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D4.5. Quality Training Guidelines

For prototype & trainers - Transnational

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D4.5. Quality training guidelines for prototype & trainers – Transnational

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1. Executive summary

This report outlines the quality training guidelines established for the assessment of the Transitions Training Programme and training of trainers.
Collaborating partners from Higher Education (HE), Vocational Education and Training (VET), and industry professionals each contributed their expertise to identify quality frameworks specific to their respective sectors. Finally, partners co-designed the quality guidelines to assess learning for the Transitions program and trainer training, which can be used further by each partner's organisation.

Furthermore, the partners established quality guidelines for the programme and its trainers' evaluation. A detailed set of indicators has been defined to assess the overall effectiveness and management of the programme and its trainers.

2. Deliverable Objective

The purpose of this deliverable is to establish quality guidelines for the program. These guidelines will ensure that competencies (knowledge, skills and abilities) and qualifications are easily recognized and better understood within and across national borders, in all education and training subsystems, and in the labour market. The quality guidelines are developed in alignment with existing quality frameworks for the three target groups. Additionally, a set of quality indicators is developed to assess the curriculum and trainers.

3. Methodology

A collaborative process was conducted with the partners involved in establishing quality guidelines (Citta' Studi, Proteko, Elisava) to develop the initial draft of the content for these guidelines. Subsequently, HVA and IAAC were included in defining the Trainers' quality guidelines.

The partners participated in multiple online meetings to co-design the quality guidelines and practices related to their respective areas of expertise (Higher Education Institutions, Vocational Education and Training, and Professionals). Città Studi and Elisava finalized the content and reviewed the document to create its final version, which was then shared with the entire partnership for feedback.

4. Quality training frameworks

The Partners thoroughly reviewed European guidelines on skills and qualifications recognition to establish quality guidelines for the prototype. The guidelines' departure point draws references from Erasmus+ and Alliances for Innovation, which recommend application quality assurance methods in line with EQAVET and ESG (European Standards & Guidelines for Quality Assurance in Higher Education).

After the extensive literature review in higher education, vocational education, and professional training, a proposal for Quality Assessment was defined and will be part of the Transitions Final Toolkit (4.6). This proposal unifies common Assessment Guidelines among the three targets, specifies additional guidelines for each target audience, and proposes guidelines for the trainers' assessment. The guidelines aim to create relevant, high-quality curricula capable of preparing learners for the challenges of a globalized world.

A collaborative co-design process involving partners, including online meetings, a shared literature review folder, and a MIRO board for visualizing frameworks, was utilized to develop the Transitions Quality Assessment. The main frameworks for higher education institutions, vocational education and training, and professionals were discussed to highlight their contributions to the assessment.

The quality standards for educational curricula within European projects, specifically those under the Erasmus+ Programme, are thoroughly outlined in various documents. These standards are designed to guarantee that courses adhere to high educational efficacy and inclusiveness levels. Below are the key parameters and principles for upholding the quality of an educational program, according to Erasmus+ (The European Commission, 2021).

Information and Transparency

- Advance and Complete Information: Participants should be provided with full information, including general information (e.g. course provider's background, involved trainers, targeted audience, necessary background knowledge) and more specific educational details (e.g. course content, teaching methods, learning outcomes, schedules).

- Application Process: The course provider must offer a straightforward, accessible, transparent application and selection process.
- Transparent Costs: Before registration, all fees and services covered must be clearly presented. Terms and conditions, including changes and cancellation policies, must be written.

Content and Pedagogy

- High-Quality Teaching: Pedagogical approaches should be up-to-date and tailored to participants' needs and competence levels. The course should combine theory and practice, not forgetting monitoring and assessment.
- Inspiring and Interactive Learning: The course should engage participants, fostering reflection, new perspectives, and productive dialogue. It's the staff's responsibility to actively create and maintain a supportive learning environment.
- Trustworthy, Innovative, and Relevant Content: Content must be evidence-based, drawing on recent research and practice. It should relate clearly to the course topic and be applicable to participants' contexts.
- Use of Digital Tools and Blended Learning: Digital tools should enrich the learning process, blending synchronous and asynchronous learning activities.

European Dimension

- European Values and Policies: Courses should reflect EU values and contribute to the policies supported by Erasmus+.
- Networking Opportunities: The course set-up should facilitate networking, intercultural learning, and sharing practices among participants from different countries.

Services and Facilities

- Support: Course providers must address participant queries and requests in a timely and effective manner.
- Qualified Staff: Trainers must have adequate qualifications and experience to deliver the curriculum and interact effectively with a multicultural audience.
- Duration and Schedule: The course duration should align with its objectives. It should include a day of activities, with at least five hours of learning. Additional activities should enhance social, cultural, and professional interactions.
- Venue: Venues must be appropriate for the number of participants, comply with health and safety standards, and be accessible to persons with disabilities.

Inclusion and Diversity

- Equal Access: Services must be offered inclusively, ensuring equal access for participants with special educational needs.
- Integration of principles such as transparency, accessibility, collaboration, and community engagement.

Feedback and Follow-up

- Assessment and Feedback: Participants should be able to provide feedback, which should be used to improve future courses. Complaints should be addressed efficiently and constructively.
- Continued Learning and Institutional Impact: Course providers should guide participants on further learning steps and facilitate the application of acquired knowledge in their institutions.
- Certification: Participants must receive certification detailing the course name, description, learning outcomes, dates, venues, and instructors. European recognition instruments are recommended for certification.

Project Management and Quality Assurance

- Quality Assurance: Detailed quality plans should be established, including qualitative and quantitative KPIs, to measure the effectiveness and impact of the training programme.
- Monitoring and Evaluation: Continuous monitoring and evaluation strategies should be implemented to ensure high-quality and timely project execution.

These standards are designed to ensure that courses under the Erasmus+ Programme not only deliver high-quality educational experiences but also do so in a manner that is inclusive, interactive, and firmly aligned with European values and policies.

