

Work Package 5

Pilot testing and ECVET

Report on pilot courses

September 2014

Project Partners

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- IDEC SA, Greece
- INTERCOLLEGE, Cyprus
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1. General Overview

1.1. Introduction to the project

During the last decades the issue of quality management has been applied to almost every sphere of human professional activity, including education. Quality in education and training affects on the one hand the daily operations and efficiency of the organisations and on the other hand the quality of education and learning outcomes achieved. Just like in business, competitive factors in education are becoming increasingly important in the globalizing world. However, evidence shows that the significant experience in quality management that is already mature in the business world is often neglected in the educational sector.

The LOQUET project aims to fill this gap by transferring good practices from the field of quality management in the businesses to the sector of Vocational Education and Training (VET) in seven countries: Poland, Greece, Cyprus, Sweden, France, Hungary and Germany.

Furthermore the LOQUET project aims:

1. to develop a competency profile framework for quality managers in VET institutions, so as to be able to design, implement, evaluate and review effective quality management systems in their institutions;
2. to introduce a comprehensive unit-based training course – expressed in terms of transferrable learning outcomes for VET quality managers in line with the requirements of the European Quality Assurance Reference Framework Recommendation (EQARF Recommendation)
3. to raise awareness regarding the importance of the EQAVET principles in VET institutions across Europe.

The aim of the project phase “Pilot testing and ECVET” is to identify transferable units of learning outcomes (ECVET) which are covered by the training course and which are based on the findings of competences for a quality manager from the preceding working phase in the project.

This was the reason why the LOQUET course and handbook were piloted in all the project countries in relation with the ECVET implementation (ECVET profile which describes the learning outcomes / Assessment Tool) in LOQUET. In a separate document, there is also the report on ECVET implementation available.

The results gained within the piloting courses in the different project countries are collected in this report on piloting courses.

Please visit the project website and learn more about the LOQUET project and its products:
www.loquet.eu.

1.2. Preparation for the Piloting Activities

The project partners agreed on the general framework of the piloting activities on the occasion of the 3rd project meeting in Hungary in December 2013. The following set of tools for conducting the piloting activities was prepared and presented at the 4th project meeting in Germany in May 2014.

This set consisted of:

- the general piloting guidelines
- the baseline questionnaires for participants (see annex),
- the baseline questionnaires for instructors (see annex)
- the evaluation questionnaires for participants (see annex)
- the evaluation questionnaires for instructors (see annex)
- the template for attendance list
- the template for powerpoint presentations
- the template for the evaluation of the piloting results (excel)

These documents were of course completed by the resources for instructors such as the

- the piloting version of the LOQUET handbook and
- the piloting version of the assessment tools.

Most of the documents were translated to the languages in the partner countries.

The aim of the piloting was to test the complete number of units, to pilot in all countries as well as to involve different target groups. Therefore it was agreed that each partner organisation will test at least two units according to following chart.

Partner	Units
Poland	1 and 2
Sweden	2 and 3
Cyprus	3 and 4
Germany	1 and 5
France	4 and 5

This methodology ensured that all units were tested in at least two partner countries.

Unit	Countries
1	Poland, Germany
2	Poland, Sweden
3	Sweden, Cyprus
4	Cyprus, France
5	France, Germany

In Hungary and in Greece the validation of units of learning outcomes gained through working experience was pilot tested.

1.3. General situation in country with relation to Quality Management in VET

Poland

In recent times, the idea of quality management has been used in almost every sphere of human activity, including education. Quality of education and training has an impact on the one hand for current operations and efficiency of the organization, the other on learning outcomes. In the face of increasing globalization - in education, as in business, there is a strong need to seek factors helping to improve the competitiveness of the individual. The study that was conducted in Poland indicates that vast experience in quality management in the business sector is not used in the VET education sector.

Quality assurance in vocational training institutions may cover many areas of activities. It concerns such themes as the work on the preparation and implementation of attractive educational programs, raising the qualifications of teaching staff, changes in school curriculum, equipment of school classes and workshops, VET programmes' offers and additional training. This results in measurable benefits in improving of the quality in vocational education.

Some remarkable solutions concerning quality improvement in vocational education were implemented in Poland (see national report on WP2). However, according to the national desk and field research, many institutions trying to implement elements of quality policy in their organisation face problems. These limitations are mainly the result of either lack of information or funds, or both. Precise results of the study conducted in 20 Polish vocational institutions show that many of them do not use any quality system (ISO, EQUAVET or other), do not train teachers and workers in quality field and do not employ any separate person to overview quality policy in the institution. Also the knowledge of ECVET is meagre. Therefore the need of training is clearly visible. Poland has tested 2 Units out of the 5 Unit course curriculum. The first one introduced the idea of quality in organisation, the second planning and decision making process.

Cyprus

Quality is being continually addressed in the current context of the National Reform Programme of Cyprus. An example of this is the recent review of the STVE (Secondary Technical Vocational Education) curricula as well as the quality assurance system for assessing and certifying training providers (i.e. trainers of vocational training, vocational training institutions and vocational training infrastructures) - Assessment and Certification of Training Providers System (ΑξιολογιστοΣυν) which was developed and implemented by the Human Resource Development Authority of Cyprus

(HRDA), one of competent bodies responsible for VET in Cyprus (through the Minister of Labour and Social Insurance).

Although a number of systems have been introduced the last few years and considerable improvement has been made in terms of developing the right framework and tools for promoting quality in VET in Cyprus (e.g. NQF, EQARF, ECVET etc.), all competent bodies and parties agree that more concentrated effort needs to be made in mainstreaming these tools to the VET community.

