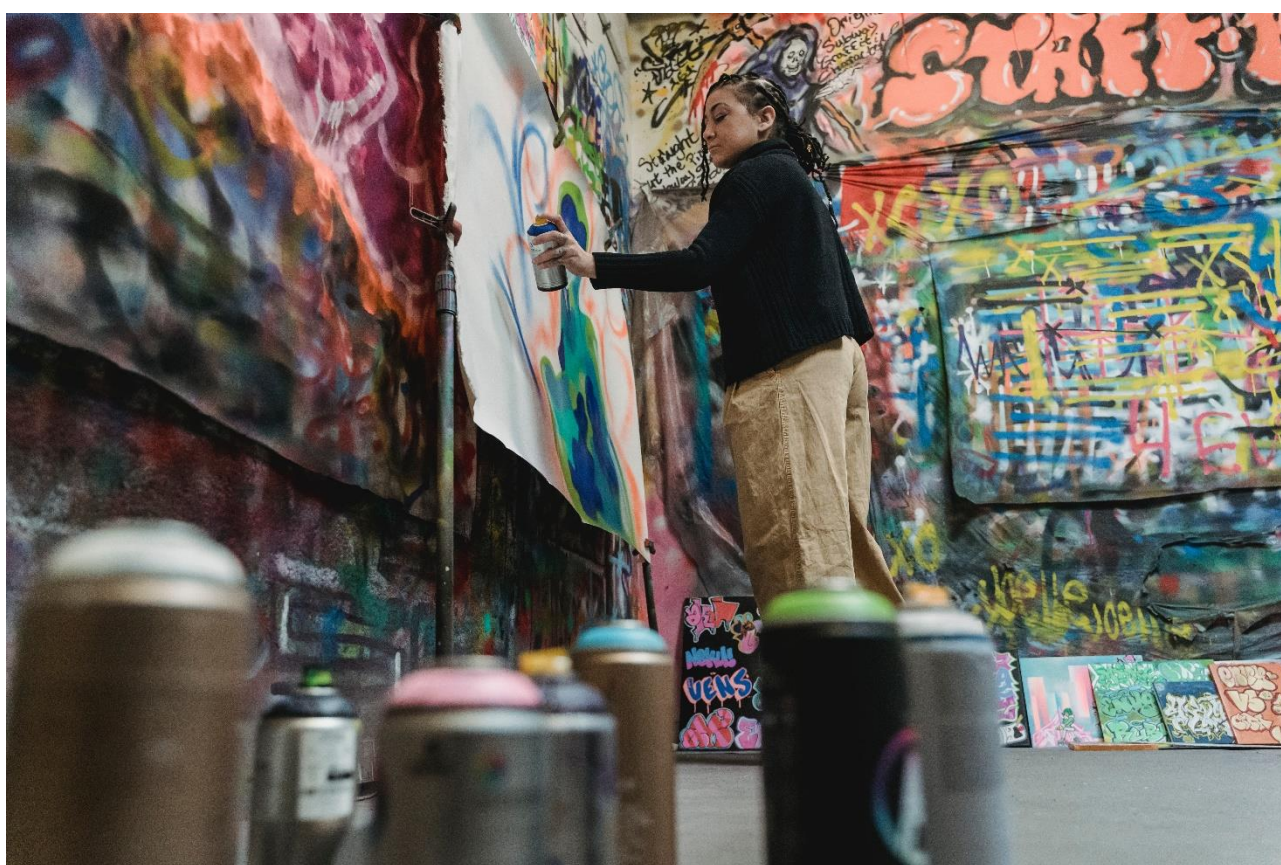


# QUANTUM PROJECT - O2/A1

- Common curriculum, including learning outcomes, training plan, and learning materials -



Source: Photo by Felicity Tai on Pexels

Project number: 2020-1-SK01-KA202-078249.

EU Programme - ERASMUS + Key Action 2: Strategic Partnerships supporting Innovation.

