IO 5

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Beneficiaries: KOENA (FR), Universitat Autònoma de Barcelona (ES)**,** Téluq Université (CA), ECQA GmbH **-** European Certification and Qualification Association (AT).

IO5 Title: Certification framework for trainers' skills for distance learning.

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1. Introduction

This report is a summary of the work done and the results achieved in Intellectual Output 5: Certification framework for trainers' skills for distance learning.

The IDE@ certification framework comprises the entire certification process of the new European Job Profile ECQA Certified Trainer in Accessible and Inclusive Distance Learning.

The given IO5 report describes and explains:

- the objectives of the Intellectual Output IO5.
- the certification process of all aspects of the new profile.
- the methodology used to achieve the goals of IO5.
- the final outcomes and
- sustainability after the end of the IDE@ project.

Intellectual Output 5 was led by ECQA GmbH. However, all IDE@ partners contributed their expertise and experience in the field of distance learning, inclusion and digital accessibility.

2. Objectives

The main aim of IO5 was to develop a detailed certification framework for the new job role and certificate ECQA Certified Trainer in Inclusive Distance Learning. In the beginning of the IDE@ project, the name of the job role was extended to Trainer in Accessible and Inclusive Distance Learnings, instead of Trainer in Inclusive Distance Learning.

The IDE@ certification framework includes a skill card (competence profile), certified training materials, quiz and exam questions, certified trainers, training organisations, certified exam organisations, and a Certification Scheme for candidates to sit the oral and written exams to qualify as ECQA Certified Trainer in Accessible and Inclusive Distance Learnings.

All objectives of IO5 could be achieved, and all related tasks for IO5 were done:

- to explain the complex ECQA certification process to the project consortium,
- to adapt the process to the specific needs and requirements of the IDE@ project, whenever needed,
- to make sure that all IDE@ partners follow the ECQA quality standards of certification,

- to prepare the steps to establish an ECQA Job Role Committee (JRC), to assure quality and sustainability of the IDE@ skill card, training materials and exam questions used for certification,

- to provide a certification framework for the skill card, the training materials, the trainers and training organisations, and a certification scheme for candidates to sit the oral and written exams to qualify as ECQA Certified Trainer in Accessible and Inclusive Distance Learning.

3. Key Performance Indicators (KPIs)

The following KPIs were set by ECQA GmbH in the beginning of the IDE@ project. They were monitored throughout the project and met.

All partners received an ECQA training about certification in general, and about ECQA certification of IDE@ in particular.	YES
All partners followed the ECQA standards.	YES
The steps for the IDE@ Job Role Committee are finalized.	YES
The certification process was adapted to the specific needs and requirements of IDE@.	YES
A Certification Framework for all aspects of ECQA Certification is developed.	YES
A Certification Scheme for exam candidates is available.	YES

4. Methodology

ECQA explained and monitored all steps and requirements of certification, from the very beginning of the IDE@ project to its end, and throughout all Intellectual Outputs.

To make sure that all project partners understand certification of professionals and organisations, ECQA provided the project partners with an intense training about certification, in October 2022. The focus of the training was on ECQA certificates in the field of Accessibility and Inclusion.

The agenda of the training was as follows:

- What is certification?
- What and How does ECQA Certify?
- Ways of working with ECQA

ECQA explained the entire ECQA certification process to the project partners. At the end of the ECQA training, all IDE@ partners were able to:

- Understand certification in general and in the specific contexts of IDE@ in the European Certification and Vocational Educational Training;

- Explain the difference between certification of persons and organisations;

- List the principles certification shall be governed by;

- Describe the scope and main processes of ECQA certification;

- Understand all parts of the ECQA certification framework for IDE@.

ECQA monitored and contributed to IO1, when best practice was identified and analysed, then provided input to the discussions and solutions concerning accessibility and inclusion challenges in IO2, guided the project partners through IO3, when the required competences were described in the IDE@ competence framework for accessible and inclusive distance learning, and monitored the production of the training materials in IO4, securing also compliance with ECQA standards and quality requirements.

5.   The ECQA Certification Process

ECQA defines and verifies quality criteria for all parts and levels of certification, to assure the same level of quality world-wide.

ECQA certifies, according to ECQA rules, procedures and quality guidelines:

- job roles (such as the new job role ECQA Certified Trainer in Accessible and Inclusive Distance Learning)

- persons (trainees, experts, professionals),

- skill cards (competences frameworks),

- training materials,

- trainers,

- training organisations,

- self-assessment questions,

- exam questions, and

- exam organisations.

ECQA provides a world-wide unified certification scheme for new and emerging professions and job roles or job profiles. The same exam pool, exam rules and the same electronic exam system are used for certification exams in any participating country.

The certification procedure offers modularity of certification. This also assures modularity of trainings all over the world. Only verified and approved organisations and individuals may become ECQA certified service providers, experts, trainers, etc.

One of the main strengths and European relevance of the ECQA certification is the fact that ECQA joins and works with experts and practitioners in the respective field and supports the definition and development of the competences (knowledge, skills and attitudes) required for new and emerging job profiles and job roles.

5.1   ECQA Terminology

One of the first documents ECQA explained and shared with the project partners was the master thesis about the specific terminology of ECQA written by Blanca Nájera and published in 2012. ECQA presented and discussed the most important and relevant concepts and terms with the IDE@ partners (see **Annex 2.1** - ECQA Core Terminology).

The core of any ECQA Certificate is the so-called skill card (see Chapter 7.1). A skill card is the knowledge map of the skills units, learning elements and learning outcomes that define and standardise the qualifications of a specific profession or job role. Skill cards are structured in Units (U), learning elements (LE) and learning outcomes (LO).

Since the ECQA Skill card of IDE@ (see Chapter 7.1 and Annex 1) is the core of the Certification of Trainer in Accessible and Inclusive Distance Learnings, and the core of the IDE@ IO5 outcomes, the following table illustrates the specific ECQA terminology using the example of the skill card structure.

Table 1. ECQA structure of a Skill Card applied to IDE@

ECQA Skill Card Structure
A **DOMAIN** (such as <u>Digital Accessibility</u>) contains
JOB ROLES (such as <u>Trainer in Accessible and Inclusive Distance Learning</u>) which contain
SKILL UNITS (<u>IDE@.U1, U2, U3 and U4</u>) which contain
LEARNING ELEMENTS (<u>LE</u>) which contain
LEARNING OUTCOMES (<u>LO</u>) which must be proven by
EVIDENCES (<u>oral and written exams</u>)

5.2 How ECQA certifies IDE@

Certification processes need a good understanding of the concept of certification, and of the certification steps and requirements. Certification is a complex topic often misunderstood or confusing.

This is the reason why ECQA explained the ECQA certification process very early and many times to the IDE@ project partners: at the kick-off-meeting, with presentations and at IDE@ online and face-to-face meetings.

A basic understanding of certification in general is needed, to understand the difference of the use of certification in general language (e.g. a certificate of attendance) and in specialised language, e.g.: certification is always provided by an independent, third party (a certifying body), not by a training provider who offers a course with a certificate of attendance. A certificate of attendance is just a confirmation that a person attended a course, not a confirmation that a person has certain skills and competences, as given in a real certificate issued by an independent third party.

ECQA explained certification and the certification processes already at the kick-off meeting during an intense Certification Training, and in many IDE@ meetings (in monthly online Technical meetings, and in TPMs and at MPEs.

The relevant certification topics presented, trained and discussed were:

1. What is Certification?
2. How does ECQA certify job roles?

- Certification in 5 steps

3. How to get certified by ECQA?

- as professional

- as trainer

- as training and exam organisation

4. Who/What is ECQA?

- Ways of working with ECQA

- ECQA strategies for the future

In these presentations and discussions, Dr. Gabriele Sauberer, MBA, President elected of ECQA (NPO), explained all the details around certification and ECQA (GmbH) certificates relevant for the IDE@ certification, as summarized in the given report.

ECQA Certification is independent third-party certification. ECQA is independent, because it does not act as a training body for the IDE@ or any other job roles. The independent certification body ECQA GmbH issues a statement (a certificate), that a person fulfilled specified requirements.

These requirements are specified in the IDE@ Skill Card (see **Annex 1**), in IDE@ documents, and in ECQA Guidelines.

ECQA Certification is governed by the following principles:

- Free and equal access for all applicants,

- Evaluation criteria are outlined in specified standards, it is in IDE@ documents and in ECQA Guidelines,

- Scope of certification is restricted to the contents of these reference documents, it is the IDE@ Skill card.

The processes of the ECQA are mapped onto the ISO 17024 international standard for the certification of persons, widely following the requirements of this standard.

Some of the ECQA processes and guidelines have been updated during 2021 and 2022. They are available as downloads on the new ECQA website (as of June 2023) at: http://www.jobcertification.eu/index.php/downloads.

ECQA described and explained all details about ECQA Certification, Processes, Standards and Guidelines in the following documents:

- ECQA Processes at ECQA and ECQA GmbH
- Job Role Committee (JRC) Agreement
- New: Focus Groups: Focus Group Accessibility

These new documents are annexed to the given IO5 report (see **Annex 3** and **Annex 5**).

The JRC Agreement (see **Annex 5**) and other documents to be signed by project partners were updated and made available during and in particular at the end of the project.

5.3   ECQA Certification in 5 Steps

In general, the process of creating ECQA certificates for new and emerging job roles has the following five steps that were applied during the IDE@ project and adapted to the sustainable exploitation of IDE@ results at the end of the project:

In a first step, a Job Role Committee (JRC) is built and develops a skill card or competences portfolio or framework for a certain profession or job role. A Job Role Committee is an international working group with renowned experts and drivers of their industry, who signed the standard ECQA JRC agreement (see Chapter 6 and **Annex 5**) and annually maintain the skill card and exam questions.

In the IDE@ project, the JRC corresponds to the project consortium already built. The skill card for Trainer in Accessible and Inclusive Distance Learnings (basic level) was jointly developed by the IDE@ partners under the guidance of the project leader GIP FCIP from Créteil academy and helped by ECQA, see **Annex 1**.

In a 2nd step, the Job Role Committee develops 1 self-assessment question and 3-4 exam questions per learning outcome, following the rules and quality standards of ECQA. Ideally, this is done in parallel with step 5, see below. In the IDE@ project, this was done for all Learning Elements (LOs) of the skill card, to prepare written exams after the end of the project.

An example of Multiple-Choice Questions for the IDE@ written exam is annexed to this report in **Annex 6**.

ECQA monitored the entire process, provided a template for Multiple Choice Questions (MCQs), together with a quality evaluation sheet (check list) for design review. This checklist was adapted together with Koena to make it fully accessible (see **annex IV**). ECQA reviewed the implementation of the ECQA Guidelines for the

creation of multiple choice questions (see **Annex 6**), to secure academic and vocational levels.

In a 3rd step, Multiple Choice Questions (MCQs) for self-assessment (quizzes) are provided online at the ECQA exam portal, free of charge, to get feedback from professionals and promote the new job role and certificate.

In IDE@, this was not foreseen. However, self-assessment questions are included as "Quiz" in the Moodle training course. And, it is also planned to implement self-assessment after the end of the project, together with ECQA Certified training and exam organisation project partener membership, at the new ECQA exam platform, supported by Bizexaminer, see Chapter 8.

In a 4th step, a pool of exam questions are created. For each skill or learning outcome, 1 question is proposed. Each question clearly refers to each unit, each competence and each skill identified in the repository.

● Conditions for completing the quizzes

These questions are taken online, in one go, in a limited time: 2 minutes per question.

Success rate : at least 66% right answers per element are necessary to validate a unit

Most of the Learning Outcomes have 3 Multiple Choice Questions (MCQs). Three LOs have 4 MCQs (IDE@.U2.E1.LO3, IDE@.U3.E1.LO3 and IDE@.U3.E3.LO1), and three Learning Outcomes have 5 MCQs (IDE@.U1.E1.LO1, IDE@.U2.E1.LO1 and IDE@.U3.E3.LO3). This number is adding up to 115 MCQs in the four skill units.

In the future, when the results of IDE@ will be fully exploited, the written online exam could start with the multiple choice exam questions developed within the IDE@ project.

ECQA follows the Open University Approach: Exams are always possible also without trainings, but practical requirements are to be defined by the JRC, such as, for example, one skill unit is a project elaborated by the examinee and presented to an ECQA Certified Assessor.

In IDE@, the practical requirements are described in the oral exam instructions and guidelines for assessors (see **annex VII** and **annex VIII**). In IDE@, oral exams follow after the successfully passed written exam (online MCQs test).They are a pre-

requisite to qualify as ECQA Certified Trainer in Accessible and Inclusive Distance Learning, as described in the Certification Scheme for Candidates (see **annex IX**).

In a 5th step that should be done in parallel with step 2, a set of training material is developed by the JRC, or existing training material is certified by ECQA.

