



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**

**Final conference  
Helsinki-Tallinn-Helsinki  
October 3-4, 2011**

## **Peer Review Impact – Introduction of the project and results**

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## Leonardo projects on European Peer Reviews

Leonardo project "Peer Review in Initial VET"

1.10.2004–30.9.2007

Leonardo project "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 project "Peer Review Extended II"

1.11.2007–30.10.2009

Coordinator öibf, Austria

For more information [www.peer-review-education.net](http://www.peer-review-education.net)





## Partners in European Peer Review projects

### Leonardo project “Peer Review in Initial VET”

**22 (25) Partner institutions** from 11 European countries

1. AT, DE, DK, FI, HU, IT, NL, PT, RO, UK, CH;
2. 13 (15) Providers of initial VET

15 Pilot Peer Reviews completed, Pool of Peers (92), evaluation, adaptation of Manual 2007

### Leonardo project ”Peer Review Extended”

**9 partner institutions** from 6 European countries

4 VET Providers (AT, DE, ES, HU), 2 Coordinating Partners (ES, HU), 2 Developing Partners (FI, IT)

4 Pilot Peer Reviews completed

### Leonardo project ”Peer Review Extended II”

**14 partner institutions** from 9 countries , 3 „new“ countries (CZ, SI, TR)

6 Pilot Peer Reviews



## Results of the Leonardo projects

### Results:

- European Peer Review Manual for initial VET
- Tool-box
- Web-based Peer Training
- Face-to-face Peer Training
- Peer Review procedure and criteria for CVET
- European Peer Review Manual for VET (revised)
- Transfer Strategy
- Peer Review Reader
- Pool of Peer Experts



# Phases of European Peer Review





## REVIMP – From Review to Improvement

- Guidelines for the quality assurance of vocational education and training in EU countries
- 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 project "Peer Review Impact"

## Aims

- Contribute to the implementation of the EQAVET (EQARF) by focusing on the review phase
- Enhance the understanding of the interplay between institutional quality assurance systems, evaluations and institutional improvement of VET provision
- Improve and further develop the European Peer Review methodology focus on the impact and making changes
- Increase the use of Peer Reviews at national and European level by disseminating the results of previous Leonardo projects on Peer Reviews and REVIMP and transferring the results to new sectors, target groups and regionally
- Optimize the effectiveness of external evaluations in VET, especially Peer Reviews.



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# Leonardo project "Peer Review Impact"

## Project duration:

Contractual period: **1.10.2009 – 30.10.2011**

## Partner institutions: 8 partners in five countries

Finnish National Board of Education (FNBE), coordinator, Finland

Keuda Vocational College, Finland

Tampere College, Finland

Öibf, Austria

Hohere Technische Bundeslehranstalt Steyr, Austria

Hansagi Ferenc Vendeglatoipari es Idegenforgalmi Szakiskola es Szakkozepiskola, Hungary

ISFOL, Italy

University of Twente, Netherlands

ROC Aventus, Netherlands

External experts from Austria and Hungary



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# Leonardo project "Peer Review Impact"

## Main Products

- Peer Review Impact Analysis report
- Peer Review Impact Guidelines
- Peer Review Follow-Up Guide
- Seminar/Workshop for VET providers how to use the Peer Review Impact Guidelines
- Transfer strategy paper



# Peer Review Impact Guidelines

## Different approaches to impact

- QA area/areas chosen learning (including learning in other quality areas)
- Organisational learning (VET provider or the organisations of Peers)
- Individual learning
- Peer Review process learning



# Peer Review Impact Analysis report

Maria Gutknecht-Gmeiner

- Analysis of 14 transnational European Peer Reviews
- The analytical framework:
  - Factors influencing the impact of Peer Review  
(Based on REVIMP framework, adapted to Peer Review)

A: Design process (Phase 1)

B: Features of Peer Review (Phase 1-3)

C: Implementation process (Phase 4)

D: Organisational features

E: Feedback use and learning from Peer Review

F: Effects



## Peer Review Impact Analysis report

- Use, effects or impact?