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## Project Data Sheet

<b>Project Acronym</b>	<b>QUANTUM</b>
<b>Project Title</b>	<b>QUANTUM - QUALITY Networks: fine-Tuning Monitoring systems for better performances in VET</b>
<b>Project</b>	2020-1-SK01-KA202-078249
<b>Project Duration</b>	01/12/2020 - 30/05/2023 (36 months)
<b>Lead Grantee</b>	SIOV - State Vocational Education Institute, Slovakia
<b>Other Partner Grantees</b>	CECOA, PT; FORMA.Azione SRL, IT; AK Salzburg, AT; REGIONE UMBRIA, IT
<b>Project Budget - Amount (EUR)</b>	244,417.00 EUR
<b>Funding agency</b>	EU Programme - ERASMUS + Key Action 2: Strategic Partnerships supporting Innovation
<b>Beneficiary countries</b>	Slovakia, Italy, Portugal and Austria
<b>Website</b>	<a href="https://www.quality-networks.eu/">https://www.quality-networks.eu/</a>
<b>Common Curriculum (O2/A1)</b>	Developed by CECOA
<b>Date/Version</b>	14 March 2022/first draft of part 1 of the curriculum (21 March comments; 31 March final version)

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## Acronyms and abbreviations

A	Activity
EC	European Commission
EU	European Union
EQAVET	European Quality Assurance in Vocational Education and Training
IO	Intellectual Output
QP	Quality Plan
QA	Quality Assurance
QAS	Quality Assurance System
QN	Quality Networks
QUANTUM	QUANTUM - QUALity Networks: fine-Tuning Monitoring systems for better performances in VET
VET	Vocational Education and Training

## About the QUANTUM project

The QUANTUM project aims to promote the relevance and effectiveness of **vocational education and training (VET)** and its contribution to employment in Europe. The intent of the project is to create and test a new monitoring system based on feedback loops and graduate tracking in order to strengthen quality assurance through **quality networks (QN) in Slovakia, Austria, Italy and Portugal**.

The transnational project partnership supported by the Erasmus+ programme will use **the peer review method** during the implementation of the project, which will foster cooperation between stakeholders in VET and will provide an opportunity for mutual learning and professional growth.

The **QUANTUM consortium** is led by SIOV - State Vocational Education Institute (Slovakia) with partners from Portugal (CECOA), Italy (FORMA.Azione SRL and REGIONE UMBRIA) and Austria (AK Salzburg).

QUANTUM project started in December 2020 and will end in May 2023.

For more information see <https://www.quality-networks.eu/>

## Executive Summary

A common curriculum on *Capacity building for Quality Networks implementation and sustainability* with a training plan, training contents, learning outcomes and learning materials, underpinned by the pedagogical methodologies used, is presented within the scope of the Quantum project (IO2/A1).

## Introduction

The training plan of the curriculum for *Capacity building for Quality Networks implementation and sustainability* is the result of IO2<sup>i</sup>/A1<sup>ii</sup>. The curriculum is 30 hours long, being 10 hours similar for all partners and 20 hours of open curriculum depending on each national context and demand. The training plan is built upon training contents related with learning outcomes, highlighting the pedagogical methods proposed to achieve the goals of each training unit. The training contents respect the ones foreseen in the project description, with additional contents provided by the experience and brainstorming of the Quantum consortium. The training contents, as well as related learning outcomes and main methodologies used are presented below:

Training contents	Learning outcomes	Main methodologies
Quality Network approach	How to networking with VET key actors and stakeholders	Peer teaching/learning
EQAVET framework and indicators	Setting up a Quality Network	Practical exercises also aimed at adapting/innovating Quality areas and indicators of Peer Review developed for VET
European Peer Review methodology	Implementing the EQAVET framework at provider level	Practical exercise to design and test VET graduate tracking arrangements and feedback loops
VET graduate tracking arrangements	Managing the EU Peer Review process	Role-playing/ simulation on networking and communication skills
Feedback Loops: bring the perspective of beneficiaries and other stakeholders into account	Managing QA practices and arrangements for establishing feedback loops and for tracking graduates	
Alumni club	Designing and implementing VET Graduate tracking measures and Feedback Loops among VET Key Stakeholders	*Reference activities will be differentiated according to national context.
Communication and networking	Collecting and systematizing data related to VET graduate	
	Identifying and applying offline and online feedback loops tools and procedures	
	Effective communication with other relevant professionals in VET field	

Table 1: Curriculum of the Capacity building for Quality Networks implementation and sustainability training

The training plan is organized around seven (7) thematic units divided into face to face training and online training with slot of time allocated/suggested, that can be adapted to each national/country needs.

## 1. Overview of the training plan: objectives of the units and template to use

The seven (7) training units follow the project description, being supported by improvements suggested by each partner during the implementation of IO1 (Guidelines for Quality Network setting up and implementation). Below is presented each unit objectives (i.e., general and specific), with the template to be used when planning the training in each national context. The time-bonded proposed is to be adapted to each national need, as mentioned previously.

