



Peer review as a lever for quality improvement in vocational education and training: roles, competencies, and their assessment

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X SEMINAR

“DATA FROM AND FOR THE EDUCATIONAL SYSTEM: TOOLS FOR RESEARCH AND TEACHING”
ROME, 19 – 20 – 21 NOVEMBER 2025



CONCEPTUAL FRAMEWORK AND OBJECTIVES

- Two quality approaches in the literature: accountability vs collaboration
- Problem statement
- Aim of the proposal

THE PEER REVIEW MODEL

- Origin, testing, and transfer
- The four phases:
 - Self-evaluation
 - Peer visit
 - Feedback
 - Improvement plan
- The socio-psychological dimension:
 - Psychological safety
 - Professional recognition
 - Collective efficacy

TRAINERS' ROLES AND COMPETENCIES

- Internal coordinator → Internal integration guarantee
- Teacher with data literacy → turn findings into didactic actions
- Observed teacher → guided self-reflection, openness to feedback and improvement
- Teacher-reviewer → observation with indicators, feedback literacy



DATA FOR AND FROM TRAINERS: FEEDBACK AND APPLICATION

- Evidence produced
- Feedback and return
- Application in professional practice
- Monitoring and safeguards



TRANSFERABILITY TO THE SCHOOL SYSTEM

- Opportunities
 - Practice-proximal evidence
 - Peer recognition
 - Natural integration with mentoring and CPD
- Cautions
- Implementation approach

CONCLUSIONS

- No training on feedback/data → ritual practice
- No organizational coordination → fragmentation, fatigue
- No protection of peer relation → inspection logic returns
- Monitor also psycho-social effects



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*Data work when they pass
through professional relations*

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