Internal guidance for lecturers and trainers

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EUROPEAN UNION
AGENCY FOR ASYLUM

Internal guidance for lecturers and trainers

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Contents

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1. Purpose and scope

This Internal Guidance for lecturers and trainers is anchored in a broader policy framework of the European Education Area[1] and the European Higher Education Area[2]. It is consistent with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)[3] and the Malta Further and Higher Education Authority National Quality Assurance Framework for Further and Higher Education (2015, 2017)[4]. According to these quality assurance standards, further and higher education institutions are responsible for the quality of their staff and should assure themselves of the competence of their training body, using fair and transparent procedures for staff recruitment and development that recognise the importance of teaching.

This document supports the implementation of Objective (iv) of the European Union Agency for Asylum (EUAA) Training and Learning Strategy[5] (the 'Strategy'), which is to promote continuing professional development (CPD) and is based on the Agency's Training Quality Assurance Framework[6] (TQAF). The Strategy includes the Agency's commitment to providing training for members of its own staff, members of relevant national administrations and of national authorities responsible for asylum and reception, and members of asylum support teams, including those not employed by the Agency. In particular, promoting CPD has been among the EUAA's strategic objectives. The professional development of training body is primarily oriented towards the reinforcement of content-related knowledge, skills and competencies in the field of asylum and reception. However, the Strategy also includes the development of competencies and andragogical skills up to the highest standards, including through a process of certification (Objective (iv)). This also includes CPD of transversal competencies such as digital and intercultural communication.

The TQAF emphasises the crucial role that the EUAA's trainers play in building Member States' capacity to implement the Common European Asylum System by training national asylum and reception officials. The TQAF sets up procedures for the selection of trainers from the EUAA's training pool, for setting out their specific tasks, providing them with on-going support, monitoring trainers' performance and encouraging them to participate in CPD activities.

This Internal Guidance provides a framework for ensuring competence, recruitment, performance monitoring, and professional development of the EUAA's teaching and training body. The Quality Assurance and Accreditation Sector (QAAS) has a duty to ensure that all Training and Professional Development Centre (TPDC) staff, students enrolled in degree programmes, learners enrolled in European asylum curriculum (EAC) modules, and training national contact points (TNCPs) are familiar

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[1] European Strategy for Universities (2022) – https://education.ec.europa.eu/sites/default/files/2022-01/communication-european-strategy-for-universities-graphic-version.pdf.

[2] Bologna Declaration (1999) – https://www.ehea.info/page-ministerial-conference-bologna-1999; Paris Communiqué (2018) – http://www.ehea.info/media.ehea.info/file/2018_Paris/77/1/EHEA; Rome Communiqué (2020) with Annex III – Recommendations to National Authorities for the Enhancement of Higher Education Learning and Teaching in the EHEA – http://www.ehea.info/Upload/Rome_Ministerial_Communique.pdf.

[3] Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG). (2015). Brussels, Belgium (weblink: https://www.enqa.eu/wp-content/uploads/2015/11/ESG_2015.pdf).

[4] Malta Further and Higher Education Authority National Quality Assurance Framework (weblink: Publications – Malta Further & Higher Education Authority (mfhea.mt).

[5] Management Board Decision No 102 of 7 March 2022 on the EUAA Training and Learning Strategy.

[6] Decision of the Executive Director No 59 of 1 April 2022 on the Training Quality Assurance Framework.

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with the content of this policy and that information about the various training opportunities is made publicly available online.

This guidance should be regularly reviewed to reflect new developments in the field and to adapt to the needs of the EUAA. Monitoring and regular review shall be a comprehensive process involving internal and external stakeholders and is the responsibility of the QAAS.

