



# Peer review at provider level

## Event: EQAVET PLA on QA in COVE

7.10.2021 – 8.10.2021

Common activity of EQAVET NRPs from Finland, Croatia, Estonia and Slovenia in EQAVET project **2019-2021** and  
EQAVET NRPs from Austria, Finland, Croatia and Slovenia in EQAVET project **2017-2019**

Presenting: Saša Grašič. EQAVET NRP Slovenia



# Development of updated criteria for peer review at provider level

# The team: EQAVET NRPs FIN, AUT, CRO, SLO, EST



NRP Finland 2017-2019, 2019-2021



NRP Croatia 2017-2019, 2019-2021

ARQ-A-VET

NRP Austria 2017-2019



ESTONIAN QUALITY AGENCY  
FOR HIGHER AND VOCATIONAL  
EDUCATION

NRP Estonia 2019-2021



NRP Slovenia 2017-2019, 2019-2021

+ 17 VET providers

Joined activity took place  
from 2017-2021 using funds  
for EQAVET NRPs

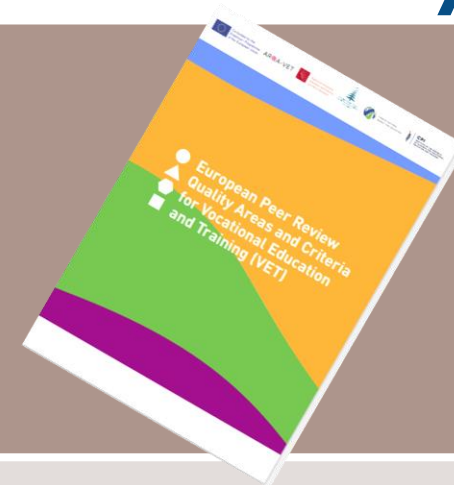


# Main results of common development activity

1. **Manual:**  
**European quality areas and criteria for VET**

Available at:

[European Peer Review Quality Areas and Criteria for VET](#)



2. **Leaflet with short description:**

Available at:

[European Peer Review Quality Areas and Criteria for VET providers \(eqavet-nrp-slo.si\)](#)

3. **Testing the criteria through peer reviews (at 2 VET providers in each country)**

School directors experiences available at:

[arqavet - YouTube](#)

4. **Trainings for peers**  
(national and transnational;  
in-person and on-line)



# What is peer review at VET provider level

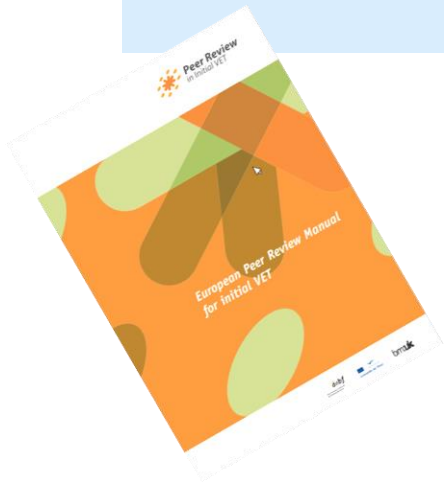
# Basic sources and literature on peer review:

## Basic concept and description

(2007) Gutknecht-Gmeiner, M. (ed.): **European Peer Review Manual for initial VET**. Vienna: Austrian Institut for Research on Vocational Training. Available at: <http://www.peer-review-network.eu/pages/manual/manual-vet.php>

In following languages

English, German, Catalan, Czech, Danish, Dutch, Finnish, Hungarian, Italian, Norwegian, Portugese, Romanian, Slovakian, Slovenian, Spanish, Turkish



## Peer review impact

(2011) Koski, L. (ed.): **Peer review impact guidelines**. Helsinki: National Board of Education. Available at: <https://www.oph.fi/en/statistics-and-publications/publications/peer-review-impact-guidelines>

(2011) Gutknecht-Gmeiner, M.: **Peer review assessment tool**. Helsinki: National Board of Education. Available at: <https://www.oph.fi/en/statistics-and-publications/publications/peer-review-impact-guidelines>



## Peer review criteria

(2021) Vacker, R. (ed.): **European Peer Review Quality Areas and Criteria for Vocational Education and Training (VET)**. Helsinki: National Board of Education. Available at: [European Peer Review Quality Areas and Criteria for Vocational Education and Training \(VET\) \(eqavet-nrp-slo.si\)](https://www.eqavet-nrp-slo.si)



