

Qual4

Quality culture through effective instruments
for Teachers and trainers



Quality Guide

Project Partners



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Preface

Do you want to improve learners' experiences? Do you want to understand quality better? Do you want to participate in quality to make a difference?

Often quality processes are initiated by management, with teachers, trainers and teams only partly involved, with their needs not met and with them feeling that quality is a burden.

The idea of the QUAL4T project is to develop and test tools that support the development of a culture of quality that reaches and influences the actions of teachers and trainers so that they can improve the quality of learners' experiences in Vocational Education and Training.

The aim of the project is to:

- develop a quality improvement culture in line with the recommendations of teachers and trainers in VET
- learn from partners' proven quality culture instruments and adapt them for other consortium organisations
- connect management and teachers through a management brochure
- provide an approach with supporting products that can be used by VET providers across the EU to improve outcomes of learners.

To reach these objectives the partners of the project have developed ready to use products:

- a Quality Toolkit including ready to use methods for teachers, trainers and mentors as well as quality staff to implement in the institution
- a Quality Guide that provides background information on quality development
- a Management Brochure that provides information on the products
- Research reports for each country and an international report that analyses the situation of quality assurance in partner institutions.

The project called "Quality culture through effective instruments for Teachers and trainers" is funded in the Lifelong Learning Programme Leonardo da Vinci Transfer of Innovation from 01.11.2013-31.10.2015. Lanstede Group in the Netherlands is the project coordinator. The project partners are Politeknika Ikastegia Txorierrri in Spain, Westminster Kingsway College in the United Kingdom, Stichting ECABO in the Netherlands, Julius-Maximilians-University in Germany, CIOFS-Formazione Professionale in Italy and IDEC SA – Consultants – high technology applications – Training in Greece.

1. *Introduction:* *How to work with the guide*

This Quality guide aims to give you an overview of the important topics on quality development in vocational education and training. It is a guide on how to develop quality in training and other forms of vocational education and training as well as providing methods to improve the quality culture in your team. It provides an understanding of quality, the benefits of quality development for different target groups and information on current recommendations of VET experts on quality in VET. In addition it provides information on the quality toolkit and how to use it.

You have different ways of using this guide. You can read it as an information guide about quality in vocational education and training. This way you will get an overview of current topics on quality management and development. Alternatively, you can also use it as a work of reference to get information on different sub areas of quality and quality management. The guide provides an overview and explanation of the toolkit and how to use it. These signs will highlight important additional information:



This sign refers to a website or PDF with further information



This sign refers to important additional information and tips





2. What is Quality?

Quality in educational situations is a particularly important topic for education providers and their staff when they rely on the satisfaction of their participants. The term quality is a Latin term and means the constitution of a certain product. Frequently, the term quality is used for good quality, but as the term in general does not imply a valuation, a product can have a good or a bad quality (see Hartz/Meisel 2007). The quality level of a product depends on the person who is assessing it and on the criteria the person is using to assess quality. A learner may assess the same lesson completely different to another learner.

In educational situations quality differs from other products, because education can't be consumed like other products. It always requires the commitment and effort of learners to learn something and this can lead to pressure and affect the perception of the learner. This means that the satisfaction of a learner is not always a result of a successful learning process. That is why quality can't be measured only by the satisfaction of learners. Indicators of quality in education can be for instance the planning of teaching, the level of professionalisation of a teacher, the didactical approaches that were used, the qualifications that were obtained or how learners adopt the learning results.

In general there are various perspectives and indicators to measure quality and depending on the indicators the same teaching can be assessed as having a good or a bad quality.



Quality is related to the perspective of the assessor and the indicators that are used to assess quality. Depending on the method the same teaching can be assessed with a different result.

Providers in vocational education and training who want to make sure that they provide good quality, can assess their organisation at a certain time following a system with established standards for quality. It can focus on technical, formal and administrative structures of an organisation. It can include surveys with participants and the management of participants' complaints (see Hartz/Meisel 2007). Quality assurance provides information about whether the education is complying with quality indicators at the moment of measurement.

The difference between quality assurance and quality management is that quality assurance measures the quality while quality management aims to create good quality through management actions. Quali-

ty management uses strategies and tools with a permanent reflection of their influences to enhance the quality of education.

The teacher or trainer is the person who has the most contact with the learners at the institution. They influence the perception of their learners through the teaching. Therefore it is also important for teachers and trainers to be involved in quality in the organisation and in their own teaching.

3. Who is Quality for?

Quality in education influences various stakeholders in the sector. In this chapter the benefits for stakeholders in the sector will be presented. These are in general the learners who participate in vocational education and training; the teachers, trainers and coaches who are teaching and guiding learning in vocational education and training; as well as the managers of organisations providing vocational education and training and other stakeholders.

3.1 For learners

High quality in teaching and the institution is a benefit for learners. In general quality management in the institution can contribute to improving teaching and learning in the institution by: promoting continuous reflection on teaching practice; a strong cooperation between teachers and trainers; the use of new methods for teaching and learning; and the application of a more learner centred approach. These developments can enhance the interest of learners in the content of their programmes and contribute to the effectiveness and outcomes of the learning process. This can also contribute to the satisfaction of learners.