HEI Frameworks

Among the HE quality frameworks we highlight the following:
- The European Credit Transfer and Accumulation System (ECTS)
- The European Standards and Guidelines (ESG, 2015)
- EIT Quality Assurance and Learning Enhancement Model (EIT,2021)

- The European Qualifications Framework (EQF)

The European Credit Transfer and Accumulation System (ECTS)

ECTS is a standardized academic credit system that assigns credits to courses and study programs based on the workload required to complete them. It aims to make national education systems more comparable internationally and to facilitate international student mobility between higher education institutions.

A full academic year typically corresponds to 60 ECTS credits, which are often distributed across smaller modules within a standard academic year. In the context of WP4's curriculum development for Higher Education Institutions (HEI), careful consideration has been given to the allocation of hours and credits for the Transition modules.

ENQA The European Association for Quality Assurance in Higher Education. The European Standards and Guidelines (ESG, 2015)

ESG are designed for internal and external quality assurance processes in higher education. Therefore, HEI should comply with the following principles:

1. They are responsible for the quality and assurance of their educational programs.
2. Quality assurance should be adaptable to various higher education systems, institutions, programs, and students.
3. Quality assurance should promote the development of a culture of quality within educational institutions.

Quality assurance processes should consider the needs and expectations of students, other stakeholders, and society.

EIT (European Institute of Innovation & Technology) Quality Assurance and Learning Enhancement Model

The EIT Label Handbook[1] offers guidance and hands-on working tools for designing, developing and reviewing EIT-labelled degree programmes at the master's and doctoral level. It is, therefore, an essential tool for the education coordinators, instructors and external reviewers of these programmes.

The Transitions Quality assurance guidelines followed the EIT manufacturing proposition for the assessment processes, mainly inspired by the proposed indicators and the categories proposed by the EIT label.

The European Qualifications Framework (EQF)

EQF[2] is a system used across Europe to make education and training qualifications more understandable and comparable across different countries. The EQF establishes eight levels of qualifications, from basic (level 1) to advanced (level 8). Each level is defined by what a learner knows, understands, and can do – their knowledge, skills, and competencies.

The Transitions Training program uses a Learning Outcomes Assessment for EQF Levels 5, 6, and 7, distinguishing between VET and HEI. Therefore, we have defined the EQF level 7 for the HEI, aiming at the design of a two-year curricula at master's level, for 120 ECTS credits.

EQF Level 7 (master's degree level)
LO 1: Learners can critically evaluate data within circular business models, integrating data analysis into strategic planning for optimal performance.
LO 2: Learners can conduct in-depth research to uncover and address strategic knowledge gaps, appreciating their systemic impact on the business.

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[1]   https://eit.europa.eu/sites/default/files/eit_label_handbook_degree_programmes_-_final.pdf

[2]   https://europass.europa.eu/en/europass-digital-tools/european-qualifications-framework

LO 3: Learners are proficient in formulating comprehensive strategic roadmaps for technological adoption and data utilization, anticipating future trends and requirements.

LO 4: Learners can manage high-performing teams, applying advanced leadership skills to foster innovation and problem-solving.

LO 5: Learners lead innovation, creating a culture of creativity that pushes the boundaries of current business models for transformative solutions.

VET Frameworks

European Quality Assurance Reference Framework for Vocational Education and Training (EQAVET).

The European Quality Assurance in Vocational Education and Training (EQAVET)[3] is a framework established by the European Union to improve the quality and effectiveness of vocational education and training (VET) systems across Europe. It is based on a quality assurance and improvement cycle (planning, implementation, evaluation/assessment, and review/revision), a set of descriptors and 10 reference indicators that can be applied to quality management at two VET levels: system and providers.

The 10 EQAVET indicators to assess the quality of VET are:
- Indicator 1: Relevance of quality assurance systems for VET providers
- Indicator 2: Investment in training of teachers and trainers
- Indicator 3: Participation rate in VET programmes
- Indicator 4: Completion rate in VET programmes
- Indicator 5: Placement rate of graduates from VET programmes
- Indicator 6: Utilisation of acquired skills at the workplace
- Indicator 7: Unemployment rate in the country
- Indicator 8: Prevalence of vulnerable groups
- Indicator 9: Mechanisms to identify training needs in the labour market
- Indicator 10: Schemes used to promote better access to VET and provide guidance to (potential) VET learners

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[3] https://ec.europa.eu/social/main.jsp?catId=1536&langId=en

The Transitions Training Program uses the EQAVET framework to assure the quality of the training, continuously assessing all the steps to ensure the programme's effective response to labour market needs and maximize the impact of the feedback received from learners, trainers and stakeholders.

European Credit system for Vocational Education and Training (ECVET)

ECVET, initially thought to complement ECTS on the vocational education side, is a methodological framework that facilitates the accumulation and transfer of credits for learning outcomes from one qualifications system to another. This said, it helps transnational mobility and access to lifelong learning. ECVET permits the recognition and registration of learning outcomes acquired in various contexts, in different countries and through all types of learning (formal, informal or non-formal).

The European Qualifications Framework (EQF)

EQF has been defined above in the HEI part.
The Transitions Training program foresees EQF 5 for VET, aiming to design a course with more useful units for vocational learners.
Here follow the LOs for the EQF level 5 for the VET.

- Knowledge: comprehensive, specialized, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge;
- Skills: a comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems;
- Responsibility and Autonomy:
  - exercise management and supervision in contexts of work or study activities where there is unpredictable change;
  - review and develop performance of self and others.

Professionals Frameworks

In the textile and fashion industry, the Kirkpatrick model (Kirkpatrick, D. L., 1996) is widely used for its flexibility and ease in evaluating both employee learning and

tangible outcomes such as production efficiency or innovation in design. Therefore, the Kirkpatrick Model is considered a key tool for evaluating the effectiveness of training within an organization, for adult and professional learners, and for learning situations outside of academic and specific forms of schooling.