FIN, AUT, EST, CRO, SLO  
developing from  
2017-2021

# What is a peer review?

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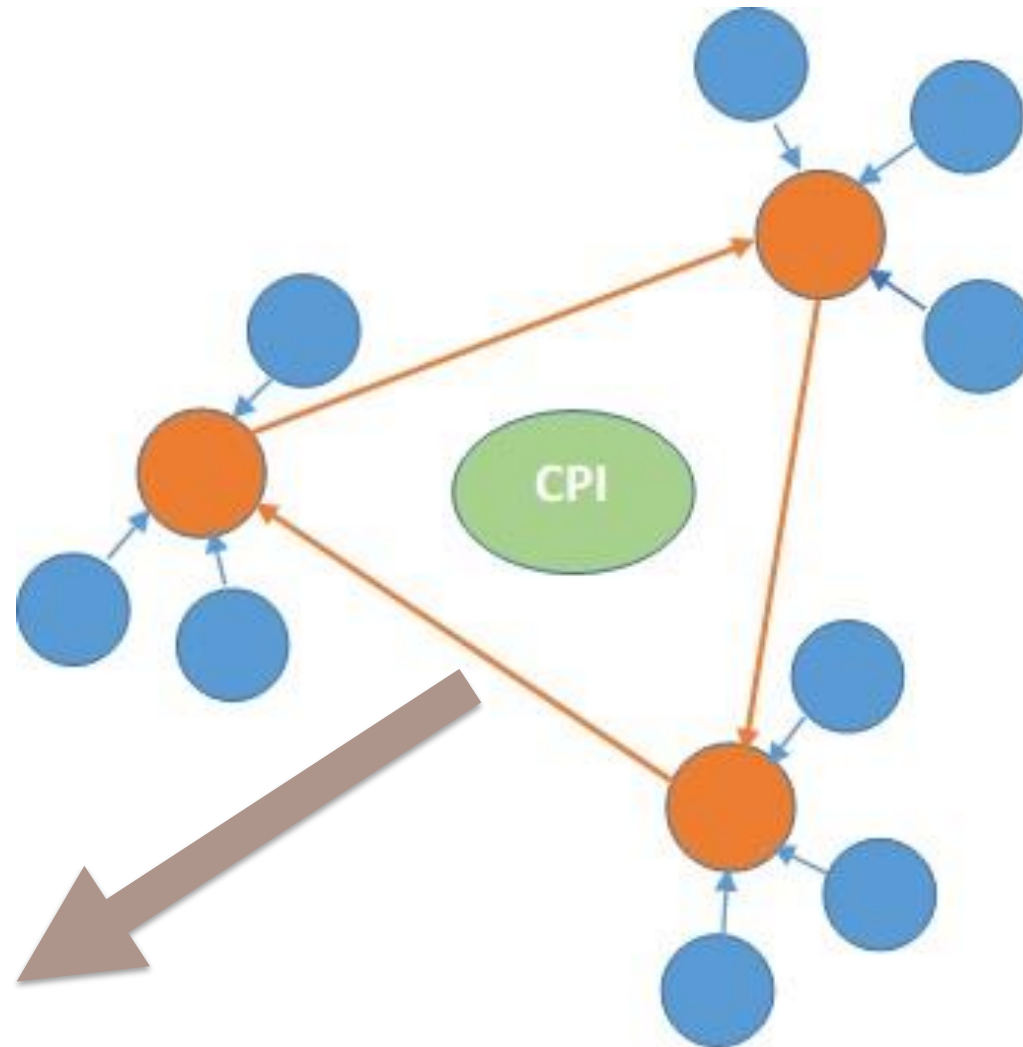
**A PEER REVIEW IS** a form of external evaluation that supports the reviewed VET provider in its quality assurance efforts through a dynamic and motivating process of mutual learning that benefits both VET providers and peers. During peer reviews, colleagues from other VET providers (called peers) assess and provide feedback on the quality of VET provision to the reviewed provider. Transnational peer reviews involve international peers that assess VET providers alongside national peers.

# The community of peer schools in Slovenia – from 2020

## PEERS ARE COLLEAGUES

from other VET providers, independent and equal to persons whose performance is assessed. Working in a similar environment, they have specific professional expertise on the evaluated subject.