This conclusion is also stated in the most recent national report (2013) relating to the indicators used at national level corresponding to the EQAVET recommendation which states: “Whilst the EQAVET recommendation has been promoted in Cyprus, it is not clear to what extent VET providers apply internal quality assurance systems”.

http://eqavet.eu/Libraries/Framework_brochures/CY_indicators.sflb.ashx

The LOQUET Training for VET Quality Managers, which has been developed by the project consortium, is one important tool and step for promoting the EQAVET Recommendation in Cyprus, and especially in providing VET institutions and managers with the required knowledge and tools for its successful implementation.

Our experience has shown that although national VET institutions try their best to comply with the guidelines and recommendations being introduced at central level, the job of the VET Quality Manager is still a rather new concept which needs to be fully embraced by the VET institutions. The profile of a VET Quality Manager is still a rather new concept for the Cyprus VET system, and VET institutions have a lot to gain through such specialized training opportunities.

Sweden

The Schools Inspectorate works with a process-oriented approach where the process is controlled and monitored in order to improve efficiency and increase the equivalence of work and decisions. Process compliance is continuously monitored in the processes.

The Schools Inspectorate's core business is conducted within four processes. During the year, work has begun to identify the information needs of the processes. The work has two purposes: first, to ensure that relevant information does not fall between the processes, and therefore not dealt with, and partly to refine the processes using information from others. This work will be completed in spring 2013.

Quality assurance during investigations is carried out according to specific procedures within the different processes. Each department is responsible for quality assurance routines organized so that a high equivalence and quality in all decisions can be ensured. In a memo, Guidelines for quality assurance reports and supervisory decisions are the starting points for quality assurance as well as principles and role descriptions, etc.-described. From memos it is shown that the regional departments responsible for the quality assurance process are organized so that the goals of the process can be met. The process includes mandatory elements described in the memo. The department's focus has been to increase process compliance and as far as possible to comply with quality assurance system that is built into the processes. How these are chronologically arranged and in what way this is determined takes place at section level.

Here are some examples.

Quality assurance is both preventive and continuous carried out as post-verifications. The preventive quality assurance is, for example done through regular practice discussions, joint briefings and training. This applies to assessments, method and process compliance. On-going quality assurance is carried out through systematic quality controls during the work, such as cross-reading and presentations. All decisions are quality assured at several levels. Examples of ex-post controls are that managers together with department lawyers are conducting systematic sampling of decisions and documents. Another element in the department's overall quality work is the evaluation of the work of the respective processes to identify areas for improvement.

Other examples of departmental activities for quality assurance are that the assessment seminars organized with a view to how the assessments are raised to the process level. To make further efforts for a closer collaboration between enforcement of notifications and interventions for faster decision making with at least maintained quality.

France

Quality approaches are emerging in the world of education in the late 80s. Quality charters are the first manifestations of a formalized quality research. They express awareness by training organizations. The quality approach instrumented with its system of standards and certifications, has proved its effectiveness in industry, it has been a model to the area of continuing professional education. One of the primary benefits of this approach is the adoption of a standardized definition of quality, accepted by all. Now is known as "the totality of characteristics of an entity that gives it the ability to satisfy stated or implied needs." This change in vocabulary, corresponding to a more profound change in mentality allows showing that training is a service, and the relationship between the sponsor and the training provider a customer-supplier relationship. Therefore, the

"tools" of industry, standards, certifications, qualifications can be applied to the field of vocational training. There are two types of standards, significantly different in purpose and form. These type AFNOR, the French standards specific to each activity, and ISO, and international standards applicable to any sector of the economy.

- The AFNOR

AFNOR standards are benchmarks that specify the characteristics of goods or services. Their function is to ensure consistent quality products and services in question. There are currently six approved standards, specifically created for training. AFNOR standards take into account all legal obligations.

- The standards of the ISO 9000 series

It is international and universal standards. Developed by ISO (International Standard Organization), they are integrated into national collections edited by AFNOR regards France. These are quality assurance standards that pose management principles. They apply to all sectors of activity and describe an internal, company-specific organization. Since December 2000, the ISO 9001 "systems of quality management requirements," supersedes the ISO 9001, ISO 9002, ISO 9003 pre-existing. The new ISO 9001 provides a process approach. Customer orientation is stronger. Human resources and management are stronger and more important. Documentary requirements and the search for efficiency are better suited.

The certification

Certification is a "procedure by which a third party gives written assurance that a product, system quality, service conforms to specified requirements." For certification to be possible there must be specifications, i.e. the approved standards, which is the case with AFNOR standards as ISO standards. The primary certifying body for ISO 9000 standards is the AFAQ AFNOR Certification may issue a NF services to training organizations that request it and follow the rules that have been defined certification.

Labels

- For training organizations: the label OPQF

On the model of professional offices existing qualification in different occupations (construction, management consulting ...), the Federation of vocational training, in agreement with the Ministry of Labour (Delegation for Vocational Training) has encouraged the creation of an Office professional qualification training organizations (OPQF). Its objective is to provide training organizations (legal persons) a label based on recognition of the professionalism, skills and professional experience in one or more areas of qualification

selected from 19 existing domains label. There are now regional delegations OPQF. A directory of organizations alphabetically and by area is available on the website www.opqformation.org

- For trainers and consultants: the label ICPF

The ICPF & PSI is a certification of personal training professionals providing intellectual services. The certification standard of ICPF & PSI is based on ISO and AFNOR standards. The most important are ISO 9001: 2008, ISO 29990: 2010, NF X50-761, NF X50-769.

SOURCE : http://www.centre-inffo.fr/pdf/rapport_qualite.pdf

Concerning ECVET, it is a chance to upgrade our system to a logical certification benchmarks for mobility, to flexible systems of recognition, to rethink the initial training system, by modulating the level of classes, systems coefficient medium, establishing patterns of progression individualized training. The experiments were focused more on thinking related to the implementation of a process. Today France is ready to implement but it is not yet operational.