2. Acronyms and abbreviations

BETA	Becoming an EUAA Trainer and Assessor
CPD	Continuing professional development
EAC	European asylum curriculum
EU+	EU Member States and associate countries
EUAA	European Union Agency for Asylum
MQF	Malta Qualifications Framework
QAAS	Quality Assurance and Accreditation Sector
TNCP(s)	Training national contact point(s)
TPDC	Training and Professional Development Centre
TQAF	Training Quality Assurance Framework

3. Lecturers and trainers

To ensure consistent quality standards in its training activities, the Agency maintains a pool of lecturers and trainers from the asylum and reception field who can contribute to the design, development, delivery and assessment of the EUAA's training.

The training pool includes lecturers and trainers who may be assigned to conduct training sessions in their area of expertise, facilitate online learning, assess and verify assessments, and develop and review training material as necessary. The pool is managed by the Agency in coordination with Member States through the TNCPs and consists of lecturers, trainers and content experts. Content experts may be called upon to develop training under the coordination of the Agency.

Lecturers and trainers involved in teaching and training activities under the study programmes or training modules leading to micro-credentials comprise two groups:

1. Lecturers and trainers engaged by the Agency either directly or via intermediary contracting agencies or any other forms of contracts;
2. EU Member States' and associate countries' (EU+ countries) content experts and trainers.

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3.1. Lecturers and trainers engaged by the EUAA

Lecturers and trainers engaged by the EUAA are involved in the design and/or delivery of training modules and study programmes. Their activities may include designing teaching, training, learning and assessment materials, delivering the study programme and training modules, assessing students and learners and verifying grades, supporting students and learners, conducting research (where applicable), and collaborating with other higher education institutions within the parameters of the EUAA's rules.

Trainers delivering the EAC modules are required to complete the EUAA's trainers' and assessors' module (Becoming an EUAA Trainer and Assessor, or BETA).

3.2. EU+ countries' content experts and trainers

The EU+ countries' content experts and trainers are those who deliver training to their peers at national and/or regional level after the completion of the BETA module. Apart from training them on how to become trainers, this module prepares them for the task of assessing module assessment tasks and verifying learners' grades.

4. Engagement of lecturers and trainers

The Agency ensures that lecturers and trainers meet the general and specific criteria for engagement:

- Lecturers who deliver study programme modules must meet the general requirement of having a qualification at a higher Malta Qualifications Framework[7] (MQF) level than the programme module itself. Since there are few, if any, Master and PhD programmes in specific aspects of asylum and reception, extensive experience (a minimum of five years) in this area will also be taken into consideration. Therefore, a lecturer may have a qualification at the same MQF level of the study programme module they are teaching plus five years of relevant experience;
- Trainers engaged in the delivery of the EAC training modules must complete the BETA module. Alternatively, if they have extensive training or content experience, their knowledge may be recognised through recognition of their prior experience. However, the assessors' component of the BETA module is compulsory for all EAC trainers;
- The study programme coordinator is required to have a qualification at MQF Level 8 or a qualification at MQF Level 7 with at least 10 years of relevant high-level/executive experience in the field;
- All lecturers and trainers must be fluent in the language of delivery of the modules. Exceptionally, when lecturers or trainers with the required language skills are not available, training may be delivered using interpreters;
- Additional specific criteria depend on the content and are defined in the module syllabi;
- Engagement or deployment procedures are different for the two groups of lecturers and trainers, and all are designed to ensure the competence of the Agency's lecturers and trainers.

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[7] Pursuant to the First Schedule of the Malta Qualifications Framework for Lifelong Learning Regulations (S.L.607.01): https://legislation.mt/eli/sl/607.1/eng.

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4.1. Lecturers and trainers engaged by the EUAA

The EUAA applies its internal standard procedures for the recruitment/engagement or for internal transfer of its lecturers and trainers. The recruitment and engagement procedures include various steps (formulation of a job description, selection criteria, publication of a call for applications, interviews with applicants, induction of new staff, etc.), while the transfer procedure may involve an amendment to the employment contract.

4.2. EU+ countries' experts

The roles and responsibilities of trainers included in the training pool are detailed in other documentation. EU+ countries' experts are chosen following requests for nominations addressed to TNCPs.

