

## Erasmus+-Project

"Qualification and professionalization in the support of  
asylum seekers, immigrants and refugees"



Quality standards for five qualification modules in advice  
and accompaniment of immigrants

(Heike Arold)

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The quality standards for the five qualification modules, which were developed within the project, for professionals and voluntary workers in the field of advice and accompaniment of asylum seekers, immigrants and refugees, were developed under the responsibility of Heike Arold and Ralf Kaufmann for nordprojekte Kaufmann&Partner. The development of the quality standards was supported by the following partners:

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## 1. Introduction

In the context of the aim of the Erasmus+-Project "QualiProAIR", which is to develop an EU-wide qualification for experts as well as for voluntary workers who are active in the advice and accompaniment of immigrants, a qualification profile and five relevant qualification modules based on an extensive educational scientific investigation of the status quo, the necessary work processes as well as the know-how carried out in the five involved partner countries (Germany, Bulgaria, Austria, Finland and Slovenia). To ensure the comparability of the qualification modules after their transfer to other EU-countries, quality standards for the qualification as a whole as well as for each qualification module were elaborated. The quality standards set the framework for the qualification as a whole as well as for the qualification modules - which can be taught separately - and well for the didactic and methodological implementation and for the qualification content.

The results are based on numerous case studies, which have been carried out on one hand with direct beneficiaries of the qualification (e.g. social workers, consultants working in the field of immigration) and with indirect beneficiaries (e.g. immigrants, companies). Besides the investigation of the actual work processes and the required know-how, the demand towards the immediate direct beneficiaries from the indirect beneficiaries were investigated. Moreover, the status quo of existing qualifications for the target group was determined in order to take existing quality standards into consideration. The results were thoroughly discussed with experts and finally quality standards for the qualification as a whole respectively for the separate modules were determined. These were determined in a way that they are feasible in all EU-countries. To ensure the transferability and comparability country-specific particularities were not take into consideration. If the developed qualification (respectively the qualification modules) should be integrated in existing vocational training or degree programmes, the following quality standards have to be adapted respectively complemented. In the way they are described here, they only set a standardised framework for the newly developed qualification (respectively the qualification modules) which is developed for further training.

Because the terms "quality" and "quality standards" are defined differently in different EU-countries, a short definition of the terms will be carried out in the following chapter.

## 2. Definition of "quality" and "quality standards"

The term quality (Latin *qualitas* = nature, state, condition) sums up all characteristics of an object, system or process and evaluates its quality. According to DIN EN ISO 9000:2015-11 (the quality management standard) quality is defined as „a degree, in which a set of inherent characteristics of an object meets requirements“. This definition was replaced by the definition of DIN EN ISO 8402:1995-08, the old quality management standard. Thus, quality is the „entirety of characteristics of a unit with regard to its suitability to meet defined requirements. “ In this case, units are described as products, services, concepts, drafts, software, work processes, procedures and processes. In general, the term „quality“ does not include an evaluation of quality – however, in everyday life it is used in a judgemental way,

because the term is used as a synonym for the value of a unit. The term „quality“ includes mostly an evaluation in „good“ or „bad“. If a qualification, for example, complies to its objective and serves its purpose, we generally speak of a „good“ or „successful“ qualification. However, the quality of a unit, e.g. of a qualification, is difficult to measure. In order to still be able to evaluate a qualification, measurable criteria, which include e.g. the framework of the qualification, have to be defined. The framework of the qualification. The framework is finally described through defined „quality standards“. The measurability of quality should therefore not be defined by a successful completion of a qualification. A positive qualification result is not necessarily the same as a „good quality“ of a qualification, because numerous individual conditions of the participants have an influence on a successful result.

In vocational training and further training we generally speak of „good quality“, when the defined requirements towards the qualification and its objectives are met. The higher the degree of accordance with the defined requirements, the higher the quality. To ensure the measurability of quality it is necessary that all involved institutions comply with the defined quality standards. The quality standards are generally valid and do not depend on a region or an education system. Their purpose is that the qualification meets certain requirements and complies with certain guidelines during its realisation. The following quality standards serve just as a reference. In case of an adaption or further development of the qualifications, the quality standards can and have to be adjusted.

### 3. Quality standards for the qualifications framework

The quality standards for the qualifications framework cover all aspects, that cover the framework of the qualification – the so-called „hardware“ of the qualification modules as well as the requirements for participants and teachers/trainers (know-how, previous experience etc.), number of participants, necessary equipment, time frame, useful and necessary cooperation, exchange with experts, certificates etc.