UNIT	NAME	OBJECTIVES		Nº HOURS	
		General	Specific	Suggested	Adapted
1	Quality Network approach	To know what is a Quality Network Approach (QNA)	To Identify a QNA  To apply a QNA to your national context  To construct a QNA model  To test your QNA model	5 hours	X hours
2	EQAVET framework and indicators	To know EQAVET framework  To describe EQAVET indicators 5 and 6	To define Quality Assurance (QA)  To understand what is EQAVET framework  To identify the four stages of the EQAVET quality model (type and purpose)  To define a data collect tool to inform EQAVET indicators 5 and 6	4 hours	X hours
3	European Peer Review methodology	To describe the Peer Review methodology (PRM)  To identify the common principles and building blocks of PRM	To identify the core principles of PRM: process integrity, quality assurance (QA), governance structure and methodology  To identify and describe the four stages of European PRM: preparation, peer visit, reporting, improvement actions and evaluation  To describe the building blocks of PRM: data collection, data analysis, assessment and reporting on applied PRM  To apply PRM to your context	4 hours	X hours
4	VET graduate tracking arrangements	To define graduate tracking system (GTS)  To be aware of VET GTS in Europe	To define what is GTS in VET  To understand the four steps of GTS: preparing, designing, implementing and disseminate  To identify the four VET GTS in Europe: mapping, analysis, identification and review  To define monitoring and evaluation indicators for VET GTS	4 hours	X hours
5	Feedback Loops: bring the perspective of beneficiaries and other stakeholders into account	To define Feedback Loops (FL)  To be aware of FL in Europe	To define what is FL  To identify the fours formal FL mechanisms: liberal, statistic, coordinated and participatory	4 hours	X hours



			To identify informal FL mechanisms: local school boards, alumni networks, career fairs, cooperative projects between schools and companies, and internships		
			To understand which FL mechanism is used in your context		
6	Alumni club	To define what an Alumni Club (AC) is	To define AC within a transformative change methodology	4 hours	X hours
			To understand the alumni network learners' approach		
		To be aware of AC in Europe	To describe the AC practice in Europe		
			To explain how AC or practices are developed in your context		
7	Communication and networking	To define communication and networking within a VET QNA	To distinguish between communication and network	5 hours	X hours
			To identify soft skills relevant for communication and networking: empathy, active listening, public speaking, focus, teamwork, digital competences, awareness of yourself and environment		
		To implement a strategy of communication and networking for VET QN purposes	To construct a model for whom and why you want to communicate, and which networks you already have and develop a strategy to expand your networks		
			To develop a plan for communication and networking adaptable to your context		
Total number of hours:				30 hours	X hours

Table 2: Quantum Curriculum Datasheet

Regarding each unit of the curriculum, it will be organized as following:

**QUANTUM Curriculum on: Capacity building for Quality Networks implementation and sustainability**

1. Name of the training unit

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2. Trainer/staff name, contacts

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3. Number of contact hours/number of autonomous study

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4. Learning outcomes of the training unit

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5. Syllabus

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6. Learning materials

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7. Teaching and evaluation methodologies

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8. Bibliographic references

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Table 3: Quantum Curriculum – Unit datasheet