It can be used to evaluate either formal or informal learning and can be used with any style of training. Quality in training for professionals is mainly about the extent to which each employee has strengthened their skills and competence.

Kirkpatrick's model consists of four levels of evaluation:
- Reaction – how the learner reacts to the training
- Learning – which kind of change has the learner received
- Behaviour – what has the learner learnt, can it be applied on the job
- Results – the results are suitable for the audience

THE KIRKPATRICK MODEL

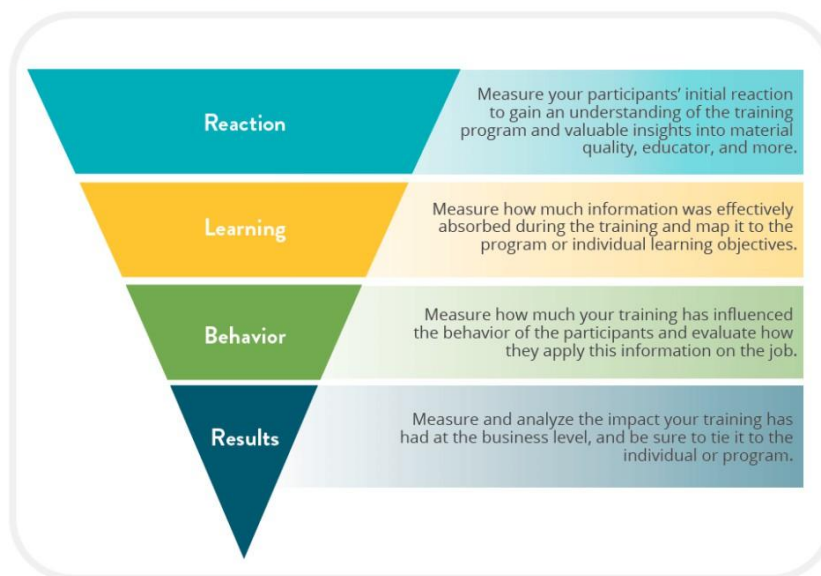| Reaction | Measure your participants' initial reaction to gain an understanding of the training program and valuable insights into material quality, educator, and more. |
Learning	Measure how much information was effectively absorbed during the training and map it to the program or individual learning objectives.
Behavior	Measure how much your training has influenced the behavior of the participants and evaluate how they apply this information on the job.
Results	Measure and analyze the impact your training has had at the business level, and be sure to tie it to the individual or program.

Figure 1: Kirkpatrick´s four levels evaluation model (Kirkpatrick, D. L., 1996)

Continuing Professional Development (CPD)/Lifelong Learning

Continuing Professional Development (CPD) (Friedman, A. L., 2023) is essential for keeping professional skills and knowledge up to date throughout their career. It involves ongoing learning activities like workshops, online courses, conferences, reading, and practical experience to help you stay current, improve your skills, and advance in your career. CPD, Lifelong Learning, is essential because it allows

professionals to stay updated with new developments and best practices, enhance existing skills and learn new ones, increase their chances for promotions and new opportunities, maintain competence to ensure effective job performance and meet professional standards. To boost confidence by keeping knowledge and skills fresh and relevant.

Adult learning at the workplace is an important component of lifelong learning, as adults spend much of their time at work.

Life-long learning is necessary and has become even more important, not least because of rapid technological development.

To meet the diverse needs of professionals, we will design courses of varying lengths. These courses will range from short workshops and seminars for quick skill upgrades to more comprehensive programs for in-depth learning. The Transitions Training Program will offer flexible options, and professionals can choose the duration that best fits their schedules and learning goals, ensuring that they can continue to develop their skills and knowledge effectively, regardless of their time constraints. The modular training for professionals will be aligned with the key competencies recommended by the Council for Lifelong Learning. The Loopholes game has been mainly designed for businesses and professionals and facilitates them in defining objectives and needs as well as their skills gap related to the latest technological advances, regulations and best sustainability practices.

5. Learning Assessment Methods (HEI, VET and Professionals)

Learning assessment methods (Schellekens, L.H. et al, 2021; Pereira, D., Flores, M. A. and Niklasson, L., 2015) encompass a wide range of tools and techniques used to evaluate learners' knowledge, skills, and development. These methods play a vital role in various educational settings by assessing learners' readiness for new material and measuring their mastery of a subject upon course completion. Proper management of these assessment methods is essential for providing accurate and valuable evaluations that can guide instruction and support the growth of learners. Assessing learning is a key component of the educational process, offering valuable insights into learners' progress and influencing instructional strategies. Effective management of assessments ensures they are fair, comprehensive, transparent, and aligned with educational goals, ultimately improving the overall learning experience.

As seen in Figure 2 below, the assessment is directly linked to the Learning Outcomes and the Teaching and Learning Activities.
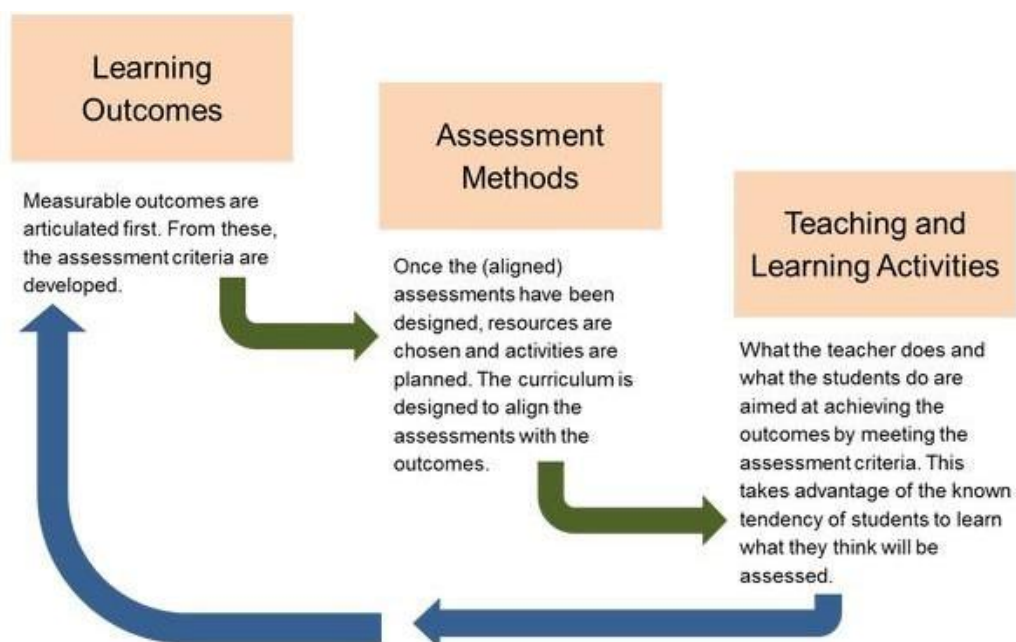