Germany

“The system of quality assurance introduced at vocational schools is under further development. It is foreseen that the QmbS (Qualitätsmanagement an beruflichen Schulen in Bayern – Quality Management for Vocational Schools in Bavaria) will be further used at schools. The EFQM (European Foundation for Quality management) system introduced in adult education sector was adapted to the needs of institutions active in the field of adult and vocational education. The Bavarian Association of adult education centres (BVV) adapted to EFQM to the local / regional needs of the centres, QMS handbook based on EFQM system was developed and introduced at all Bavarian centres”.

(http://www.loquet.eu/images/pdf/WP2_ANNEX%20III_Desk%20Research_Germany_VHS.pdf)

Different types of institutions in the VET sector use various standards for the quality assurance. According to the results of the initial researches in the first phase of the project, most of the VET providers use some quality systems, either official standards like ISO, EFQM or own development QMS.

The results of the questionnaires distributed in the first phase of the project showed that there is lack of standardized profile of the VET quality managers. Also the knowledge on EQAVET or ECVET is quite low among the VET providers. Therefore the handbook and developed VET quality manager profile in the ECVET context can fill the above mentioned gaps.

1.4. National piloting in general

Poland

The piloting sessions took place on 16th and 17th June 2014 in Płonsk in the building of Assembly of Vocational Schools nr 1. The total number of participants was 11. Among them were:

- School manager (1)
- Manager of Staff Development Department (1)
- VET subjects teachers (7)
- Information technology teacher (1)
- Boarding house manager (1)

The total number of hours: 16 hours.

Cyprus

The pilot training took place on June 12, on June 17 and on June 19, 2014 at Intercollege in Nicosia Cyprus, and was broken down in 3 sessions as follows:

- 1st Session: 8:30 – 13:30 (5 hours)
- 2nd Session: 8:30- 13:30 (5 hours)
- 3rd Session: 8:30-14:30 (6 hours)

Total Number of hours: 16 hours

The sessions included 15 – 17 participants.

Sweden

The pilot training took place at Folkuniversitetet Kristianstad, Sweden, and was in two sessions on July 22 and 24, 2014. The total number was 16 hours.

The sessions included 8 participants in sessions 1 (5 male, 3 female / 3 Quality Managers, 5 adult learners/ 3 work in VET institutions, 5 work in adult education centres) and 7 participants in session 2 (5 male, 2 female / 6 Adult learners, 1 quality manager / 1 works in VET institutions, 6 work in adult education centre) among them were 7 participants with 0-2 years of experience in quality management each.

France

The piloting sessions in France took place at the premises of MPS with a number of 8 participants.

The sessions were completed in 16 hours on August 18, 2014 (9.00 – 17.00 h) and on August 19, 2014 (9.00 – 17.30 h).

Germany

The piloting took place at the VHS Cham premises in two sessions on 23rd of July and 31st of July 2014. In the first session focused on unit 1 (chapter 1 of the handbook) 21 participants plus instructor took part. In the second session focused on unit 5 (chapter 5 of the handbook) 6 participants were invited, 5 took part in the session plus the instructor. The 5 participants (2 males, 3 females) were representatives of the further education and adult education in health, tourist, technical sectors. All participants are in the management positions and responsible for the QMS in their institutions. 4 of the participants possess at least 6 or more years of professional experience. Here only participants who took part in both sessions are counted.

Preparation for the piloting including marketing of the pilot, selection of the participants and receiving feedback covered month July and partly August 2014. Both sessions lasted between 7 – 8 hours.

Greece and Hungary

In addition to the courses in Poland, Cyprus, Sweden, France and Germany, in Hungary and in Greece the validation of units of learning outcomes gained through working experience was pilot tested. This included the use of the ECVET profile in combination with the assessment tools which were tested with participants working in the field.

Greece

The aim of the pilot session conducted in Greece was to examine the appropriateness and usefulness of the assessment tools that have been developed for the LOQUET training course.

Four participants were invited to that pilot session:

Male	Quality manager and quality consultant
Female	Quality consultant
Male	Quality auditor
Male	Quality auditor

All of them have working experience over 10 years, working in the field of quality assurance. The participants were asked to examine the validation process (assessment tools) of LOQUET project without studying the training material or following the LOQUET training course.

Hungary

Trebag Kft organised a dissemination conference on 18 September 2014 in Balatonfüred, Hungary, to introduce the project and its results and interview selected persons from the target group. 18 regional vocational training experts including education specialist, quality assurance experts and consultants participated in the conference. The event was held in the Innovation Centre of Balatonfüred.

The project (with regard to its aims, duration, products, etc.) was introduced to the audience. This introduction was followed by a discussion about the details of the Manual. Participants were given the manual that gives a detailed description of the application possibilities and also received the Assessment Tool. The curriculum could not be tested in its entirety at the Dissemination Conference. Two volunteers were interviewed who undertook to read the curriculum and evaluate the related assessment tools, one of them was a training expert and the other one a consultant. The feedback provided also included the methodology of the assessment tools, such as to keep the general rules applicable for multiple choices testing.

2. Feedback to the units

Feedback from Trainers and Participants

Unit 1

Poland

As far as the introduction was very precisely presented there were no remarks from the participant side. The trainer saw the need to update some of the information from the Handbook on ISO 9001:2008. The important input from the trainer was added which was to make reference to VET institution examples as often as possible.

Germany

Session 1 based on Chapter 1 of the handbook gives good overview of the existing quality standards. However, the chapter 1 is very much based on the theory, the handbook should include more references to the practical aspects of the quality assurance and management in VET. The language used in the chapter 1 is very specific, it is needed to adapt the language, especially as the handbook should be used also for the self- learning - as stated in the application.

Unit 2

Poland

The trainer sees the need to use more practical examples to complement the handbook theory. It would be also useful to attach practical case study from the model VET organisation as an illustration of the presented theory.