## 2. Training units of the Quantum Curriculum

### 2.1. Unit 1: Quality Network Approach<sup>iii</sup>

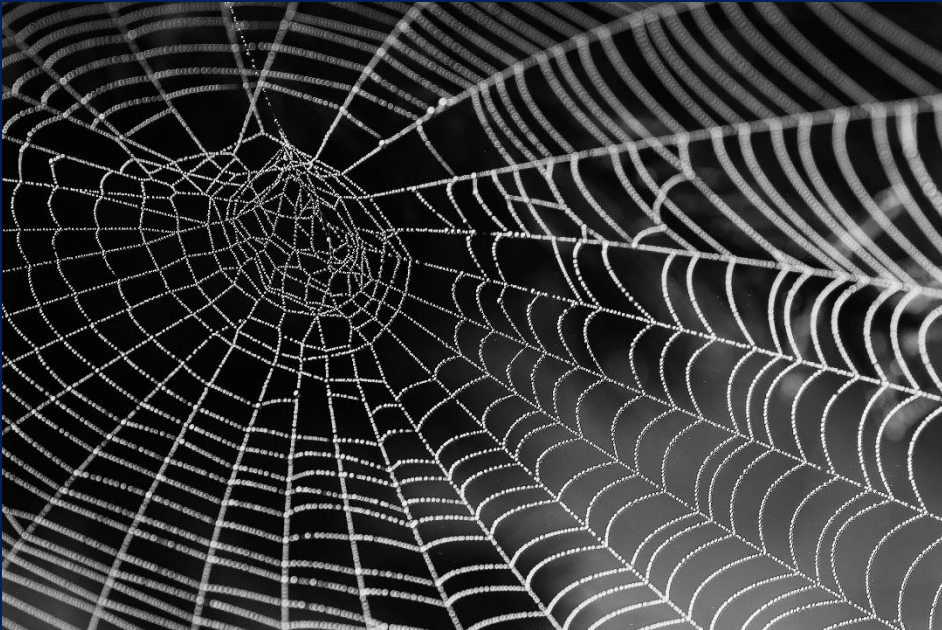
		<p><b>UNIT 1</b> <b>Quality Network</b> <b>Approach (QNA)</b></p>
Name of the training unit	Quality Network Approach	
Trainer/staff name, contacts	Name, email and/or phone number	
Number of contact hours/number of autonomous study (Define if it will be face to face training and/or online training or both)	5 hours (contact)/autonomous study to be determined by each trainer in each national context (could be justified as part of the 30 hours training plan)	
Learning outcomes of the training unit	<b>Being able to actively contribute to Quality Network setting up</b>	
Syllabus	<p><b>1. Brief overview of the Quantum Project (QP)</b>            1.1. What is the QP: project description and partnership            1.2. Overview of IO1 - “Guidelines for Quality Network setting up and implementation”</p> <p><b>2. First steps for the implementation of a QN</b>            2.1. Quantum Check List – self-reflection            2.2. Definition of a QN using a community of practice (CoP) approach: initiate, discover, develop and incubate (section Start a CoP, see online materials)</p> <p><b>3. Construting and testing a QN model for your national context</b></p>	
Learning materials	<p><b>Online materials</b>  <a href="https://miro.com/templates/mind-map/">https://miro.com/templates/mind-map/</a>  <a href="https://collaboration.worldbank.org/content/sites/collaboration-for-development/en/groups/communities4Dev/files.html">https://collaboration.worldbank.org/content/sites/collaboration-for-development/en/groups/communities4Dev/files.html</a>  <a href="https://participedia.net/method/4938?lang=en">https://participedia.net/method/4938?lang=en</a>  <a href="https://www.plays-in-business.com/barcamp/">https://www.plays-in-business.com/barcamp/</a>  <a href="https://competendo.net/en/Bar_Camp">https://competendo.net/en/Bar_Camp</a></p> <p><b>Offline materials</b>            BUILDING PARTNERSHIPS MAP_ANNEX 1            Quantum Check List_ANNEX2 (word and PDF versions)</p>	
Teaching and evaluation methodologies	Peer teaching/learning Practical exercises (online and/or offline)	
Bibliographic references	Dennerlein et al. (2015), “Knowledge Strategies in Organisations – a Case for the Barcamp Format”, DOI: <a href="https://doi.org/10.13140/RG.2.1.4145.5846">10.13140/RG.2.1.4145.5846</a> Quantum (2022), “IO1 - Guidelines for Quality Network setting up and implementation” (ANNEX 3 in word and PDF)	

