



FINNISH NATIONAL
BOARD OF EDUCATION



**THE LEONARDO-PROJECT “Peer Review Impact
- Ensuring the impact of Peer Review to improve the
provision of VET in Europe, 2009-2011”
Project number – 2009-1-FI1-LEO05-01584**

**Ammatillisen koulutuksen laatuverkoston tapaaminen
Helsingin Diakoniaopisto 22.3.2011**

Presentation of the key principles of the Peer Review Impact Guidelines

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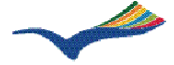
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Peer Review
in European VET



Peer Review
in Initial VET



Education and Culture DG
Lifelong Learning Programme

Leonardo-projektit vertaisarviointista

Leonardo-projekti Peer Review in Initial VET

1.10.2004–30.9.2007

Leonardo-projekti Peer Review Extended. Implementing the CQAF through Peer Review – “Mutual Review and Assessment of VET Providers and Extension of the European Peer Review Network”

1.1.2007–31.12.2007

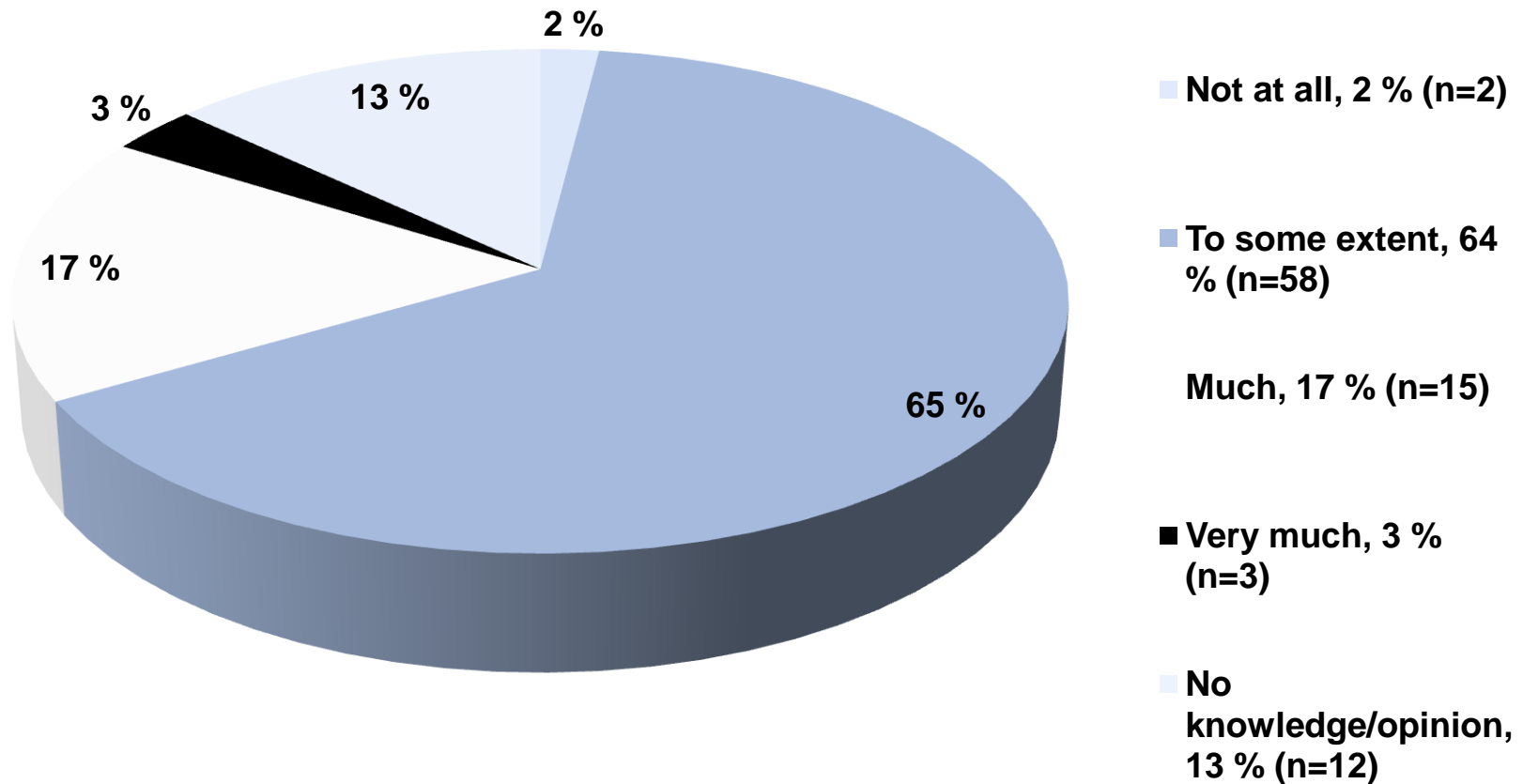
Leonardo-projekti Peer Review Extended II