In the IDE@ project, the ideal process could be followed: Those partners who developed the training units also developed the self-assessment and exam questions.

The ECQA checklist for content review of the training materials could be applied to IDE@ without major changes or adaptions, since one of the main accessibility criteria always has been followed, namely the Easy-to-Understand or plain language requirement: "The text is clear, simple and understandable".

The checklist for content review of ECQA training materials with all quality criteria is annexed to this report in **annex IV**.

During 2021 and 2022, a new certification process of ECQA and ECQA GmbH has been designed. It will be applied to the IDE@ certification and exploitation:

The ECQA certification of persons has 3 phases now:

1.   An exploration phase (with the definition of stakeholders and goals)

2.   A development phase (with a Skills Card or Competence Card at the end)

3.   A Roll-out (with a syllabus, trainings, exam questions, exams, and certificates)

Phases 1 and 2 are guided by the Non-Profit Organisation ECQA, phase 3 is performed by the limited company ECQA GmbH, where ECQA NPO holds 60% of shares.

The ECQA certification processes are annexed to this report in **annex 3**.

For the IDE@ project, this means that the Job role ECQA Certified Trainer in Accessible and Inclusive Distance Learning will be embedded in the large Focus Group Accessibility, where synergies with other JRC of accessibility professions can be reached, such as Accessibility Managers, Easy-to-Read Validators and Facilitators, Intralingual Real-Time Subtitlers, etc. see Chapter 6.1 and **annex 5**.

6 Job Role Committee (JRC)

ECQA revised and updated its certification processes during 2021 and 2022, following a new strategy: Instead of having many different job roles that are focussed only on the particular skills necessary for their job role, ECQA and ECQA GmbH foster the creation of a large European skills and competences portfolio with Focus Groups who are sharing competences rather than skills.

A Job Role Committee (JRC) is composed of representatives from the respective industry, academia and other stakeholders. In the past, any ECQA JRC had to comprise experts from at least three different countries, which stressed the European dimension of the job role and the JRC. At present, JRCs are organised within and encouraged to work together in larger teams who represent Focus Groups (FGs), such as the FG Accessibility in the case of IDE@. This is why JRCs do not need to be composed of at least three different countries any longer.

An ECQA® Focus Group (FG) is an international working group of distinguished experts and professionals who commit their work to safeguard the quality standards of ECQA®. They work together in a cluster of job roles, e.g. in the cluster »Accessibility«, »Innovation« or »Sustainability« to maintain the skills cards and relevant stakeholders of these clusters.

FG members are individuals (often nominated by organisations) who are experts in the FG domain, with a high interest in European standardization.

They apply for membership in the FG by submitting their CV with a description of their motivation to join the FG. The FG votes by simple majority on their application.

ECQA JRCs and Focus Groups are a key factor for the quality of an ECQA Certificate. If a job role belongs to a new or emerging profession where no or very heterogeneous training is available - which usually is the case with ECQA job roles - , the JRC also needs to apply for the certification of the job role.

This was not the case in the IDE@ project, where the IDE@ project consortium was funded by the European Commission to establish the new job role. This is enough proof of the relevance of an ECQA Job Role and the qualification of the JRC.

Within the IDE@ project, the first JRC has been the entire project consortium that developed the skill card and the self-assessment and exam questions.

ECQA presented and explained JRC agreements and Focus Groups to the IDE@ partners, to prepare the establishment of the new JRC Trainer in Accessible and Inclusive Distance Learning within the Focus Group Accessibility after the end of the IDE@ project.

6.1 JRC Agreement for IDE@

The IDE@ Job Role Committee (JRC) Agreement should be signed by as many IDE@ partners as possible, in order to secure the quality and sustainability of the new job role and the respective certification for Trainer in Accessible and Inclusive Distance Learnings.

However, for some academic partners, such as GIP FCIP UAB or Teluq, the process of applying for the official signature of the university management is difficult and time consuming. ECQA will reach out to these university partners on a regular basis to follow-up the offer and discussions about official membership of GIP FCIP de l'académie de Créteil, UAB and Teluq in the Focus Group Accessibility, see Chapter 8.

The IDE@ JRC Agreement is annexed to this report, see **Annex 5**.

The scope of the IDE@ JRC Agreement is the collaboration between the Non-Profit Organisation European Certification and Qualification Association (ECQA®) NPO and a Job Role Committee (JRC) member within the Focus Group (FG) Accessibility.

The JRC agreement is a proof that ECQA® has officially granted the member a position in the JRC ECQA® Certified Trainer in Accessible and Inclusive Distance Learning – basic level within the Focus Group Accessibility.

The role and duties of an ECQA® Job Role Committee and Focus Group member, as well as the role and duties of ECQA® NPO in a Focus Group are described in **Annex 5**.

7 Summary of the IDE@ Certification

7.1 IDE@ Skill card

In vocational context, the knowledge map of the skill units, learning elements and learning outcomes that define and standardize the required state-of-art qualifications of a specific profession or job role is called a skill card.

The focus of ECQA skill cards is on the practical skills, since an ECQA Certificate, similar to a driving licence, confirming the ability of persons holding this certificate.

The ECQA skill card methodology follows the success story of the European Computer Driving Licence (ECDL). What ECDL is for Computer skills, ECQA certificates are for new and emerging job roles, profiles or professions.

7.1.1 Learning Elements and Outcomes

Skill cards are structured in

- units (called modules in academic curricula),

- learning elements (called units in academic curricula) and
- learning outcomes.

The IDE@ skill card consists of 4 Skill Units (U) with 3 Learning Elements (LEs) per Unit. A total of 12 Learning Elements comprises 30 Learning Outcomes (LOs):

Unit 1 is about UNDERSTANDING ACCESSIBILITY (IDE@ U.1) and is broken down into three Learning Elements:
- E1: Basic Concepts: Accessibility, Ableism and Universal Design
- E2: Target groups and their needs: diversity and inclusion
- E3: Web accessibility context

Unit 2 is covers COMPATIBILITY WITH ACCESSIBILITY AND ACCESSIBILITY SERVICES (IDE@.U2) and has the following three Elements:
- E1: Compatibility with accessibility
- E2: Mandatory accessibility services
- E3: Additional accessibility services

Unit 3 is about IMPLEMENTING WEB ACCESSIBILITY (IDE@.U3) and comprises three practical Learning Elements:
- E1: Initiate Digital Accessibility in an organisation
- E2: Toolkit to create accessible digital contents
- E3: Toolkit to check digital accessibility

Unit 4 addresses ACCESSIBILITY PROMOTION (IDE@.U4) and includes the following three elements:
- E1: Accessibility needs and benefits
- E2: Involve relevant stakeholders
- E3: Accessibility statement

The Oral exam is the PRACTICAL Unit IDE@.U5, where candidates must prove their practical competences related to Digital Accessibility Moderation for Adults at basic level:
- E1: Present your own project
  - case study on digital accessibility + role-play exercise
  - instruction and evaluation criteria

Every Learning Element (LE) has 3 Learning Outcomes (LOs), except Element 2 (Involve relevant stakeholders) of Unit 4 (Accessibility Promotion). This LE has only 2 LOs (U4.E2.LO1 and U4.E2.LO2, see **annex 1**)

For each LO there are exam questions and evidence in the form of a written and an oral exam, see **annexes 6, 7** and **8**.

The IDE@ skill card is annexed to this report in **Annex 1**.

ECQA used the term skill card for many years, using it for the underlying concept of (factual, theoretical) knowledge and (practical) skills.

In September 2022, ECQA president proposed to the ECQA Executive Board to replace the term skill card with a new one, namely with Competence Card CompCard). The new term also stands for a larger concept than the old one: It has become common standard in the EU to talk about competences rather than skills.

Competences are defined as the entire knowledge, skills and attitude a professional needs for a profession or job role.

7.2   IDE@ Certification Framework

The IDE@ certification framework contains all information about the IDE@ certification and the exams provided by ECQA GmbH.

The certification framework is result of IO3. It is based on the competency framework for a trainer in accessible and inclusive distance learning.

Only the competences (knowledge, skills and attitudes) of natural persons are certified.

The certification is largely based on the principles of the International Standard ISO/IEC 17024:2012-07 Conformity assessment - General requirements for bodies certifying persons.

The core of the knowledge and skill requirements of the certification scheme is the IDE@ skill card with its skill units and learning elements (see chapter 7.1).

By issuing a certificate according to the certification framework, ECQA GmbH confirms that certified persons are competent to act as trainers in accessible and inclusive distance learning at a basic, beginner level.

This means that the certificate is much more a practical "driving licence" for the given job role than a confirmation about theoretical skills a person has in the field of accessibility and inclusion.

7.3   IDE@ Trainers

IDE@ trainers are competent professionals in the field of digital accessibility, certified by ECQA GmbH.

The IDE@ project partners are the first ECQA Certified trainers for the Job Role Trainer in Accessible and Inclusive Distance Learning.

They will receive a so-called Developer Certificate. A Developer Certificate indicates that the certified person actively contributed to the development of the skill card, the training materials and the exam questions of a given job role, and therefore is not

allowed to sit the exam as other trainers who did not design exam questions are obliged to do.

Professionals who want to become ECQA Certified Trainers for the Job Role Trainer in Accessible and Inclusive Distance Learning need to follow the Rules and Process Steps for Certification of ECQA Trainers (see **annex 10**).

Trainers have to prove experience in the job role Trainer in Accessible and Inclusive Distance Learning. The work experience has to be documented by references from companies or organisations.

Required is also a minimum of coaching by an already ECQA certified IDE@ trainer, with a positive feedback at the end of the coaching. A trainer candidate can also act as a co-trainer for an already ECQA certified trainer.

The trainer also has to prove trainer experience or former consulting and development in the field of digital accessibility. A list of former teachings, courses, consulting or development has to be provided in the certification process. The trainer has to provide evidence that he or she has held industrial or university courses, or performed consultancy or development projects in the field.

The certifying body ECQA GmbH has to approve or disapprove any trainer candidate. ECQA GmbH can ask Focus group members to evaluate trainer applications according to the standardised criteria.

A pass/fail criteria is any evaluation with "poor" in table 2.

Table 2. Pass/Fail criteria for ECQA Certified Trainers

Proven former teaching, consulting or development in the field.	poor	fair	good	excellent
Teachings, consulting or development are related to the skill card.				
Proven expertise in the field by publications or references				

ECQA has standardised rules and process steps for the certification of trainers These rules are annexed to this report in **annex X**.

7.4 IDE@ Training Materials

7.4.1 ECQA Certified Accessible Training Materials

In Intellectual Outputs 2 and 3, ECQA focussed on the harmonisation of the course design and the full coverage of the IDE@ skill card in the course, and monitored the production of the Open Educational Resources (OERs). All partners discussed and worked on proficiency levels and the quality standards for the course.

The criteria for the quality check for the heading slide are:

Topic	Criteria Nb	Description
1.1.Heading slide	1.1.1	Is there on the first slide the profession - logo - in good and original quality?
1.1.Heading slide	1.1.2	Does the unit title appear in the heading slide?
1.1.Heading slide	1.1.3	Does the element title appear in the heading slide?
1.1.Heading slide	1.1.4	Does "ECQA - URL www.ecqa.org" appear in the heading slide?
1.1. Heading slide	1.1.5	Are all elements readable - no overlapping text in headers or footers?

Slides need to be numbered, and on every slide, the respective skill unit, Learning Element and Learning Outcome need to be indicated, to always give the learning orientation.

Correct icons need to be used where it is relevant, such as in the examples below: Learning Outcomes always are marked with a goal icon, and the agenda (content) of the presentation is always expressed by the same icon of a check list

Text, pictures and graphics with text always need to be large enough to be readable during a presentation, fonts, size of text and headlines have to comply the IDE@ accessibility criteria, etc.

The Checklist for the design and content review of ECQA Certified Accessible Training Materials is attached to this report as **Annex 4**.

7.4.2 ECTS – ECVET

Every Learning Outcome of the IDE@ skill card (see **Annex 1**) is reflected in the IDE@ training materials, and has a professionally estimated number of:

- ECTS (European Credit Transfer and Accumulation System) credits and

- ECVET (European credit system for vocational education and training) credits.

ECQA and IDE@ follow the systems and definitions of the European Commission and CEDEFOP:

- https://education.ec.europa.eu/education-levels/higher-education/inclusive-and-connected-higher-education/european-credit-transfer-and-accumulation-system

- https://www.cedefop.europa.eu/en/projects/european-credit-system-vocational-education-and-training-ecvet

1 ECTS=25 hours of work for students at Higher Education Institutions.

1 ECTS = 1 ECVET.

The IDE@ training course has 30 ECTS.