Sweden

The introduction of the project including the website and other outcomes was very appreciated by the participants and necessary to-do before the presentation of the handbook and the unit 2. Also to have small discussions together with the assessment tools gave new knowledge and experiences.

Unit 3

Cyprus

Although, Intercollege had to pilot sections 3 and 4, it was necessary to provide an introduction to the concepts of quality management as many participants were not aware of what quality management systems are. The time spent on introducing these terms and discussing with participants their perception of quality proved to be very valuable, as they all got the same understanding of what quality management systems are and their need. The delivery of the training might be improved by adding several group exercises that will give the opportunity to the participants to have a hands-on experience (e.g. develop a quality policy, define quality objectives, etc.) and be alert throughout the duration of the program. It seemed that their participation was dropping towards the end of the session. In addition, some of the questions included in the assessment tools were not clear and caused confusion.

Sweden

This unit was heavy and it includes a lot of terms and theoretical knowledge so some examples of a manual and documentations have been good to have in the handbook. But participants were satisfied with the session and the reason of that was probably again the discussions and exchange of knowledge from each other.

Unit 4

Cyprus

The delivery of the training might be improved by adding several group exercises that will give the opportunity to the participants to have a hands-on experience (e.g. develop an audit plan, issue a non-compliance report, etc.) and be alert throughout the duration of the program. It seemed that their participation was dropping towards the end of the session. In addition, some of the questions included in the assessment tools were not clear and caused confusion.

France

There was an overall satisfaction with the contents in the piloting experience which allowed an improvement of knowledge and skills concerning quality management in VET. This was seen as a help in professional development. Moreover, the ability of the trainer was positively rated. There was no need for clarification or any comments to the handbook. The participants had no special request and the handbook was praised for its clarity.

Unit 5

France

There was an overall satisfaction with the contents in the piloting experience which allowed an improvement of knowledge and skills concerning quality management in VET. This was seen as a help in professional development. Moreover, the ability of the trainer was positively rated. There was no need for clarification or any comments to the handbook. The participants had no special request and the handbook was praised for its clarity.

Germany

The session 2 based on the chapter 5 of the handbook gives a little bit less information and input as other chapters. The handbook should include more references to the practical aspects of the quality assurance and management in VET. The language used in the chapter 5 is also very specific, it is needed to adapt the language, especially as the handbook should be used also for the self-learning (as stated in the application).

3. Feedback to ECVET profile – Assessment tools

Overall feedback – related to all units

Poland

Some questions from the testing tool are not compatible to the content of the Handbook and should be changed.

Greece

- In overall, the participants are very satisfied with the materials.
- They believe that if a candidate completes correctly all the assessment tools, it is a good proof that he/she is capable of acting as a quality manager in a VET company
- The tests have valid questions and assignments to assess the knowledge and skills of the candidate
- The results of the tests are measurable and it is very helpful that the open questions are assessed with criteria for different levels (basic / intermediate knowledge)
- The tests are objective and do not rely on the assessor's personal point of view
- The questions are tailored to the needs of quality management specifically on VET sector
- The answers are easy to be given but not self-evident
- The validation process is easy to follow, not complicated
- It is clear that each unit tries to validate the learning outcomes required to complete one phase of quality cycle
- It is useful and pedagogically correct that there are different types of tasks for each unit (variety of types of exercises e.g. multiple choice questions, open questions, tables, diagrams etc.)
- They would use the assessment tools when training a new quality manager in a VET company
- They would recommend the validation tool to VET companies to use for evaluation (and/or self-evaluation) when assigning a quality manager

Suggestions for improvement

- Add an indicative time framework (how much time available to provide the correct answers?)
- Add examples in some open questions
- Make careful translation in national languages to avoid inaccuracies
- Add next to the tasks the points attributed to the correct answer, so that the candidate can calculate his/her score
- List in the beginning of each unit the learning outcomes that will be validated

Hungary

Questions are diverse and mainly focus on the theoretical aspect of quality assurance. Theory is essential, yet more questions with practical relevance would be needed. Exercises are also diverse but some recommendations were made to develop an exercise where the main steps and the relevant implementation processes are illustrated within a concrete institutional context. It would be useful to provide an overview of the entire documentation system necessary for implementation. Figures could be used for simulation exercises.

The application of the assessment tool depends on the preparedness of trainers and their training experience. Yes/No questions are good and clear; multi-choice tests are mostly related to the theory. In some cases the trainees could profit from more detailed instructions for the exercises. Questions are easier for those familiar with the ISO system; those who are not experience more difficulties.

More practical experiences would be useful for studying the Units 3 and 4. ISO 29990 is not known or available in Hungarian. It may be concluded that the curriculum is important and useful and it facilitates the interpretation of the ISO system in a VET context.

- Theoretical remarks

There are general rules applicable for multiple choices testing (only some examples):

“Word the alternatives clearly and concisely”

“Keep the alternatives mutually exclusive”

“Keep the alternatives similar in length”, and

“Keep the alternatives homogeneous in content”, etc.

For more details about multiple choices testing, see:

<https://testing.byu.edu/handbooks/betteritems.pdf>

- Practical remarks

In printed form multiple choice questions, it is advisable to put Webdings 99 or Wingdings 168 character (•) before all choices/items that could be ticked.

This applies to Questions with only two (True-false) options as well.

This printing option would improve the readability of printed tests and could help the work of test evaluators.

Detailed feedback related to the units and tasks**Unit 1****Greece**

More practical questions could substitute some very theoretical questions that a quality manager wouldn't know if he/she has attended the LOQUET project, e.g. Unit 1, question 4 and Unit 1, question 5.

Hungary

(see above)

Germany

The assessment tool of the unit 1 focuses mostly on theory, question nr 4, there is no answer to this question in the handbook. Three tasks of the unit 1: task 1 is very theoretical, it is not clear what is the sense of this question. Task 2 is very good, it is more practical, it is also possible to change the topic of the exercise to make it more adjusted to VET. Task 3: The German translation has to be corrected, the graphic has to be also revised.

