

## Unit Three – Design Educational Programmes

### Quality Standards

1. Identifying appropriate methods to address the values of the European Youth programmes and current policies in educational activities
2. Developing an educational approach based on key concepts, values and consolidated practice of non-formal learning
3. Designing an evaluation process and impact assessment based on the needs of stakeholders and objectives identified
4. Explaining to learners the reasoning of a methodology, its various parts and to properly debrief the exercises

**Quality Standard 1 - Identifying appropriate methods to address the values of the European Youth programmes and current policies, in educational activities competence criteria**

- i. Trainer has an understanding of the European Youth Programme values and current policies which influence the programme

assessment methods	description	assessed by & date
Example of trainer's script and identified activities showing an understanding of the European Youth Programme		

- ii. Trainer is able to research recognised or design new methodologies to address European youth programme values

assessment methods	description	assessed by & date
trainer's description or other evidence of new or adapted methodology developed for a given training activity addressing EU programme values		

- iii. Trainer is able to incorporate European Youth Programme values into educational activity delivery

<b>assessment methods</b>	<b>description</b>	<b>assessed by &amp; date</b>
trainer's description or other evidence of current European Youth Programme values incorporated into training activity delivery with corroborative evidence		

**Quality Standard 2 - Developing an educational approach based on key concepts, values and consolidated practice of non-formal learning competence criteria**

- i. Trainer is able to identify key concepts and values of non-formal learning

<b>assessment methods</b>	<b>description</b>	<b>assessed by &amp; date</b>
example of trainer activity timetable or script clearly demonstrating the key concepts and values of non-formal learning		

- ii. Trainer has the competence to plan educational activities in line with the values and purposes of the European Youth Programme.

<b>assessment methods</b>	<b>description</b>	<b>assessed by &amp; date</b>
example of planned or delivered activity reflecting values and purposes of the European Youth Programme		

- iii. Trainer has the competence to employ an educational approach which incorporates the key concepts, values and consolidated practice of non-formal education.

<b>assessment methods</b>	<b>description</b>	<b>assessed by &amp; date</b>
trainer explanation of the key concepts of non-formal learning as expressed in training delivery		

**Quality Standard 3 - Designing an evaluation process and impact assessment based on the needs of stakeholders and objectives identified competence criteria**

- i. Trainer is able to identify the main issues which evaluation and impact assessment is seeking to address (for both participants and stakeholders)

<b>assessment methods</b>	<b>description</b>	<b>assessed by &amp; date</b>
trainer's explanation of how a report or other evaluation method includes components which meet the reporting needs of participants and stakeholders		

- ii. Trainer can identify the most appropriate methods to achieve the objectives of the evaluation and create the tools/methods for this to occur

<b>assessment methods</b>	<b>description</b>	<b>assessed by &amp; date</b>
evidence of trainer's use of different evaluation strategies in one or more training activities		

- iii. The trainer can create an understanding of the purpose of evaluation and impact assessment with participants

<b>assessment methods</b>	<b>description</b>	<b>assessed by &amp; date</b>
evidence of participants understanding of the purpose of evaluation from their perspectives in respect of process and results AND trainers description of the purpose of evaluation, e.g. a statement by the trainer about how the evaluation will be used		

- iv. Trainer is aware of the need to balance the needs of participants with the stakeholders objectives

<b>assessment methods</b>	<b>description</b>	<b>assessed by &amp; date</b>
trainer's explanation of how a balance has been achieved between the needs of participants and stakeholders in the evaluation process with corroborative evidence of participants' satisfaction with the process		

**Quality Standard 4 - Explaining to learners the reasoning of a methodology, its various parts and to properly debrief the exercises competence criteria**

- i. Trainer is able to offer a comprehensive debrief of an activity

assessment methods	description	assessed by & date
evidence from learners that the trainer has provided a comprehensive debrief of an activity		

- ii. Training offers learners the opportunity to understand why a particular methodology has been chosen

assessment methods	description	assessed by & date
evidence that learners understand why a particular method has been used from trainer's explanation		