Learning Outcomes

Measurable outcomes are articulated first. From these, the assessment criteria are developed.

Assessment Methods

Once the (aligned) assessments have been designed, resources are chosen and activities are planned. The curriculum is designed to align the assessments with the outcomes.

Teaching and Learning Activities

What the teacher does and what the students do are aimed at achieving the outcomes by meeting the assessment criteria. This takes advantage of the known tendency of students to learn what they think will be assessed.

Figure 2 Assessment design by EDLAB, Maastricht University Centre for Teaching & Learning[4]

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[4] https://edlab.nl/assessment-methods/

Following we describe the guidelines for the assessment of the learning for the Transitions training program to achieve the defined learning outcomes. These guidelines allow the programme to meet the requirements, and will include a series of indicators connected to them and guiding and evaluating all phases of it.

1. Alignment with Learning Objectives: assessments need to be directly linked to the learning goals and objectives of the course or program.
2. Diverse Assessment Techniques: it is necessary to use a variety of assessment methods to capture different aspects of student learning and accommodate diverse learning styles.
3. Regular Feedback: assessment must provide timely and constructive feedback to learners to support their learning journey. The assessment should be done before, during and after the programme.
4. Continuous Improvement: it is necessary to analyze assessment data to identify trends, strengths, and areas for improvement in both learner's performance and instructional methods. The results should be communicated to all trainers, directors, and relevant stakeholders.
5. Stakeholder Involvement: the assessment process must be done by learners, educators, and other stakeholders to ensure it is comprehensive and inclusive.
6. Technological Integration: digital tools and platforms can streamline the assessment process, enhance data collection, and provide more dynamic and interactive assessment experiences.

There are many types of assessment methods[5], for example:

- Diagnostic assessment - evaluates learners' current knowledge at the beginning of a course
- Formative assessment - monitors learners' progress throughout a course
- Summative assessment - measures learning at the end of an instructional period, recording results as scores or grades
- Norm-referenced assessment - compares learners' performance against each other.
- Ipsative assessment - compares the learner with him/herself, and not to

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[5] https://potomac.edu/types-of-assessment-of-learning/

external references., so that the learner's development can be gauged.

- Criterion-referenced assessment - evaluates learners against set standards.
- Scenario-based assessment - applies theoretical knowledge to hypothetical situations.
- Oral assessment
- Gamified assessment - integrates game elements.
- Skill assessment - tests specific skills.

Specific Suggestions for HEI:

In higher education, the use of LMS (Learning Management Systems) is recommended as it supports the integration of continuous assessment for the students in the format of deliverables, digital presentations and portfolios. These facilitate the evaluation of students' performance, the grading and completion of the course, and the students' feedback for the trainers and learning units.

Specific Considerations for VET and Professionals:

For VET and professionals, the assessment should evaluate real case studies and applications of the learning, practical skills and work-based learning.

A diagnostic assessment for professionals, for example, allows the evaluation of the current skills gap and the customization of the modular training to their specific needs. In the Transitions project, the loopholes game can serve as an exploratory and diagnostic assessment for companies to identify skills gaps and future directives.

As for Transitions programme, partners have proposed specific activities that form the assessment for each Learning Unit, combining formats and methods, so that a trainer will be able to choose the most appropriate for the group he/she is working with. Here follows an example of a Learning Unit, with its related assessment:

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ENGAGEMENT • Learning Unit

Fluid Fashion Consumption

Introduction

Fluid fashion consumption allows for exploring diverse styles, mixing and matching pieces, and evolving wardrobes sustainably. It promotes reimagining ownership and embracing innovative models like renting, borrowing, swapping, and sharing items. This unit focuses on rental services as a new income stream for businesses transitioning to circular practices. How can companies build community, extend garment life, facilitate customer interaction, and remain profitable within a sustainable business model?

Assessment

- Presentation of a case study that demonstrates a deep understanding of successful renting, borrowing, swapping or sharing services.
- Compare and contrast a case study of fluid fashion consumption with a traditional fashion consumption one, highlighting the benefits and challenges of adopting fluid fashion practices.
- A final presentation on a sustainable business model canvas on renting, borrowing, swapping or sharing services, with consumer data in mind.

Teaching Methodologies

- **Case Study Analysis**: Analyse real-world examples of brands that have successfully implemented different forms of rental services, such as Houdini Sportswear.
- **Lectures with Industry Experts**: Discuss various practices like renting, borrowing, swapping, and sharing. Highlight current trends and success stories.
- **Interactive Workshops**: Conduct workshops where learners or learners explore strategies for creating a sense of belonging and community among customers. This might include online forums, events, and social media engagement.
- **Group Discussions and Brainstorming Sessions**: Facilitate group discussions and encourage learners to develop action plans for implementing fluid fashion consumption in already existing business models.

