In many cases the learners are also the customers of an education provider. In these cases the category C.2.5. has to be equated with category B.2. (learner orientation). Is there a customer relationship management concept? Does a services exist (e.g., hotline) which provide information and consulting for customers? **Compare B.2.**
C.2.6.	**Reporting and controlling** A reporting system and controlling exists and contains the following aspects: • Appropriate reporting system • Key performance indicator system • Controlling cycle including related measures • Long term considerations take place	• Do key performance indicators exist which evaluate the success of corporate activities (as for example the success of processes and results)? • Are indicators for the success of the learning opportunity (e.g. learning success, transfer success) available? **Reporting system** • Appropriate media for reports were selected. • The extent of reports is suitable for its aims. • Update periods and persons responsible for updates are defined. • Management and reporting tools (e.g. balanced scorecard) are used for the validation of targets and results. **Key performance indicator system**

		• A key performance indicator system is used for reporting • The choice of used key performance indicators is based on explicit reasons. • The key performance indicators for the indication of target achievements and deviations are purposeful. **Controlling cycle** • A controlling cycle exists. • The entities (actors) of the cycle are defined and announced. • The variables for the comparison of target and actual results are defined and their usage is based on explicit reasons. • The measures for deviation and threshold values are defined. **Long term considerations** • Long term considerations exist in addition to the operative controlling • Duration and extend of the long term considerations are defined. • The form of analysis and the appraisal by results of the long term considerations are defined. • The long term considerations' impact on the operative controlling is described. *Compare C.3.1*

C.3. Resources	
C.3.1.	**Business model** A business model exists. **Finances** A financial planning exists and provides an evidence of economical sustainability for the duration of the learning opportunities. **Budget plan** • Encompasses all resources necessary to run and improve the learning opportunity. • Contains realistic assumptions about resources, number of participants and failures. • Includes evidence of long term financial planning and updatability.	• Does a business model exist which includes statements concerning income types, customer groups and products or services? • Does the business model contain measures in case of failures or shifts of the market? • Is there finance (liquidity) planning? Can learning opportunities be provided for a proper period of time? This aspect makes sure that the opportunity for learners is secure and that they will be able to successfully complete it by the end of the period specified. • Therefore the securing of the learning opportunity includes aspects of the organization's liquidity, but also those of organisational planning. A realistic calculation should exist and include numbers of participants, resources, etc. Based on this, controlling instrument must be used in order to enable a constant assessing of the situation and to take appropriate measures if necessary. • The controlling instruments of C.2.5. include financial aspects. *Compare B.1.0*
C.3.2.	**Infrastructure** Descriptions of the infrastructure (rooms, facilities, network, hardware, software) and development planning exist. • The development planning is taken into account in the budget plan. • The infrastructure is suitable to run the learning opportunity. • There is a concept for the further development of the infrastructure based on the needs of planned future solutions (details). • The update cycle of hardware, software and rooms is defined. • There is an administration system which regulates the infrastructure and its usage. • There are defined interfaces with other business application systems in the organisation.	Do the technical facilities correspond with the requirements? In addition, this aspect is supposed to demonstrate that an appropriate infrastructure is offered which corresponds with the requirements of the courses as well as with the current technical state-of-the-art. This encompasses continuous updates of hardware and software according to technical requirements, as well purchasing or licensing new software. In addition, a related administration system is supposed to exist which manages and controls the usage of the infrastructure. The system is also supposed to provide the possibility of reporting, e.g. about availability or the frequency of usage. Another important aspect is the connection to other systems. Interfaces e.g. to HR or ERP systems should exist in order to maintain flexibility and efficiency and to avoid redundancies. *Compare B.1.3.*
C.3.3.	**Materials**	Are all materials and learning opportunities registered systematically and without redundancies?

