



IO1/A1 Selection of Methodologies

ABSTRACT



Q4EDU: QUALITY FOR DIGITAL EDUCATION READINESS IN VET

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IO1/A1 SELECTION OF METHODOLOGIES

PROJECT INFORMATION

Project acronym:

Q4EDU

Project title:

Quality for Digital Education Readiness in VET Project

Project Number:

2020-1-PL01-KA226-VET-095343

Sub-programme or KA:

KA2 - Cooperation for innovation and the exchange of good practices

KA226 - Partnerships for Digital Education Readiness

Website:

<https://q4edu.eu/>

CONSORTIUM:

- Coordinator:
 - UNIWERSYTET LODZKI - UoL (Poland): www.uni.lodz.pl
- Partners
 - EUROPEAN DIGITAL LEARNING NETWORK (Italy) – www.dlearn.eu
 - SIEC BADAWCZA LUKASIEWICZ - ł-ITeE (Poland): www.itee.lukasiewicz.gov.pl
 - CITY COLLEGE (Greece): www.york.citycollege.eu
 - EMPHASYS CENTRE (Cyprus): www.emphasyscentre.com
 - ATLANTIS ENGINEERING (Greece): <https://atlantis-engineering.com/>



The Covid-19 crisis as well as technology advancements have taken place over the last decades and led to the digitalization of most aspects of our daily routines. One such aspect is education. The digital transformation in the field of education is developing to a greater extent and affects not only students and learners but also private and public educational institutions, VET centres and universities. However, there is a lack of a framework which will serve as an assessment for digital readiness in educational institutions. The primary goal of the Q4EDU project is to develop this framework based on previously developed models and methodologies used in the industrial sector. To be more specific, the new framework is based on:

- ❖ the European Foundation for Quality Management (EFQM) model, which is driving organisational change and performance improvement,
- ❖ the Total Quality Management (TQM) and other methodologies, which are applied by the leading industries excelling in Europe and
- ❖ the European Digital Competence Framework that helps monitoring citizen's digital skills and supports curricula development.

The project's main focus is on VET centres, realizing the need of digital readiness assessment on both course and organizational level. Nevertheless, the Q4EDU methodological framework will be developed on a transferable model so that it can be used on various subjects and it can be transferred to other countries as well.

In the second part, there is an analysis of several quality assurance models from the industrial sector in order to evaluate which ones are of interest in the VET sector. The following models, presented here in short, are elaborated in the document:

- ❖ **Remote Learning Services (SUZ) Standard** has as an objective to ensure high quality services which are carried out remotely covering three areas or remote service; customer relationship, service design and service delivery.
- ❖ **European Foundation for Quality Management (EFQM) Model** which is used as a management system within organisations helping them find the gaps and develop a culture of improvement and innovation.
- ❖ **Lean Management**, in manufacturing, aims to eliminate waste and at the same time maintain activities which generate added value. It relies on four principles (understanding customers' needs, minimizing production time, investigating, understanding and solving problems and raising awareness while uniting the staff) to improve the performance, quality and effectiveness of an organization.
- ❖ **Innovation Management** focuses on the resources available in an organisation and how they can be used in order to increase and improve creative processes.



- ❖ **Manufacturing Methodologies** which are summarised in the following perceptions; reducing a waste, amount of the material, capacity and wasted workforce in the process by producing just enough product to meet current demand, maintain quality by planning and implementing effective manufacturing methods and thus continue making quality products, accelerate production by decreasing the amount of the needed manufacturing product time.
- ❖ **Total Quality Management (TQM)** concept ensures long-term success by involving all employees in the process of continuous improvement of work culture, processes, services, and so on in order to maintain high standards. It consists of four phases, also referred to as the PDCA cycle, Plan, Do, Check, Act. Moreover, several accepted principles are presented and discussed such as team approach, employee commitment, employ involvement, etc.
- ❖ **Digital Competence Frameworks** are presented for both educators and organisations. As far as the former are concerned, the European Framework for the Digital Competence of Educators (DigCompEdu) is presented analysing the potential of digital technologies for enhancing and innovating education on areas like Professional Engagement, Digital Resources, Teaching and Learning, Assessment, Empowering Learners and Facilitating learners' Digital Competence. As far as the latter are concerned, the European Framework for the Digitally-Competent Educational Organisations (DigCompOrg) is presented, which is used by organisations with the purpose to self-assess the effective integration and usage of digital learning technologies among others.