As for many other ECQA Certified training courses, 30 ECTS are typical for the basic level, and correspond to level 5 of the European Qualifications Framework (EQF): https://europa.eu/europass/en/europass-tools/european-qualifications-framework.

Linking the skills of Trainer in Accessible and Inclusive Distance Learnings to ECTS and ECVET as well as to the Skills Passport assures transferability of skills through a European certificate and the standardised certification methodology of ECQA.

7.5 IDE@ Training Organisations

The IDE@ project partners expressed a strong interest in becoming the first ECQA Certified training and exam organisations for ECQA Certified Trainer in Accessible and Inclusive Distance Learnings.

This is particularly encouraging, as the GIP FCIP de l'académie de Créteil, Koena, UAB and Téluq are organizations that are particularly involved in training and digital accessibility in their countries, and have played a leading role in this field for many years.

To certify IDE@ organisations will substantially contribute to the quality and sustainability of the IDE@ project.

7.5.1 ECQA Certified Training Organisation

Only ECQA Certified training organisations are allowed to conduct ECQA Certified training courses.

The basic prerequisite to become an ECQA Certified Training Organisation is to already have one ECQA Certified Trainer for the respective job role. It can be an in-house trainer or an external trainer working for the training organisation.

In the IDE@ Certification Scheme for Candidates, there are special accessibility requirements for Training and Exam Organisations conducting IDE@ trainings and exams (see **Annex 9** , requirement 3.2). All ECQA Certified Training and Exam Organisations for the Job Role ECQA Certified Trainer in Accessible and Inclusive Distance Learning need to comply with these requirements.

All training bodies, also universities and Higher Education Institutions, wanting to become an ECQA Certified Training Organisation for one or several ECQA Certified Job Roles, need to formally apply and sign a contract with ECQA:

The application form contains a Declaration of Compliance with the ECQA certified skill card and test systems (currently the new Bizexaminer system). This declaration is mandatory, and contains the following statement:

I hereby declare that our organisation will

- use and promote the test systems offered by ECQA,

- comply with ECQA Quality Standards and Rules,

- provide evidence of compliance in this application and in future audits by ECQA GmbH.

Training organisations need to provide ECQA GmbH with their general data, the signed declaration of compliance, and with the following data package:

- The Certificate of the ECQA Certified Trainer the organisation will use or assign;

- Evidence of Compliance with ECQA Quality Standards and Rules:
    - Rules and Process Steps for the Certification of ECQA Training Organisations (see **Annex 9**)
    - Rules and Process Steps for Certification of ECQA Trainers (see **Annex 9**).

7.5.2 Recertification

The ECQA certificate for Training Organisations is valid for 3 years provided that the conditions to maintain the certificate are met by the organisation.

To maintain the certificate, ECQA GmbH carries out surveillance audits. These audits are done every year, remotely via teleconference software or, if necessary, also on-site at the training organisation.

Based on the audit findings and conclusions of the ECQA Auditor, ECQA GmbH will decide on the issuance or maintenance of the certificate.

ECQA Auditors are formally trained auditors who have in-depth knowledge about ECQA Quality Standards and the Rules and Process Steps for the Certification of ECQA Trainers and Training Organisations.

7.6 IDE@ Exam Organisations

Only ECQA Certified training organisations are allowed to conduct ECQA exams.

An IDE@ Exam Organisation holds examinations for the Job Role ECQA Certified Trainer in Accessible and Inclusive Distance Learning, using the exam material and exam portal provided by ECQA GmbH. Currently, as of August 2022, this is the new exam system Bizexaminer.

In the IDE@ Certification Scheme for Candidates, there are special accessibility requirements for Training and Exam Organisations conducting IDE@ trainings and exams (see **annex 9**, Requirement 3.2). All ECQA Certified Training and Exam Organisations for the Job Role ECQA Certified Trainer in Accessible and Inclusive Distance Learning need to comply with these requirements.

The Exam Organisation performs certification activities strictly and exclusively according to ECQA rules.

The Exam Organisation has the right to perform other certification activities outside of ECQA Certification Schemes independently and without any obligation to ECQA.

All steps and requirements of the ECQA standards for the certification of Exam Organisations must be followed and met. They are described in the Agreement between ECQA GmbH and Exam Organisation candidates.

This agreement is annexed to this report as **Annex 10**.

One of the most important requirements is the avoidance of any conflict of interest, according to ISO 17024:

The examiner must not be the trainer of an IDE@ training for the examination candidates. Employees of the Exam Organisation are not allowed to perform IDE@ trainings and be the examiner at the same time, to avoid conflict of interest.

However, if the Exam Organisation has also a training department or enough staff, it is possible to act both as ECQA Certified Training Organisation and Exam Organisation, as long as different staff is used:

The Exam Organisation has to prove that examiners were not the trainers of examination candidates.

8 Sustainability

8.1 Sustainability through FG Accessibility

Accessibility and Inclusion have become mega-trends in our societies, in particular in North America and in the European Union.

Digital Accessibility and Inclusion is meant to enable all citizens and all people living in Members States of the EU to access information in the Internet, and attend online courses. We now have a European Standard about Digital Accessibility, the EN 301 549 Standard, based on the global Web Content Accessibility Guidelines (WCAG) standards.

ECQA was and is involved in a series of accessibility projects, where new job roles and European certificates have been developed, for example:

- **ACT**: Accessible Culture & Training (https://pagines.uab.cat/act/)
    - → ECQA Certified **Accessibility Manager**
    - → ECQA Certified **Accessibility Coordinator (Venue based)**
- **IMPACT**: Inclusive Method based on the Perception of Accessibility and Compliance Testing (https://impact-access.eu/)
    - → ECQA Certified **Digital Accessibility Mediator**
- **LTA**: LiveTextAccess (https://ltaproject.eu/)
    - → ECQA Certified Intralingual Real-Time Subtitler (Respeaker and Velotypist)
- **@Go4DiGREEN@** https://go4-green-business.eu/
    Plain language for refugees
    - → ECQA Certified **European Green Entrepreneur**
    - → ECQA Certified **Refugee Entrepreneurship Trainer in Green Economy**

All these job roles, profiles and certificates build an accessibility cluster at ECQA, with the respective Focus Group (FG) Accessibility, see Chapter 6.1 and **Annex 5**.

Since the IDE@ profile and certificate for Trainer in Accessible and Inclusive Distance Learnings is embedded in the Focus Group Accessibility, it will be discussed and updated on a regular basis by accessibility experts who are members of the FG Accessibility.

ECQA explained Job Role Committee (JRC) and Focus Group agreements to the IDE@ partners, and prepared the establishment of the new JRC Trainer in Accessible and Inclusive Distance Learning within the Focus Group Accessibility after the end of the IDE@ project.

ECQA will encourage IDE@ partners and partners from other accessibility projects, where ECQA has been or currently is involved, to sign the JRC and FG Accessibility Agreement.

An active JRC within FG Accessibility will secure the quality and sustainability of the new job role and the respective certification for Trainers in Accessible and Inclusive Distance Learnings.

Why? Because JRC and FG members update relevant skills and competences on a regular basis, and review the goals and the business case for the Skills Card or CompCard. JRC members also continuously enlarge the network of the FG by inviting new FG members, see **Annex 5**.

All these activities and duties secure the sustainability of the certification.

8.2   *Sustainability through ECQA Accessible Training Materials*

In Chapter 4.1 we described how we made ECQA Certified Accessible Training Materials fully accessible. These templates and checklists will be used in the future for all other job roles and profiles ECQA GmbH is certifying.

However, self-assessment questions are included as "Quiz" in the IO 4 training course. And, it is also planned to implement self-assessment after the end of the project, together with ECQA Certified training and exam organisations, at the new ECQA exam platform called Bizexaminer.

8.3   *Sustainability through Certified Organisations*

IDE@ partners, such as Créteil, Teluq and Koena expressed their interest in becoming ECQA Certified training and exam organisations for ECQA Certified Trainer in Accessible and Inclusive Distance Learnings.

This is particularly promising and important, because GIP FCIP of Créteil academy and Teluq are leading organisations in online learning, and Koena is one of the driving forces for digital accessibility and inclusion in France, inspiring and consulting the French government and standardisation since many years.

To certify GIP FCIP of Créteil academy, Koena, and Teluq will substantially contribute to the quality and sustainability of the IDE@ project.

It is envisaged that Koena also supports ECQA GmbH in its process to comply with all accessibility standards and requirements over the next years. This applies particularly to the exam software and platform Bizexaminer that is not fully accessible yet.

For IDE@ academic partners, such as UAB, Teluq and the GIP FCIP of the Créteil academy, the process of becoming an ECQA-certified training or examination

organization to make IDE@ results sustainable is difficult and time-consuming. They have to ask for the official signature of their governance and university dean, which could lead to delays or obstacles for these universities to join ECQA's Professional Function Committee and working groups.

ECQA will be in regular contact with these academic partners to monitor discussions concerning their official membership of the Accessibility working group.

Annexes

Annex 1 – IDE@ Skill Card

The IDE@ Skill Card describes the competences (knowledge, skills and attitude) needed for Trainer in Accessible and Inclusive Distance Learning – basic level. The Skill Card comprises 4 Skill Units (U) with 2 Learning Elements (E) per Unit. Every Element has a minimum of 2 Learning Outcomes (LOs). The 30 LOs of IDE@ are tackled in 5 Training Modules.

U Number	UNIT (U)	E Number	Element (E)	LO Number	Activities to be mastered / Skills / Learning Outcomes (LOs)	Training Modules
U1	U1: Understand accessibility and diversity in online teaching	U1.E1	Identify the criteria of accessibility in distance learning	LO1	Identify international accessibility requirements & standards and European rules for easy to read and understand information	Module 1
U1				LO2	Identify the accessibility features and the assistant services needed by the learners	Module 2
U1		U1.E2	Identify the factors of variability among learners and their consequences on online learning	LO3	Identify the principles of Universal Design for Learning and their guidelines	Module 1
U1				LO4	Describe the factors of variability among learners based on UDL principles	Module 1
U1				LO5	Identify the levers (pre-requisites, level, rhythm, materials, duration, tutoring, types of activities, etc.) on which to act to overcome the difficulties	Module 2
U2	U2: Plan and evaluate accessibility in online teaching	U2.E1	Plan an adapted, accessible online teaching	LO6	Use the appropriate levers (prerequisites, level, pace, materials, duration, tutoring, activities, etc.) to adapt the training to the learners	Module 3
U2				LO7	Anticipate the critical points of understanding (fundamentals, difficulties) in the scenario	Module 3
U2				LO8	Plan formative and summative evaluations based on training objectives	Module 3

U Number	UNIT (U)	E Number	Element (E)	LO Number	Activities to be mastered / Skills / Learning Outcomes (LOs)	Training Modules
U2	**U2: Plan and evaluate accessibility in online teaching**	U2.E1	Plan an adapted, accessible online teaching	LO9	Identify the synchronous and/or asynchronous distance learning activities that are best suited to the training objectives	Module 3
U2				LO10	Use the specifications to identify the modalities of synchronous and/or asynchronous tutoring	Module 3
U2				LO11	Use the specifications to plan the pedagogical/andragogical (VET) scenario	Module 3
U2				LO12	Identify a tool to monitor learner's progress or create one, according to the pedagogical/andragocial (VET) scenario	Module 3
U2	**U2: Plan and evaluate accessibility in online teaching**	U2.E2	Evaluate online teaching	LO13	Define criteria to evaluate accessibility in the training : pedagogical/andragogical (VET) scenario, contents and facilitation	Module 3
U2				LO14	Use the accessibility criteria to evaluate the pedagogical/andragogical (VET) scenario and make it more relevant	Module 3
U3	**U3: Design and create accessible online course materials**	U3.E1	Create accessible online materials	LO15	Create accessible synchronous and/or asynchronous pedagogical online activities	Module 4
U3				LO16	Create accessible pedagogical collaborative online activities	Module 4
U3				LO17	Create synchronous and/or asynchronous online evaluations linked to the progression tool	Module 4
U Number	UNIT (U)	E Number	Element (E)	LO Number	Activities to be mastered / Skills / Learning Outcomes (LOs)	Training Modules

U3	**U3: Design and create accessible online course materials**	U3.E2	Design an accessible online path	LO18	Organize materials, pedagogical activities and evaluations in the Learning Management System according to the pedagogical scenario	Module 5
U3				LO19	Ensure objectives and duration are explicitly mentioned in activities and evaluations	Module 4
U3				LO20	Ensure educational instructions (what to do?) and technical instructions (how to do?) are present in materials, pedagogical activities, evaluations	Module 4
U3				LO21	Identify the adaptations available in the used Learning Management System platform and virtual classroom tool	Module 4
U3				LO22	Evaluate the relevance of the contents on the basis of the accessibility criteria and improve them according to learners' feedbacks	Module 6
U4	**U4: Manage diversity in online teaching**	U4.E1	Organize the distant presence	LO23	Organize and support group dynamics remotely (objectives, group belonging, rules, interactions, assistant tools & services)	Module 5
U4				LO24	Explain objectives, activities, requested knowledge to make sense for learners	Module 5
U4				LO25	Organize collaborative distant work	Module 5
U4				LO26	Make use of feedbacks from trainers and learners to secure the learners	Module 5

U Number	UNIT (U)	E Number	Element (E)	LO Number	Activities to be mastered / Skills / Learning Outcomes (LOs)	Training Modules
U4	**U4: Manage diversity in online teaching**	U4.E2	Interact with the learners	LO27	Implement synchronous and/or asynchronous teaching and learning times with adapted tools	Module 5
U4				LO28	Monitor learners' progress and assessments with available tools	Module 5
U4				LO29	Support the learners by adopting a positive behavior regarding variability factors, especially "why learning" factors	Module 5
U4				LO30	Evaluate the learners' progression, the learners' commitment and the relevance of the interactions with the learners	Modules 5

Annex 2.1 – ECQA Core Terminology

EXAM ORGANISATION: institution or entity entitled to organize exams for certain professions or job roles, and to issue certificates to participants on behalf of the ECQA (ECQA, Nájera 2012).

