



VOCATIONAL TRAINING FOR ADHD LEARNERS COMPENDIUM OF GOOD PRACTICES

ANNEX 1 – GOOD PRACTICE SELECTION METHODOLOGY

Q4ADHD - Quality Assurance in VET for learners with ADHD

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<http://qa-adhd.uni-sofia.bg/>

<http://tools4adhd.eu/>

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Aiming at the definition of 7 "best practices" to be described and communicated to relevant stakeholders, Q4ADHD partners defined a methodological approach starting from a research / screening at partners' countries level.

The initial step was to develop a Case Template, to be shared and distributed among the project partners, as a framework to describe relevant Good Practices as "success cases" in VET provision to ADHD learners. Two templates were designed, slightly different: the first specifically designed for the reporting of Continuous VET initiatives and the second for Initial VET initiatives. Case templates are structured with a first section providing general information about the VET program analyzed (VET provider, country, professional field, accreditation) and information regarding the participants, the editions, the percentage of ADHD learners in the programmes. In the following sections, the focus was set on educational and methodological aspects for ADHD learners, involving all the instructional phases: from the design, to the implementation, to the evaluation of each programme. Relevant items are matched with EQAVET indicators. The structure of the templates is meant for enabling an easy comparison between different cases in specific dimensions analyzed, also at a "numerical" level, in order to determine success criteria that would lead to the Best practice definition.

The third template provided was designed for reporting national Guidelines about education (and specifically, VET education) for students with different learning needs (and specifically for ADHD learners). Focusing not only on success cases but also on relevant guidelines was a decision taken by partners in order to acquire more information from countries with weak tradition and literature in reporting VET provision for ADHD learners.

The goal set for this initial research was to acquire at least 21 "good practices", that are reported in the Chapter 4 of this Compendium.

CASE TITLE: ACRONYM/FULL NAME

Programme Description

Text description usually provided on a website description page, including objectives/learning outcomes, number and title of the modules/units, prerequisites.

GENERAL INFORMATION		
VET Provider	<i>Name of the Institution(s) providing the VET Program</i>	
VET Provider Website		
Country(ies) of programme coverage		
Professional Field	<i>Professional scope of the VET program analyzed</i>	
Accreditations	<i>If the iVET program description include its accreditation at Regional/National level; Professional association level</i>	EQAVET I9
Duration of the program	<i>Usually expressed in weeks.</i>	
Programme launch Year	<i>The year in which the first edition of the VET program was provided</i>	
N. of editions since the launch		EQAVET I3
N. of participants per edition	<i>An average of the participants, if available</i>	EQAVET I3
Last edition	<i>The Year</i>	EQAVET I8
ADHD students (total, all editions)	<i>The total number of ADHD students participating in all the editions of the VET program</i>	EQAVET I8
Other learning disabilities % (average)		EQAVET I8
Other disabilities % (e.g. visual, hearing, intellectual etc.)		

PROGRAMME DESIGN

		1	2	3	4	5	6
Labour Market Stakeholders Involvement	Labour Market Stakeholders	(no evidence of participation in the program design or delivery)	(mentioned in the VET program description)	(promotes and supports the program)	(in the technical committee of the VET program)	(acts as trainees for specific units)	(not applicabl)
	Syndicates						
	Employer organizations						
	SME						
	Multinationals						

		1	2	3	4	5	6
ADHD students: parents / associations involvement		(no evidence of participation in the program design or delivery)	(mentioned in the program description)	(promotes and supports the program)	(in the technical committee of the VET program)	(acts as tutors / mentors in the program deliver)	(not applicable)
	ADHD students' parents						
	ADHD students' associations						

Professional profile definition	<i>Yes/No - If available, report it</i>
Reference to EQF Level	<i>Yes/No - If available, report the EQF Level declared</i>
Programme and Learning Outcomes description	<p><i>Report the information available for the VET program in terms of:</i></p> <p>Program structure:</p> <p><u>VET Programme structured in</u></p> <p><u>Modules structured in</u></p> <p><u>Learning Outcomes structured in</u></p> <p><u>Content Units</u></p> <p><i>A clear definition of Assessment Criteria for LOs</i></p> <p><i>A clear definition of Knowledge, Skills, Abilities</i></p>

Comments (optional)	<i>Text description</i> <i>Use it for non-standardized but still relevant information available for the VET program you found by the desk research.</i>
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TRAINING PROVISION