Table 4: Quantum training unit 1 - Quality Network approach

## 2.2. Unit 2: EQAVET Framework and Indicators<sup>iv</sup>

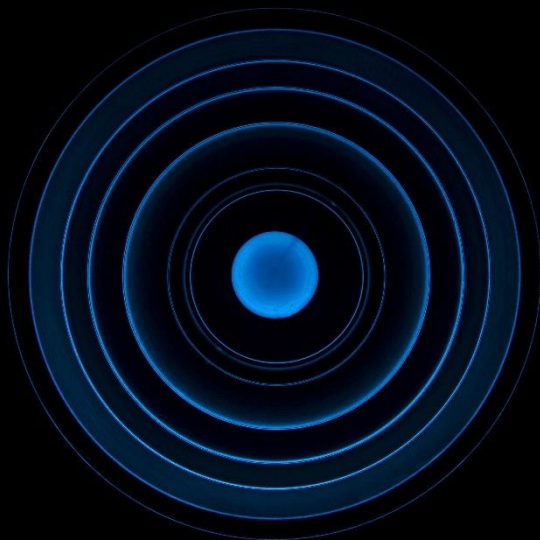
		<p><b>UNIT 2</b> <b>EQAVET Framework and Indicators</b></p>
Name of the training unit	EQAVET Framework and Indicators	
Trainer/staff name, contacts	Name, email and/or phone number	
Number of contact hours/number of autonomous study (Define if it will be face to face training and/or online training or both)	4 hours (contact)/autonomous study to be determined by each trainer in each national context (could be justified as part of the 30 hours training plan)	
Learning outcomes of the training unit	Implement the EQAVET framework at provider level	
Syllabus	<p><b>1.Quality Assurance (QA) and EQAVET Framework</b></p> <p>1.1.Definition of QA: meaning of quality at national level, how to involve key stakeholders, and alignment theory</p> <p>1.2.QA in VET: inputs, processes and outcomes</p> <p>1.3.What is the EQAVET Framework</p> <p>1.4.Who uses EQAVET Framework and for what purposes</p> <p>1.5. Principles of Quality Assurance in EQAVET</p> <p><b>2.EQAVET Indicators 5 and 6</b></p> <p>2.1.The PDCA cycle (plan-do-check.act): purpose and plan, implementation, assesment and evaluation, review</p> <p>2.2.Definition of EQAVET Indicators</p> <p>2.3.Data collection methods to inform EQAVET indicators (activity 5, see Annex 4)</p>	
Learning materials	<p><b>Online materials</b></p> <p><a href="#">Handbook for VET providers</a></p> <p><b>Offline materials</b></p> <p>Activity 5_Collecting and using data_ EQAVET_Training material_ANNEX4</p>	
Teaching and evaluation methodologies	<p>Peer teaching/learning</p> <p>Practical exercises (online and/or offline)</p>	
Bibliographic references	<p><a href="#">EQAVET INDICATORS' TOOLKIT</a></p> <p><a href="#">QUALITY ASSURANCE IN VOCATIONAL EDUCATION AND TRAINING</a></p>	

Table 5: Quantum training unit 2 – EQAVET Framework and Indicators

### 2.3. Unit 3: European Peer Review Methodology<sup>v</sup>

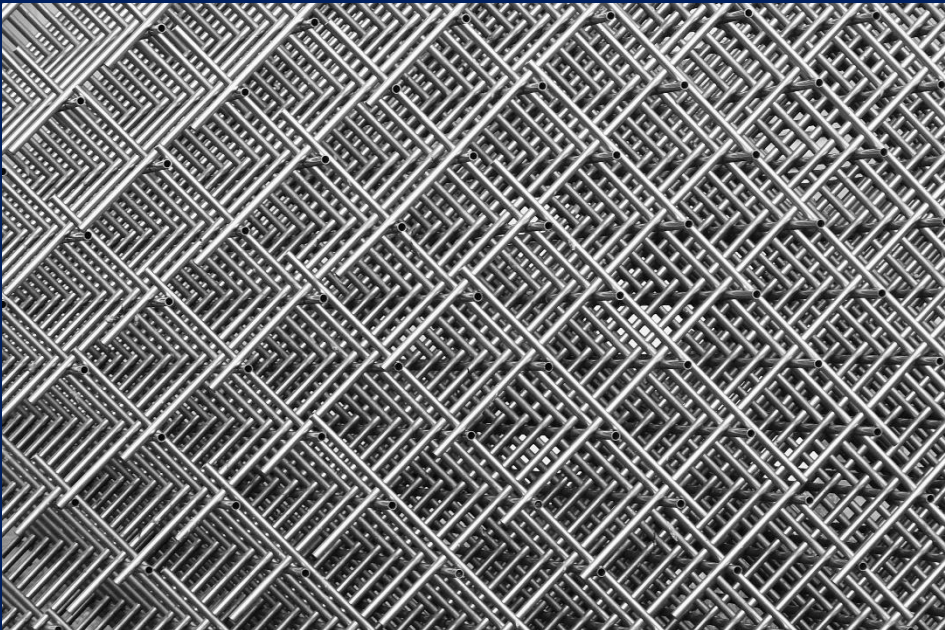
 <p style="text-align: center;"><b>UNIT 3</b> <b>European Peer Review</b> <b>Methodology</b></p>	
<b>Name of the training unit</b>	European Peer Review Methodology
<b>Trainer/staff name, contacts</b>	Name, email and/or phone number
<b>Number of contact hours/number of autonomous study (Define if it will be face to face training and/or online training or both)</b>	4 hours (contact)/autonomous study to be determined by each trainer in each national context (could be justified as part of the 30 hours training plan)
<b>Learning outcomes of the training unit</b>	Organise and apply the EU Peer Review process
<b>Syllabus</b>	<p><b>1. Peer Review Methodology (PRM)</b></p> <p>1.1. Definition of PRM: process integrity, quality assurance (QA), governance structure and methodology</p> <p>1.2. The Quality Areas (QA) within PRM</p> <p>1.3. The PDCA cycle (plan-do-check.act): purpose and plan, implementation, assessment and evaluation, review</p> <p><b>2. Common principles and building blocks of PRM</b></p> <p>2.1. The building blocks of PRM: data collection, data analysis, assessment and reporting on applied PRM</p> <p>2.2. To apply PRM to your context</p>
<b>Learning materials</b>	<p><b>Online materials</b></p> <p><a href="#">The EQAVET Network approach to system level peer reviews</a></p> <p><a href="#">QI Games: Learn How to Use PDSA Cycles by Spinning Coins</a></p> <p><b>Offline materials</b></p> <p>European Peer Review Tool-box_Annex 5 (Zip)</p>
<b>Teaching and evaluation methodologies</b>	Peer teaching/learning Practical exercises (online and/or offline)
<b>Bibliographic references</b>	<p><a href="#">European Peer Review Quality Areas and Criteria for Vocational Education and Training (VET)</a></p> <p><a href="#">European Peer Review Guide</a></p> <p><a href="#">European Peer Review Manual for Initial VET</a></p>