FG: See Focus Group.

FOCUS GROUP (FG): Associate members of the Non-Profit Association ECQA who commit their work to maintain the skill card and exam questions for specific professions or job roles in annual releases. An ECQA FG consists of a number of experts in a given profession, who initiate, develop and frequently revise job roles within the ECQA training and certification scheme.

JOB ROLE: Professional activity or profession, with a set of specific skills and competences required for a state-of-the-art performance (ECQA, Nájera 2012).

JOB ROLE COMMITTEE (JRC): See Focus Group.

JRC: See Job Role Committee.

LEARNING ELEMENT: each part of a skill unit for a skill card that provides structure and content to define and assess the knowledge for a job role (ECQA, Nájera 2012).

LEARNING OUTCOMES: 'statements of what a learner knows, understands and is able to do on completion of a learning process, which are defined in terms of knowledge, skills and competence.' (source: EQF 2008). ECQA used to call them Performance Criteria until 2015.

MODULE: see Skill Unit.

PERFORMANCE CRITERIA: see Learning Outcomes.

SKILL: 'the ability to apply knowledge and use know-how to complete tasks and solve problems.' (source: European Qualifications Framework - EQF 2008)

SKILL CARD: In vocational context, knowledge map of the skill units, learning elements and learning outcomes that define and standardize the required state-of-art qualifications of a specific profession. Skill cards are structured in units (called modules in academic curricula) learning elements (called units in academic curricula) and learning outcomes.

SKILL DESCRIPTION: ECQA has the following standard for skills description:

- A DOMAIN contains -

  - JOB ROLES, which contain

    - UNITS, which contain

      - ELEMENTS, which contain

        - PERFORMANCE CRITERIA → LEARNING OUT-COMES

          - which must be proven by EVIDENCES

SKILL UNIT: biggest component of a curriculum, also called Module (at Universities) and Unit in vocational training (European Commission, 2011). In IDE@ a Unit (U) structures the skills of a Trainer in Accessible and Inclusive Distance Learning into four main components (Units 1,2,3 and 4).

TRAINING ORGANISATION: entity that provides courses and trainings for one or more ECQA certified job roles, and has been officially certified by ECQA, after successful evaluation and certification, having proved to work according to ECQA requirements and quality criteria for Training Organisations.

Annex 2.2 – IDE@ Glossary: Terms and Definitions

This glossary presents the definitions of the terms used in the Ide@ project 5 intellectual outputs. The general rule to use terms is that all the partners agree with the same definition. On the basis of this principle of agreement between four European partners and one Canadian partner, we selected definitions in the following order:

- First, we have used international world-wide definitions when available such as definitions by UNESCO, United Nations…

- When international world-wide definitions were not available, we chose the definitions given by the European Union or by projects approved by the European Union;

- Last, when no definition was available for a term, the project partners have agreed on a common definition.

Accessible teaching (Terms used in IO1 & IO2)

Means that course materials, learners engagement and assessment are designed and developed so that all learners regardless of their abilities can fully access and participate in online courses. More specifically, it means that learners can perceive, understand, navigate, interact with and contribute to online content and class development.

Asynchronous teaching (Terms used in IO1 & IO2)

Is online distance education that does not require real-time interaction; instead, content is available online for learners to access when it best suits their schedules, and assignments are completed according to deadlines.

Competences (Terms used in IO3)

 ("Despite initiatives like the European Qualifications Framework there is still no consensus for adopting a common competence model and policy discussions continue to reveal confusion " said Winterton, J. (2009). Competence across Europe: highest common factor or lowest common denominator? Journal of European Industrial Training, 33(8/9), 681-700).

In this project, we have decided to base ourselves on a tripartite definition" of "competence" combination of KSA (knowledge, skills and attitudes) or in French : savoir, savoir-faire et savoir-être... "Skills" is used in german speaking and european countries.

Critical points (Terms used in IO3)

In the repository, we mention the critical points to treat them in a specific way in the pedagogical scenario. These elements are identified by the trainer and constitute the

difficulties or notions that the learners must master.

Disability (Terms used in IO1 & IO2)

"Persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others."

Article 1 of the UN CRPD (Convention on the Rights of Persons with Disabilities)

Disability should be seen as the result of the interaction between a person and his or her environment. Disability is not something that resides in the individual as the result of some impairment. This convention recognizes that disability is an evolving concept and that legislation may adapt to reflect positive changes within society.

It is also important to note that a person with disabilities may be regarded as a person with a disability in one society or setting, but not in another, depending on the role that the person is assumed to take in his or her community. The perception and reality of disability also depend on the technologies, assistance and services available, as well as on cultural considerations.

Source : UN Enable - Frequently Asked Questions (FAQs)

Diversity (Terms used in IO1 & IO2)

Differences in the values, attitudes, cultural perspective, beliefs, ethnic background, sexual orientation, gender identity, skills, knowledge and life experiences of each individual in any group of people.

Source : European Commission (1998). 100 Words for Equality: A Glossary of Terms on Equality between Women and Men.

Factors of variability (Terms used in IO3)

Laval University in Quebec has identified factors of student variability that may pose a challenge to the achievement of the course's pedagogical objectives in its current format.

For example, these factors can be vision problems, hearing problems, difficulties in processing verbal information, memory problems, problems with verbal expression, organizational difficulties, anxiety disorders, low self-esteem, a tendency to become discouraged …

These factors can impact the 3 aspects of learning identified by UDL : the what of learning, the how of learning, the why of learning.

To identify these factors makes it possible to adapt the training program from the outset and make it more inclusive.

The levers mentioned in the reference framework are factors that can be acted upon

when building a training path. These are levers in order to overcome potential learners' difficulties: pre-requisites, level, rhythm, materials, duration, tutoring, types of activities, etc. For example, to accommodate learners with different levels, you can increase the length of the courses, plan activities at progressive levels, review the objectives....

Source: Ide@ project partners

Inclusive education (Terms used in IO1 & IO2)

Inclusive education refers to a wide range of strategies, activities and processes that seek to make a reality of the universal right to quality, relevant and appropriate education.

- It acknowledges that learning begins at birth and continues throughout life, and includes learning in the home, the community, and in formal, informal and non-formal situations.

- It is a dynamic process which is constantly evolving according to the culture and context.

- It seeks to enable communities, systems and structures to combat discrimination, celebrate diversity, promote participation and overcome barriers to learning and participation for all people.

- All differences according to age, gender, ethnicity, language, health status, economic status, religion, disability, life-style and other forms of difference are acknowledged and respected.

- It is part of a wider strategy promoting inclusive development, with the goal of creating a world where there is peace, tolerance, sustainable use of resources and social justice; where the basic needs and rights of all are met.

- It is about changing the system to fit the student, not changing the student to fit the system. It locates the 'problem' of exclusion firmly within the system, not the person or their characteristics.

Cf. Inclusive Education. Where there are few resources by Sue Stubbs

The Atlas Alliance. Updated and revised version September 2008

Inclusive teaching (Terms used in IO1 & IO2)

Means that all students'/learners' are entitled to a learning experience that respects diversity of levels, enables participation, removes barriers and anticipates and considers a variety of learning needs and preferences. And above all, it prevents from dropping out.

Online teaching (Terms used in IO1 & IO2)

Is done remotely through one learning management system (LMS) which connects teachers and students in a virtual space. Online teaching can also use a blended teaching model, which includes mixed synchronous and asynchronous activities.

Soft skills (Terms used in IO3)

Unesco definition: "Terms used to indicate a set of intangible personal qualities, traits, attributes, habits and attitudes that can be used in many different types of jobs. As they are broadly applicable they are also seen as transferable skills, even if the idea of transferability is often questioned because individuals learn to perform tasks in particular contexts and may not be able to apply them to others. Examples of soft skills include: empathy, leadership, sense of responsibility, integrity, self-esteem, self-management, motivation, flexibility, sociability, time management and making decisions. The term is also used in contrast to 'hard' skills that are considered as more technical, highly specific in nature and particular to an occupation, and that can be (generally) taught more easily than soft skills."

The SOSTRA project provides a list of 15 soft skills and their definitions among European teachers. Source: The SOSTRA project

We have used this list and the associated definitions to complete the repository with the following 13 soft skills:

1. Respect for others

A good level of this skill means the ability to treat learners equally taking into consideration their strengths, weaknesses, interests, values and ambitions.

Having this skill means that you are:

- able to respect people, avoid name calling, disparaging or putting down people or their ideas.

- able to listen to others and value their message and opinions;

- able to exhibit an interest in and appreciation of others' perspectives, knowledge, skills and abilities.

- able to express recognition and gratitude for the efforts and contributions of others

- able to react to other people's ideas in a constructive way during conflicts and accepts others as they are.

- able to address disagreements with others in a diplomatic way, avoiding the conflict.

2. Openness to diversity

A good level of this skill means the acceptance of similarities and dissimilarities between the individuals or a group one belongs to.

The ability to respond to the differentiated needs of individuals, no matter their personal, social, cultural, ethnic, religious circumstances.

Having this skill means that you are:

- able to accept similarities and dissimilarities between the individuals.

- able to be ready to initiate and develop relationships with people of a different age, gender, cultural background, educational background etc.

- able to understand how people can differ in their way of thinking, their beliefs and values.

- able to identify the values important to members of a diverse background.

- able to demonstrate openness to new perspectives and diversity of others.

- able to interact respectfully and appropriately with people with diverse backgrounds.

- able to recognize and critically reflect upon one's own biases (conscious and unconscious) in the relation to age, gender, disabilities, cultural background.

3. Empathy

A good level of this skill means the ability to see situations from someone else's place.

Having this skill means that you are:

- able to facilitate mutual contact and discussion taking into consideration emotions and feelings of the other and avoiding aggressive attitude or rude approach.

- able to knows how to get at relevant unspoken information, feelings and needs of other people.

- able to create a good conversational climate through attention, openness and respect.

- able to show understanding of the opinion and feelings of other people and accept others as they are.

- able to focus on understanding the how and why: how the person feels, and why they feel that way

4. Motivating to development

A good level of this skill means the ability to encourage learners to achieve learning goals by developing their knowledge, competencies and talents.

Having this skill means that you are:

- able to make learning convenient and accessible for learners

- able to offer regular constructive feedback throughout the learning process/path

- able to appeal to different learning preferences in order to match learners' personal needs

- able to train learners thinking with the goal of improving their perseverance and patience

- able to enrich learners by fostering the building of self-esteem and self-confidence

5. Creativity

A good level of this skill means that creative educators can constantly reinvent themselves and adapt their teaching styles and strategies to better understand and manage the diversity of their classroom. Creativity is a cluster of skills that are needed to produce ideas that are both original and valuable.

Having this skill means that you are:

- able to emphasize process rather than product.

- able to allow time for learners to explore all possibilities, moving from popular to more original ideas.

- able to come up with real new concepts or solutions

- able to ask stimulating questions and to encourage people to think out of the box, norms, values, procedures or practical limitations.

- able to apply more than one way to accomplish a task, experiment with options and try out other approaches.

6. Critical thinking

A good level of this skill means the ability of actively and skillfully analysing, synthesizing and evaluating information to reach an answer or conclusion. Is seen as goal-oriented thinking.

Having this skill means that you are:

- able to find solutions to complex problems. That way he can communicate them.

- able to reach conclusions and solutions, testing them through relevant criteria and standards.

- able to analyse the concepts from a larger perspective, not limiting oneself to

stereotypes or predetermined ideas.

- able to resolve conflicts.

7. Passion and self-motivation

A good level of this skill means the ability to maintain energy and enthusiasm to achieve one´s goals.

