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* National Association of Resource Teachers, BG
* Finance & Banking, Organisational & HR Development Association, IT
* International Telematic University, IT
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* Science for You, GR
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**DOCUMENT CONTROL**

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| --- | --- |
| Title | **O2.A2 - Online assessment tool for measuring the level of QA against the indicators** |
| Nature of the result | **Online assessment tool** |
| Contractual deliverable date | January 2018 (8 months) |
| Actual delivery date |  |
| Dissemination level | Public |
| Lead beneficiary | **Effebi Association** |
|  |  |

**REVISION HISTORY**

|  |  |  |  |
| --- | --- | --- | --- |
| Version | Date | Author | Description / Comments |
| V. 1 | 04/07/2017 | FU | First suggestions of the questionnaire |
| V. 2 | 05/07/2017 | Effebi | Draft version of the questionnaire with suggestions implemented |
| V. 3 | 07/07/2017 | All partners | Revision |
| V. 4 | 13/07/2017 | UNINETTUNO | Further suggestions and integrations |
| v. 5 | 31/08/2017 | Effebi | Updated version |
| v. 6 | 05/09/2017 | DIMITRA | Revision |
| v. 7 | 07/09/2017 | SCIFY | Further suggestions |
| v. 8 | 22/09/2017 | Effebi | Final version |

O2.A2 - Online assessment tool for measuring the level of QA against the indicators

*Version No 8 - 22/09/2017*

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# **STRUCTURE OF THE DOCUMENT**

The document presents the contents to be uploaded on the website in the ‘Quick Scan’ section.

INTRODUCTION: Introduction of the questionnaire, its concept, its aim with references to the Project’s output.  
  
TARGET GROUP: Identifies the potential users and the assessment addressees.   
  
STRUCTURE: Anticipates and illustrates briefly how the assessment is structured.

FINAL RESULTS: Explanation of the radar chart’s system.   
  
QUESTIONNAIRE: Presents the quiz.

# Online assessment tool for measuring the level of QA against the indicators

## 1.1 Introduction

This online assessment tool is an integral part of the second output of the Project – Quality Assurance Framework for VET for learners with ADHD – and is finalized at the measurement of the Quality Assurance level within and between VET providers on the basis of the defined Quality Indicators[[1]](#footnote-1). The Quality Indicators represent the reference yardsticks of the tool for the evaluation of user and have been developed on the EQAVET indicators. Subsequently, each Quality Indicator corresponds to one or more EQAVET indicator/s.

Three Quality levels have been identified and elaborated on the Quality Indicators and will give a qualitative indication on the Quality Assurance system implemented by the VET provider.

The three levels are the following:

Level 1 – Minimum requirements. The Quality Assurance system just respects and implements the Quality Indicators adopting the minimum requirements.  
  
Level 2 – Expected or good requirements. The Quality Assurance system respects and implements the Quality Indicators adopting the expected or good requirements.  
  
Level 3 – Excellent. The Quality Assurance system respects and implements the Quality Indicators adopting the requirements in an excellent way.

## 1.2 Target group

The questionnaire is a self-assessment tool which is addressed mainly to VET providers (both iVET and cVET) offering training curricula specialized for ADHD learners. Furthermore, it is also addressed to third parts since it can also be used by any other stakeholders having responsibilities in the field of ADHD.

## 1.3 Structure

The assessment tool has been developed in the form of a questionnaire presenting a set of questions and is structured in three sections - Teaching Methods, Training Delivery and Organization of the VET provider - which allow a quick scan only on the specific Quality Indicators for ADHD.

For each section, you will start with questions related to the lower level, Level 1, and depending on your answers, you can be redirected to further questions corresponding to the upper levels.   
At the end of the questionnaire, you will be assigned one of the three levels and will visualize, through a radar chart, your effective respect and correspondence to the Quality Indicators.

## 1.4 Final results

At the end of the questionnaire, your answers will produce one radar chart that will show the Quality level you have achieved against the three investigated dimensions (Teaching methods, Training delivery and Organization).   
  
Moreover, if you want to have deeper insights of your performance in relation to Teaching methods, Training delivery and Organization and the dimensions they are composed of, three radar charts (one per each dimension) will be also available to let you understand the respective Quality level reached per each sub-section.

The final results will give an image of the current situation of your Quality Assurance system implemented at the educational level with regards to ADHD learners and against the Quality Indicators.

Start the questionnaire[[2]](#footnote-2)

## 1.5 Questionnaire

1. **TEACHING METHODS**

This section covers attention areas related to the **teaching methods** that are used and how these related to the purpose of the curriculum as well as to the students with special education needs, especially concerning ADHD.

In the context of Q4ADHD, good quality is achieved, if a school/institution can prove that the teaching methods chosen are evidence based in respect of the constraints of the content and purpose of the curriculum as well as to the constraints of the students with special needs, especially concerning ADHD.