Figure 3 Example of a Learning Unit, with its related Assessment

6. HEI, VET and Professionals Quality Training Guidelines

Even though the targets for HEI, VET and Professionals are different, some aspects of the quality guidelines are shared between the three fields. They refer to the common aspects, since they ensure that educational institutions provide high-quality learning experiences. By applying these guidelines, which are common to VET, HEIs, and professionals' development programs, they can ensure high-quality education and training that meet learners' needs and the labour market's demands.

Learning outcomes approach

Clearly defining what learners should know and be able to do after the training ensures the relevance and focus of the program. This is crucial across all levels to guarantee that training meets educational and professional standards.

Stakeholder involvement

Involving industry experts, employers, educators, and learners in developing and evaluating programs ensures that training is aligned with real-world needs and current industry practices.

Alignment with market needs

Regularly updating training content to match labour market requirements ensures that learners gain relevant skills, enhancing their employability and meeting employers' needs.

Quality Assurance

Implementing internal and external evaluations maintains high standards and credibility of the qualifications awarded, essential for trust and recognition across all levels.

Learner-centered approach

Tailoring learning experiences to individual needs and providing comprehensive support services boosts learner engagement and success by accommodating diverse backgrounds and learning styles.

Teacher and trainer qualifications

Ensuring that instructors have up-to-date knowledge and effective teaching skills improves the quality of education and training, leading to better learning outcomes.

Competence-based assessment

Using assessments that measure actual skills and competencies ensures that learners can apply their knowledge in practical situations, which is critical for both academic and professional success.

Self and Peer Assessments: Encouraging self-reflection and peer feedback to foster a collaborative learning environment.

Mobility and flexibility

Recognizing qualifications across different countries and institutions facilitates the movement of learners and professionals for further study or employment, promoting international mobility.

Use of technology

Integrating digital tools and e-learning platforms into training programs enhances accessibility and ensures that training remains relevant and up-to-date.

Sustainability

Ensure the curriculum supports sustainable development by integrating relevant competencies and fostering an understanding of sustainability issues among learners.

Inclusiveness

Ensuring equal access to training opportunities for all individuals promotes diversity and inclusion, essential for a fair and equitable education and professional environment.

Ethical standards

Including training on ethics and professional standards helps learners understand and follow the correct practices in their field. This is important for keeping integrity and trust in their profession.

Specific guidelines

In addition to the general guidelines, there are also specific guidelines that pertain to individual fields of expertise. These guidelines are tailored to address the unique and specialized aspects of each field. Below are the specific guidelines for the three designated fields.

HEI

Academic Support Services:

- Provision of academic advising and career orientation to help students achieve their academic and professional objectives.
- Access to mental health services and wellness programs to promote students' overall well-being.
- Enriching the learning experience by offering infrastructures such as libraries, laboratories, maker spaces, and study spaces for students' academic enrichment and success.

Community engagement:

- Promote and support the creation of an alumni community by sending regular newsletters, job opportunities, student success stories, reunions.
- Offer internships and workplace experiences in collaboration with the industry.

Use of technology:

Adopt LMS (Learning Managment Systems) to optimize communications, students' work delivery and grading.

VET

Lifelong Learning

Encouraging lifelong learning opportunities and providing adult learning programs to support continuous skills development is essential. Lifelong learning must clearly state the competencies the learner will acquire and the time he/she will have to use to acquire them. This is because, being aimed at both unemployed and employed people, it's very important for the latter to have well-defined time management.

Professionals

Continuing Professional Development (CPD)

It is about keeping professional skills and knowledge up to date throughout their career. It involves ongoing learning activities like workshops, online courses, conferences, reading, on job training, and practical experience to help professionals stay current, improve their skills, and advance in their career.

Lifelong Learning

It is essential because it allows professionals to stay updated with new developments and best practices, enhance existing skills and learn new ones, increase their chances for promotions and new opportunities, maintain competence to ensure effective job performance and meet professional standards. To boost confidence by keeping knowledge and skills fresh and relevant.

Models to identify competence

Validation

Validation refers to a structured process that includes an in-depth survey and an assessment to recognize a person's knowledge, regardless of how it was acquired. This means knowledge may have been acquired through formal education and informal learning. Validation involves collecting and analyzing evidence to confirm and identify gaps, strengths, and areas for improvement.

By adhering to these guidelines, professional training programs can provide relevant, high-quality education that meets industrial needs and supports continuous career development.

The Loopholes toolkit will help professionals to conduct a gap analysis and map the current state of their company or project. It empowers continuous innovation, allowing teams to adapt strategies to evolving business needs. Additionally, it offers guidance on policy considerations, ensuring alignment with upcoming EU regulations.

7.   Quality Training Guidelines – Trainers

Following Erasmus+ standard[6], Transitions trainers need to possess the standard abilities of every trainer, namely, *"in-depth knowledge and experience in the subject taught as well as the capacities to teach and train adults, to encourage their active participation, and to adapt course content to the trainees' needs."*

DEFINING TRANSITIONS TEACHERS

Transitions partners have defined five criteria's that characterized Transitions teachers.

1.   Trainers as part of a global movement foster sustainable transitions.

Transitions aligns with EU policy, recognizing the importance of teachers in supporting societal transformations.

The network of trainers should be built around a culture respecting:

- Inclusion and diversity: a heterogeneous group of trainers adds to quality. Trainers are aware of intercultural differences and foster cultural diversity.
- Environmental concern and climate change: trainers should actively ensure and promote environmental responsibility.
- Digital transformations: Trainers foster debates on how new technologies can help achieve EU and more general sustainable goals.
- Common values, civic engagement and participation: trainers show real concern and involvement regarding social responsibility.

Transitions trainers are proactive stakeholders of TCL&F Transitions, which first means they should be informed about current Transitions pathways in the Textile and Fashion sector and be engaged as change-makers.

2.   Trainers as quality content providers

Trainers share expertise and provide quality content for classes. In addition, they have access to knowledge related to new content and classes. Trainers are used to working closely with students in learning environments. They develop content, adapt it, shape it, and customize it according to their experience.