Table 6: Quantum training unit 3 – European Peer Review Methodology

## 2.4. Unit 4: VET Graduate Tracking Arrangements<sup>vi</sup>


		<p><b>UNIT 4</b> <b>VET Graduate Tracking Arrangements</b></p>
<b>Name of the training unit</b>	VET graduate tracking arrangements	
<b>Trainer/staff name, contacts</b>	Name, email and/or phone number	
<b>Number of contact hours/number of autonomous study (Define if it will be face to face training and/or online training or both)</b>	4 hours (contact)/autonomous study to be determined by each trainer in each national context (could be justified as part of the 30 hours training plan)	
<b>Learning outcomes of the training unit</b>	Manage QA practices and arrangements for tracking graduates Design and implement VET graduate tracking measures Collect and systematise data related to VET graduate	
<b>Syllabus</b>	<p><b>1. Graduate Tracking System (GTS) in VET</b> 1.1. Definition of what is a GTS in VET 1.2. The four steps of GTS: preparing, designing, implementing and disseminate</p> <p><b>2. VET GTS in Europe</b> 2.1. The four VET GTS in Europe: mapping, analysis, identification and review 2.2. Monitoring and evaluation indicators for VET GTS</p>	
<b>Learning materials</b>	<p><b>Online materials</b> <a href="#">Causes diagram</a> <a href="#">PROBLEM DEFINITION</a></p> <p><b>Offline materials</b> Graduate tracking guide_ ANNEX6</p>	
<b>Teaching and evaluation methodologies</b>	Peer teaching/learning Practical exercises (online and/or offline)	
<b>Bibliographic references</b>	<p>Graduate Tracking: Prospects and Applications_ANNEX7 <a href="#">Mapping the state of graduate tracking policies and practices in the EU Member States and EEA countries</a> <a href="#">Monitoring and measuring the results of interventions related to technical and vocational education and training and the labour market A guideline for practitioners</a> <a href="#">Structural Indicators for Monitoring Education and Training Systems in Europe – 2019</a></p>	