Unit 2**Greece**

Some open questions are quite general, long answers could be required - probably the candidate will need a person to give explanations where to focus, e.g. Unit 2, task 5

It's not always clear when "requirements" are mentioned to which standard and/or system refer to, e.g. unit 2, question 8 (according to ISO 9001 or ISO 29990?), unit 2, task 3 (with what criteria? For our own organization?)

Hungary

(see above)

Unit 3

Greece

Rephrasing some questions could be useful and more accurate in some cases, e.g. unit 3, question 5, correct answer “all the processes and their interaction” instead of “all the procedures and their interaction”,

Cyprus

Some of the questions included in the assessment tools were not clear and caused confusion.

Hungary

(see above)

Unit 4

Greece

Rephrasing some questions could be useful and more accurate in some cases, e.g. unit 4, question 3, correct answer “as frequent as needed” instead of “as frequent as possible”

More practical questions could substitute some very theoretical questions that a quality manager wouldn't know if he/she has attended the LOQUET project, e.g. Unit 4, false/true questions, question 4.

Hungary

(see above)

France

Assessment Tool that assesses units 4 and 5 seems to go beyond the content offered in these two units. Under this experimental training we bypassed this difficulty by working together the answers, after everyone has given his own opinion.

Unit 5**Greece**

Rephrasing some questions could be useful and more accurate in some cases, e.g. unit 5, task 1, “plan – do – check – act” instead of “plan – control – correct – assess”

Hungary

(see above)

Germany

The test activities should be also revised, most of the questions are focused on the knowledge, on the basis of the questionnaires it is difficult to assess and measure competences and skills, it would be useful to add more case studies / exercises in the context of VET.

The question nr 1, it would be useful to create concrete examples / situations for three terms: efficiency, effectiveness, efficacy and then to ask the participants to match examples with terms

The question nr 2, here it would be good to create some case studies for the participants.

Questions in the skills assessment:

The question nr 1, German version includes some mistakes in the translation in the solution version.

4. Conclusion: Strengths and Weaknesses experienced

Strengths

Poland

- - An important and crucial effort for VET organisations themes were undertaken (quality policy, ECVET).
- - Precise description of various possibilities to implement quality system in VET organisation was presented.
- - An introductory information on usage and balancing ECVET points was given.
- - Trainees realised that some elements of quality policy in their organisation is already present.

Greece

(see Chapter 3)

Cyprus

Strengths regarding the training programme/material:

- Good introduction to quality literature and tools
- Good introduction to ISO9001 standard

Strengths regarding the pilot sessions:

- Good participation and involvement by the participants
- Well organised sessions
- Participants were willing to learn

Sweden

From Instructor: Strengths regarding the training program/material:

- Good introduction to QMS and the whole process.
- Good introduction to ISO9001 standard
- Very good material, the website and all the outcomes

Strengths regarding the pilot sessions:

- Good involvement from the participants
- Very fruitful discussions
- The small group sessions with to do the assessment was appreciated

France

- not too long
- sufficiently diversified
- reviewing professional practice
- provide tools for solving problems
- allow to understand the process
- not demonize approach
- allow to realize that many steps naturally exist in daily practice
- put quality approach to the reach of all
- Overall satisfaction of participants

Hungary

The Manual is a profound piece of work and suitable for use in quality assurance training for the purposes of vocational training. The Manual is primarily based on theoretical knowledge and provides only a few practical examples. The ISO 29990 system has not been naturalised yet and hence it is not known or used at all in Hungary.

The Manual is well structured, clear and concise. The chapter 'Case Studies' provides good practical examples but these cannot be readily adapted to the Hungarian situation. Chapter 5 is expressly useful for comparing and interpreting the various systems. A practical guide would also be useful to provide step-by-step guidance for the training experts responsible for implementing quality management systems in performing the relevant tasks.

The competence profile elaborated for quality assurance experts is a novel idea and considered very useful.

Germany

The handbook presents good overview of the ISO standards, especially English version is written in simple language what allows readers (especially those not very experienced in the field to understand the topic)

The presented topic “quality and assurance” in VET is linked to the EQAVET

Competence profile in the context of learning outcomes, it gives a good overview of the required skills and competences

Weaknesses**Poland**

- Trainees did not see the necessity to implement any formal QS to their organisation.
- Some trainees would rather participate in the workshop not in the training, which would perhaps give more opportunities to exercise points of their interest.
- Participants see the necessity of high costs to be carried by the organisation to improve quality policy.

Greece

(see above)

Cyprus

The majority of the participants were not aware of basic quality management terms.

- More specialized examples and case studies from the VET sector are needed

Sweden

Weakness regarding the training program/material

- Could have had some more concrete examples or links to the subject.

Weakness regarding the training pilot sessions

- We should have sent out some material and/or more information before the sessions to the participants, it had made it easier to do the exercises, discussions and the assessment.

France

The only weak point is probably that the pilot courses were only part of a whole. All units would have been too long for experimentation, but two units not allow capturing the whole process
Transcription ECVET points will not be so evident

Germany

- Most of the handbook's chapters are quite theoretical, the handbook is not adjusted for the self-learners.
- Lack of concrete examples in the context of VET
- Difficult terminology and complicated language, this was mentioned by the German participants of the piloting
- Lack of appropriate references in the handbook
- The assessment tools (questionnaires) are focused more on the assessment of knowledge.

5. Recommendations for improvement

Suggestions of improvement at national level:

Poland

As it was already stated:

- (1) More updated information on ISO 9001: 2008 should be added.
- (2) All units content should be complemented with the examples from the VET filed.
- (3) Whenever in the Handbook the business terminology is used (client, supplier, trade unions board) it should be changed or complemented with the vet terminology: student, internal and external beneficent, school staff etc.
- (4) Case study of model VET organisation should be implemented into the Handbook.
- (5) Some parts of the Handbook theory could be complemented with the typical workshop exercises – so the quite long sessions could be more dynamic and trainee friendly.