Training needed to become a „peer“



[Skupnos-kolegialnih-sol-Promo.pdf \(eqavet-nrp-slo.si\)](#)

### LEGEND:

- reviewed VET providers
- VET providers, offering peers



# Peer Review Process

# Peer Review Criteria

**Figure 1** Phases of the European Peer Review and impact of the Peer Review



leaflet with short description:

[European Peer Review Quality Areas and Criteria for VET providers \(eqavet-nrp-slo.si\)](#)

[TPR video FI - YouTube](#)

# The role of stakeholders in peer review



providing **feedback** in relation to **selected criteria**

## Groups of interviewees in School Centre Celje, 2020:

- **Leadership** of School Centre, peer facilitator, principal, 2 assistants of principal, workshops managers
- Representatives of School **Quality Team** (3)
- **Students** (7)
- **Teachers** (2 general subjects, 2 VET subjects, 2 WBL coordinator, 2 school consultants)
- **Parents** (2)
- Representatives of **employers** (employers that offer WBL for students or employ students after graduation - 2)

Shall be the groups and roles of stakeholders in COVE additionally reconsidered before implementing peer review?

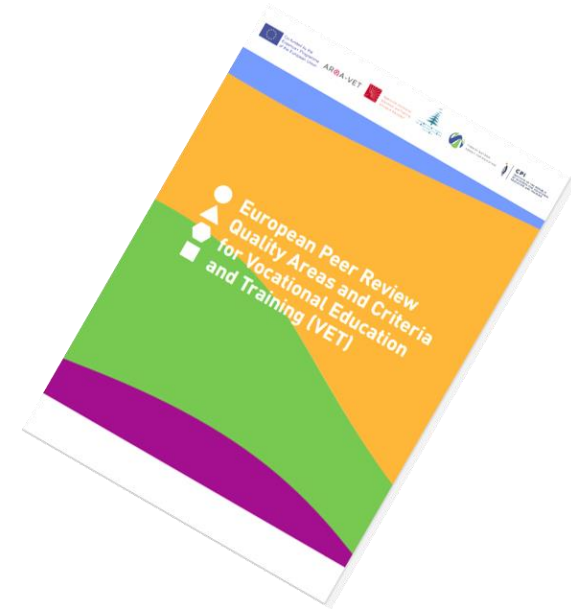
## Guidelines

### Phase 2

#### Peer Visit (2–3 days)

- Collecting data
- Analysing data
- Oral feedback





# European peer review criteria at VET provider level

# Peer review methodology

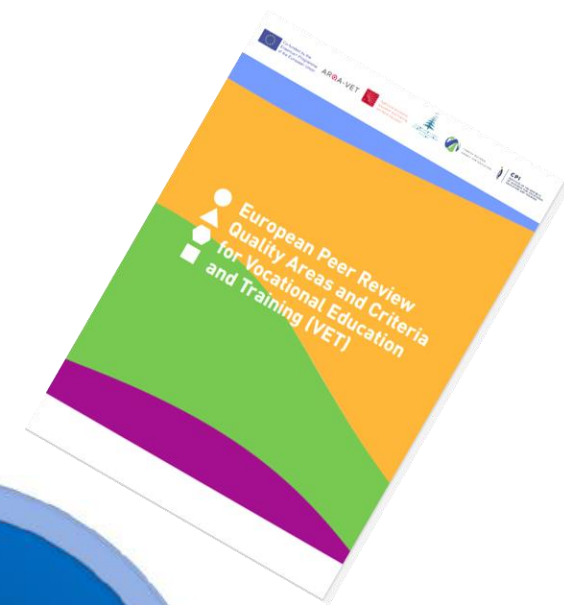
## PEER REVIEWS RELY

**ON** quality areas (QA), each defining the corresponding criteria, indicators and sources of evidence. VET providers can select the criteria and indicators that suit their development goals and needs. For transnational peer reviews, the following quality areas have been developed:

QA 1	Strategic planning and development
QA 2	Quality assurance
QA 3	Knowledge management
QA 4	Management and leadership
QA 5	Management of infrastructure, facilities and finances
QA 6	Planning and management of human resources
QA 7	Equality and equal opportunities
QA 8	Internal relations
QA 9	External relations

QA 10	Internationalisation
QA 11	Pedagogical framework and planning the pedagogical processes
QA 12	Teaching and learning
QA 13	Work-based learning (WBL) outside the school
QA 14	Assessment and certification
QA 15	Learning results and outcomes

The methodology builds on the initial peer review concept developed in the Leonardo da Vinci project Peer Review as an Instrument for Quality Assurance and Improvement in initial VET. The methodology has been revised in line with new developments in VET and in consideration of the EQARF and EQAVET+.