The Head of the Training Design and Development Sector manages the selection and participation of members of the training pool in the design, development and review of the EUAA's training through a call for nominations sent to the TNCPs. The Head of the Training Planning and Programming Sector manages the selection of trainers (including those acting as assessors and verifiers) from EU+ countries to contribute to the implementation of training depending on their area of expertise, through a request sent to the TNCPs.

Trainers are selected from the training pool to deliver training on behalf of the EUAA on a rotational basis, depending on availability, their area of expertise and previous satisfactory performance. In the same way, the Agency ensures the competence of its assessors who have successfully completed the training for assessors (the assessors' component of BETA).

5. Monitoring performance

The performance of lecturers and trainers, regardless of the group to which they belong, is monitored regularly with the aim of addressing possible concerns as well as ensuring the quality of teaching and training in general, and continually improving the Agency's training activities. The performance of lecturers and trainers is monitored through various means:

1. Feedback from students and learners on the quality of teaching and training;
2. Self-reflection (including outcomes of peer trainer's feedback);
3. Informal peer feedback from other colleagues (if agreed between the peers).

For Member State trainers, if learner feedback consistently indicates unsatisfactory performance, this may be addressed by the Country Desk Coordinator within the Training Planning and Programming Sector together with the TNCP, who will discuss the problem with the trainer and plan actions to resolve it. Support may be offered to the trainer in the form of additional training to advise the trainer on how to improve performance.

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All lecturers, trainers and teachers are obliged to strictly adhere to the Code of Conduct for participants in the EUAA's training activities[8]. Any failure to do so may lead to the person not being selected for future training activities. In case of severe or repeated breaches, the lecturer or trainer may be removed from the training pool.

Additional information that is relevant to lecturers' and trainers' performance is regularly collected, recorded and included in the Agency's secure electronic system:

1. Completion rate of students and learners;
2. Trainers' engagement in online delivery;
3. Learners' engagement in online delivery.

This information is used in the Agency's learning, teaching and training analytics although it is not included in regular monitoring of lecturers' and trainers' performance.

The monitoring cycle for learning, teaching and training analytics starts with data collection conducted by the Training and Learning Research and Analysis Sector. The data is analysed and submitted to the QAAS for the development of appropriate recommendations. The recommendations are then forwarded to the relevant units and to individual lecturers or trainers, where appropriate.

6.   Professional development

One of the EUAA's strategic goals is to provide CPD opportunities for its lecturers and trainers. CPD activities are part of the Agency's lifelong learning strategy in the field of asylum and reception and the Agency's commitment to high quality teaching and training.

CPD activities are offered as an opportunity for professional development and are not mandatory unless a training module changes. In the case of the latter, all trainers are notified of changes and updates to the EAC training modules. In the event of significant updates due to legislative or procedural changes, the trainers of the module are invited to attend training sessions to discuss the topics covered in the updated material.

CPD activities are available to lecturers and trainers engaged by the EUAA and EU+ countries alike, and they provide opportunities for the development of content-related competencies and didactic skills, including transversal competencies such as digital and intercultural communication. CPD may also address issues related to the consistency of assessment grading and the provision of feedback to learners. Lecturers and trainers are tasked with identifying their own training needs, but these may also be identified by the Agency itself as part of quality assurance activities.

Through its CPD system, the Agency promotes the exchange of innovative teaching practices and the sharing of inspiring examples among lecturers and trainers, including those from other higher education institutions. CPD provides an opportunity to keep up with recent findings about the field and opportunities to develop teaching and training skills. It also serves to respond to feedback from

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[8] Decision of the Executive Director No 76 of 30 May 2022 on the Code of Conduct for participants in the EUAA's training activities.

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students, learners and peers and to maintain and ensure the quality of teaching and training. The CPD system ensures the credibility of the Agency as an education and training provider, as well as the collective capacity of the training pool.