Greece

(see Chapter 3)

Cyprus

Instructor

- Change the handbook to reflect correctly the terms “process” and “procedure.”
(Note by the project manager: This is a technical recommendation which has already been discussed by the Cyprus and Greek team which co-share in the translation of the Training Material to the Greek language. The Cypriot team has already corrected the use of the above terms in the translated Training Material.)

Participants

- Consider offering the full-extended course of the 40 hours for those individuals who would have benefited more fully by participating in the complete course.

Sweden

Instructor

- Have to change the timeframe – more time for discussions, exercises, real examples and the assessment.
- Include more examples and/or links to real documents.

Participants

- Include more examples and/or links to real documents

France

For the implementation of this training nationally it will be necessary to submit the content to validating bodies (Ministry of National Education) in charge of piloting ECVET. Universities offer training (ODL) 50 hours spread over two months: implementation of a quality approach. The Department of Agriculture for its part strongly encourages its training center to sign quality charter. Contracts State / Region offer organizations a set of specifications to in with this aim. For France, to make an attractive training, this would require certificate validation of learning outcomes AFNOR Competencies be awarded at the end of training.

Hungary

(see Chapter 3)

Germany

The German version of the handbook should be revised in the context of the language and terminology. The handbook should be more user friendly for the readers, it would be useful to replace the current language typical for the ISO with more practical for the readers.

Suggestions of improvement at project level:

Poland

Some questions from the testing tool are not compatible to the content of the Handbook and should be changed.

Greece

(see Chapter 3)

Cyprus

Instructor

- Improve the assessment tools (some questions were not clear)
- Include group exercises in the training methodology
- Include examples of actual quality documents (quality policy, quality procedures and forms, etc)

Participants

- Enhance the training material by more real case studies from the VET sector.

Sweden**Instructor**

- Include examples of actual quality documents (quality policy, quality procedures and forms, etc.)

Participants

- Include examples of actual quality documents (quality policy, quality procedures and forms, etc)

France

(see Chapter 3)

Germany

- The handbook should be improved according to the references and copy rights issues.
- The language in the handbook should be adapted in order to make it more user-friendly for self-learning.
- Although the EQAVET is mentioned in the handbook, it would be useful to make more references to this topic.

6. National conclusion

Poland

The piloting sessions in Poland took place in quite hot and busy time for VET organisation (the end of school year) therefore we did not reach as many participants as we would like. Although vast information was given (first of all on LOQUET site and in the press) the trained group was relatively small and represented one of the organisations that was mostly eager to develop its knowledge on QS.

However, we took rather positive feedback from the participants who first of all realised how important quality policy could be for the future existence of their institution. We think even more positive attitude could be gained if the training was complemented with more practical exercises and elements of workshop vivid tasks.

The participants felt rather unsatisfied with the limited knowledge on QS that was given (Introduction and Planning of QS). Therefore testing all units would be more practical in the future with the assumption that each unit is presented in shorter version if the time is limited. For the given two Units the planned time was adequate.

We also see the need (although so far we do not know how to make it) to widespread the idea of quality policy introduction into the VET organisations in Poland. We do not agree that it is mainly a matter of high costs (though they can be serious) and we would like to convince more VET subjects that quality policy is an absolute 'must' for their future existence.

All piloting course participants work in VET institution and realise that some quality policy elements would be demanded by education authorities in Poland very soon (according to KOWEZIU and other VET national agencies) therefore the need for future more precise training is expected.

Greece

The LOQUET piloting in Greece was rated very positively in general. The detailed feedback to the strengths, the weaknesses and the ideas for improvement of the assessment tools are outlined in Chapter 3.

Cyprus

Overall, the Intercollege project team agrees that the Pilot Training in Cyprus was a very productive and beneficial experience for the participants as well as the instructor and the project team. First of all, it was a pleasant event that the overall number of participants for each of the three sessions (16, 17, 15 respectively) exceeded the initial target number of 8 people. In addition, in speaking with the participants the project team has concluded that the issue of quality in VET is becoming a very significant topic, and many organizations feel that the VET staff in totality, and not only the assigned quality officers, would have a lot to gain from such training education.

In addition, we believe that although the training material could become further specialized by the addition of more VET real case studies, as many participants have noted, in the case of the training material delivered in Cyprus, some of the weaknesses in the material were offset by the fact that the instructor, Dr. Alexandros Antonaras is a quality expert and educator with many years of experience in the field. This is a recommendation we make to all national project teams that the instructors are Quality experts with specialized knowledge and experience in the field.

Finally, here are some further comments by the Cyprus instructor:

- The pilot training met its objectives. Although, it seemed that the duration of the pilot program (16 hours) was less than needed, my opinion is that the duration of the overall program (40 hours) is adequate.
- The participants actively participated in the program and showed great enthusiasm. This is evidence that there is a need for such a course in Cyprus.
- Some of the participants who work for the Ministry of Education and the Human Resources Development Authority of Cyprus expressed their extreme satisfactions and commented that they will try to promote it.

Sweden

Overall, the pilot test was a very productive and beneficial experience for both, the participants as well as the instructor and the project team. The feedback and the evaluation of the pilot test was very good and high scores. The both sessions were good and much appreciated by the participants.

There is a need for this courses but we need to add some information and change the time schedule, but of course this depends also which target group you have and their knowledge in the topic. The instructor must be able to adapt and be flexible to meet the target group's needs. The benefit with the LOQUET material/products is that you can adapt them.