An updated directory for the learning material and a development plan for learning opportunities exist. It should contain the following aspects:	Learning opportunities are assessed by means of random samples.
- It complies with the requirements of part A. - There is a course and material directory which is regularly updated. - The directory can be published in external databases if necessary. - The directory contains different views for authors, learners and trainers and it includes information about copyrights and about the update plan of courses and material. - A strategic plan concerning further development of courses and material exists. - Courses are regularly updated. - There is a concept for the re-usage of modules and material in other contexts. - There is a concept for the administration of rights and permissions.	Do catalogues (e.g. metadata) of the learning opportunities exist? On the one hand, metadata should be registered (e.g. according to IEEE Learning Object Metadata, LOM). On the other hand, different information should be available for different roles (e.g. learners). Are the learning opportunities described in (further education and training) databases? In addition, the following aspects for the planning of courses and material should be taken into account: - Contents of the plans are based on a key vision ("successful learning"). - A time period for regular updates is defined. - The plans comprehend strategic and operative HR planning. - HR and development plans are based on criteria defined in the budget plan. - Criteria that feature a learning organisation are established (amongst others number of courses that can be attended in a year, duration of exemption, education and training holidays). - Profiles and procedures of staff development are modularised individualized. - Correspondence of means and objectives in the achievement of development targets. - Defined and published staff matching based on competence profiles. - Instruments for the measuring of development activities' efficiency exist and are applied. - Modules and materials are adapted in case of re-usage. - The permission management contains e.g. a procedure to ensure that only material is used whose copyright was lawfully acquired and which is not restricted by any third party's right. *Compare B.1.3., B.3.1.*

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C.4. Staff management	
C.4.1. **Staff** A human resource plan and a human resource development plan exist. • A comprehensive staff plan is on hand. • Job specifications are on hand. • An organisation chart is on hand. • A staff development planning is on hand.	• Does a staff plan exist? This includes the operationalisation e.g. with organisational charts and job specifications. • How are the skills of staff and freelancers (e.g. trainers, developers) being assessed and enhanced?
C.4.2. **Staff competencies** The competences of staff members (knowledge, methodological and social skills) are documented and regularly updated, and thus extend the organisation's competence portfolio. In an analysed form they provide an approach for the staff planning. The following aspects must be considered: • A description of staff competences is on hand. The competences are described in a standardised way. • A permission system for the administration of competence data is on hand. • Opportunities and incentives for the further development of competences are created. • Competences are regularly registered and evaluated, and profiles are updated accordingly. • Consulting opportunities about further education and training are available.	• Is there are plan for the development of staff members? Are appraisal talks being held and target agreements being made? Are the (current and targeted) competences being registered, described and regularly updated? It seems advisable to use a unique system (competence profiles, balances, taxonomies). Competence profiles should be documented in a standardized way. A clear permission system must be disclosed, too. The competence profiles should contain technical, methodological and social skills, as well as related competence evaluations, which can also encompass key performance indicators or marks for the performance evaluation (orders to the employee, acquisition revenue, sales volume of the employee, the employee's return on investment). The employees must know the methods of evaluation (appraisal talk, self-assessment).
C.4.3. **Further education and training** Staff members are informed and advised about opportunities for further education and training. They continuously take part in further education and training. Information about times and places when/where further education and training is available is provided. The learning opportunities are focused on the competence development of staff members. The learning opportunities are based on the needs of staff members (modularity, consideration of different levels). A continuous learning consultation takes place, which is provided as an individual consultation service based on the competence profiles and self-assessment of staff members. This includes the participative selection and adaptation of further education and training activities.	• Is continuous further education and training offered to the employees? • Is further education and training offered in accordance with the competences of the employees? Consultation with staff members should include the following aspects (e.g. as regular appraisal talks): • monitoring of the development of the staff member (education level) • self-assessment of the staff member • individual consultation talks • Supply and proof of competent and temporally available consultation (number of consultants/headcount).