Nr.	Objectives and quality standards
1	<p><i>Number of participants per module</i></p> <p>The number of participants of each qualification module should be limited to an appropriate number with regard to the resources and the particularities of the target group (min 5 – max 12).</p>
2	<p><i>Demand on the participants</i></p> <p>The participation in the modules should be open for everyone interested – for beginners as well as experts in this field of activity.</p> <p>If the module is offered to a certain target group (e.g. professionals or voluntary workers), the content can be adapted to the level of knowledge of the participants.</p> <p>If the modules are offered to professionals, the participants have to meet certain requirements with regard to their previous education and the corresponding vocational training systems</p> <p>If the module is offered to voluntary workers, the voluntary workers do not have to meet certain requirements</p>
3	<p><i>Participants' preconditions</i></p> <p>At the beginning of the qualification module, participants have the opportunity to look at all relevant content (a list of core contents) via an Internet platform of the qualifying institution</p>
4	<p><i>Consideration of previous knowledge and experience</i></p> <p>The realisation of the qualification module should be flexible and take into account previous knowledge and experience of the participants. This might lead to the situation that certain individual content is prioritised or left out.</p>
5	<p><i>Qualification of teachers/trainers</i></p> <p>The qualification has to be carried out by teachers/trainers, who have a sufficient amount of previous experience in accompaniment and advice of asylum seekers, immigrants and refugees and/or have the necessary knowledge about the different topics of the module.</p> <p>The teachers/trainers have to have pedagogical experience as well as social</p>

	<p>competencies with regard to adult education.</p> <p>The qualifying institution chooses teachers/trainers in a special selection procedure.</p>
6	<p><i>Qualification venue</i></p> <p>The qualification venue has to be easily accessible and the training rooms must provide a suitable teaching and learning atmosphere.</p>
7	<p><i>Timeframe of the modules and adaptations</i></p> <p>The time frame of all modules can be flexible, but should not exceed more than 5 days per module and should not be below 3 days per module.</p> <p>The share of theoretical units and practical sessions has to be timed in advance.</p>
8	<p><i>Equipment</i></p> <p>The equipment should be adapted to the learning content, the participants and their experience.</p> <p>Participants should be informed about the equipment needed for the training.</p> <p>It has to be cleared if the participants lack essential equipment in order to ensure that equipment can be obtained in another way.</p>
9	<p><i>Support through networks and cooperation</i></p> <p>An essential objective of the qualification modules is a close link between theory and practice and consequently networking and cooperation with other actors in the field of practice.</p> <p>External actors who are not directly connected with the training of the qualification modules should be included for the support of teachers/trainers in order to enable the participants to visit relevant institutions who are in touch with the topics of the modules. Thus, contacts between participants and external experts should be established and an understanding between the actors should be supported.</p>
10	<p><i>Regular exchange between the qualifying institution and trainer/teacher</i></p> <p>If the teaching contents of a qualification module are taught by several trainers/teachers and with regard to the optimisation of the realisation of the qualification module (the qualification modules contents should be up-to-date) a regular exchange between the qualifying institution and teachers/trainers should take place.</p> <p>The experiences made by teachers/trainers has to be available in order to modify the qualification module.</p>
11	<p><i>Teaching and learning materials</i></p>

	<p>Teaching and learning materials have to cover all contents of the qualification module and have to be available.</p> <p>Teaching and learning materials have to be prepared in a way that the corresponding know-how is easy to understand.</p> <p>Teaching and learning materials should contribute to the consolidation of know-how, the long-term utilisation and to improve the participants' competencies.</p>
12	<p><i>Choice of modules</i></p> <p>Participants can decide to take part in the entire qualification, several parts (modules for social competencies or labour market oriented modules) or single modules.</p>
13	<p><i>Qualification certificates resp. certificates for modules</i></p> <p>At the end of the qualification, participants receive a certificate, if they pass the final exam / performance test successfully.</p> <p>In case of participation in single or several selected modules, the participants receive certificates with regard to the knowledge obtained.</p> <p>Different certificates for the different qualification levels (experts or voluntary workers) exist.</p>

## 2. Quality standards for the didactical and methodical realisation

The quality standards for the didactical and methodical realisation of the module cover all aspects, that describe the structure and processes of the qualification modules, work schedules, the methodical orientation (share of theory and practice), quality control, performance checks, authorised teaching methods as well as the type of qualification (part-time, fulltime, modular) etc.