## Peer Review criteria for VET providers

- The handbook is designed for international peer review, wherein at least one of the evaluators is from a different country than the VET provider reviewed; the criteria help the subject of the evaluation and evaluators to speak the same language.
- Includes 15 quality areas that relate to the core activities of VET.
- Each Quality Area includes a quality cycle review (planning, implementation, evaluation and review).
- The VET provider can choose the quality areas separately based on its own development targets as well as the criteria and indicators from which it wants to peer review.



In the development of quality areas, criteria and indicators, consideration has been given to the European Quality Assurance Reference Framework for VET and its additional components (EQAVET+) and the current change in the operating environment of education and training.

Quality Area  
1-15

## QUALITY AREA 1: STRATEGIC PLANNING AND DEVELOPMENT

Criteria based on  
the quality cycle

Examples of indicators; there  
may be others if the VET  
provider reviewed wants

Criteria	Examples of indicators ( <u>not prescribed</u> , the proposed indicators can be changed)	Examples of sources of evidence
<p>+</p> <p>Identifying the external and internal environment</p>	<ul style="list-style-type: none"> <li>• <b>Monitoring and analysing the external environment:</b> The VET provider monitors and analyses the relevant knowledge and information from external sources systematically (e.g., national policy, European policy, local environment, local and regional employers, education providers, stakeholders, etc.). The VET provider identifies external priorities and goals.</li> <li>• <b>Monitoring and analysing the internal environment:</b> The VET provider monitors and analyses the relevant knowledge and information from internal sources systematically (e.g., students, staff, leadership and management). The VET provider identifies internal priorities and goals.</li> <li>• <b>Analysing results and resources:</b> The VET provider monitors and analyses the results and resources of its own operation systematically.</li> <li>• <b>Anticipating changes:</b> The VET provider has a process to anticipate the changes by systematic recognition of strengths, weaknesses, opportunities and threats.</li> </ul>	<ul style="list-style-type: none"> <li>• EU and national policies</li> <li>• Results of monitoring and evaluation processes</li> <li>• Interviews</li> <li>• Surveys</li> <li>• Anticipating reports</li> </ul>

Monitoring, evaluation and improvement are uniform criteria for all Quality Areas, but they are considered from the perspective of each area.

- Sustainability:** The VET provider plans and promotes sustainability and has procedures to implement it in Knowledge Management activities:

Sustainability cuts across all Quality Areas as an indicator, which is considered from the perspective of each area:  
 The VET provider plans and promotes sustainability and has procedures to implement it in... (QA)

Criteria	Examples of indicators (not prescribed, the proposed indicators can be changed)	Examples of sources of evidence
Monitoring and evaluation of strategic planning and development	<ul style="list-style-type: none"> <li> <b>Monitoring:</b> The VET provider systematically and regularly monitors and evaluates the strategic planning and development processes.           </li> <li> <b>Collecting feedback and other qualitative information:</b> The VET provider systematically collects relevant feedback and other qualitative information on strategic planning and development by using appropriate methods.           </li> <li> <b>Collecting data and data protection:</b> The VET provider collects quantitative data about strategic planning and development and protects them regarding international and national legislation.           </li> <li> <b>Analysis:</b> All data, feedback and information are analysed and discussed among the staff of the VET provider and relevant stakeholders (e.g., funders, students)           </li> <li> <b>Communication of results:</b> The VET provider communicates the results of the strategic planning and development with staff and relevant stakeholders (e.g., funders, students).           </li> </ul>	<ul style="list-style-type: none"> <li>Feedback and monitoring system</li> <li>Evaluation plan</li> <li>Self-assessment procedures, results and reports</li> <li>Interviews</li> <li>Feedback and questionnaires</li> <li>Individual and group reflection</li> <li>Round-table discussions</li> <li>Success indicators</li> </ul>
Improvement of strategic planning and development	<ul style="list-style-type: none"> <li> <b>Improvement plan:</b> The VET provider has a mechanism to establish an action plan and a plan for monitoring improvement activities. All key stakeholders have the possibility to make suggestions and improvements.           </li> <li> <b>Follow-up of the improvement plan:</b> The VET provider has a follow-up system to assure that improvements and changes in strategic planning and development are made systematically according to the improvement plan.           </li> <li> <b>Communication to staff and key stakeholders:</b> The improvement and development plans are transparent and understandable, and they are communicated to staff and other relevant stakeholders.           </li> <li> <b>Immediate response:</b> The VET provider has procedures for how to react immediately to feedback on strategic planning and development if needed.           </li> <li> <b>Improvement of procedures:</b> The VET provider continuously improves the processes of strategic planning and development on the basis of evaluation, monitoring and feedback results.           </li> </ul>	<ul style="list-style-type: none"> <li>Improvement plans and follow-up procedures</li> <li>Interviews</li> <li>Feedback and reports</li> </ul>