	Staff members are involved in the planning of further education and training. Evaluation results are considered in the planning of further education and training.	The selection takes place in collaboration with employees and seniors. • There is a feedback cycle during and after the further education and training. • The choice of key subjects for the planning of further education and training is made participatively. • The staff members' own initiative is fostered by an incentive system (concept of self-learning, attendance of external education and training).
C.4.4.	**Participation** Staff members have the possibility to achieve changes. The following aspects should be included: • There is a possibility to point out potential for changes and improvements (suggestion system). • There are instruments to involve the opinion of staff members in the development process. • There is a possibility for staff members to contribute to decision processes.	How can staff members participate in the design of the organisation (e.g. suggestion system, strategy development committees, process optimisation, quality circle)? It should be demonstrated that the suggestion system is actively used for the recommendation of improvements. Indicators are e.g.: • Existence • Frequency of usage • Availability (online/offline) • Usability • Incentives system for usage (amongst others bonuses) • Efficiency check with key performance indicators for the success of implementation. The possibility of staff member participation in decision processes can be assessed by e.g. the following aspects: • Staff surveys, • Consideration of results of staff surveys for the organisation's development process, • Existence of a staff council, • Rights and duties of the staff council are defined. *Compare B.2.1.*
C.4.5.	**Satisfaction** The organisation has established measures which ensure and improve the satisfaction of employees. The following aspects should be included: • Staff survey • Analysis, interpretation and realisation/use of the survey results.	• Are concepts for the investigation and improvement of staff satisfaction available? • Is there a concept for the employee participation? The detection of staff satisfaction takes place e.g. by means of surveys and/or key performance

		indicators:
		- The concept contains means for the key performance indicator analysis - Analysis and interpretation of results are carried out by HR officers Evidence should be provided for the following aspects: - Staff survey: existence, frequency and extend of staff surveys, use of group-specific question sets, - Use of specific key performance indicators like turnover of employees, number of staff illnesses, average overtime burden per employee, amount of further education and training attended, - Results of the analysis are considered in separate planning processes, as for example in quality management.

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C.5.	Innovation	
C.5.1.	There is an **innovation strategy** inside of the Organisation. **Innovation monitoring:** Systematic observation of science and the market for the identification of relevant innovations. New developments in the area of organisation, technology or didactics are evaluated in regard to their importance for the learning opportunity and for the organisation. A development plan for the implementation of innovations is available. The following aspects should be considered: • Existence of specific activities for innovation monitoring, • Supply of financial, spatial and human resources for monitoring, • Existence of a development plan for the implementation of innovations, • Existence of activities which ensure sustainability (e.g. internal review of implementation successes).	E.g. suggestion system, (compare C.4), systematic further development: • Are new developments in the areas of organisational development, technology and didactics observed and evaluated in regard to their applicability? There should be one responsible person (specific cross-sectional area, market information officer), who constantly observes market developments that might be relevant for the company. • Are products and services regularly updated to the current state-of-the-art? • Is there a responsible person or cooperation partner for research and development?

C.6. External impact	
C.6.1.	A concept for the **external presentation** of the organisation exists: • There is a marketing concept for the internal and external positioning of the organisation, which provides related measures. • The concept includes measures for different target audiences. • There is a public relations concept which communicates an image of the organisation to the public. • Contents correspond with the strategy and the mission statement of the organisation. • The concept contains an expressed vision/mission statement for the external presentation. • The concept contains information about the establishment of the learning culture in the organisation. • The concept contains information about the quality management of the organisation. • The concept is recurrently a subject of internal review and update.	• Is there a concept of how the organisation presents itself to the public? • Are marketing and public relation campaigns regularly initialised? • Is there are dialogue with (potential) customers and other stakeholders? The marketing concept includes the following aspects: • Existence and availability as a specific media is secured. • It includes an analysis of the target audiences and recommendations. • It includes measures for the maintenance of conformity of target audience and means. • The content corresponds with strategy and mission statement of the organisation. • It is recurrently a subject of internal review and update.

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".
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).

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

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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

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