### Methods

- Case studies (14)
  - Geographical/cultural/VET system variance
  - Cross-section of all pilot phases
  - Quality of Peer Review and approach
  - Peer Review Use
- Qualitative analysis
- Document analysis
- Analysis report is available on the website
- Based on the analysis and other sources of information first draft of the Peer Review Impact Analysis was developed.
- Drafts were discussed in national network meetings.
- The draft Guidelines were piloted in every partner country.



## Peer Review Impact Guidelines

### Main target groups:

- Owners and management of VET providers
- Peer Review Facilitators
- Peers

### Other target groups

- Parties involved in VET at a national level
- People providing professional support for VET providers
- Use the Peer Review Impact Guidelines together with the European Peer Review Manual for VET.



## Peer Review Impact Guidelines

### To get the maximum impact from Peer Reviews by

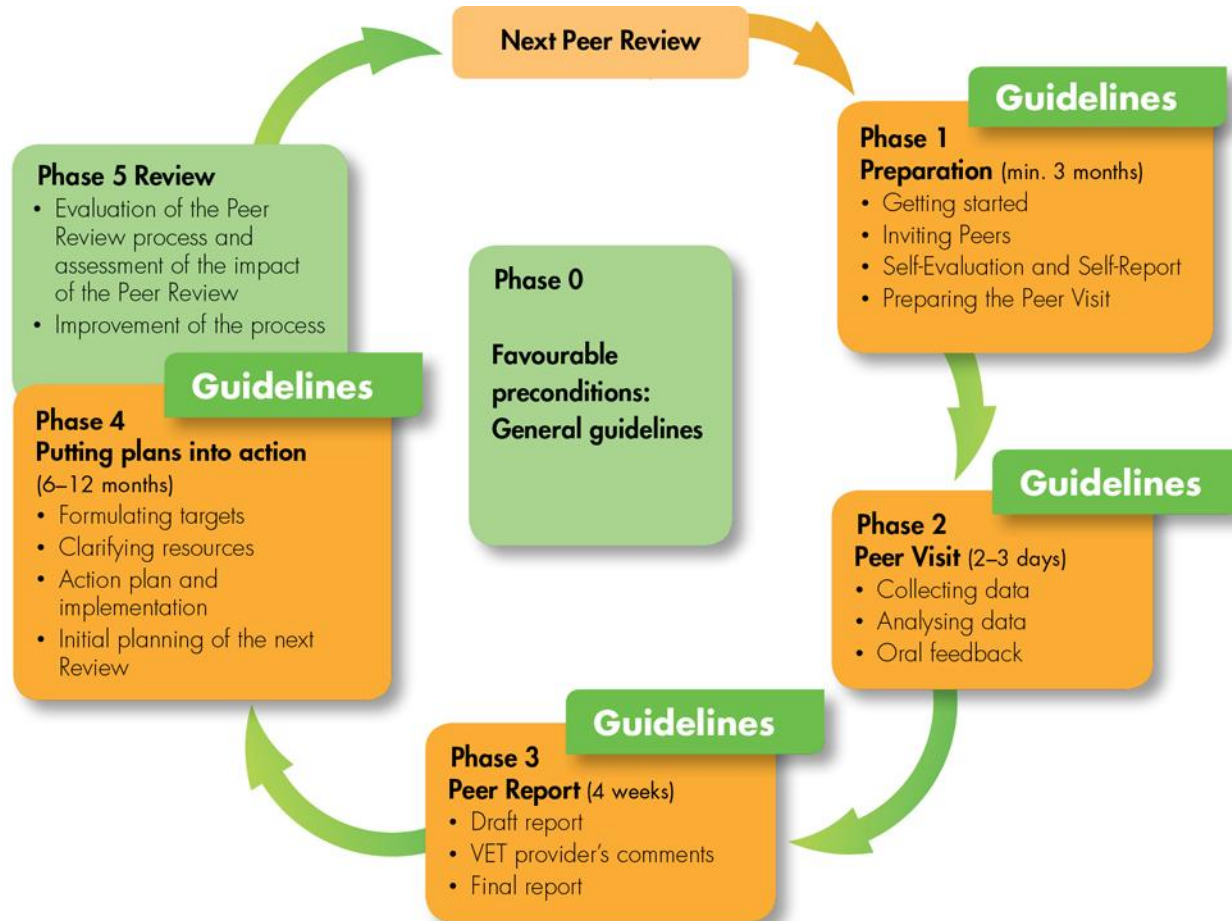
- providing a practical tool to promote the change process, institutional development and continuous quality improvement
- presenting ways to encourage use of Peer Reviews
- establishing a basis for implementing future Peer Reviews more effectively
- giving information about what a Peer Review is for and what it is not for
- providing a tool for staff development for teachers, managers, facilitators and QA teams
- offering examples of practical tools to adapt and use the EQAVET Recommendation.