France

In France, the deployment of quality assurance was late (1990). In the first step, the required description of the process seemed to be applicable only in industry. The approach was seen as too procedural ("gas factory") and the importance of management involvement were underestimated. A simplified version of the quality approach was then developed and distributed under the name Quality Assurance, as defined in ISO 9001, ISO 9002 and ISO 9003 (versions 1990 and 1994). These ISO 9002 and 9003 have been removed from the publication of the 2000 version of ISO 9001 which highlights the importance of managerial involvement in the overall management of the quality, process management, and expands the application of the standard to production services.

Forming apparatus becomes mediator, facilitator and coach in the acquisition, ownership and use of knowledge.

This change invites us to rethink the information systems and training as components of the overall process of production and maintenance of individual and collective skills and it is up to us, information professionals and training, to engage them in this quality to customer service-learning.

The quality approach towards training organizations aims to improve and enhance the professionalism of the unit for continuing education.

The aim is to support voluntary organizations so that their benefits are better adapted to the characteristics and demands of the public, to the needs of the labour market and to the policies that flow from sponsors.

The quality approach offers a variety of assistance (methodology, analysis, statistics, monitoring and control) tools. These tools have educational purpose

As part of the set-up of training pilots' modules 4 and 5, the people who responded are either education officials or director, or members of the management team.

They have not implemented the quality management in their centre but are aware of the process.

They were generally satisfied with the content of the modules and expressed regret for not receiving the fully trained, which for them was seen as a challenge to get into the content of Units 4 and 5.

They were not requesting training and wanted to learn the process, vocabulary and tools. The handbook had previously been given to them so they know the entire.

Their overall conclusion was a finding of a surprise: they are in the process without knowing it!

So this training creates them the impression that it was not "gasworks" as they had imagined and maybe they would like to try it.

The discovery of the approach and tools their appeared simple and attractive.

The goals of this experiment were achieved in that it has been shown that training is an undeniable contribution tools, it sparked a desire to learn more, and it demystify the process.

The issue of validation of the training remains posed, indeed in France the organization providing this type of training itself must be certified.

Hungary

As for Greece the LOQUET piloting in Hungary was rated very positively in general. The detailed feedback to the strengths, the weaknesses and the ideas for improvement of the assessment tools are outlined in Chapter 3.

Germany

As mentioned in other parts of this report, the handbook presents good overview of ISO and other standards, it can be a good basis for the future training, however, it should be revised in the context of practicability.

As there is still lack of various practical materials related to the QMS and EQAVET in German version, it would be useful to develop German tools and instructions for quality assurance in the context of EQAVET.

Also the topic of ECVET needs to be disseminated among VET providers and other stakeholders.

7. General Conclusion of the piloting courses

Apart from the qualitative feedback from the questionnaires for instructors and participants which was outlined in the chapter 4 – 6, there was also a quantitative feedback from participants. The participants were able to evaluate the piloting courses due to the following questions in the questionnaires (1 = not at all – 5 = completely).

	Poland	Cyprus	Sweden (1 session)	Sweden (2 session)	Germany	France	TOTAL (mean)
Please mark the overall satisfaction with the contents in the piloting experience	4	4,5	4,37	4,28	4,4	5	4,43
To what extent do you think you have improved your knowledge and skills concerning quality management in VET by participating in this course ?	4,1	4,08	4,25	4,14	4,2	5	4,30
To what extent do you think the units of this piloting experience increased your knowledge and skills concerning quality management in VET (UNIT 1)	3,5				3,8		3,65
To what extent do you think the units of this piloting experience increased your knowledge and skills concerning quality management in VET (UNIT 2)	3,7		4,25				3,98
To what extent do you think the units of this piloting experience increased your knowledge and skills concerning quality management in VET (UNIT 3)		4,08		4,28			4,18
To what extent do you think the units of this piloting experience increased your knowledge and skills concerning quality management in VET (UNIT 4)		4,08				4,89	4,49
To what extent do you think the units of this piloting experience increased your knowledge and skills concerning quality management in VET (UNIT 5)					4	4,89	4,45
To what extent could the knowledge and skills help you in your professional development?	3,9	4	3,87	3,85	3,6	4,56	3,96

Please mark the trainer in regards with his/her ability to connect with you (UNIT 1)	4,2				5		4,60
Please mark the trainer in regards with his/her ability to connect with you (UNIT 2)	4,4		4,62				4,51
Please mark the trainer in regards with his/her ability to connect with you (UNIT 3)		4,75		4,85			4,80
Please mark the trainer in regards with his/her ability to connect with you (UNIT 4)		4,75				5	4,88
Please mark the trainer in regards with his/her ability to connect with you (UNIT 5)					5	5	5,00
Please mark the trainer in regards with his/her knowledge of the materials/ contents in the piloting course (UNIT 1)	3,9				4,8		4,35
Please mark the trainer in regards with his/her knowledge of the materials/ contents in the piloting course (UNIT 2)	4,1		5				4,55
Please mark the trainer in regards with his/her knowledge of the materials/ contents in the piloting course (UNIT 3)		4,83		4,85			4,84
Please mark the trainer in regards with his/her knowledge of the materials/ contents in the piloting course (UNIT 4)		4,83				5	4,92
Please mark the trainer in regards with his/her knowledge of the materials/ contents in the piloting course (UNIT 5)					4,8	5	4,90
How difficult was it to answer the assessment tools? (UNIT 1)	2,8				2,6		2,70
How difficult was it to answer the assessment tools? (UNIT 2)	3,1		1,6				2,35
How difficult was it to answer the assessment tools? (UNIT 3)		2,42		3,14			2,78
How difficult was it to answer the assessment tools? (UNIT 4)		2,58				1,22	1,90
How difficult was it to answer the assessment tools? (UNIT 5)					2,6	1,11	1,86
Please mark the overall satisfaction with the piloting experience as a whole	4,1	4,17	4,87	4,85	4,4	5	4,57

These results support the responses to the qualitative questions and demonstrate clearly that all the units – across the piloting countries, the handbook, the courses and the instructors were evaluated quite well (3,65 – 5,00 – green parts in the chart).