CPD activities may take the form of:

- An ongoing series of webinars, podcasts, lectures and videos, e.g., webinars on work-based learning, problem-based learning, and case-based learning open to all TPDC staff and delivered by external educational experts;
- Small formats that take into account the limited time available (e.g., 'brown bag lunches'; 'high noon didactic seminars', 'learning snacks') and workshops, e.g., six workshops delivered by external educational experts covering the following topics: Principles of quality assurance and syllabus design (one day), Designing a learning strategy (three days), A practical guide to designing assessments (three days), Designing marking rubrics and ensuring consistency in the assessment process (one day), Principles of feedback and a practical guide to giving feedback, Using digital technology to enhance learning, assessment and feedback (one day). Workshops for TPDC staff involved in the design, delivery and assessment processes of the training modules;
- Tailor-made training, e.g., 'Becoming an efficient public speaker' designed under the umbrella of the horizontal portfolio for further professional development of trainers and asylum and reception officials;
- Teaching projects that offer an open space to try out new teaching scenarios;
- Individual coaching that may be extensive in terms of internal resource requirements but offers greater flexibility to the participants;
- Mentoring that is based on bilateral interaction;
- Collegial work shadowing that offers direct peer feedback, including with peers from other higher education institutions;
- Study visits and team teaching that can support interdisciplinary approaches;
- Guidelines and handbooks that back up other forms of support, e.g., Toolkit to support module development, including Quick guide on problem-based learning, Quick guide on case-based learning, Quick guide on work-based learning and Quick guide on designing multiple-choice test.

At least once a year, the Agency organises a trainers' conference and a number of Trainers Network meetings to provide a forum for the exchange of experiences and best practices and to discuss the latest trends and issues in the EUAA's training activities. At the end of the trainers' conference, a report is written and submitted to the management of the TPDC and the Training Quality Assurance Advisory Group.

7.   Governance

The engagement, performance monitoring, and professional development of lecturers and trainers is supported by the Agency's well-established institutional framework[9]. The implementation of this Internal Guidance is a shared responsibility and a collaborative effort among various internal entities and individuals.

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[9] Organisational structure of the EUAA: Who We Are | European Union Agency for Asylum (europa.eu).

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The governance model for the implementation and continuous review of this Internal Guidance includes all sectors and units of the TPDC, each of which focuses on different aspects:

- The **Training Design and Development Sector** designs and develops training modules and courses for staff members and Member States' content experts and trainers as part of their CPD;
- The **Training and Learning Methods Sector** is responsible for strengthening the capacity of staff members and Member States' content experts and trainers in the application of the Agency's instructional design models and teaching and training delivery methodologies by designing and delivering dedicated cross-cutting training modules and other training activities. This Sector aims to help lecturers and trainers who are experts in their field, to improve their teaching and training competencies (how to plan and organise a teaching or training session), what teaching and assessment methods to use, how to motivate students to engage, what technologies to use in order to teach effectively and interestingly, how to adapt material for students and learners with special needs etc.);
- The **Training Planning and Programming Sector** composed primarily of in-house trainers and lecturers is responsible for supporting Member States in planning and programming of training and manages the delivery of training modules for continuous development of lecturers and trainers;
- The **Training and Learning Technologies Sector** provides support for the delivery of training modules for the professional development of lecturers and trainers through the provision of technology-based services;
- The **QAAS** is responsible to maintain full compliance of the EUAA's training activities with the Standards and Guidelines for Quality Assurance in the European Higher Education Area and the Malta Further and Higher Education Authority standards, as reflected in the TQAF;
- The **Training and Learning Research and Analysis Sector** analyses all training-related qualitative and quantitative data, with a view to conducting ongoing monitoring, periodic review and evaluation of the EUAA's training activities to provide evidence on the impact of training, and assesses training needs.

8. Summary of changes

Version no.	Changes
01	New IG

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