Having this skill means that you are:

- able to apply SMART (Specific, Measurable, Achievable, Realistic, Time Bound) Goal Model in your teaching activities.

- able to maintain one´s effort and enthusiasm as an educator.

- able to align personal goals with the goals of the environment.

- able to eliminate the factors of dissatisfaction.

- able to reward oneself when one thinks having done things well.

- able to avoid postponing tasks, as this can cause decrease of your motivation level and hamper reaching of your goals.

- able to generate co-responsibility in the team and in the learners.

- able to establish feedback procedures to support monitoring and supervision.

8. Ethics

A good level of this skill means the ability of having a human approach when it comes to making ethical decisions. Understanding the context, the influencing factors and the emotions involved when making a judgement which is based on an innate sense of morality.

Having this skill means that you are:

- able to identify and follow one's own ethical principles and values in teaching, guiding and assessing learners

- able to act with learners, colleagues, stakeholders and the learning community in a fair and human way

- able to respect the rights and interests of learners

- able to comply with laws and regulations linked to teachers' profession

- able to analyse one's ethical principles, actions and judgements in order to improve oneself as a teacher

9. Inclusiveness

A good level of this skill means the ability to include all learners and treating them all

fairly and equally and making them feel welcome.

Having this skill means that you are:

- able to create supportive, collaborative and respectful environment that increases the participation and contribution of all learners.

- able to identify, describe and understand the conceptions and various perspectives of inclusiveness in education.

- able to distinguish and value learner difference

- able to support all learners and take these into account when planning, guiding and assessing learning

- able to identify and understand the importance of collaborative working approach in inclusive education

- able to take responsibility for one's own professional development and continuing learning.

- able to guarantee equal opportunities for all of the learner

10. Self-awareness

A good level of this skill means the ability to know oneself, as well as one's strengths and weaknesses. The ability to be aware of one's own preconceptions and assumptions.

Having this skill means that you are:

- able to recognise one´s own personal qualities and performance as an adult educator

- able to recognise own strengths and weaknesses

- able to point some of personal development areas as an adult educator

11. Positive attitude

A good level of this skill means the ability to demonstrate a disposition of optimism and encouragement. A person with a positive attitude possess a 'glass half-full' mentality.

Having this skill means that you are:

- able to strengthen the personal strengths to counteract the weaknesses.

- able to accept one´s mistakes and to know how to improve oneself through introspection.

- able to focus on encouragement and the positive side of life and demonstrate it in the relationship between educator and learner.

- able to manage one´s thoughts and guide thougths towards empathy, optimism and enthusiasm in order to obtain the desired results in the teaching-learning process.
- able to seek support from other educators and learners when necessary to achieve the best results.

12. Adaptability

A good level of this skill means a flexible attitude and the ability to leave the comfort zone and cope with change.

Having this skill means that you are:

- able to observe and monitor changes in one's (educational) environment
- able to plan ahead, but having alternative options in case new needs have to be satisfied
- able to maintain or shift focus in accordance with an unexpected change of priorities
- able to anticipate & respond positively to changing learning environments

13. Integrity

A good level of this skill means the ability of being honest and having strong moral and ethical principles.

Having this skill means that you are:

- able to treat confidential or sensitive information about the organization discretely and with care.
- able to prevent conflict of interests or, if possible, dissolves it in time.
- able to stick to one´s values and moral principles consistently, even under pressure.
- able to treat confidential or sensitive information about students discretely and with care.
- able to openly admit one´s mistakes and takes responsibility for those.
- able to stick to truthfulness in one´s communication, actions and sharing of information.

Synchronous teaching (Terms used in IO1 & IO2)

Is online distance education that happens in real-time, often with a set class schedule and required login times.

Universal Design for Learning (UDL) (Terms used in IO1 & IO2)

a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn (CAST, 2020).

VET : vocational and educational training

Education and training which aim to equip people with knowledge, know-how, skills and/or competences required in particular occupations or more broadly on the labour market : cf. VET : vocational and educational training

Web accessibility (Terms used in IO1 & IO2)

Web accessibility means that websites, tools, and technologies are designed and developed so that people with disabilities can use them. More specifically, people can:

- perceive, understand, navigate, and interact with the Web
- contribute to the Web

Web accessibility encompasses all disabilities that affect access to the Web, including:

- auditory
- cognitive
- neurological
- physical
- speech
- visual

Web accessibility also benefits people without disabilities, for example:

- people using mobile phones, smart watches, smart TVs, and other devices with small screens, different input modes, etc.
- older people with changing abilities due to ageing
- people with "temporary disabilities" such as a broken arm or lost glasses
- people with "situational limitations" such as in bright sunlight or in an environment where they cannot listen to audio
- people using a slow Internet connection, or who have limited or expensive bandwidth

Cf. "Créer un mooc inclusif", Koena

Annex 3 – Certification Processes at ECQA and ECQA GmbH

Certification of persons

The certification of persons has 3 phases:

1. An exploration phase (with the definition of stakeholders and goals)
2. A development phase (with a Competence Card at the end)
3. A Roll-out (with a syllabus, trainings, exam questions, exams and certificates)

ECQA® NPO organizes and is responsible for the exploration and development phase, ECQA® GmbH – or any other qualified certifying body – for the roll out. The ECQA® process is transparent, easy, and fast – and open to all interested parties: At the beginning and at the end of the process, stakeholders are invited to provide feedback and comments, and to work in the respective Focus Group.

Start: The process starts when an individual or a group of people (physical or juridical persons) contact ECQA® with the aim to describe, harmonize or certify the competences (knowledge, skills and attitudes) of a profession or job role.
There must be an intrinsic interest of an individual or a group (consisting of at least 2 persons) in the development of a Competence Card (CompCard) or a Skills Card.

- A Competence Card (CompCard) includes the knowledge, skills and professional attitude of a given profession or job role.
- A Skills Card includes the knowledge and skills of a given profession or job role.

Exploration Phase: In the exploration phase (2 months), a Focus Group is established, and builds stakeholders, goals and a canvas (Business Plan).
An ECQA® Focus Group (FG) is an international working group of distinguished experts and professionals who commit their work to safeguard the quality standards of ECQA®. They work together in a cluster of job roles, e.g. in the cluster »Accessibility«, »Innovation« or »Sustainability« to maintain the skills cards and relevant stakeholders of these clusters.
FG members are individuals (often nominated by organisations) who are experts in the FG domain, with a high interest in European standardization. They apply for membership in the FG by submitting their CV with a description of their motivation to join the FG. The FG votes by simple majority on their application. Members of a FG should represent the given industry, come from companies, NPOs, associations, universities, training providers, etc.
If the FG is able to submit a list of at least 189 stakeholders (7 stakeholders in each of the 27 EU member states), to prove the European dimension of the CompCard, and to deliver a template with goals and the business case for the CompCard within 2 months, the development phase starts. Otherwise, the FG is cancelled.

Development Phase: In the development phase (4 months), the FG invites stakeholders to work on the CompCard: Relevant competences (knowledge, skills and attitudes) of the given profession or job role are described by the FG members in English.
FG members communicate via the ECQA® platform.
If the CompCard is accepted by the FG, it will be published at the ECQA® platform.

Otherwise, the CompCard will be canceled, but the FG remains.
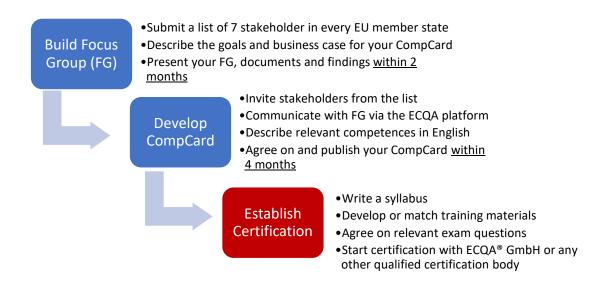Every two years, ECQA® NPO asks the FG to review the CompCard and decide:
1. Amendments?
2. Remain unchanged?
3. Withdrawal?

When the CompCard is published, the roll-out phase can start, with ECQA® GmbH or any other qualified certification body.
Roll-out: The FG develops a syllabus, trainings, exams and certificates. This phase is managed by ECQA® GmbH or any other qualified certifying body.

Steps to develop an ECQA CompCard and Certificate
invites stakeholders to work on the CompCard: Relevant competences (knowledge, skills and attitudes) of the given profession or job role are described by the FG members in English.

Build Focus Group (FG)
- Submit a list of 7 stakeholder in every EU member state
- Describe the goals and business case for your CompCard
- Present your FG, documents and findings within 2 months

Develop CompCard
- Invite stakeholders from the list
- Communicate with FG via the ECQA platform
- Describe relevant competences in English
- Agree on and publish your CompCard within 4 months

Establish Certification
- Write a syllabus
- Develop or match training materials
- Agree on relevant exam questions
- Start certification with ECQA® GmbH or any other qualified certification body

CompCards and Skills cards will be managed and checked by ECQA® NPO.
Syllabus, training materials, exam questions, exams, certification and recertification will be managed and done by ECQA® GmbH.

Annex 4 – Checklists for ECQA Certified Training Materials

ECQA Design Checklist used in the IDE@ project

The ECQA checklist below was amended within the IMPACT project, to make ECQA Certified Training Materials 100% accessible. It was reviewed and used in the IDE@ project:

1 criteria = 1 yes/no question, if YES = Passed (P), if NO = FAILED (F), if not applicable = NA

Topic	Criteria Nb	Description
1.1.Heading slide	1.1.1	Is there on the first slide the profession - logo - in good and original quality?
1.1.Heading slide	1.1.2	Does the unit title appear in the heading slide?
1.1.Heading slide	1.1.3	Does the element title appear in the heading slide?
1.1.Heading slide	1.1.4	Does "ECQA - URL www.ecqa.org" appear in the heading slide?
1.1. Heading slide	1.1.5	Are all elements readable - no overlapping text in headers or footers?
1.2. Slide with the list of Learning Outcomes	1.2.1	Are the Learning Outcomes of the Element on one of the first slides?
1.2. Slide with the list of Learning Outcomes	1.2.2	Are the correct icons used where it is relevant?
1.3. Slides related to the content of the Element	1.3.01	If an overview slide is used, it is named "Agenda" and it is placed after the slide with the list of Learning Objectives. Is your content compliant with this criteria?
1.3. Slides related to the content of the Element	1.3.02	If a summary slide is used, is it named "Summary" and placed before the References?
1.3. Slides related to the content of the Element	1.3.03	Are the slides numbered?
1.3. Slides related to the content of the Element	1.3.04	Is the text large enough to be well readable during presentation?
1.3. Slides related to the content of the Element	1.3.05	Are pictures and graphics with text large enough to be readable during a presentation?
1.3. Slides related to the content of the Element	1.3.06	Did you use the font Calibri?

1.3. Slides related to the content of the Element	1.3.07	Is the size of headlines at least 36?
1.3. Slides related to the content of the Element	1.3.08	Is the size of text at least 24?
1.3. Slides related to the content of the Element	1.3.09	Is the size of references (articles, sources…) at least 18?
1.3. Slides related to the content of the Element	1.3.10	Is the size of references to authors of the training at least 14?
1.3. Slides related to the content of the Element	1.3.11	Is the text and headline color black?
1.3. Slides related to the content of the Element	1.3.12	When text is highlighted, did you use yellow?
1.3. Slides related to the content of the Element	1.3.13	Does the title of the slides start with a capital letter?
1.3. Slides related to the content of the Element	1.3.14	Do all slides have titles in their headlines?
1.4. Exercises and/or examples slides	1.4.1	Exercises and/or examples are provided for easier under-standing of the slides. Is your content compliant with this criterion?
1.4. Exercises and/or examples slides	1.4.2	Instructions for exercises are provided on the slides. Is your content compliant with this criterion?
1.4. Exercises and/or examples slides	1.4.3	Title of the exercises and/or examples slides shall be Exer-cise or Example, respectively. Is you content compliant with this criteria?
1.5. References sli-des	1.5.1	Is a list of sources used for development of the slides con-tent provided?
1.5. References sli-des	1.5.2	The references are according to the quotation rules detailed in the revised Quality Management Plan D2-01 **Are the biography references presented according to this rule: "Author, Title, Date"?**
1.6. Reference to Authors	1.6.1	Is a list of the authors of the training material provided?