TEACHING STAFF

<p>Trainers/Trainees ratio</p>	<p>Example.: 1/8 (one trainer for 8 trainees).</p>	
<p>Trainers' level in the specific field <i>(multiple choices allowed)</i></p>	<ul style="list-style-type: none"> • Teaching staff includes at least one senior expert (10+ years of experience) in the professional field • Teaching staff includes at least one mid-senior expert (5+ years of experience) in the professional field • Teaching staff includes at least one middle-manager or director managing a business unit (or enterprise) working in the specific field • Teaching staff includes at least one trainer who already delivered training about this specific field in other Vocational training programs; • Teaching staff includes at least one trainer who already delivered training about this specific field in corporate training programs; 	<p>EQAVET 12</p>
<p>Trainers' teaching skills <i>(multiple choices allowed)</i></p>	<ul style="list-style-type: none"> • Teaching staff includes at least one certified trainer (certification from training organization); • Teaching staff includes at least one trainer is certified or attended a continuous learning program about training of trainers, teaching to train, teaching and learning processes; • Teaching staff includes at least one trainer with specific pedagogic knowledge (i.e.: degree in pedagogy or psychology, post-diploma, master courses or short learning programs in educational sciences, etc.) 	
<p>Trainers' expertise in delivering education programs to ADHD students <i>(multiple choices allowed)</i></p>	<ul style="list-style-type: none"> • Teaching staff includes at least one trainer certified for ADHD students training; • Teaching staff includes at least one psychologist for dealing with ADHD students • Teaching staff include trainers who already delivered VET programs for ADHD students 	

TRAINING PROVISION

Delivery Model	<i>In presence, blended, online (blended= 30%-80% online based)</i>	
Building/Physical environment architecture	<i>Please underline elements both for the building and for the class (desks position in the room, availability of different classrooms, etc.) that could be relevant for ADHD students</i>	
Training program scheduling	<i>Frontal lecture, project works, case studies, on-the-job training activities: the "rhythm" of the program in alternating different learning experiences</i>	
Training day storyboarding	<i>Lecture, practical activities, expert presentation, case presentation, peer discussion: the "palimpsest" of training days (can be a key factor in attention retention for ADHD students)</i>	
Special approaches adopted for ADHD students	<i>Please report the pedagogical and engagement approach adopted for ADHD students</i>	
Teaching Support tools	<i>Please list and describe all the didactic materials used in the course delivery: (interactive) blackboards, cards (i.e. for card sorting experiences), etc.</i>	
Learning contents	<i>From paper textbooks to online simulations</i>	
Specific contents and (ICT) tools designed for ADHD students	<i>Please list and describe didactic contents and tools specifically designed for ADHD students</i>	

LEARNING PERFORMANCES ASSESSMENT

Assessment criteria and methodology	Description	
Specific approach for evaluation of ADHD learners	<i>If reported and available, provide a description</i>	

IMPACT AND RESULTS		
Participation rate during the programme	<i>Percentage of days or hours actually attended compared to the total envisaged in the VET Program; average for all participants</i>	EQAVET I3
Participation rate of ADHD students during the programme	<i>Percentage of days or hours actually attended compared to the total envisaged in the VET Program; average for ADHD students participants</i>	EQAVET I3
Completion rate	<i>Percentage of students who completed the program compared to the students enrolled, for all participants</i>	EQAVET I4
Completion rate for ADHD students	<i>Percentage of students who completed the program compared to the students enrolled, for ADHD students participants</i>	EQAVET I4
Employment rate (6 months/ 1 year after the training) if known and tracked down		EQAVET I7
Employment rate for ADHD students (6 months/ 1 year after the training) if known and tracked down		EQAVET I7
VET provider implements placement strategies?		EQAVET I5
Placement rate (%)		EQAVET I5
VET provider implements surveys to analyze application of acquired skills and knowledge on the workplace?		EQAVET I6
Survey results (Skills application on the workplace)		EQAVET I6
Personal testimonies of ADHD students	<i>Comments / summaries of available interviews with ADHD students who attended the program; references.</i>	

IVET CASE TEMPLATE

CASE TITLE: ACRONYM/FULL NAME

Programme Description

Text description usually provided on a website description page, including objectives/learning outcomes, number and title of the modules/units, prerequisites.

GENERAL INFORMATION

VET Provider	<i>Name of the Institution(s) providing the VET Program</i>	
VET provider Website	<i>Website URL</i>	
Country(ies) of programme coverage		
Professional Field	<i>Professional aims of the VET program analyzed</i>	
Accreditations	<i>If the VET program description include its accreditation at Regional/National level; Professional association level</i>	EQAVET I1
Duration of the program	<i>Expressed in weeks (usually).</i>	
Programme launch Year	<i>The year in which the first edition of the VET program was provided</i>	
N. of editions since the launch		EQAVET I3
N. of participants per edition	<i>An average of the participants</i>	EQAVET I3
Last edition	<i>The Year</i>	
% Male and Female	<i>if available for each edition</i>	EQAVET I8
ADHD % (average)	<i>ADHD students percentage compared to all participants if available for each edition</i>	EQAVET I8
ADHD students (total of all editions)	<i>The total number of ADHD students participating in all the editions of the VET program</i>	
% of Students with other specific learning needs (average) total of all editions	<i>% of students with other specific learning needs participating in all the editions of the VET program</i>	EQAVET I8