The project partners will consider the comments very carefully, in order to adapt the final versions for all languages accordingly. This will include a weighting of the feedback in terms of relevance and observed frequency. All issues related to language matters will be solved in the national versions of the LOQUET handbooks.

However, the assessment tool was not really appreciated and not only the qualitative comments from all countries but also these figures show there is a need of improvement (1,86 – 2,78 – red parts in the chart). In the following phase of the project, the project partners will take into account the very detailed instructions which were provided by the evaluations for the final versions of the assessment tools.

The project partners will analyse not only the comments concerning the assessment tools but also the feedback related to the handbook, the units and the LOQUET products involved, in order to improve them wherever possible.

Moreover, the range of quantitative results shows that the evaluation for the single items in the questionnaire seem to be very consistent across the countries, which is a fact that underlines the appropriateness of the feedback.

However, in particular, the results of the last question asking for the overall satisfaction with a mean of 4,57 show that the experience in general was evaluated very positively by the participants. This fact proves that the LOQUET course and the LOQUET products are valuable contributions to quality management in VET in Europe. By taking further efforts in dissemination and exploitation of the final LOQUET products the project partners will intend to raise awareness among the stakeholders in all project countries and beyond. The final conference in Bordeaux, France, as well as the dissemination seminars in all project countries will support this aim.

8. Annexes

- Templates of Evaluation Questionnaires
 - Participants
 - Baseline
 - Evaluation
 - Trainer
 - Baseline
 - Evaluation

Pilot Experience Baseline Questionnaire - Participants

1. What is your gender?

Male / Female

2. Type of institution you work at:

VET institution	
Adult education centre	
Second chance school	
NGO	
SME	
Other: please specify below	

3. You are currently a:

Quality Manager	
Pedagogical Manager	
Staff to become Quality Manager	
Adult learner	
In-Service Trainee	
Other: please specify below	

4. How long have you dealt with Quality Management?

0-2 years	
3-5 years	
6-10 years	
11-15 years	
more	
Other: please specify below	

Pilot Experience Evaluation Form - Participants

1. Please mark the overall satisfaction with the contents in the piloting experience
(1 = not at all – 5 = completely)

1 2 3 4 5

2. To what extent do you think you have improved your knowledge and skills concerning quality management in VET by participating in this course (1 = not at all – 5 = completely)

1 2 3 4 5

Please provide your comments:

3. To what extent do you think the units of this piloting experience increased your knowledge and skills concerning quality management in VET, namely: (1 = not at all – 5 = completely)

3.1 Unit X 1 2 3 4 5

3.2 Unit X 1 2 3 4 5

4. To what extent do the knowledge and skills help you in regards to your professional development?
(1 = not at all – 5 = completely)

1 2 3 4 5

5. Please mark the trainer in regards with (1 = not satisfied at all – 5 = very satisfied)

- His/her ability to connect with you

1 2 3 4 5

- His/her knowledge of the materials/ contents in the piloting course

1 2 3 4 5

6. Do you think the units are tailored to the needs of quality management in VET?

Yes / No / Please provide your comments

7. Do you think the units met to your needs? Please provide your comments

Yes / No

8. How difficult was it to answer the assessment tools? (1 = easy – 5 = very difficult)

8.1 Unit X 1 2 3 4 5

8.2 Unit X 1 2 3 4 5

9. What was the most positive aspect of this piloting course?

10. Were there any parts of the piloting course/contents that could be changed or enhanced?

No

Yes _____

11. Please mark the overall satisfaction with the piloting circumstances as a whole, e.g. time frame, trainer, room, presentation devices, etc.

(1 = not satisfied at all – 5 = very satisfied)

1 2 3 4 5

12. Would you suggest to anyone else to participate in this course? Please provide comments.

Yes

No _____

Thanks!

Pilot Experience Baseline Questionnaire - Trainer

1. What is your gender?

Male / Female

2. Type of institution you work at:

VET institution	
Adult education centre	
University	
Second chance school	
NGO	
SME	
Other: please specify below	

3. How long have you dealt with in Quality Management?

0-2 years	
3-5 years	
6-10 years	
11-15 years	
more	
Other: please specify below	

Pilot Experience Evaluation Form - Trainer

To which extent do you agree with the following statements: (1 – not at all to 5 – totally agree)

1. The LOQUET handbook is user-friendly for trainers.

1 2 3 4 5

2. The structure of the LOQUET handbook is clear enough for me and the participants.

1 2 3 4 5

3. The LOQUET handbook made the quality management lesson for the education sector more attractive

1 2 3 4 5

4. LOQUET fulfilled my expectations.

1 2 3 4 5

5. I would recommend LOQUET to other trainers. If NO, please comment

Yes

No _____

6. Do you think the LOQUET piloting sessions as a whole have been assessed positively by the participants?

1 2 3 4 5

Comments:

7. Is the timeframe sufficient for the course (1 day = 8 hours per unit)?

1 2 3 4 5

8. Which part of the LOQUET handbook do you think is the best from the methodological point of view and why?

9. Are the LOQUET assessment tools per unit adequate in order to measure the learning outcomes of the course? (1 – not at all to 5 – totally agree)

1 2 3 4 5

Comments / Please refer to the Units

10. Please summarize the strengths of the LOQUET course.

11. Please summarize any weaknesses of the LOQUET course.

12. What would you improve in the handbook? Please leave here suggestions or use additional page.

13. Do you want to add learning outcomes to the ECVET profile for the unit **X** you have tested? Please specify.

14. Do you want to delete learning outcomes from the ECVET profile for the unit **X** you have tested? Please specify.

15. Other comments / suggestions /challenges

Place / Date _____ Signature _____

Thanks!