# National – transnational context of peer review



# The context of peer review



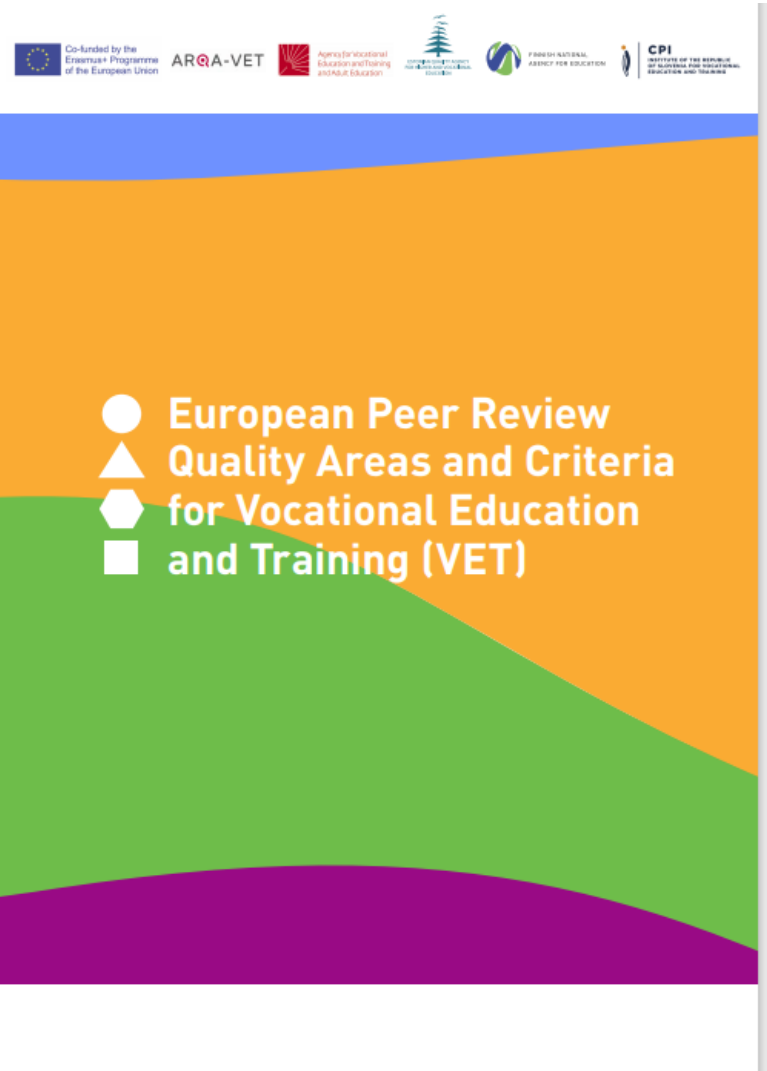
## NATIONAL

- national or European criteria for peer review in VET
- peers coming from national VET providers

## TRANSNATIONAL

- European criteria for peer review in VET
- Transnational peer reviews involve international peers that assess VET providers alongside national peers.

# Peer review in Slovenia



# From the national peer training towards transnational peer training

How can we do more in less time?



At national peer training in Ljubljana in 2020



At transnational peer training in Finland in 2019 - **joining forces inside EQAVET network**