# Peer Review Impact Guidelines

## How to use the guidelines?

- When a VET provider is considering whether a Peer Review is a suitable method for them or not.
- Take the Guidelines into account in planning, implementation and follow-up of a Peer Review.
- Have a look at the Guidelines and follow the guidelines that you consider most appropriate, based on your knowledge of the local context.
- Decide to use all the guidelines or only part of them or some tools included in them.



## Methods and tools promoting the impact Templates



## General Guidelines (examples)

- Make sure that there are some systematic procedures for quality assurance and evaluation in place within your organisation.
- Make sure that the Peer Review is or will be integrated with the VET provider's quality assurance and evaluation procedures.
- Ensure that the intended users of Peer Review results (such as management, teachers and students) are clear from the start.
- In order to increase the likelihood of a successful Peer Review, make sure that parties with experience in evaluation, quality assurance and self-assessment are involved in the Peer Review process.
- Make sure that the organisation planning to carry out a Peer Review is ready for it and has realistic expectations towards it.
- Make sure that issues such as existing internal conflicts will not make the Peer Review an unproductive effort.



# Peer Review Impact Guidelines

## Preparation phase (examples)

- Management should take the VET provider's overall strategy into account when choosing the quality areas to be evaluated (strengths and/or improvement areas can be identified).
- When starting preparation of a Peer Review, draw up an overall plan which includes all phases of the Peer Review: preparation of the Peer Review, Peer Review Visit, Peer Review Report, and putting plans into action.
- The management should take the follow-up of the Peer Review seriously from the start and be committed to all phases of the Peer Review.
- Preparation of the Peer Review should include determining how to monitor the signs (early warning indicators) indicating that things are not going as expected and therefore requiring corrective actions.



# Peer Review Impact Guidelines

## Peer Visit phase (examples)

- Follow the procedure
- During a Peer Visit, unforeseen things tend to happen. The Peer Review Facilitator and other people involved on behalf of the VET provider should be aware that they will have to remain flexible and react adequately.
- Be aware that, due to unexpected changes, the quality of outcomes can differ from the expected outcomes. However, it should be ensured throughout the Peer Review process that the outcomes are of sufficient quality and that the organisation being reviewed can benefit from the outcomes.

## Peer Review Report phase

- The VET provider should have comprehensive and transparent information and communication procedures, which include the principles and procedures for disseminating and using evaluation result.



## Peer Review Impact Guidelines

- Make the Peer Review Report available to the intended users during the Peer Review process, promptly taking their needs and preferences into account (how much information they can process, and in what format).

### Putting plans into action (examples)

- The VET provider should have an internal follow-up procedure implemented as follows, for example:  
*Defining indicators and the target level for each indicator for monitoring the impact of improvement actions.*
- The VET provider should systematically monitor whether decisions on improvement actions implemented on the basis of the Peer Review are being carried out, and how much impact they are having.

### Review

- The VET provider has to evaluate the whole Peer Review process and its impact, analyse the results and further develop the Peer Review process and its preconditions if needed before starting a new Peer Review.