PROGRAMME DESIGN

Labour Market Involvement	Labour Market Stakeholders	1 (no evidence of participation in the design or delivery of the program)	2 (mentioned in the VET program description)	3 (promotes and supports the program)	4 (in the technical committee of the VET program)	5 (acts as trainees for specific units)	QAVET 19
	Employer organizations						
	SMEs						
	Large Enterprises						
	Trade Unions						
	Other, please specify						

Other Relevant Stakeholders:		1 (no evidence of participation in the design or delivery of the program)	2 (mentioned in the program description)	3 (promotes and supports the program)	4 (in the technical committee of the VET program)	5 (acts as tutors / mentors in the program delivery)	6 (not applicable)
	ADHD students						
	ADHD students' parents associations						
	Associations working with ADHD students						

Professional Qualification	<i>Yes/No - If available, report it</i>
Reference to EQF/NQF Level	<i>Yes/No - If available, report the EQF Level declared</i>
Programme content (brief description)	

TRAINING PROVISION

TEACHING STAFF

Trainers/Trainees ratio	Example.: 1/8 (one trainer for 8 trainees).	
Trainers' professional level in the specific field (of ADHD?) <i>(multiple choices allowed)</i>	<ul style="list-style-type: none"> • Teaching staff includes at least one senior expert (10+ years of experience) in the professional field • Teaching staff includes at least one mid-senior expert (5+ years of experience) in the professional field • Teaching staff includes at least one middle-manager or director managing a business unit (or enterprise) working in the specific field • Teaching staff includes at least one trainer who already delivered training about this specific field in other Vocational training programs; • Teaching staff includes at least one trainer who already delivered training about this specific field in corporate training programs; 	EQAVET 12
Trainers' teaching skills <i>(multiple choices allowed)</i>	<ul style="list-style-type: none"> • Teaching staff includes at least one certified trainer (certification from training organization); • Teaching staff includes at least one trainer is certified or attended a continuous learning program about training of trainers, teaching to train, teaching and learning processes; • Teaching staff includes at least one trainer with specific pedagogic knowledge (i.e.: degree in pedagogy or psychology, post-diploma, master courses or short learning programs in educational sciences, etc.) 	
Trainers' expertise in delivering education programs to ADHD students <i>(multiple choices allowed)</i>	<ul style="list-style-type: none"> • Teaching staff includes at least one trainer certified for ADHD students training; • Teaching staff includes at least one psychologist for dealing with ADHD students • Teaching staff include trainers who already delivered VET programs for ADHD students 	

TRAINING PROVISION

Delivery Model	<i>In presence, blended, online</i> <i>(blended= 30%-80% online based)</i>	
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Building/Physical environment architecture	<i>Please underline elements both for the building and for the class (desks position in the room, availability of different classrooms, etc.) that could be relevant for ADHD students</i>	
Training program scheduling	<i>Frontal lecture, project works, case studies, on-the-job training activities: the "rhythm" of the program in alternating different learning experiences</i>	
Training day storyboarding	<i>Lecture, practical activities, expert presentation, case presentation, peer discussion: the "palimpsest" of training days (can be a key factor in attention retention for ADHD students)</i>	
Special approaches adopted for ADHD students	<i>Please report the pedagogical and engagement approach adopted for ADHD students</i>	
Teaching Support tools	<i>Please list and describe all the didactic materials used in the course delivery: (interactive) blackboards, cards (i.e. for card sorting experiences), etc.</i>	

LEARNING PERFORMANCES ASSESSMENT

Assessment criteria and methodology	Brief Description	
Specific approach for evaluation of ADHD students	<i>If reported and available, provide a description</i>	

IMPACT AND RESULTS

Participation rate of ADHD students during the programme	<i>Percentage of days or hours actually attended compared to the total envisaged in the VET Program; average for ADHD students participants</i>	EQAVET I3
Completion rate for ADHD students	<i>Percentage of students who completed the program compared to the students enrolled, for ADHD students participants</i>	EQAVET I4

Employment rate for ADHD students (6 months/ 1 year after the training) if known and tracked down		EQAVET 17
VET provider implements placement strategies for ADHD?		EQAVET 15
Placement rate (%)	<i>Average for ADHD learners</i>	EQAVET 15
VET provider implements surveys to analyze application of acquired skills and knowledge on the workplace?	<i>For ADHD learners</i>	EQAVET 16
Personal testimonies of ADHD students	<i>Comments / summaries of available interviews with ADHD students who attended the program; references. If any</i>	

Vocational Training for ADHD Learners - Compendium of Good Practices

Annex 1 – Good Practice Selection Methodology

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