1.11.2007–30.10.2009

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Miten paljon olette suunnitelleet käyttävänne eurooppalaista vertaisarviointia koulutuksen laadun kehittämisessä tulevaisuudessa? (2009 selvitys)





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Leonardo projekti ”Peer Review Impact”

Projektin kesto

1.10.2009 – 30.9.2011

Partneriorganisaatiot: 9 partneria viidessä eri maassa

Opetushallitus (FNBE), koordinaattori, CP Suomi

Keuda, Suomi

Tampereen ammattiopisto, Suomi

Öibf, CP, Itävalta

Hohere Technische Bundeslehranstalt Steyr, Itävalta

Hansagi Ferenc Vendeglatoipari es Idegenforgalmi Szakiskola es Szakkozepiskola, CP ja OP, Unkari

ISFOL, CP, Italia

University of Twente, CP, Hollanti

ROC Aventus, Hollanti

2 ulkopuolista experttiä

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REVIMP

- **A Design of the quality assurance system**
- **B Features of quality assurance system**
- **C Implementation process**
- **D Organisational features**
- **E Use of feedback information**
- **F Effects: Positive and negative effects**



Leonardo projekti ”Peer Review Impact”

Päätuotteet

- Raportti vertaisarviointien vaikuttavuudesta
- Opas, joka sisältää ohjeita vertaisarviointien vaikuttavuuden edistämiseksi
- Opas vertaisarviointien seurantaan ja arviointiin
- Koulutuksen järjestäjille tarkoitettu seminaari tai työpaja siitä, miten opasta vertaisarvioinnin vaikuttavuuden edistämiseksi voitaisiin käyttää.
- Tulosten levittämisstrategia

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Linkkejä

[www.oph.fi/saadokset ja ohjeet/laadunhallinnan
tuki/vertaisarviointi](http://www.oph.fi/saadokset-ja-ohjeet/laadunhallinnan-tuki/vertaisarviointi)