3. Trainers as local transition-makers

Trainers are acting in a specific context. Geographically, they can propose learning experiences with local initiatives and associated stakeholders to ground circular transitions.

4. Trainers as ecosystem activators and open-source community members

Trainers have opportunities to learn and train themselves with peers
Trainers can learn and contribute to open-source knowledge.
Trainers are acting inside networks. They can invite and collaborate with relevant actors to enhance the quality of learning experiences.

5. Trainers as critical, complex and creative thinking ambassadors

Trainers support students' soft skills development and use appropriate active learning pedagogies to help students adopt critical thinking and creativity.[7]

SUPPORTING THE DEVELOPMENT OF A NETWORK OF TRANSITIONS TRAINERS

Transitions partners' ambition is to create a learning environment for Transitions trainers.

Onboarding future trainers

Through the project, they have initiated the development of the Training the Trainers course that aimed to onboard trainers to adopt the Transitions mindset and be ready to teach in the Transitions training program. Training of three sessions is organized to present the overall approach and content of the course. With these courses, trainers can hope to develop the following:

- Comprehensive understanding of the expectations for Transitions trainers.
- Strengthened capability and confidence to facilitate training sessions.
- Adoption of teaching and learning methods.
- Ability to design training workshops using the Transitions approach.
- Learn new skills and peer-exchange knowledge with experienced professionals.
- Ability to plan and implement action steps based on acquired training knowledge and skills.

Online Interactions

Transitions Trainers will have access to the teaching materials by using the Transitions Toolkit, which aims to be available online by the project's end. In addition, partners are discussing the use of possible communication tools to facilitate the exchange of trainers via online platforms or social networks – as a network.

Local support teams

Transitions Trainers will have a contact point among the coordinators of the Transitions program and may be local or international according to the context. Coordinators are here to facilitate access to the content, language adaptation, direct interaction with trainers, and quality assessment.

QUALITY GUIDELINES FOR TRAINING ACTIVITIES FOR TRANSITIONS TRAINERS

Several perceptual quality indicators were introduced in D4.4 that can support the development of quality indicators for the activities provided to support Transitions Trainers. These are mentioned below:

- Participant Engagement: Measured by active participation, interaction levels, and feedback. KPIs can include session attendance rates, active participation metrics, and qualitative feedback from participants.
- Knowledge Gain: Assessed through pre- and post-training evaluations or tests. KPIs might be the percentage improvement in test scores or the number of participants meeting a certain knowledge threshold.
- Skill Application: Measured by the ability of participants to apply learned skills in real-world scenarios or simulations. KPIs can include successful completion of practical assignments or observed application in the workplace.
- Participant Satisfaction: Gathered through post-session surveys and feedback forms. KPIs can include satisfaction ratings, Net Promoter Score (NPS), or specific feedback on content relevance and presentation quality.
- Behavioral Change: Evaluated through follow-up assessments or observations post-training. KPIs can include changes in work practices, improvements in productivity, or adherence to new procedures.
- Retention Rates: Measured by the ability of participants to retain information over time. KPIs can include test scores from follow-up quizzes or evaluations conducted weeks or months after the session.
- Return on Investment (ROI): Assessed by evaluating the training's impact on business outcomes. KPIs can include productivity metrics, quality

improvements, reduced error rates, or cost savings related to the training.

- Completion Rates: The percentage of participants who complete the training program, which indicates the relevance and engagement level of the training.
- Facilitator Effectiveness: Assessed through feedback on the trainer's performance, including their ability to convey information effectively, engage participants, and manage the training environment. KPIs can include facilitator evaluation scores or specific participant feedback.
- Training Environment: Quality of the physical or virtual training environment, including resources, materials, and technology used. KPIs can include ratings on the adequacy and effectiveness of the training environment.

TOWARDS INDICATORS TO SUPPORT THE MONITORING OF TRANSITIONS TRAINERS

Regarding the context of Transitions, quality indicators are described in section 8.2, including a series of questions relating to the four following key elements:

- TRAINERS' SELECTION AND ADMISSION PROCESS warrants a fair procedure, motivations, and expertise aligned with Transitions trainers' criteria.
- TRAINERS ONBOARDING AND SUPPORT, including training the trainers' programs, resource-sharing, and other interactions happening during the trainers' interventions.
- TRAINERS ASSESSMENT, including evaluation and feedback from trainees, coordinators and peers.
- SKILL DEVELOPMENT AND FEEDBACK, including self-evaluation and qualitative feedback from the trainers related to their experience with the Transitions program.

8. Catalogue of Quality Indicators

8.1 For curricula

Table 1 – Quality Indicators for curricula

Quality indicator 1 – Compulsory requirements				
Quality Indicator	Description	Questions	Method	Frequency
Qi1.1 EDUCATIONAL AND NON-EDUCATIONAL PARTNER COLLABORATION IN THE CURRICULUM	The programme features collaboration between educational and non-educational partners in the design and implementation of the curriculum.	Q1.1.1 Are the contents shared and agreed upon by both the educational and the non- educational partners? Q1.1.2 Does the programme adhere to and engage stakeholders' requests?	Interview	While designing the Curriculum
Qi1.2. COMPLIANCE WITH NATIONAL AND EUROPEAN QUALITY STANDARDS AND RECOGNITION REQUIREMENTS	The programme is compliant with international quality standards.	Q1.2.1 Is the learning compliant with the EU quality standards and recognition requirements?	Assessment	Continuous

Qi1.3 LEARNER SELECTION AND ADMISSION	The programme ensures a fair and equal selection and	Q1.3.1 Is the learner selection fair and equal?	Assessment	Before the starting of the
	admission of participants.	Q1.3.2 Is it inclusive? Q1.3.3 Has the programme been widely publicized? Q1.3.4 Have the admission criteria been stated clearly? Q1.3.5 Have the possible fees for the learner been clearly specified?		programme
Qi1.4 ALUMNI NETWORK	Alumni Newsletter and Opportunities.	Q1.4.1 Is the institution engaging with alumni through newsletters and job opportunity offers?	Newsletters	Bi-annual
Qi1.5 CROSS- ORGANISATIONAL AND INTERNATIONAL MOBILITY	Where foreseen, the programme includes international mobility.	Q1.5.1 Have the requirements for Erasmus mobility been met?	Assessment	Continuous