Nr.	Objectives and quality standards instruments
1	<p><i>Defined basic structure of the qualification resp. the qualification modules</i></p> <p>The qualification modules should cover basic knowledge as well as expert knowledge. Different types of knowledge should build on each other.</p> <p>The content is graded in a way that different abilities can be achieved during the qualification.</p> <p>Expert knowledge should only be covered when the target group consists exclusively of experts (social workers, professional consultants))</p> <p>The structure of the qualification modules has to be complied because of an easier realisation and comparability, details and methods may vary.</p>
2	<p><i>Teaching and learning methods</i></p>



	<p>Methods can be chosen freely due to the variety of different target groups (experts resp. volunteers) and have to be adapted to the demand.</p> <p>The methods used should base on modern teaching methods and enable a close coordination between theory and practice.</p>
3	<p><i>In-depth internships (internships)</i></p> <p>The modules should include an in-depth practice session (like an internship) in order to obtain a deeper understanding of the achieved knowledge</p>
4	<p><i>Room for feedback and discussion</i></p> <p>The modules have to provide enough room for the exchange of experiences, discussions and feedback meetings</p> <p>Feedback meetings have to be documented in a systematic way (e.g. via a digital platform) for the trainer</p>
5	<p><i>Performance test and quality control of the obtained knowledge</i></p> <p>The knowledge obtained as well as the competencies have to be examined during the qualification through performance tests.</p> <p>The correct use of the knowledge obtained in practice sessions is examined in these performance tests.</p> <p>The performance tests have to be adapted to the standards of the target group (experts vs. voluntary workers).</p> <p>The scope and time of the performance tests have to be adapted for the content to be examined in a suitable way</p>
6	<p><i>Final exams</i></p> <p>If a complete qualification takes places, a final exam about the total teaching content has to take place at the end.</p> <p>If only one or several modules are taught, a special examination for the module at the end of the training should be prepared.</p>
7	<p><i>Conditions for a successful completion</i></p> <p>In order to obtain a successful confirmation of participation for the modules, the participants have to attend the qualification with 75%.</p> <p>In order to obtain a successful confirmation of participation for the modules, participants have to pass the exam with more than 50%.</p>
8	<p><i>Regular quality control</i></p> <p>After the qualification modules, the participants are asked about their experiences, the abilities of the trainer and the applied teaching methods. In case of deficits, it is possible to change the choice of teaching method or the trainer/teacher in time.</p>

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### 3. Quality standards for qualifications content

The quality standards for the qualifications content cover all aspects, which describe the teaching and learning content in general or in detail or the teaching objectives as well as the order of contents in the way they have to be taught, adaption possibilities of the modules to other countries and their national framework conditions etc.

Nr.	Objectives and quality standards
1	<p><i>Adaption of the content of the modules to national framework conditions</i></p> <p>The teaching / learning content must not be changed in the main topics/main focus in order to ensure comparability.</p> <p>With regard to certain topics, the content can be adapted and should take into consideration the corresponding characteristics of the national/regional education system as well as the national legal framework, way of life, regulations, traditions and experiences etc. of the particular countries.</p>
2	<p><i>Teaching and learning objectives</i></p> <p>An adaption of the content is only allowed in a way, that no teaching/learning objectives are changed.</p> <p>The teaching/learning objectives have to be made transparent at the beginning of the teaching units.</p>
3	<p><i>Overview over all relevant employment-related areas</i></p> <p>Within the scope of employment-related knowledge transfer, the participants should get a comprehensive overview about all relevant areas of activity and their particularities. The knowledge transfer is carried out on a theoretical and practical level.</p>
4	<p><i>Order of contents</i></p> <p>The content of the different teaching units should be ordered from general to specific.</p>
5	<p><i>Partial qualification</i></p> <p>A partial qualification for single teaching units of single modules can be carried out.</p> <p>The content should be prepared in a way that single topics can be chosen as independent teaching units.</p>

	The teaching units provided (topics) in the modules can be prepared as partial qualification (as an individual seminar) in order to replace missing know-how of interested persons.
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## Outlook

The developed qualification with its five qualification modules is a further training with the objective to improve the professionalization of the participants. With regard to the fact, that especially experts, who work together with immigrants, go through different forms of professional training in different EU-countries - from the level of skilled workers to university education - and with regard to the fact that these professional trainings partly include contents of the qualification developed here it is important to analyse on a national level in which way and in which special professions the newly developed teaching contents can and should be integrated. Consequently, an adaption is not only necessary on a contextual level - the quality standards listed above would have to be revised. If the newly developed qualification modules are implemented in different countries in the form a full qualification resp. in the form of single modules, it is recommended that the quality standards mentioned above are complied with in order to ensure a transnational comparability of the qualification.