To demonstrate quality assurance in respect of this theme school/institution can give prove of actions taken according to (some of) the following indicators:

|  |  |  |
| --- | --- | --- |
| **Teaching methods** | Level | Description of level |
| **Minimum requirement** | 1 | The school/institution can prove that it has ***stated explicitly*** its ***teaching methods*** relevant to student with special needs, especially concerning ADHD |
| **Expected or good** | 2 | The school/institution can demonstrate that its teaching methods are ***selected*** on the basis of ***content, outcome and effectiveness*** with regards to student with special needs, especially concerning ADHD |
| **Excellent** | 3 | The school/institution can demonstrate that the teaching methods used within the curriculum reflect the ***current state of art in teaching and training*** to student with special needs, especially concerning ADHD |

**Questionnaire for quick scan on theme “Teachers and teaching methods”**

**Level 1**

**Assessing the level of knowledge of teachers regarding ADHD**

**Q 1** – The institution states explicitly on publicly available documents (website, brochure) that its educational approaches address students with different learning needs

Yes No

**Assessing the level of knowledge of teachers in different teaching methods with regards to ADHD students**

**Q 2** - Our teachers have knowledge on how to conduct behavioural interventions in the classroom

Yes No

**Assessing the level of updating of teachers in different teaching methods with regards ADHD students**

**Q 3** - Our teachers have knowledge on how to perform innovative methods of classroom accommodation to address the learning needs of students with ADHD

Yes No

**(In order to go to questions at level 2, the answers to Q1, Q2 and Q3 must be yes)**

**Level 2**

**Assessing the level of knowledge of teachers regarding ADHD**

**Q 4** – The institution states explicitly on publicly available documents (website, brochure) that its educational approaches address students with ADHD

Yes No

**Assessing the level of knowledge of teachers in different teaching methods with regards to ADHD students**

**Q 5** – Our teachers have knowledge about different teaching methods so they can determine which instructional practices will meet the training and behavioural needs identified for the ADHD students

Yes No

**Assessing the level of updating of teachers in different teaching methods with regards ADHD students**

**Q 6** - The institution promotes continuous training for its teachers about paedagogical approaches and teaching methods for ADHD students

Yes No

**(In order to go to questions at level 3, all the answers to Q4, Q5 and Q6 must be yes)**

**Level 3**

**Assessing the level of knowledge of teachers regarding ADHD**

**Q 7** – All our teachers have general knowledge about learning needs of ADHD students

Yes No

**Assessing the level of knowledge of teachers in different teaching methods with regards to ADHD students**

**Q 8** – Our teachers have knowledge on how to adapt academic instruction for ADHD students

Yes No

**Assessing the level of updating of teachers in different teaching methods with regards ADHD students**

**Q 9** - Our teachers have developed teaching strategies and methods for student with special needs in general and especially with ADHD

Yes No

1. **TRAINING DELIVERY**

This section covers attention areas related to the **training delivery** and how is related to the purpose of the curriculum as well as to the students with special needs, especially with ADHD.

In the context of Q4ADHD, good quality is achieved, if a school/institution can prove that the training delivery is evidence based in respect of the constraints of the content and purpose of the curriculum as well as to the constraints of the students with special needs, especially concerning ADHD.

To demonstrate quality assurance in respect of this theme, school/institution can give prove of actions taken according to (some of) the following indicators:

|  |  |  |
| --- | --- | --- |
| **Training delivery** | Level | Description of level |
| **Minimum requirement** | 1 | The school/institution can prove that it has ***stated explicitly*** its ***training delivery is*** relevant to student with special needs, especially concerning ADHD |
| **Expected or good** | 2 | The school/institution can demonstrate that its ***training delivery*** is ***selected*** on the basis of ***content, outcome and effectiveness*** with regards to student with special needs, especially concerning ADHD |
| **Excellent** | 3 | The school/institution can demonstrate that the ***training delivery*** used within the curriculum reflect the ***current state of art in teaching and training*** to student with special needs, especially concerning ADHD |

**Questionnaire for quick scan on theme “Contents and training Delivery”**

**Level 1**

**Assessing the quality of learning materials especially those for ADHD learners**

**Q 1** – The learning materials are developed in cooperation with experts in the field of inclusive education

Yes No

**Assessing the quality of learning environments especially those regarding ADHD learners**

**Q 2** – Specific conditions for learners with Special Educational Needs (SEN) in general and especially for learners with ADHD are made available in the learning environments

Yes No

**Assessing the level of updating and use of different teaching methods in order to meet the individual needs with regards to ADHD students**

**Q 3** – Our teachers adopt a learner-centered method, premised on the belief that the learner also is an important source of knowledge

Yes No

**(In order to go to questions at level 2, the answers to Q1, Q2 and Q3 must be yes)**

**Level 2**

**Assessing the quality of learning materials especially those for ADHD learners**

**Q 4** – The learning materials are developed in cooperation with experts in the field of SEN learners and especially of learners with ADHD

Yes No

**Assessing the quality of learning environments especially those regarding ADHD learners**

**Q 5** – The necessary learning adaptations were made to create a supportive learning environment for SEN learners and especially for ADHD learners

Yes No

**Assessing the level of updating and use of different teaching methods in order to meet the individual needs with regards to ADHD learners**