+ aspect:  
international  
dimension

**In person – on line (remote)**

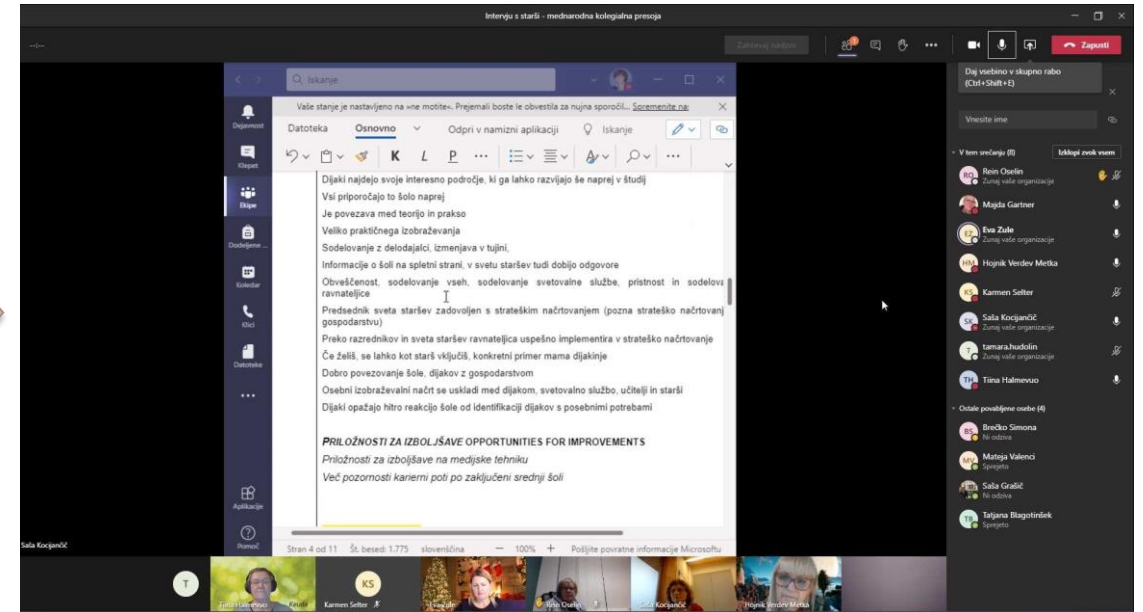
format

of peer review

# From transnational peer review in person towards transnational peer review on-line



After international peer review in School centre Velenje in 2018



On-line transnational peer review in Slovenia in 2020  
- Final oral feedback at peer review visit

Coping  
with lock  
down  
situation

# From transnational peer training in person toward transnational peer training on-line



At international peer training in Finland



On-line international seminar on experiences with peer review in 2021  
(Estonia, Finland, Croatia and Slovenia)

Coping  
with lock  
down  
situation

# Benefits of peer review

## Why participate in a peer review?

### VET PROVIDERS BENEFIT FROM PEER REVIEWS BY:

- confirming the quality of VET provision
- receiving critical, yet supportive feedback on the quality of VET provision from peers
- presenting strengths and achievements
- enhancing accountability towards stakeholders
- identifying blind spots and weaknesses,
- mutual learning and sharing best practices with peers
- establishing networks and cooperation with other VET providers
- sharing best practices across countries and obtaining an international perspective on the quality of VET provision through transnational peer reviews

### Peer reviews rely on:

- confidentiality
- impartiality
- transparent criteria
- assessment without advising or judging
- focus on the needs of VET provider under assessment
- committed, open and inquisitive attitude as a prerequisite for mutual learning
- culture of continuous quality improvement

# Common activity of FIN, EST, CRO and SLO: Plans for 2021-2023

- Need analysis and conceptual plan, which will serve in a future as starting point to develop **an e-platform for VET providers in Europe**, to use peer review as a complementary and effective mean of quality development (QD)
- **on-line training for new transnational peers** from EU countries
- **peer reviews** with transnational teams of peers in each of four countries
- **transnational on-line seminar on impact** of peer review on QD of VET providers



# More information about the project

- NRP Croatia Tamara Hudolin, Agency for Vocational Education and Training and Adult Education (ASOO) and Sandra Dobrić, ASOO
- NRP Estonia Marge Kroonmäe, The Estonian Quality Agency for Higher and Vocational Education (EKKA)
- NRP Finland Riikka Vacker, Finnish National Agency for Education (EDUFI)
- NRP Slovenia Saša Grašič, Institute of Republic of Slovenia for Vocational Education and Training (CPI) and Majda Gartner, CPI



European Peer  
Review Quality Areas  
and Criteria for VET



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# Thank you!



NRP Finland 2017-2019, 2019-2021



NRP Croatia 2017-2019, 2019-2021

ARQA-VET

NRP Austria 2017-2019



ESTONIAN QUALITY AGENCY  
FOR HIGHER AND VOCATIONAL  
EDUCATION

NRP Estonia 2019-2021



NRP Slovenia 2017-2019, 2019-2021

+ 17 VET providers