Qi1.6 LANGUAGE OF INSTRUCTION	The programme sets the language of instruction in advance. The language of instruction is defined by the strategy of the Institution and the other educational programmes, the language of instruction.	Q1.6.1 Has the language of instruction been stated clearly? Q1.6.2 Has the organization checked that all learners have an adequate understanding and effective use of this language?	Tests	Before the starting of the programme

Quality indicator 2 – Qualitative requirements				
Qi2.1 LEARNING OUTCOMES COVERAGE	The programme defines, for each course, all the learning outcomes which are directly and clearly connected to the market's and the learners' needs'.	Q2.1 Have the LOs been set to meet the market's and the learners' needs'?	Assessment	While designing the Curriculum
Qi2.2 ASSESSMENT AND GRADING	The programme states in advance which will be the methods of assessment and the grading.	Q2.2.1 Are the learners being assessed with transparent methods? Q2.2.2 Are the learners being informed of the grading, and, if relevant, of the minimum grading in order to pass?	Assessment	Continuous

Qi2.3 INNOVATION AND ENTREPRENEURSHIP EDUCATION AND INTERDISCIPLINARITY	The programme pays a special attention at including innovation and entrepreneurship knowledges, and highlights the need for interdisciplinarity.	Q2.3.1 Does the programme promote innovation and entrepreneurship education? Q2.3.2 Does the programme promote interdisciplinarity? Q2.3.3 Does the programme include transversal skills?	Assessment	While constructing the Curriculum
Qi2.4 INNOVATIVE TEACHING METHODOLOGIES	The programme utilizes a series of innovative teaching	Q2.4.1 Does the programme provide students with	Assessment	Continuous

	methodologies, as proposed in the Teaching Methodologies Glossary, where learners interact with their environment to adapt and learn.	opportunities for learning by doing, exposure to the reality of professional life outside classroom and the future labor market needs? Q2.4.2 Did the programme contribute towards generating the desired innovation / impact transitions results?		

Qi2.5 INTERNATIONAL ENGAGEMENT AND MOBILITY EXPERIENCE	The programme foresees and promotes the mobility of people. When the mobility is not feasible, it promotes the online involvement in course from other Countries, sharing knowledge.	Q2.5.1 Does the programme promote the international sharing of knowledge and mobility?	Assessment	Continuous
Qi2.6 GEOGRAPHIC INCLUSION	Geographic inclusion, the European dimension and openness to the world are embedded in the learner recruitment, programme content and programme partner selection. Special efforts are made to enhance the participation from the other countries.	Q2.6.1 Is the programme open to participants from other countries? Q2.6.2 How is it managed the difference in language, and the possibility of not having a common language?	Assessment	Continuous

Qi2.7 INCLUSION, DIVERSITY AND GENDER MAINSTREAMING	Recruitment and enrolment policies, alternative pathways and recognition of prior learning are promoted to improve social inclusion and diversity. Investments in the learner support enable equal access and success. Balanced gender representation among learners and instructors is promoted.	Q2.7.1 Is the programme inclusive? Q2.7.2 Are there any supports foreseen in case of need?	Interview	Continuous

Quality indicator 3 – Results, achievements, and impacts				
QI3.1 LEARNER'S DIGITAL AND GREEN SKILLS AND COMPETENCIES	The programme ensures the inclusion of digital and green skills and competencies.	Q3.1.1 Does the programme include the development of digital and green skills?	Assessment	While designing the curriculum

QI3.2 ACHIEVED LEARNING OUTCOMES	The programme states clearly which are the LOs, and tests if they have been achieved.	Q3.2.1 What are the expected outcomes and takeaways of the training? Q32.2 Did learners learn anything of value? Q3.2.3 Does the sample from the programme self-assessment demonstrate that the learners have achieved all the LOs? Q3.2.4 Are the learners' results of programme assessments (such as reports, thesis, etc.) stored for review purposes in line with the GDPR requirements?	Test	Before and after the programme
QI3.3 LEARNER COMPLETION RATES	The Programme verifies the learners' completion rate.	Q3.3.1 What is the programme completion rate? Q3.3.2 Which measures are taken in case learners leave the programme?	Data verification	After the end of the programme
QI3.4 LEARNER CAREER PROGRESS AND	The Programme considers the learners' career progress and	Q3.4.1 Does the programme foresee a career assessment	Interview	Continuous

EMPLOYMENT	employment.	before and after the learning?		
		Q3.4.2 Does the programme encourage the industrial / business network to evaluate the learners and give them concrete work opportunities?		
		Q3.4.3 Did the training increase the learners' performance?		

Quality indicator 4 — Stakeholder experiences and continuous improvement

QI4.1 LEARNER FEEDBACK	Every Learner gives evaluation to the Course, answering a survey for different aspects.	Q4.1.1 Are learners given the opportunity to express their views of the programme / trainers / organization?	Survey	During / After the programme
		Q4.1.2 Are questions included that are directly focused on the Learning Outcomes, Learning objectives, teaching methods, connections with non-educational contexts?		
		Q4.1.3 Are the results of these surveys, focus groups etc. satisfactory in giving a clear overview of the areas of		

		strength and/or need for improvement of the programme?		
QI4.2 TRAINER FEEDBACK	Every Trainer gives evaluation to the Course, answering a survey for different aspects.	Q4.2.1 Are trainers given the opportunity to express their views of the programme / organization?	Survey	During / After the programme
		Q4.2.2 Are questions included that are directly focused on the Learning Outcomes, Learning objectives, teaching methods, connections with non-educational contexts?		
		Q4.3.3 Are the results of these surveys, focus groups etc. satisfactory in giving a clear overview of the areas of strength and/or need for improvement of the programme?		
Qi4.3 EXTERNAL STAKEHOLDER FEEDBACK	Every External Stakeholder gives evaluation to the Course, answering a survey for different aspects.	Q4.3.1 Are external stakeholders given the opportunity to express their views of the programme?	Survey	During / After the programme

