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Assessing the quality of the learning outcome in vocational education: the Expero model

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Abstract

Purpose – This paper aims to present an innovative model to evaluate the quality of the learning outcome in vocational education and training (VET) considering a wide approach that includes, in particular, stakeholders' expectations and perceptions.

Design/methodology/approach – The Expero model was implemented in various kinds of vocational schools and educational institutions in different European countries.

Findings – The model was validated through review by several international experts and by translation into a quality standard certification model.

Research limitations/implications – Expero needs a larger testing phase in non-European countries to validate its appropriateness. Different vocational systems in non-EU countries could enrich and widen the model in terms of transferability and sustainability as well as fostering cross-educational requirements and needs that may impact the quality of the learning outcome. The Expero model is mainly dedicated to vocational education and, in its current form, is not suitable to be applied to other levels of education (i.e. primary or secondary). Meanwhile, it seems promising in terms of its application in higher education institutions, in workplace learning, and in continuous professional training.

Practical implications – Expero permits analysis of the quality of the learning outcome, which constitutes the prior mission of a school. Being dedicated to the vocational sector, Expero is based on stakeholder evaluation, including school personnel, trainees, industries, companies and external bodies interested in a school's results. Applying the Expero model, a school can analyse its strengths and weaknesses in a systematic way; strengthening – or even creating – a collaborative network with its stakeholders finalised in improving learning outcome.

Originality/value – Among the various opportunities a school has to perform a quality assessment (ISO 9000, EFQM, CAF), Expero is the first model focused on the quality of the learning outcome based on multi-stakeholder data analysis.

Keywords Quality assurance, Learning evaluation, Stakeholders, Self-assessment, Service quality, Vocational training

Paper type Research paper

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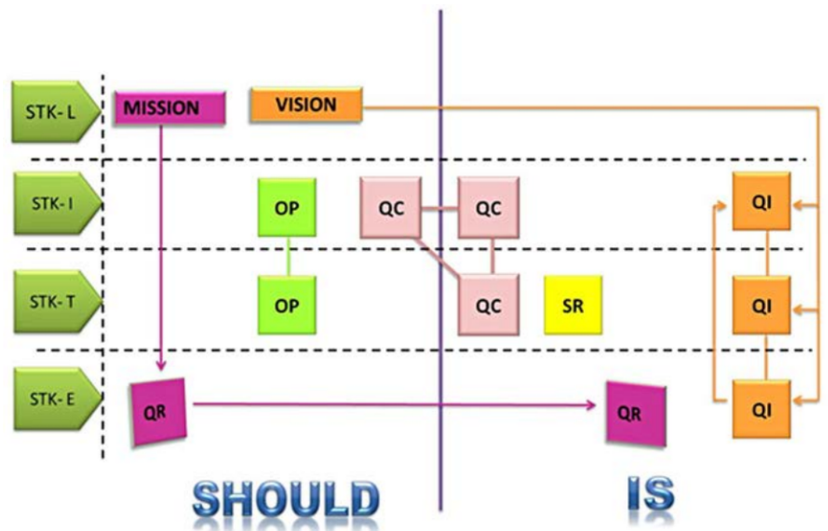

Figure 1.

involved in the course (i.e. teachers, tutors, administrative staff). Trainees are considered in a specific category (Stk-T) because they are – at the same time – directly involved in the course and the prior [illegible]. A separate category has been [illegible] (usually the head

Each [illegible]. For each indicat[illegible]tal analysis) has bee[illegible]

A qu[illegible] the whole assessme[illegible]

The first [illegible] "Mission" and "Vision". T[illegible]holders and their weight. Ea[illegible] geographical locations, the sch[illegible]s (i.e. a school with mechatro[illegible] mechanical industries). T[illegible]p. This, of course, is a c[illegible] a score of 1,000 points [illegible] ponder in the scores

The "[illegible] be in the future[illegible] of Image" (QI b[illegible] school is seen [illegible] by trainee[illegible] paring these three p[illegible] comparison is made through [illegible]ential semantic scales in which peop[illegible]k-E, Stk-I, leadership) choose the best adjectives to describe how the school is. The Quality of Image indicator is based on the idea that

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