1.6. Reference to Authors	1.6.2	Did you add the reference number and name of the project (see below) at the end of the presentation? *IDE@ 2020-1-FR01-KA226-VET-095584*
1.6. Reference to Authors	1.6.3	Did you add a slide with the IDE@ disclaimers?
1.7. Reference to Learning Outcomes	1.7.1	Is the reference of the learning outcome code indicated in the footer of each slide according to the pedagogical content? *For example: IDE@-U1.E.LO1*
General	2.1	Are student notes text available as far as possible?
General	2.2	Is the student notes length appropriate according to the slides?
General	2.3	Do student notes have size 12?
3.1. Easy to read	3.1.1	Is there at least 1 image per slide, as far as possible, to illustrate the text? flaticon.com
3.1. Easy to read	3.1.2	Is the line spacing 1.15 pt?
3.2. AT Compatibility	3.1.3	Did you add a relevant title to the document? *File > Information > Properties > Title*
3.1. Easy to read	3.1.4	Avoid large blocks of text by using lists. Is your content compliant with these criteria?
3.2. AT Compatibility	3.1.5	Is each silde having a unique title?
3.2. AT Compatibility	3.1.6	Decorative images must be ignored or in background. Is your content compliant with these criteria?
3.2. AT Compatibility	3.1.7	You mustn't use a background image for images needed to be described. Is your content compliant with these criteria?
3.2. AT Compatibility	3.1.8	Did you add an alternative text to images containing information?
3.2. AT Compatibility	3.1.9	When an image needs a long description, did you add the following alternative text: "*[short description] - See details in the following slide*"?
3.2. AT Compatibility	3.1.10	When an image needs a long description, did you add a slide with the complete description of the previous image using text?
3.2. AT Compatibility	3.1.11	Did you check the reading order in Powerpoint?
3.2. AT Compatibility	3.1.12	Did you use the Accessibility checker when the work is complete?

Content Review Checklist

ECQA Certified Training Material - Quality Review: CONTENT							
Element:	<Unit No. + Element No.> <Title of the Element>						
Reviewer:	<Name + Organization>		<Date of the review>				
Review Criteria:							
			Fulfilled in general?				
- The terminology is consistent			yes/no				
- The content is relevant and uptodate			yes/no				
- Slides cover the complete set of learning objectives			yes/no				
- Each learning objective is explained in enough details to allow generation of 5 qu			yes/no				
- Examples are given			yes/no				
- References to other models are given			yes/no				
- Explanations how to fulfil requirements in standards are given			yes/no				

Content review - Slides and student notes								
Date	**Slide No.**	**Comment**	**Severity (Minor/Major)**	**Corrected by**	**Date**	**Comment**	**Status**	**Status:**
	general	valid for all slides, student notes						open
	5	valid for specific slides, student notes						corrected
								rejected
								closed:
								only reviewer can close it

The ECQA checklist for content review of IDE@ training materials could be applied without major changes or adaptions:

The first criteria (The text is clear, simple and understandable) is one of the main linguistic accessibility criteria and has always been followed by ECQA.

Annex 5 – Job Role Committee (JRC) Agreement

JRC Agreement to be signed by IDE@ partners

The IDE@ Job Role Committee Agreement should be signed by as many IDE@ partners as possible, to secure the quality and sustainability of the new profile and the respective certification for Trainer in Accessible and Inclusive Distance Learnings.

Why? Because they update relevant skills and competences on a regular basis, and review the goals and the business case for the Skills Card or CompCard. JRC members also shape and group skills and competences to job roles or professions that characterize the labour market, and enlarge the network of the FG by inviting new FG members.

All these activities and duties make sure that IDE@ certification will be sustainable.

European Certification and Qualification Association
Postal Address: Sulzweg 9/3, Austria
Tel.: +43 664 344 6180
www.ecqa.org

Agreement on Job Role Committee Membership
Focus Group **Sustainability**

1. **Scope of the Agreement**

The scope of this agreement refers to the collaboration between the European Certification and Qualification Association (ECQA®) NPO and a Job Role Committee (JRC) member within the Focus Group (FG) Accessibility.

The agreement is a proof that ECQA® has officially granted the member a position in the JRC:
- *ECQA® Certified Trainer in Accessible and Inclusive Distance Learning*
within the Focus Group Accessibility

2. The Role and Duties of an ECQA® Job Role Committee and Focus Group member

1. All job role committee and focus group members are associated members of the ECQA® Association (NPO).

   They apply for ECQA® associate membership and for membership in the FG by providing information about their role in the IDE@ project, and their motiviation to join the FGs. All memberships are <u>free of charge</u>.

   The FG votes by simple majority on their application.

   Members of a FG should represent the given industry, come from companies, NPOs, associations, universities, training providers, etc.

FG members are committed to support the goals of the FG. They:

- discuss and drive the trends and developments within the skills and competences relevant for the Focus Group.

- shape and group skills and competences to job roles or professions that characterize the labor market.

- update relevant skills and competences on a regular basis.

- enlarge the network of the FG by inviting new FG members.

- contribute to and maintain a list of FG and JRC stakeholders in each of the 27 EU member states, to prove the European dimension of the skills and competences.

- discuss and review the goals and the business case for the Skills Card or CompCard.

- promote the activities and achievements of the FG.

2. FG members participate at least twice a year in a FG meeting, taking place virtually and/or face-to-face at the ECQA® Days (ECQA® annual meetings or conferences).

3. JRC members meet at least twice a year with other JRC members to discuss JRC related tasks. Every two years, JRC reviews the Skills Card or CompCard and agrees on updates, amendments or withdrawal. The JRC meetings can take place virtually using teleconference and web-based teamwork systems.

4. The JRC member fully commits to using and promoting the defined set of skills and competences of the ECQA® JRC and FG.

5. The JRC member keeps all communication and data exchanged with ECQA® and the JRC confidential.

3. The Role and Duties of ECQA® NPO in a Focus Group

1. ECQA® NPO supports JRC and FG members with a web-based teamwork environment (ECQA® Platform) so that JRCs can exchange information on the set of skills and competences (skills cards or CompCards).

2. ECQA® NPO ensures that information about FG stakeholders and actual sets of skills and competences are available to all JRC members.

3. ECQA® NPO manages the annual updates of the sets of skills and competences in cooperation with the certification and technology partner ECQA® GmbH. ECQA® NPO holds 60% of the shares of ECQA® GmbH.

4. Every two years, ECQA® NPO asks the FG to review the Skills Card or CompCard and decide:
   1) Amendments? 2) Remain unchanged? 3) Withdrawal?

5. ECQA® NPO keeps all communication with JRC and FG members confidential.

4. Liability

1. Each contracting party shall release the other from any civil liability in respect of damages resulting from the performance of this agreement, suffered by itself or by its personnel, to the extent that these damages are not due to the serious or intentional negligence of the other party or its personnel.

2. If ECQA®s registered, protected name or logo or has intentionally been misused by a JRC and FG member, ECQA® will take any necessary legal action to re-establish its reputation.

5. Changes / Duration

1. Changes to the agreement require a written form, purely verbal agreements cannot be accepted.

2. The agreement is valid from the date of signature to end of the year. The JRC and FG membership is prolonged automatically for one year unless the JRC and FG member sends a written authorized request for termination of membership.

6. Cancellation

1. ECQA® may cancel the agreement in case the JRC and FG member does not work according to the agreement. The Executive Board of ECQA® decides about termination of agreement.

2. The agreement can be cancelled at any time from either side with a 3 months notice. A cancellation requires a written form.

7. Law

1. Austrian law applies.

2. The law court of Vienna, Austria, applies.

We hereby agree to all clauses of the **ECQA® Job Role Committee Membership Agreement / Role and Duties of an ECQA® Job Role Committee and Focus Group member**

for the Job Role Committee:
- *ECQA® Certified Trainer in Accessible and Inclusive Distance Learning.*

Organization

Short Name			
Organization			
Address:			
Street + Nr.			
Post Code/City			
Country			
Phone		Mobile	
Website			

	Legal representative	Expert
Title		
First Name		
Surname		
Gender	☐ Female ☐ Male ☐ Other	☐ Female ☐ Male ☐ Other
E-mail		
Street + Nr.		
Post Code		
City		
Country		
Phone		Mobile	

Date: Date:

_____   _____   _____
<Signature and name of authorized person>   Gabriele Sauberer, PhD, MBA
Function within Organisation   President of ECQA® NPO

ECQA Focus Groups

The ECQA Focus Group (FG) Accessibility is a large and engaged community of accessibility professionals in the field of accessibility in general, digital accessibility, accessibility management in arts and culture, easy-to-read language, live subtitling and re-speaking, etc.

The following document explains what an ECQA FG is and how experts can join.

Description of ECQA® Focus Groups

1. What is an ECQA Focus Group ?

An ECQA® Focus Group (FG) is an international working group of distinguished experts and professionals who commit their work to safeguard the quality standards of ECQA®. They work together in a cluster of job roles, e.g. in the cluster »Accessibility«, »Innovation« or »Sustainability« to maintain the skills cards and relevant stakeholders of these clusters.

FG members are individuals (often nominated by organisations) who are experts in the FG domain, with a high interest in European standardization.

They apply for membership in the FG by submitting their CV with a description of their motivation to join the FG. The FG votes by simple majority on their application.

2. The role and duties of an ECQA® Focus Group member

1. All job role committee and focus group members are associated members of the ECQA® Association (NPO). They apply for ECQA® associate membership (free of charge), and for membership in the FG by submitting their CV with a description of their motivation to join the FG.

   Members of a FG should represent the given industry, come from companies, NPOs, associations, universities, training providers, etc. FG members are committed to support the goals of the FG. They:

   - discuss and drive the trends and developments within the skills and competences relevant for the Focus Group.
   - shape and group skills and competences to job roles or professions that characterize the labor market.
   - update relevant skills and competences on a regular basis.
   - enlarge the network of the FG by inviting new FG members.
   - contribute to and maintain a list of FG and FG stakeholders in each of the 27 EU member states, to prove the European dimension of the skills and competences.
   - discuss and review the goals and the business case for the Skills Card or CompCard.
   - promote the activities and achievements of the FG.

2. FG members participate at least twice a year in a FG meeting, taking place virtually and/or face-to-face at the ECQA® Days (annual meetings or conferences).

3. FG members meet at least twice a year with other FG members to discuss FG related tasks. Every two years, FG reviews the Skills Card or CompCard and agrees on updates, amendments or withdrawal. The FG meetings can take place virtually using teleconference and web-based teamwork systems.

4. The FG member fully commits to using and promoting the defined set of skills and competences of the ECQA® FG and FG.

5. The FG member keeps all communication and data exchanged with ECQA® and the FG confidential.

3. Benefits of being a FG member

Focus Group members are the drivers in their communities. They shape the trends and developments in their profession, job role, and industry.

As an ECQA® Focus Group member, they have access to a powerful network of other key drivers from European and non-European countries. They get inspired by good practice, cooperation and joint events and discussions with other FG members.

4. The role of ECQA® in a Focus Group

1. ECQA® NPO supports the FG members with a web-based teamwork environment (ECQA Platform) so that FGs can exchange information on the set of skills and competences (skills cards or CompCards).

2. ECQA® NPO ensures that information about FG stakeholders and actual sets of skills and competences are available to all FG members.

3. ECQA® NPO manages the annual updates of the sets of skills and competences in cooperation with the certification and technology partner ECQA® GmbH. ECQA® NPO holds 60% of the shares of ECQA® GmbH.

4. Every two years, ECQA® NPO asks the FG to review the Skills Card or CompCard and decide: 1) Amendments? 2) Remain unchanged? 3) Withdrawal?

5. ECQA® NPO keeps all communication with FG and FG members confidential.

How to become a Focus Group Member?
Membership in an ECQA® Focus Group (FG) is per invitation by a FG member, or the FG manager. Candidates also can apply for membership in the FG by submitting their CV with a description of their motivation to join the FG. Applications need to be sent to the FG manager.
All job role committee and focus group members are associated members of the ECQA® Association (NPO). All memberships are free of charge.

Annex 6 – Multiple Choice Questions for the IDE@ written exam

All Multiple Choice Questions (MCQs) were delivered in the ECQA template for easy and machine readable upload to the new ECQA exam software Bizexaminer. The following table is an example of how MCQs are developed and represented for the written exam. The IDE@ exam questions have been developed in English and in French.

Explanations of abbreviations, acronyms and numbering:

MC = Multiple Choice with Single Response, MR = Multiple Response

IDE@.M1.U1.E1.LO1 = Unit 1, Module 1, Element 1, Learning Outcome 1

correct:a,b,c = correct answers are: answer a, answer b, answer c.

To view the multiple-choice questions, please refer to the available spreadsheet.

