

IO6 – Accreditation Pathway Navigator

METHODOLOGY AND WORK PLAN

Start date: 1/9/2020

End date: 31/7/2022



Erasmus+ Partnership for Creative Apprenticeships (P4CA)

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Aims and Context

This document aims to provide methodology and consequently produce an Accreditation Pathway Navigator that will be used as a set of digital tools and resources to support the process of accreditation for Apprenticeship Coaches.

It will be co-designed and co-produced by all partners.

The Accreditation Pathway Navigator will be a web-enabled environment that will map the Apprenticeship Coaches' learning to the requirements of the EQF, ECVET and other relevant quality assurance, assessment, validation and accreditation frameworks in the different partner countries.

The Accreditation Pathway Navigator aims to assess, to value and to provide a framework for validation and accreditation of the results of the learning taken place in the piloting (IO3) and the practical experience during the blended learning events.

The Accreditation Pathway Navigator:

- Will be designed in accordance with the European Guidelines for Validating non-formal and informal learning
- Will be web-based allowing a progressive evaluation of competences and will be equipped with Skillscheck App which streamlines the process of recording and documenting achievement
- Will incorporate an Assessment tool consisting in a combination of self-assessment and peer assessment. The assessment tool will assess and validate the learning process of Apprenticeship Coaches and In-Company trainers who have participated in the learning programme and have gone through the blended learning experience.

Division of work

A1: SET UP METHODOLOGY AND WORK PLAN

- Outline and agree the methodology for the delivery of the output
- Establish the work plan, including a detailed description of the aims, objectives, activities, tasks, roles and deadlines for the output development
- Management guidelines, including instructions in the case of deviations from the work programme

A2: NATIONAL AND EUROPEAN BENCHMARKING ANALYSIS REPORT

- RDA provides research guidelines, template and topics to be covered
- Each partner provides national analysis of the current state of development and future possibilities for validation, certification and accreditation systems for Apprenticeship Coaches in the CCIs, RDA will complete synthesis report
- Each partner will translate their country reports and summary of the synthesis report into their national languages

A3: ASSESSMENT OF LEARNING IN THE PILOT PHASE

- RDA will propose a methodology for assessment of the learning from piloting phase, Rinova will support in mapping the assessment process against ECVET frameworks
- Linked to C2 - 5 day blended learning event in Pécs, Hungary, RDA will instruct partners on the assessment process to be delivered through peer mentoring, VET teachers/trainers will test and use the assessment tool

A4: EVALUATION REPORT OF THE PILOT PHASE

- Arteria will provide an evaluation report of the pilot phase, RDA will incorporate the findings and feedback into the assessment guide

A5: ELABORATION OF THE ASSESSMENT GUIDE

- RDA with support from Rinova will produce a draft assessment guide, incorporating the assessment tool, and including a certificate for the recognition of the learning outcomes of IO3

A6: FINALISATION OF THE GUIDE

- Finalisation of the assessment guide – the guide will be available as interactive online PDF document on the OER and disseminated through partner networks and at the Multiplier events and final conference, (all partners will translate the relevant sections of the guide into their national languages and disseminate these through their websites and networks)

Action Plan

The idea of IO6 is to produce the Accreditation Pathway Navigator that will provide pathways to accreditation of non-formal learning at national levels in different partner countries and identification of existing qualifications at European level. Therefore, Regional Development Agency Senec – Pezinok has developed a template for the partner organizations to map apprenticeship accreditation frameworks in the all partner countries. Partners will undertake individual analysis reports on the current state of development and future possibilities for validation, certification and accreditation systems for Apprenticeship Coaches in CCIs following the guidelines, methodology and templates provided by RDA Senec - Pezinok.

Overall timeline

Deadline: 31/07/2022

A1: SET UP METHODOLOGY AND WORK PLAN (September – November 2020)

A2: NATIONAL AND EUROPEAN BENCHMARKING ANALYSIS REPORT (November 2020 – May 2021)

A3: ASSESSMENT OF LEARNING IN THE PILOT PHASE (March – October 2021)

A4: EVALUATION REPORT OF THE PILOT PHASE (October 2021 – March 2022)

A5: ELABORATION OF THE ASSESSMENT GUIDE (January – May 2022)

A6: FINALISATION OF THE GUIDE (May – July 2022)



Appendix 1

NATIONAL ANALYSIS REPORT GUIDELINE

Country: ITALY

Prepared by: Alessandra – Materahub Consorzio Industrie Culturali e Creative

1. Brief introduction to the VET context in the country (about ½ page)

Please briefly describe the overall situation in VET in the country

Relation to European systems and frameworks (about 1 page)

Is there a National Qualification Framework (NQF) in your country? If yes, since when? Is it aligned with the European Qualification Framework (EQF)? If yes, since when?

Is there a National Qualifications Register? If yes, please describe it briefly. Is it available online? Is it easy to find CCI related qualifications there?

Is ECVET incorporated in the VET system? If yes, please describe how and in to what extent it is adopted/used by the VET providers. Is there any specific information in relation to CCIs?

Is there a National System of Occupations in place? Is it related to ESCO? If yes, please describe it briefly. Is it available online? Is it easy to find CCI related occupation there?

Any other relevant European frameworks?



2. Validation of non-formal and informal learning (VNFIL) (about 3 - 4 pages)

Please describe how the validation of non formal and informal learning works in your country. Please cover:

- Is there a system of validation of non-formal and informal learning (VNFIL) in place? What is the legal framework?
- Is VNFIL linked to the formal system? (VNFIL operates in parallel with the formal system - it is managed differently, but uses some of the infrastructure from the formal system, such as educational benchmarks or standards for formal qualification.) Or is it an entirely separate process leading to distinctive recognition that bears no institutional, standards or certification link to the formal system?
- What are the national actors involved in the process of VNFIL? Which actor(s) is (are) responsible for creation of the policies of VNFIL? Which institution(s) is (are) responsible for delivery of VNFIL? Are the employers involved? If yes, how?
- How is the process of validation delivered? Are the four stages in the validation process: (1)identification, (2)documentation, (3)assessment and (4)certification of learning outcomes, reflected?
- Is guidance and counselling in the validation process readily available?
- How are practitioners delivering VNFIL selected? Is there a framework for training or preparation for their specific validation role as assessors, counsellors or managers?
- Is there a system in place for monitoring and evaluation of validation and recognition practices?
- Is the process of VNFIL widely known? Is there communication towards the stakeholders and beneficiaries about the purpose of VNFIL?
- Is it sector specific? If yes, what are the specifics for CCIs?

3. Certification and Accreditation Systems (about 3- 4 pages)

Please describe the system of certification and accreditation to award a qualification in your country. Please cover:

- What are the possibilities for practitioners to gain recognition for their skills, knowledge and experience in the current context?
- How is the system of certification and accreditation organised? How is it funded?



- What is the process for the future VET provider to obtain a accreditation for a qualification?
- Is this process sector specific? If yes, what are the specifics for CCIs?
- What are the national actors involved in the process of certification and accreditation? Which actor(s) is (are) responsible for creation of the policies? Which institution(s) is (are) responsible for delivery of certification and accreditation?
- How is the information about the certification and accreditation communicated externally? Is the information about the certification and accreditation communicated clearly and widely? What are the channels?
- Is the process of certification and accreditation demanding (administratively or content wise)? Is the process financially demanding for the VET providers?
- How is ensured quality and transparency of the certification and accreditation process?

Conclusion – recommendations for the Apprenticeship Coach in the CCIs Qualification (about ½ page)

Based on the information gathered, please provide recommendations for the Apprenticeship Coach in the CCIs Qualification.