



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

AXE	<input type="checkbox"/> <i>Teachers and Staff</i> <input type="checkbox"/> <i>Students</i> <input checked="" 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 type="checkbox"/> Admission and Progression <input type="checkbox"/> Student Assessment <input type="checkbox"/> Support and Information <input checked="" 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 following rating scale to evaluate the quality of the training material at your VET institution. Rate each item on a scale of 1-5, with 1 being poor and 5 being excellent.

	1-Needs Major improvement	2-Poor	3-Average	4-Above Average	5-Excellent
The clarity and relevance of					





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the course objectives/goals.					
The effectiveness of the team's collaboration in creating the training material.					
The utilization of existing content and resources to develop the training material.					
The practical information provided about the training material.					
The appropriateness of the chosen training format.					
The organization and structure of the training material.					
The compliance of the material with EQF and NQF levels.					

Which are the two elements with the lowest rating?





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What steps can you take to improve them?

EXERCISE 2

Look at the table below and match the profiles with the tasks by also listing some respective skills.

Profiles: teachers, publishers, specialised course developer

Tasks	Profile	Skills
Development of the curricula		
Promotion of action in general		
Development of the platform in which the courses take place		

Now, do the same but having in mind your institution

Tasks	Profile	Skills
Development of the curricula		
Promotion of action in general		
Development of the platform in which the courses take place		

Now you have filled both tables - are they similar? what are the differences? and what is necessary to be updated in your organisation?





EXERCISE 3

Read the following case study:

Case Study:

The VET institution has recently implemented an online training program for a new course. The training material was created by a team of two teachers, a publisher, and a specialized course developer. The team spent four weeks collaborating on the course plan and outlining the objectives of the course. They also reviewed existing content and decided to use some pre-existing materials in the development of the new training material. The training material was structured according to EQF and NQF levels and was presented in a clear and organized manner. The training format chosen was a combination of synchronous and asynchronous education models. The institution provided practical information about the material and linked it to a timeline for learners and teachers to follow.

Now use the rating scale to evaluate the quality of the training material and identify areas for improvement.

	1-Needs Major improvement	2-Poor	3-Average	4-Above Average	5-Excellent
The clarity and relevance of the course objectives/goals.					
The effectiveness of the team's collaboration in creating the training material.					
The utilization of existing content and resources to develop the training					





material.					
The practical information provided about the training material.					
The appropriateness of the chosen training format.					
The organization and structure of the training material.					
The compliance of the material with EQF and NQF levels.					

What are the areas for improvement?