Table 7: Quantum training unit 4 – VET Graduate Tracking Arrangements

## 2.5. Unit 5: Feedback Loops - bring the perspective of beneficiaries and other stakeholders<sup>vii</sup>


		<p><b>UNIT 5</b> <b>Feedback Loops: bring the perspective of beneficiaries and other stakeholders into account</b></p>
Name of the training unit	Feedback Loops: bring the perspective of beneficiaries and other stakeholders into account	
Trainer/staff name, contacts	Name, email and/or phone number	
Number of contact hours/number of autonomous study (Define if it will be face to face training and/or online training or both)	4 hours (contact)/autonomous study to be determined by each trainer in each national context (could be justified as part of the 30 hours training plan)	
Learning outcomes of the training unit	<p>Manage QA practices and arrangements for establishing feedback loops</p> <p>Design and implement Feedback Loops among VET Key Stakeholders</p> <p>Collect and systematize data related to VET graduate</p> <p>Identify offline and online feedback loops tools and procedures</p>	
Syllabus	<p><b>1. Definition and mechanisms of Feedback Loops (FL)</b></p> <p>1.1. What are FL</p> <p>1.2. The four formal FL mechanisms: liberal, statistic, coordinated and participatory</p> <p><b>2. FL in Europe</b></p> <p>2.1. Exploring the informal FL mechanisms: local school boards, alumni networks, career fairs, cooperative projects between schools and companies, and internships</p> <p>2.2. Describing and analysing which FL mechanisms are used and suitable for your context</p>	
Learning materials	<p><b>Online materials</b></p> <p><a href="#">LEARNING LOOP</a></p> <p><a href="#">QUESTION LADDER</a></p> <p><a href="#">STORYWORLD</a></p> <p><b>Offline materials</b></p> <p>Engaging with learning outcomes_ANNEX8 (activity 2, p. 13)</p>	
Teaching and evaluation methodologies	<p>Peer teaching/learning</p> <p>Practical exercises (online and/or offline)</p>	
Bibliographic references	<p><a href="#">Staying in the Loop: Formal Feedback Mechanisms Connecting Vocational Training to the World of Work in Europe</a></p> <p><a href="#">Renewing VET provision. Understanding feedback mechanisms between initial VET and the labour market</a></p>	

Table 8: Quantum training unit 5 – Feedback Loops

## 2.6. Unit 6: Alumni Club<sup>viii</sup>


		<p><b>UNIT 6</b> <b>Alumni Club</b></p>
<b>Name of the training unit</b>	Alumni Club	
<b>Trainer/staff name, contacts</b>	Name, email and/or phone number	
<b>Number of contact hours/number of autonomous study (Define if it will be face to face training and/or online training or both)</b>	4 hours (contact)/autonomous study to be determined by each trainer in each national context (could be justified as part of the 30 hours training plan)	
<b>Learning outcomes of the training unit</b>	How to networking with VET key actors and stakeholders Collect and systematise data related to VET graduate	
<b>Syllabus</b>	<p><b>1. Definition and scope of an Alumni Club (AC)</b></p> <p>1.1. Definition and scope of an AC within a transformative change methodology</p> <p>1.2. Exploring the Alumni network learners' approach</p> <p><b>2. Overview of the AC in Europe</b></p> <p>2.1. Description of the AC practice in Europe</p> <p>2.2. Discovering and reflecting on how AC or practices are developed in your context</p>	
<b>Learning materials</b>	<p><b>Online materials</b></p> <p><a href="#">People shadowing</a></p> <p><b>Offline materials</b></p> <p>Guide on Alumni relations programs in VET schools ANNEX 9 (choose which exercise/template is more appropriate for your learning environment and apply it, pp. 68-74)</p>	
<b>Teaching and evaluation methodologies</b>	Peer teaching/learning Practical exercises (online and/or offline)	
<b>Bibliographic references</b>	<p>Guide on Alumni relations programs in VET schools ANNEX 9</p> <p><a href="https://www.esaa-eu.org/esaa-projects/communication-kit">https://www.esaa-eu.org/esaa-projects/communication-kit</a></p> <p><a href="https://www.alumniportal-deutschland.org/en/about-us/alumni-networks">https://www.alumniportal-deutschland.org/en/about-us/alumni-networks</a></p>	