Below is a sample:

Type Question	Settings Result	Name Question	Text Question	Text Answer a	Text Answer b	Text Answer c	Text Answer d
MC	correct:c	IDEA.M1.U1.E1.LO1	What does WCAG stand for?	Web Conformity to Accessibility Guidelines	Worldwide Consortium on Accessibility Guidelines	**Web Content Accessibility Guidelines**	
MC	correct:c	IDEA.M1.U1.E1.LO1	Que signifie WCAG?	Conformité Web aux directives d'accessibilité.	Consortium mondial sur les directives d'accessibilité.	**Règles pour l'accessibilité des contenus Web.**	
Type Question	Settings Result	Name Question	Text Question	Text Answer a	Text Answer b	Text Answer c	Text Answer d

Type Question	Settings Result	Name Question	Text Question	Text Answer a	Text Answer b	Text Answer c	Text Answer d
MC	correct:c	IDEA.M1.U1.E1.LO1	The major WCAG compliance rules are classified according to four major accessibility principles:	Perceivable, operable, understandable, usable.	Perceivable, easy , understandable, robust.	**Perceivable, operable, understandable, robust.**	
MC	correct:c	IDEA.M1.U1.E1.LO1	Les principales règles de conformité WCAG (RGAA) sont classées selon quatre grands principes d'accessibilité :	Perceptible, opérable, compréhensible, utilisable.	Perceptible, facile, compréhensible, robuste.	**Perceptible, utilisable, compréhensible, robuste.**	
MC	correct:b	IDEA.M1.U1.E1.LO1	WCAG 2.1 propose the following conformance levels	A (the lowest) and AA (the highest).	**A (the lowest), AA, AAA (the highest).**	Bronze (the lowest), Silver and Gold (the highest).	
MC	correct: b	IDEA.M2.U1.E1.LO2	To test the integration of course materials on the digital platform it is recommended that teaching professionals use:	only high fidelity prototypes of the teaching materials.	low fidelity prototypes for a quick test of the teaching materials.	final versions of the teaching materials.	

Type Question	Settings Result	Name Question	Text Question	Text Answer a	Text Answer b	Text Answer c	Text Answer d
MC	correct: b	IDEA.M2.U1.E1.LO2	Pour tester l'intégration des supports de cours sur la plateforme numérique, il est recommandé aux professionnels de l'enseignement d'utiliser:	uniquement des prototypes des supports pédagogiques de haute qualité.	des prototypes des supports pédagogiques de basse qualité pour un premier test.	les versions finales des supports pédagogiques.	
MC	correct: d	IDEA.M2.U1.E1.LO2	The types of obstacles that caused the greatest dissatisfaction include:	programming errors that lead to navigation problems.	unclear or counter-intuitive information structure.	bad information quality and general lack of clarity.	**All answers together.**
MC	correct: a	IDEA.M2.U1.E1.LO2	Les types d'obstacles qui ont causé le plus d'insatisfaction comprennent :	des erreurs de programmation qui entraînent des problèmes de navigation.	une structure de l'information peu claire ou contre-intuitive.	une mauvaise qualité des informations et manque général de clarté.	Toutes les réponses ensemble.
MC	correct: b	IDEA.M2.U1.E1.LO2	The legal framework where the training solution will be deployed is the same in all countries.	True.	**False.**		
Type Question	**Settings Result**	**Name Question**	**Text Question**	**Text Answer a**	**Text Answer b**	**Text Answer c**	**Text Answer d**

MC	correct: b	IDEA.M2.U1.E1.LO2	Le cadre légal dans lequel le parcours de formation sera déployé est le même dans tous les pays.	Vrai.	**Faux.**	
MC	correct:b	IDEA.M1.U1.E2.LO3	UDL mainly advocates for	acceptance of learners with disabilities.	**autonomy in learning.**	flexibility of design.	
MC	correct:b	IDEA.M1.U1.E2.LO3	La CUA plaide principalement pour	l'acceptation des apprenants en situation de handicap.	**l'autonomie dans l'apprentissage.**	la flexibilité de conception.	
MC	correct:c	IDEA.M1.U1.E2.LO3	Trainers and instructional designers are legally required to follow	UDL and web accessibility standards as they are both legally binding.	the principles of UDL, as they are legally binding.	**Web accessibility standards, as they are legally binding.**	nothing. UDL and web accessibility standards are not legally binding.

Annexe 7 CERTIFICATION AND MICRO-CERTIFICATIONS

Candidates can validate the entire certification or 3 micro-certifications.

Validation of the entire certification. To validate the entire certification, each element of each unit must be validated and the oral exam passed. Passing all the four units quizzes is the condition to access the oral exam, second part of certification.

UNITS		Elements / Competences		Examination process : type of exam
U1	Understand accessibility and diversity in online teaching	E1	Identify the criteria of accessibility in distance learning	Quizzes: 66% good answers
		E2	Identify the factors of variability among learners and their consequences on online learning	Quizzes: 66% good answers
U2	Plan and evaluate accessibility in online teaching	E1	Plan an adapted, accessible online teaching	Quizzes: 66% good answers
		E2	Evaluate online teaching	Quizzes: 66% good answers
U3	Design and create accessible online courses materials	E1	Create accessible online materials	Quizzes: 66% good answers
		E2	Design an accessible online path	Quizzes: 66% good answers
U4	Manage diversity in online teaching	E1	Organize the distant presence	Quizzes: 66% good answers
		E2	Interact with the learners	Quizzes: 66% good answers
U1 through U4		All competences		Oral exam: 66% criteria validated by both jury members

A certificate of achievement is delivered for each unit validated by quizzes. The units passed are valid for 5 years.

Validation of the micro-certification 1: For educational engineers / learning designers

UNITS 1 AND 2		Elements / Competences		Examination process : type of exam
U1	Understand accessibility and diversity in online teaching	E1	Identify the criteria of accessibility in distance learning	Quizzes: 66% good answers
		E2	Identify the factors of variability among learners and their consequences on online learning	Quizzes: 66% good answers
U2	Plan and evaluate accessibility in online teaching	E1	Plan an adapted, accessible online teaching	Quizzes: 66% good answers
		E2	Evaluate online teaching	Quizzes: 66% good answers

A certificate of achievement is delivered for each unit validated by quizzes. The units passed are valid for 5 years.

Validation of the micro-certification 2: Online content designers working in technical-educational services on existing training engineerings

UNITS 1 AND 3		Elements / Competences		Examination process : type of exam
U1	Understand accessibility and diversity in online teaching	E1	Identify the criteria of accessibility in distance learning	Quizzes: 66% good answers
		E2	Identify the factors of variability among learners and their consequences on online learning	Quizzes: 66% good answers
U3	Design and create accessible online courses materials	E1	Create accessible online materials	Quizzes: 66% good answers
		E2	Design an accessible online path	Quizzes: 66% good answers

A certificate of achievement is delivered for each unit validated by quizzes. The units passed are valid for 5 years.

Validation of the micro-certification 3: For tutors conducting distance learning

UNITS 1 AND 4		Elements / Competences		Examination process : type of exam
U1	Understand accessibility and diversity in online teaching	E1	Identify the criteria of accessibility in distance learning	Quizzes : 66% good answers
		E2	Identify the factors of variability among learners and their consequences on online learning	Quizzes : 66% good answers
U4	Manage diversity in online teaching	E1	Organise the distant presence	Quizzes : 66% good answers
		E2	Interact with the learners	Quizzes : 66% good answers

A certificate of achievement is delivered for each unit validated by quizzes. The units passed are valid for 5 years.

EXAMINATION PROCESS : QUIZZES

For each skill or learning outcome, 1 question is proposed. Each question refers to a unit. Each competence is identified in the repository. Conditions to complete the quizzes:

- The questions are asked online, in one go, in a limited time: 2 minutes per question.

- At least 66% right answers per element are necessary to validate a unit.

Accessibility accommodation measures: Candidates who need accommodations must ensure to give all the useful information to the exam center to organise an accessible exam **at least 4 weeks before the due date**. If the candidate does not meet this requirement, the exam center may not be able to organise the exam with the expected necessary accommodations.

**EXAMINATION PROCESS : INTERVIEW WITH THE JURY BASED ON A PRODUCTION
(second part of the entire certification)**

This interview is based on a case study proposed by the candidate: the implementation of accessible and inclusive distance learning.
This case study is an opportunity for the candidate to show that he / she is able, at all stages of the training process, to take into account the rules of accessibility and inclusion and to adapt his / her practices to the public concerned.
In this respect, he / she addresses the jury, who is supposed to have no prior knowledge of accessibility and universal design in learning.
The candidate provides a presentation of the distance learning course prior to to the interview.

During the interview:
- the applicant presents the implementation of his / her training, clearly explains the typology of the public. concerned, the rules of accessibility and the inclusive practices followed and the resulting pedagogical choices.
- then he / she answers any questions from the jury regarding their presentation and case study.

Preparation of the interview and eligible productions for the entire certification

The applicant presents a one-day distance learning course or sequence. This training may have been implemented with learners or not.
The following elements are formalised ans transmitted to the jury in advance:
- the characteristics of the training: the pre-requisites, the level of the training, the pace of the training, the training content, the duration of the training (if the day is part of a longer training course), the tutoring, the nature of the teaching activities.
- analysis of the audience and of the variability factors.
- its pedagogical scenario is formalised and includes for each sub-section the learning objectives, the contents, the pedagogical activities (or methods), the assessment and support strategies.
- a document certifying that the applicant is the author of the entire production (in the form of a declaration on his / her honour, for example).
- its transposition into an LMS and/or a virtual classroom tool.

Parts 1 to 4: The production takes the form of a file to be submitted to the jury at least 2 weeks before the date of certification.
Part 5 : This production is implemented on a LMS and/or a virtual classroom tool, if applicable. The candidate provides the jury members with all the needed information at least 2 weeks before the date of certification (url addresses, username, password…).

Conduct of the interview

- Composition of the jury: 2 Ide@ certified members
  To be considered as certified jury member, it is necessary to have been certified by the certifying organisations: Université TELUQ, GIP-FCIP of the académie de Créteil and not to have trained the examined candidate.

- A 30 minute presentation: the candidate presents the implementation of his / her performance, explains the typology of the public concerned, the rules of accessibility and the inclusive practices followed and the pedagogical choices that result from them. He / she addresses the jury, who is not supposed to have any knowledge of accessibility and universal design in learning.

- 30 minutes of questions and discussion with the jury: the jury asks the candidate to review an on-line course implemented on a LMS to check its accessibility according to the evaluation grid. The jury asks any additional questions necessary to complete the observation grid (page 21).

Accessibility accommodation measures: Candidates who need accommodations must ensure to give all the useful information to the exam center to organise an accessible exam **at least 4 weeks before the due date**. If the candidate does not meet this requirement, the exam center may not be able to organise the exam with the expected necessary accommodations.

EXAMINATION PROCESS : Grid of observation criteria for the jury and success criteria for the candidate (second part of the entire certification) (1/3)

Each member of the jury validates each criterion.

Units	Criteria	Jury member 1	Jury member 2
1	The requirements of the EN 301 549 v3 2.1 / WCAG 2.1 are explained.		
1	The factors of variability among learners are described.		
1	Training features are used as levers to address variability factors.		
1	The Universal Design for Learning guidelines are activated to address variability factors.		
2	The pedagogical scenario outlines the critical points of understanding.		
2	Formative and summative evaluations are planned in several forms.		
2	The choice of synchronous and asynchronous activities is relevant.		
2	Several tutoring modalities are formalised in the scenario.		
2	A progress monitoring tool is planned.		
2	Performance indicators for the training are identified.		
3	At least 2 accessible and inclusive learning activities are presented from the following: virtual classroom (flow and support) / content (texts, audios, videos) / assignments / quizzes / interactive contents (including the scorm package).		
3	At least 1 accessible and inclusive collaborative activity is presented among the following activities: virtual classroom / forum / workshop / glossary / wiki.		

Grid of observation criteria for the jury and success criteria for the candidate (2/3)

Each member of the jury validates each criterion.

Units	Criteria	Jury member 1	Jury member 2
3	At least 2 accessible, inclusive evaluations (1 formative, 1 summative) are presented.		
3	The organisation of learning materials and activities in the LMS is consistent with the learning scenario and promotes engagement.		
3	Objectives and durations are mentioned in the activities and evaluations.		
3	Pedagogical (what to do?) and technical (how to do?) instructions are mentioned in the materials, activities and assessments.		
3	LMS and virtual classroom support tools are identified.		
3	Feedback from learners is analysed to improve contents.		
4	The principles of operation of the remote group and the tools used are presented / are intended to be presented.		
4	Learning objectives, choice of activities and knowledge required are justified to each learner / expected to be justified.		
4	The operating procedures for collaborative activities are specified.		
4	Exchanges secure learners / are designed to secure.		
4	Appropriate exchange tools, and possibly support tools, are used for synchronous and asynchronous times.		

Grid of observation criteria for the jury and success criteria for the candidate (3/3)

Each member of the jury validates each criterion.

Units	Criteria	Jury member 1	Jury member 2
4	Learners' progress is checked and feedback noted on the monitoring progress tool.		
4	Learners are supported through various means / various means are provided to support them.		
4	The learner's progress and the results of the exchanges are analysed to improve the animation.		
1 à 4	The presentation meets the accessibility criteria.		
1 à 4	Listening skill: ability to reformulate a question or a problem.		
1 à 4	Adaptability: ability to propose a solution to a non-expected question / problem.		
1 à 4	Ability to take feedback into account for improvement.		

