



DEVELOPMENT OF QUALITY ASSURANCE MECHANISMS IN VET E-LEARNING ENVIRONMENTS (PERCEIVE)

AXE	<input type="checkbox"/> <i>Teachers and Staff</i> <input checked="" type="checkbox"/> <i>Students</i> <input type="checkbox"/> <i>Context</i>
ASPECTS	<input type="checkbox"/> Support <input type="checkbox"/> Qualifications and Prior Experience <input type="checkbox"/> Professional Development and Upskilling <input checked="" type="checkbox"/> Admission and Progression <input type="checkbox"/> Student Assessment <input type="checkbox"/> Support and Information <input type="checkbox"/> Training Material Content <input type="checkbox"/> Structure of the Online Learning Environment <input type="checkbox"/> Interactivity of the Platform and Cooperation <input type="checkbox"/> Flexibility <input type="checkbox"/> Resource Allocation <input type="checkbox"/> Institutional Vision

EXERCISE 1.

Use the checklist of admission requirements and pre-requisites for the online VET course based on the information provided below. Try to evaluate the admission process of the VET institution using the checklist and identify any gaps or areas for improvement.

Checklist	Yes	No
1. Are admission requirements and pre-requisites clearly outlined in the study guide?		
2. Is prior learning effectively recognized and assessed?		
3. Is the workload and pedagogical model clearly communicated to prospective students via the guide or any other mean of communication?		
4. Are technical equipment requirements clearly outlined?		





5. Are prior knowledge and skills requirements relevant to the learning outcomes of the course?		
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Based on your replies, develop a plan or specific steps to address any identified gaps or areas for improvement in the admission process. What can do you differently?

List the possible actions in the following table:

Actions
1. ... 2. ... 3

EXERCISE 2.

Through this exercise, you will try to evaluate the effectiveness of your institution and teachers in supporting the progression of students in the online VET course and identify areas of improvement.

Checklist	Yes	No
1. Are assessment and examination dates and times clearly communicated to students? 2. Are mock assessments provided to support the progression of students? 3. Is the institution and teachers able to effectively support the development of new competences and skills of the students? 4. Are teachers able to assess the actual understanding of their learners? 5. Is timely identification of students falling behind being addressed effectively?		

Now, try to address any identified gaps or areas for improvement in supporting the progression of students in the online VET course. How would you tackle these?





Actions
1. ... 2. ... 3

EXERCISE 3

Through this exercise, you should try to evaluate the engagement and communication between the VET institution and students and identify areas of improvement.

Checklist	Yes	No
1. Are students adequately informed about the course requirements and expectations? 2. Are the workload and pedagogical model effectively communicated to the students? 3. Are students receiving documentation about their acquired skills after completing assessments at each stage of the course? 4. Is the VET institution providing effective support to minimize the risk of drop-out rates? 5. Are teachers effectively engaging students in the learning process?		

Once you reply to the checklist above, develop a plan through concrete actions to address any identified gaps or areas for improvement in engagement and communication between the VET institution and students.

Actions
1. ... 2. ... 3





4. ...

5. ...