Table 9: Quantum training unit 6 – Alumni Club

## 2.7. Unit 7: Communication and Networking<sup>ix</sup>

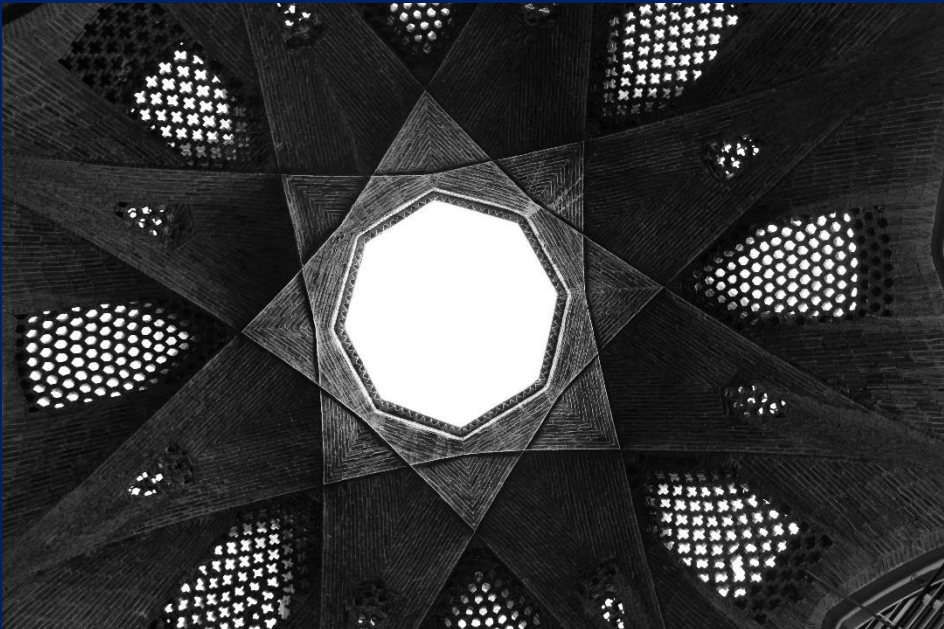
		<p><b>UNIT 7</b> <b>Communication and Networking</b></p>
<b>Name of the training unit</b>	Communication and Networking	
<b>Trainer/staff name, contacts</b>	Name, email and/or phone number	
<b>Number of contact hours/number of autonomous study (Define if it will be face to face training and/or online training or both)</b>	5 hours (contact)/autonomous study to be determined by each trainer in each national context (could be justified as part of the 30 hours training plan)	
<b>Learning outcomes of the training unit</b>	Network with VET key actors and stakeholders Communicate effectively with other relevant professionals in VET field	
<b>Syllabus</b>	<p><b>1. Definition and scope of communication and networking</b></p> <p>1.1. What is communication and networking: identifying problems and planning strategic actions</p> <p>1.2. Understanding and exploring soft skills on communication and networking: empathy, active listening, public speaking, focus, teamwork, digital competences, awareness of yourself and environment</p> <p><b>2. Implementing a strategy of communication and networking for VET QN purposes</b></p> <p>2.1. Analyzing and developing a model for whom and why you want to communicate, and which networks you already have, designing a strategy to expand your networks</p> <p>2.2. Examples and practices of a plan for communication and networking adaptable to your context</p>	
<b>Learning materials</b>	<p><b>Online materials</b></p> <p><a href="#">Develop a Communications Plan</a></p> <p><a href="#">EXPERIENCE TOUR</a></p> <p><a href="https://ctb.ku.edu/en/table-of-contents/participation/promoting-interest/communication-crisis/main">https://ctb.ku.edu/en/table-of-contents/participation/promoting-interest/communication-crisis/main</a></p> <p><a href="#">CommunityToolbox</a></p> <p><b>Offline materials</b></p> <p>Communications Plan Template _ANNEX 12</p>	
<b>Teaching and evaluation methodologies</b>	Peer teaching/learning Practical exercises (online and/or offline) Role-playing/ simulation on networking and communication skills	
<b>Bibliographic references</b>	<p>Guide to effective communication _ANNEX 11</p> <p>Guide to networking _ANNEX 13</p> <p><a href="https://bettermarketing.pub/the-complete-guide-to-networking-for-people-who-dont-like-it-63e8b818b06e">https://bettermarketing.pub/the-complete-guide-to-networking-for-people-who-dont-like-it-63e8b818b06e</a></p>	

Table 10: Quantum training unit 7 – Communication and networking





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<sup>i</sup> Capacity building for Quality Networks implementation and sustainability

<sup>ii</sup> Development of a common curriculum, including learning outcomes, training plan and learning materials

<sup>iii</sup> Image source: <https://www.pexels.com/pt-br/foto/teia-de-aranha-34225/>

<sup>iv</sup> Image source: <https://www.pexels.com/pt-br/foto/vista-de-baixo-angulo-da-escada-em-espiral-contra-um-fundo-preto-247676/>

<sup>v</sup> Image source: <https://www.pexels.com/pt-br/foto/arte-abstrata-cinza-e-preta-35543/>

<sup>vi</sup> Image source: <https://www.pexels.com/pt-br/foto/papel-de-parede-de-escadas-brancas-434645/>

<sup>vii</sup> Image source: <https://www.pexels.com/pt-br/foto/boia-faisca-preto-e-branco-p-b-7397071/>

<sup>viii</sup> Image source: <https://www.pexels.com/pt-br/foto/ilusao-de-otica-em-preto-e-branco-1191244/>

<sup>ix</sup> Image source: <https://www.pexels.com/pt-br/foto/teto-redondo-preto-e-branco-3568360/>