www.peer-review-education.net

www.oph.fi/ammattillinenesr

Peer Review Impact guidelines and the EQAVET and REVIMP

D Organisational features

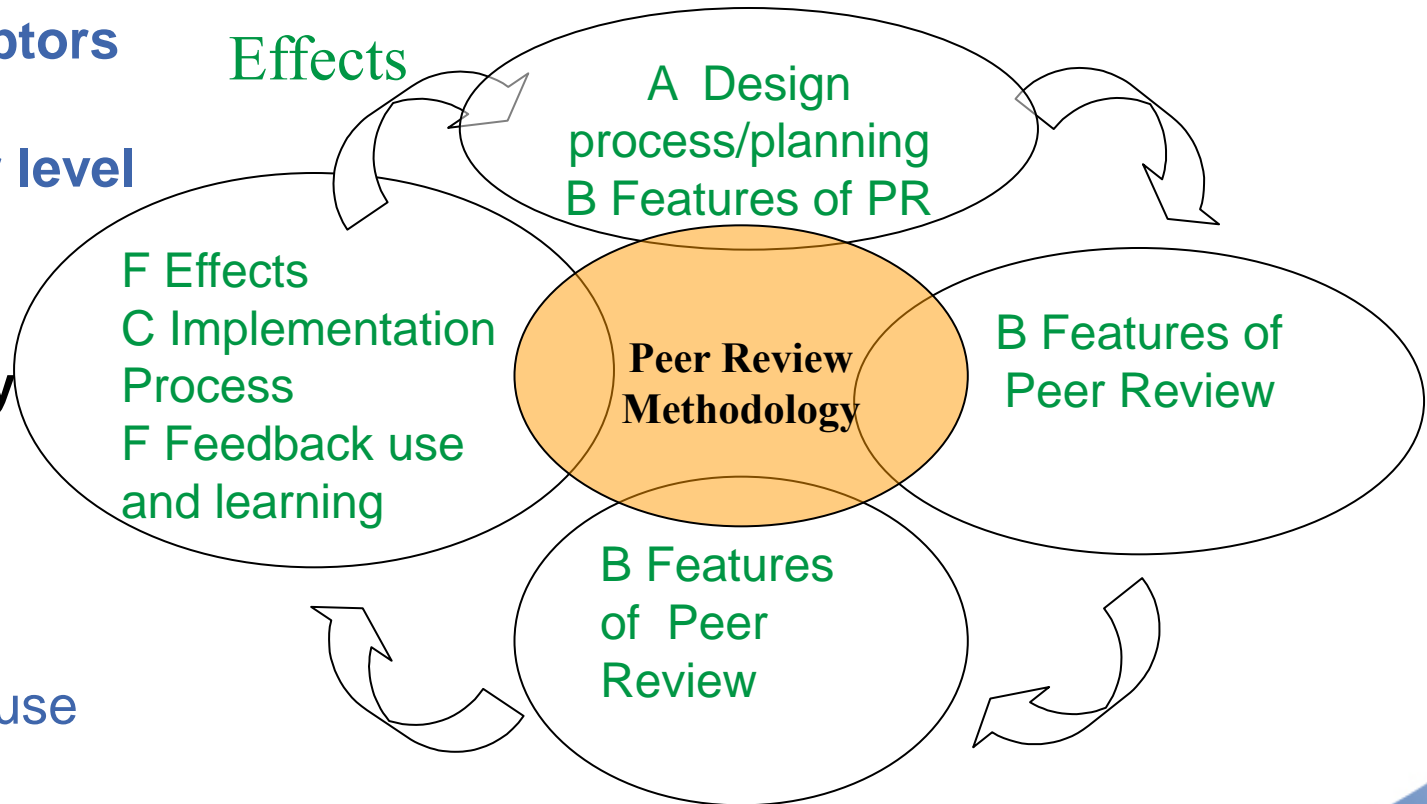
Quality criteria

Indicative descriptors

- At system level
- At VET-provider level

Peer Review as a new **methodology** of **external evaluation**

(Further) development and use of descriptive **indicators**

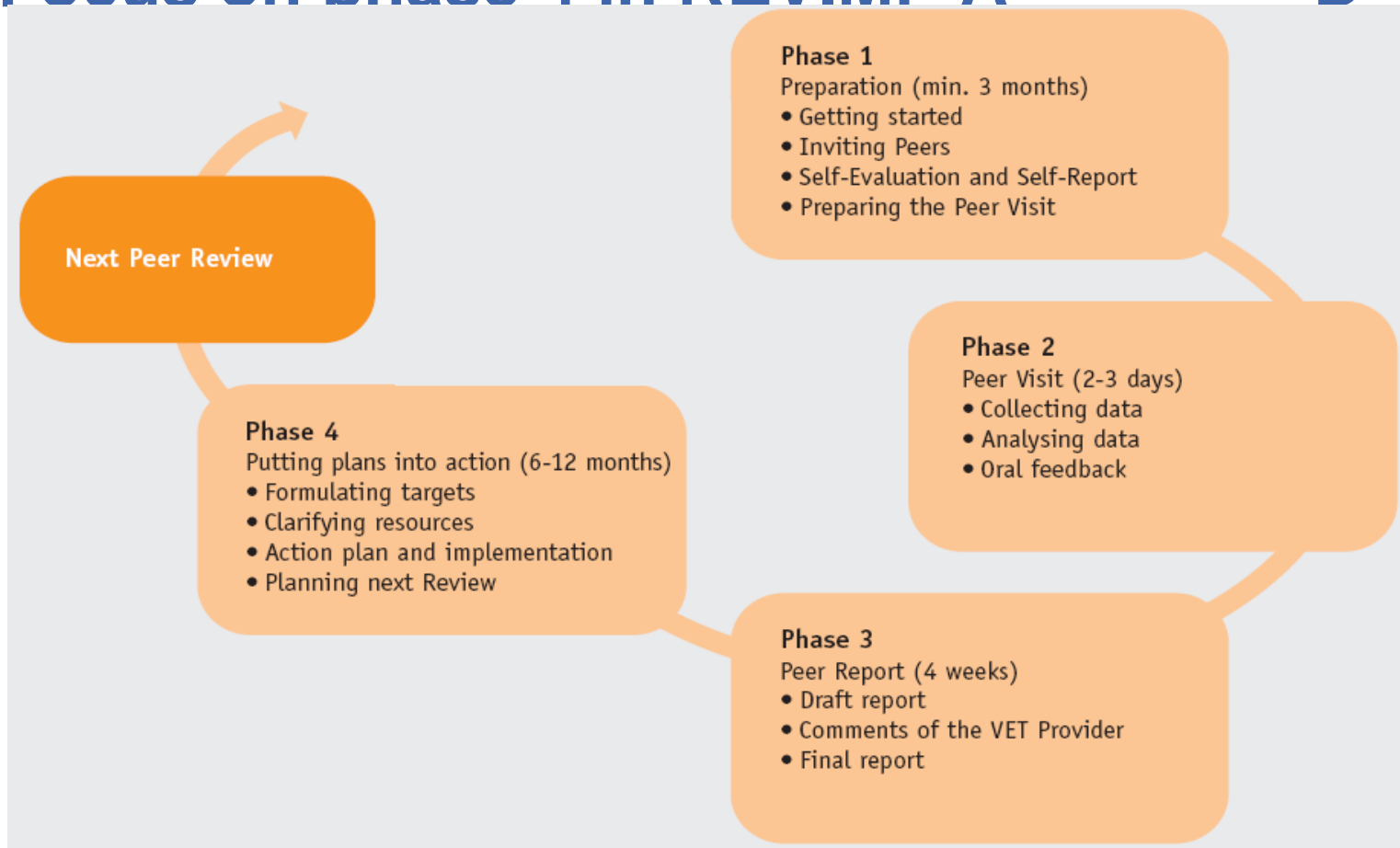




Phases of a European Peer Review

Focus on phase 4 in REVIMP A

D





Peer Review Impact Guidelines

Different approaches to impact

- Peer Review process learning cycle
- QA area/areas chosen learning cycle (including learning in other quality areas)
- Organisational learning cycle
- Individual learning cycle



Target groups

- Target groups are the organizations (VET providers) intending to improve the impact of national and transnational Peer Reviews.
- Owners and administrators of the schools
- The actors of VET at the national level
- Members of the Peer team
- Persons providing professional support to VET providers
- Everyone interested in QA.



Content

- **General Guidelines**
 - Not specific for only one or more of the four Peer Review phases
- **Guidelines for different phases of the Peer Review**
 - Preparation phase
 - Peer Review visit
 - Peer Review report
 - Putting plans into action



Some conclusions

- If we would like to promote the impact of Peer Review much attention should be paid to planning phase (design process and organisational features/preconditions).
- Phase 4 should be planned carefully in phase 1 and more in detail and systematically before phase 4.
- The EQAVET is a framework
- The Guidelines: they can be used flexibly.
- Not necessarily always and everywhere must be followed from the first to the last guideline.



How to use the Peer Review Impact guidelines?

- Taken in account when making PR and planning, thinking
- Used together with the Manual
- Educational consultant who helps to school (target group) People who provides professional support for school
- Staff competence development: teachers, facilitators, QA team



Supporting tools

- The Guidelines will be complemented by a practical tool-box available from the project website providing forms, checklists, methods, additional information and recommendations in electronic format.
- Practical tools e.g.
 - For what PR is and for what not
 - Template for action plan
 - Flow chart about different ways to go from results of Peer Review report to improvement step by step.