Validation of the oral exam by the jury: The oral exam is passed with 20 validated criteria by both jury members.

Accessibility accommodation measures: Candidates who need accommodations must ensure to give all the useful information to the exam center to organise an accessible exam **at least 4 weeks before the due date**. If the candidate does not meet this requirement, the exam center may not be able to organise the exam with the expected necessary accommodations.

Annex 8 – Certification of Trainers

European Certification and Qualification Association   www.ecqa.org

Checklist for Trainer Certification

ECQA Trainer Certification Rules	yes	no
ECQA Trainer Rule 1: The trainer can prove experience in the specific domain related to the job role/profession (for which he/she will do the training).	☐	☐
ECQA Trainer Rule 2: The trainer has run through the certification process and has reached a summary certificate[1] concerning the certain job role/profession.	☐	☐
ECQA Trainer Rule 3: The trainer has to been coached (or acting as a co-trainer for an already accredited trainer) at least once in the teaching of the learning elements of the skills card of the profession.	☐	☐
ECQA Trainer Rule 4: The trainer can prove former consulting, development or trainer experiences.	☐	☐

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[1] This summary certificate shows that he/she passed all elements from all units of the job role. The certificate will be sent after attending the training of trainers and after passing the exam.

Criteria for the Trainer Certification

1. Criteria 1: Required Competence Coverage

> **ECQA Trainer Rule 1: The trainer can prove experience in the specific domain related to the job role/profession (for which he/she is doing the training).**

Explanation:

- ✓ A study at a university and 3 years work experience in the field **OR** no university study and 8 years work experience in the field

AND

- ✓ Industrial references (from companies) **OR** at least 2 publications

2. Criteria 2: Required Knowledge Background

> **ECQA Trainer Rule 2: The trainer has run through the certification process and reached a "summary certificate" concerning the certain job role/profession.**

Explanation:

- ✓ The trainer has to go through the certification process (pass all elements of the skill card) and proving that he/she has the knowledge and can pass the exam.
- ✓ Developers of the job role/profession don´t have to do the exam and don´t need a summary certificate. Because of the development of the job role he/she has proved that he/she has the required knowledge background.

3. Criteria 3: Required Minimum Coaching

> **ECQA Trainer Rule 3: The trainer has to been coached (or acting as a co-trainer for an already ECQA certified trainer) at least once in the teaching of the learning elements of the skills card of the profession.**

Explanation:

- ✓ An already ECQA certified trainer has to provide a positive reference.

4. Criteria 4: Required Experience Log

> **ECQA Trainer Rule 4: The trainer can prove former consulting, development or trainer experiences.**

Explanation:

✓ A list of former teachings, courses, consulting or development has to be provided in the certification process. The trainer can prove that he/she held industrial or university courses, consulted projects or related development projects before.

✓ If in any of the below criteria a rating "poor" is done, this will be a failure criteria for the trainer acceptance.

How would the trainer be rated in the following areas?

	Poor	Fair	Good	Excellent
Proven former teaching, consulting or development in the field	O	O	O	O
Teachings, consulting or development are related to the skill card	O	O	O	O
Proven expertise in the field by publications or references	O	O	O	O

Table 1 : Qualitative Trainer Criteria

Annex 9 – Certification of Training Organisations

Checklist for Training Organisation Certification

ECQA Training Organisation Certification Rules	yes	no
ECQA Training Organisation Rule 1: The training organisation can declare which skill card they will cover. The skill card represents a job role certified by	☐	☐
ECQA Training Organisation Rule 2: The training organisation can prove that the set of training materials covers all performance criteria of the skill card.		
ECQA Training Organisation Rule 3: The training organisation can prove that they have at least one qualified trainer (can also be work contract based, not necessarily this requires an employment), who is accredited		
ECQA Training Organisation Rule 4: The training organisation can prove that they have consulting, service or training experiences and success record in the field related with the skill card.		
ECQA Training Organisation Rule 5: The training organisation is committed to use the ECQA registration and test portals. Via these portals all certificates will be electronically maintained across Europe.		

Criteria for Certification of Training Organisations

1. Criteria 1 and 2: Required Skill Card Coverage

ECQA Training Organisation Rule 1: The training organisation can declare which skill card they will cover. The skill card represents a job role certified by ECQA.

ECQA Training Organisation Rule 2: The training organisation can prove that the set of training materials covers all performance criteria of the skill card.

Explanation:

The training organisation applies for a certification by declaring which

skill card/job role they plan to offer and by sending the training

materials for an audit to the ECQA organisation.

The ECQA coordinates the work with job role related committees who are doing the actual audit.

The audit checks if the training material covers all skills units,

learning elements and performance criteria of the skills card as a

minimum.

2. Criteria 3: Required Competence Coverage

ECQA Training Organisation Rule 3: The training organisation can prove that they have at least one qualified trainer (can also be work contract based, not necessarily this requires an employment), who is accredited as ECQA certified trainer.

Explanation:

The training organisation applies for a certification by sending copies

of the certificates of at least one related trainer for an audit to the

ECQA organisation

3. Criteria 4: Required Organisational Background

ECQA Training Organisation Rule 4: The training organisation can prove that they have consulting, service or training experiences and success record in the field related with the skill card.

Annex 10 – Certification of Exam Organisations

The following agreement serves as model and first draft for the specific agreements with Koena and other IDE@ partners who want to become ECQA Certified Exam Organisations, in order to offer and conduct exams for ECQA Certified Trainer in Accessible and Inclusive Distance Learnings.

Exam Organisation Agreement

Agreement between ECQA GMBH and Exam Organisation (EO)

Nr. of Agreement: **EO**-<Country Code>-<EO ID>-<sequence nr.>
(filled out by ECQA GMBH)

ECQA GMBH (VAT No. ATU70191339) is represented by Prof. (FH) Mag. Michael Reiner, ECQA GMBH CEO.

Exam Organisation (EO):
Short description, Address, Website
VAT No.>, represented by *<Name and position of authorized person>*

ECQA GMBH GmbH Representative for Monitoring of Exam Organisation:
<Name, Addres, Postal Code/City>

Scope of the Agreement

The scope of this contract refers to appointment of … (EO) as an ECQA GMBH Exam Organisation.

Details of the Exam Organisation are given in Appendix I.

Appointment as ECQA GMBH Exam Organisation

ECQA GMBH hereby appoints the above identified organisation as an ECQA GMBH Exam Organisation aimed to certify participants of Exams for ECQA GMBH Job Roles. The list of Job Roles is provided as an Appendix II to this Agreement and is updated according to interest of both parties.

ECQA GMBH has the right to appoint as an Exam Organisation also any other Exam Organisation without any obligation to Exam Organisation listed above.

The Exam Organisation performs certification activities for Job Roles, defined within the ECQA GMBH and listed in Appendix II to this Agreement strictly and exclusively according to ECQA GMBH rules. The Exam Organisation has the right to perform other certification activities outside of ECQA GMBH Certification Scheme independently and without any obligation to ECQA GMBH.

Duties of ECQA GMBH

1. ECQA GMBH defines the general rules for operation of ECQA GMBH Certification Scheme.
2. ECQA GMBH provides the exam portal for all Job Roles defined within ECQA GMBH Certification Scheme.
3. ECQA GMBH assures availability of exam portal at any time to support the exams organized by the Exam Organisation.
4. ECQA GMBH maintains and upgrades the exam portal considering the feedback from Exam Organisation. ECQA GMBH keeps the right to decide which improvements of the exam portal will be done and when to implement them.
5. ECQA GMBH assures the technical support for usage of exam portal.
6. ECQA GMBH assures that the pools of exam questions used within exams for all Job Roles are available, up to date, professional and large enough to assure relevant exams. At least three questions exist for each Learning Outcome within each Element of all Units to be randomly selected for an exam. Pools of test questions are updated at least every two years by ECQA GMBH Focus Groups or Exam Committees.
7. ECQA GMBH ensures independence of electronic exams by random selection of questions from the exam pool. The Exam Organisations cannot control the content of exams.
8. ECQA GMBH assures that the Exam Organisation can administer within exam portal all exams, lists of exam participants and lists of certified participants.
9. ECQA GMBH archives and maintains all test and certification data provided within the exam portal (to ensure full traceability of certification records).
10. ECQA GMBH provides the templates for certificates for a specific Job Role.
11. ECQA GMBH assures that improvement requests for certification of services will be reviewed by relevant ECQA GMBH bodies and acted upon in due time.
12. ECQA GMBH grants the Exam Organisation the right to use the ECQA GMBH logo and references to relationship with ECQA GMBH in all forms of marketing and informative materials.
13. ECQA GMBH promotes the Exam Organisation as ECQA GMBH authorised Exam Organisation on the web site, in flyers and at ECQA GMBH related conferences and other events.
14. ECQA GMBH will provide up to date information about relevant events at ECQA GMBH (in a form of electronic newsletter or similar).
15. ECQA GMBH appoints a representative to support cooperation with Exam Organisation and to manage the monitoring of Exam Organisation activities.
16. ECQA GMBH keeps all communications with the Exam Organisation confidential.

Duties of the Exam Organisation

1. An Exam Organisation (EO) holds examinations for Job Roles listed in Appendix II using exam material and exam portal provided by the ECQA GMBH.
2. An Exam Organisation implements the exams consistently with following general rules:
   - EO organizes and promotes exams for certain Job Role.
   - EO administers exams, participants of exams and certified participants using the exam portal.
   - EO files in an archive any and all data concerning the examination participants, examinations [performed] and examination results.
   - EO assures the traceability of examination activities.
     The examination must be implemented and supervised at the examination location by an examiner appointed by the Exam Organisation who is known by name, who has been suitably trained and who has entered into obligation to keep these matters confidential.
   - Examiners support performance of exams by:
     – advising and supervise candidates during examinations.

- informing participants about their results.
- generating, printing and arranging signatures and distribution of certificates and publishing of certified participants at ECQA GMBH web page.

3. Following successful examination, the Exam Organisation shall issue a certificate to the examination candidate. EO issues certificates in English, assuring the consistency with ECQA GMBH templates for certificates and usage of ECQA GMBH logo and contact information.

4. EO offers the certification service on the market and for international participants independently of and without any obligation to any other ECQA GMBH registered Exam Organisation.

5. EO independently of ECQA GMBH defines internal organisation supporting certification services and pricing policy.

6. EO may organize the seminars to offer participants the preparation to exams. EO may hire only an ECQA GMBH registered Training Organisation to provide the trainings, but it is free to choose any organisation on the ECQA GMBH List of Registered Training Organisations. Employees of EO are not allowed to perform trainings.

7. EO shall continually publish times and dates of public examinations. The EO may also publish dates for examinations it will hold directly following training courses. In such an event, it must list all of the examinations that Training Organisations have submitted to it for publication.

8. Information on upcoming exams need to be published to ECQA GMBH at least three weeks prior to the exam. The information has to include the names (first- and last name) of the participants, the login name of the participant (ECQA GMBH exam portal) and the examination fee the participant has paid.

9. EO may charge the examination candidates with an examination fee. For this purpose, it is to prepare a Schedule of Fees in advance. The Schedule of Fees is to be made available to the examination candidates or parties who are interested in the examination, should they so demand.

10. EO reports at least bi-annually to ECQA GMBH about certification services performed. Reports should include list of examinations performed defined by:

- - Examination date

- - Number of examination participants

- - Number of certified participants

- - Amount of charged examination fee

11. EO keeps all data exchanged with ECQA GMBH confidential.

Finances

1. The minimum payment per exam is 75 Euro, independent from the examination fee of the Exam Organisation.
2. If a large number of exams is to be carried out, a reduction of the minimum 75 Euro can be negotiated prior to the exam. This option has to be agreed on by Exam organisation as well as ECQA GMBH.

Terms of the Agreement, Termination, Changes

1. The present Agreement shall commence on date of being signed by the last party. Its term shall amount to 36 months. The Agreement shall be silently extended by 24 months in each case, unless it has been terminated while observing the period of notice as set out here in below.

2. The Agreement may be terminated by either party at any time, observing a six-week period of notice, if a grave breach of contractual obligations is given which, when taking all circumstances of the individual case into account and balancing the interests of the two contractual parties, indicates that it can no longer reasonably be expected of a party to continue the present Agreement, and if said breach is not remedied within an appropriate period of time despite a written warning having been issued. This shall also apply in case of several breaches of contractual obligations which, if seen together, indicate that it cannot be reasonably expected of the respective other party to continue the present Agreement.
3. The termination is to be made in writing via registered letter.
4. Changes to the contract require a written form; purely verbal agreements cannot be accepted.

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