		Q4.3.2 Are the results of these surveys, focus groups etc. satisfactory in giving a clear overview of the areas of strength and/or need for improvement of the programme?		
QI4.4 EFFORTS TO CREATE COMMUNITY OF PRACTICE AND CONTINUOUSLY IMPROVE THE PROGRAMME	The results of the surveys are taken into consideration for a continuous improvement of the programme itself.	Q4.4.1 Are the results received in the different surveys (Q4.1, 4.2 and 4.3) used to improve the programme?	Report	After the programme

8.2 **For trainers**

Table 2 – Quality Indicators for trainers

<table>
<tr><td colspan="5" align="center">Quality indicators</td></tr>
<tr><td>Quality Indicator</td><td>Description</td><td>Questions</td><td>Method</td><td>Frequency</td></tr>
<tr>
<td>Q1.1 TRAINER SELECTION AND ADMISSION</td>
<td>The programme ensures a fair and equal selection and admission of Trainers. This includes a clear description of the engagement accessible for interested teachers.</td>
<td>Q1.1.1 Did the trainers access information about the project and recruitment process in a fair and accessible way?

Q1.1.2 Are the trainers aware and do they engage towards inclusivity?

Q1.1.3 Does the trainer show importances towards environmental concern and digital development awareness, together with civic values?

Q1.1.4 Does the trainer perceive himself as an agent of change?</td>
<td>Application form and clear selection procedure - Possible

Interviews</td>
<td>Before the starting of the programme</td>
</tr>
</table>

Q1.2 TRAINER ONBOARDING AND ASSISTANCE DURING THE PROGRAMME	The programme ensures an onboarding process for teachers.	Q1.2.1 Did teachers participate in a training session? Did they meet with other teachers? Did	List of attendees for Training of	During the programme
		they have a contact point to talk to? Did they have access to pedagogical materials and information regarding participants and objectives?	Teachers. Interviews or questionnaires	

Q1.3 TRAINER ASSESSMENT - FROM LEARNERS	The program assesses the quality of the intervention provided by the teachers by the learners.	Q1.3.1. Were the course aligned with its goals, including meeting the learning objectives? Q1.3.2Does the delivered contents show high quality and consistency? Was the content presented adequate, relevant and updated? Q1.3.3 How did the participants benefit from the course? How were the participants evaluating the quality of the teachers´ intervention? Q1.3.4 Are there any further training needs to be suggested by participants regarding this module/learning unit?	Assessment By participants	During / After the programme

		Q1.3.5 Did the participants interact sufficiently to exchange knowledge and skills?		
		Q1.3.6 Was the conduction of the activities and the delivery of the content engaging?		
		Q1.3.7 Does the delivered contents show high quality and consistency? Was the content presented adequate, relevant and updated?		
Q1.4 TRAINER ASSESSMENT – FROM PROGRAMME COORDINATION	The coordination of the program assesses the relevance of the trainers and the quality of the content provided.	Q1.4.1 Has the quality assessment of the trainer been both objective (i.e. structured, with parameters) and subjective (i.e. depending on the personal evaluation)?	Qualitative assessment by peers and coordination	During / After the programme
		Q1.4.2 Has the course achieved its goals, including meeting the learning objectives?		

Q1.5 Trainer experience and skill development	The programme provides space of expression for the training to value its experience and assess skill development.	1.5.1 Were the trainers satisfied by their experience in the programme? What went well or could be improved according to the trainers?	Forms, interviews of the trainers	Before, During and after
		Q1.5.2 Did the trainers learn from its participation in the program?		
		Q1.5.3 How did they value their experience with other Transitions teachers.		
		Q1.5.4 How do the trainers recognize themselves as a content designer and developer?		
		Q1.5.5 Does the trainer recognize themselves as a transition maker?		
		Q1.5.6 Does the trainer recognize themselves as an ecosystem activator?		

9.   Conclusions

The deliverable presents the outcomes of the collaborative work on defining the quality guidelines for Transitions curricula and trainers.

The deliverable defines the quality assessment frameworks to which the programme has to refer to, and the quality guidelines, both the ones which are shared by HEI, VET and Professionals (and which are the most part) and the specific ones for each field of expertise. Moreover, trainers' quality guidelines have been stated.

The guidelines, independently if referring to HEI, VET or Professionals, aim to create relevant, high-quality curricula and learning experience that can prepare learners to tackle the upcoming challenges.

Specifically, the guidelines refer first and foremost to Erasmus+ and Alliances for Innovation, together with EQAVET and ESG. The key principles are their continuous reference to Learning Outcomes and focus on Learners, their need to be consistent in the ever-changing market and world and the necessity to support mobility. Moreover, they guarantee the ethical and inclusive standards are respected.

Learning assessment methods have been listed, and for each Learning Unit the most relevant ones have been included, in order for the Trainer to chose the one that suits best the group he/she is working with.

As for the Transitions Trainers, criterias have been defined, so that they have relevant preparation and high standards, and be ambassadors for transition.

Finally, a set of indicators has been created to provide a checklist for evaluating all phases of the programme, the curriculum, and the trainers. The indicators start from the guidelines of the different frameworks, and they are aimed to both guide the creation of the courses and check the results.

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FEEDBACK SUMMARY TRANSITIONS PARTNERS ON D4.5

FEEDBACK AREAS	STRENGHTS	WEAKNESSES / IMPROVEMENT NEEDS	ACTION TAKEN
	Clear and very comprehensive	Areas need additional info or confirmation	Information added