**Q 6** – Our teachers adopt an interactive method based on less teachers’ talking and more learners’ interaction with both fellow learners and teachers

Yes No

**(In order to go to questions at level 3, all the answers to Q4 to Q6 must be yes)**

**Level 3**

**Assessing the quality of learning materials especially those for ADHD learners**

**Q 7** – The VET provider assures the possibility for learners with SEN and especially for learners with ADHD to be evaluated through personalised assessment methodologies

Yes No

**Assessing the quality of learning environments especially those regarding ADHD learners**

**Q 8** – The necessary teaching and learning adaptations were made according to the individual needs of SEN learners and especially of learners with ADHD

**(Please answer yes/no if you’re currently using the following teaching adaptations in training delivery. You’re allowed to go to level 3 only if you answer “yes” to all of them)**

**Q 8a** Use of computers with video-writing and automatic corrector

Yes No

**Q 8b** Use of audiobooks

Yes No

**Q 8c** Use of calculators

Yes No

**Q 8d** Use of tables that support the memorisation of notions

Yes No

**Q 8e** Having texts read by teacher or fellow learners

Yes No

**Q 8f** Use of mind maps to aid reading comprehension

Yes No

**Assessing the level of updating and use of different teaching methods in order to meet the individual needs with regards to ADHD learners**

**Q 9** – Our teachers adopt an integrated method both intradisciplinary and interdisciplinary leaving space to group discussion and playing the role of facilitator

Yes No

1. **ORGANIZATION**

This section covers attention areas related to the **organization** and how is related to the purpose of the curriculum as well as to the students with special needs, especially with ADHD.

In the context of Q4ADHD, good quality is achieved, if a school/institution can prove that the **organization** chosen is evidence based in respect of the constraints of the content and purpose of the curriculum as well as to the constraints of the students with special needs, especially with ADHD.

To demonstrate quality assurance in respect of this theme school/institution can give prove of actions taken according to (some of) the following indicators:

|  |  |  |
| --- | --- | --- |
| **Teaching methods** | Level | Description of level |
| **Minimum requirement** | 1 | The school/institution can prove that it has ***stated explicitly*** its ***organization*** *as* relevant to student with special needs, especially concerning ADHD |
| **Expected or good** | 2 | The school/institution can demonstrate that its **organization** is ***arranged*** on the basis of ***content, outcome and effectiveness*** with regards to student with special needs, especially concerning ADHD |
| ***Excellent*** | 3 | The school/institution can demonstrate that the **organization** used within the curriculum reflect the ***current state of art in teaching and training*** to student with special needs, especially concerning ADHD |

**Questionnaire for quick scan on theme “Staff development and organization”**

**Level 1**

**Assessing the level of staff development regarding the management of learners with SEN and with ADHD**

**Q 1** – The staff (teachers, managers, social workers, etc…) is trained on the needs of learners with SEN and especially with ADHD and on the teaching strategies and materials

Yes No

**Assessing the level of placement for SEN learners and especially for ADHD learners**

**Q 2** – The school/institution monitors the placement rate of SEN learners after the conclusion of the learning experience

Yes No

**Assessing the monitoring tools and methods with regards to SEN learners and especially to ADHD’s learners**

**Q 3** - The school/institution ensures a continuous monitoring process of the educational system and its surrounding environment with references to learners with SEN and especially with ADHD

Yes No

**(In order to go to questions at level 2, the answers to Q1, Q2 and Q3 must be yes)**

**Level 2**

**Assessing the level of staff development regarding the management of learners with SEN and with ADHD**

**Q 4** – The staff has specific competences to offer customized educational and non-educational services (e.g., sports, socialisation, job placement services, etc.) for learners with SEN and especially with ADHD

Yes No

**Assessing the level of placement for SEN learners and especially for ADHD learners**

**Q 5** – The school/institution provides specific training to in-company tutors/mentors for guiding learners with ADHD during the internships/stages

Yes No

**Assessing the monitoring tools and methods with regards to SEN learners and especially to ADHD learners**

**Q 6** - The school/institution applies systematic and specific monitoring methods for assessing the quality of its educational and non-educational services with references to ADHD learners

Yes No

**(In order to go to questions at level 3, all the answers to Q4, Q5 and Q6 must be yes)**

**Level 3**

**Assessing the level of staff development regarding the management of learners with SEN and with ADHD**

**Q 7** – The VET provider encourages staff to get specific new competences/skills in order to be aware of the current situation and the policy of inclusive education for learners with SEN and especially with ADHD

Yes No

**Assessing the level of placement for SEN learners and especially for ADHD learners**

**Q 8** – The school/institution develops working transition plans and/or career development plan for addressing the specific needs of learners with ADHD for assessing the quality of employability opportunities

Yes No

**Assessing the monitoring tools and methods with regards to SEN learners and especially to ADHD learners**

**Q 9** - The school/institution applies internal and external monitoring methods for comprehensive assessment of the whole educational system quality with references to ADHD learners

Yes No

1. Hyperlink to the Indicators page on the Project website. [↑](#footnote-ref-1)
2. Hyperlink to the questionnaire below. [↑](#footnote-ref-2)