Benefits for learners:

- Learning can be more interesting when the quality is good
- Improved Learning outcomes
- The satisfaction of Learners can be higher
- Improved quality of learning
- Learning more based on the needs of the learner
- Improved access to relevant careers
- Increased learner involvement and ownership





3.2 For teachers and trainers

Quality management is a topic that is often discussed and designed by the managers. Quality management in this way seems to be directed by management and teachers or trainers may not be able to influence it. By implementing a system that involves teachers and trainers in quality management, teachers can actively design quality management in the institution. The involvement in quality can support teachers to reflect their own work and their role as a teacher or trainer to develop and improve their way of working. It can support teachers and trainers to create a better working atmosphere in their team and a better learning atmosphere in their teaching by using different methods and tools.

Benefits for teachers and trainers:



- Working on quality supports them to reflect on their work and improve their ways of working
- It can contribute to a better working atmosphere in the team and the institution
- It can support them to improve their teaching
- It contributes to effective and efficient working
- It contributes to improving the learning outcomes of learners
- It can support personal development for teachers, trainers or coaches

It can support teachers and trainers to improve their teaching skills and to use a variety of different teaching methods. In addition, some instruments in the quality toolbox can contribute to getting an insight into the perspective of learners and to deliver teaching to meet their needs. At the beginning of staff involvement in quality, increased effort may be needed. In the longer term workloads can be reduced by team members working more effectively and efficiently together.

3.3 For managers

Systematic work towards quality in the institution and in teams can have different benefits. Staff and managers working together on developing a quality culture can result in both parties growing together as a team. Critically reflecting on practices, and sharing best practic-

es, can only be positive for the institution, for its staff and for its learners.

The involvement of staff can influence their commitment to their work and to the institution. Staff will be involved in the quality of the institution and be able to design their own strategies for quality. This can enhance their satisfaction, creativity and motivation. In addition, working together in the institution can support the development of a good working atmosphere amongst teams.



Benefits for managers:

- Working together on quality can raise the commitment of staff to the institution
- It can enhance the satisfaction of staff to have an impact on the institution
- It can enhance the satisfaction of learners
- It can affect the learning outcomes for learners
- It contributes to a better reputation for the institution

The effects on the internal working atmosphere and the motivation of staff can also have positive effects on the learners in the institution. The learners will get better quality in teaching through the increased creativity and innovation of staff. The effects on the working atmosphere can also affect the learners' perception of the learning atmosphere in teaching and the learning outcomes.

In addition, high quality teaching that reflects the demands of the labour market can be helpful for employers. They can recruit personnel who are well prepared for work. They can minimize their efforts in making new staff familiar with the company's rules, actions and proceedings, if they have been involved in work placement of its learner for example.

All these benefits can influence the reputation of the institution. Motivated and committed staff, and satisfied and successful learners, can contribute to a positive institutional image.





4. What do VET quality experts recommend?

4.1 Recommendations from the QUAL4T reports

The QUAL4T project and the developed toolkit as well as the quality guide are based on a case study. This case study was conducted in the institutions of the project partners. The international report (Kaleja 2014) analyses the results of the case studies and provides recommendations for the development of a quality culture.



The recommendations show a need for following aspects that can contribute to an improved quality culture:

- to create a good working atmosphere in teams
- to foster ownership
- to develop SMART targets
- high transparency and effective communication
- provision of training opportunities
- evaluation methods
- teaching methods, and
- the plan, do, check, act cycle (see Kaleja 2014).

The reports recommend the creation of a good working atmosphere in teams. A good atmosphere is a particularly important aspect for teachers. This can be reached by implementing an open and transparent atmosphere with exchange and communication between staff as well as between the management and staff.

This includes an involvement of staff in the strategic planning of their institutions, because it develops ownership and self-reflection. In addition, a quality culture can be supported by providing staff training. This provides opportunities to develop skills and the regular updating of knowledge. In particular, the provision of teaching and evaluation methods can be a first step towards improving the quality culture. New teaching and evaluation methods can contribute to tailoring teaching to meet the needs of participants. They also can contribute to getting an insight into the participants' perspectives and to adapt teaching following feedback.

Particular attention is paid to the Plan, Do, Check, Act (PDCA) cycle. Applying this method can support systematic development and im-

provement of the quality culture in the institution. It promotes a self-reflective approach which involves a critical perspective on practices.

4.2 Recommendations from the QALLL conference



The QALLL project website:

<http://www.qalll.net/>

Based on the QALLL network (see The European thematic network QALL 2012), the partners developed a report that contains recommendations for quality management in vocational education and training. This chapter is based on the recommendation of the QALLL network. The European thematic network on Quality Assurance in Lifelong Learning (QALLL) consists of 15 National Agencies for Lifelong Learning. The recommendations are based on 39 good practice projects, the outcomes of two conferences and eleven national expert panels as well as a survey on the sustainability of project results.

The recommendations address the level of implementation by institutions and practitioners as well as at the policy level. These recommendations should be understood as interrelated parts of a coherent framework, not isolated.



The 10 recommendations relate to:

- joint approaches in adult education (AE) and vocational education and training (VET)
- quality culture
- the EQUAVET quality cycle
- quality management models and indicators
- methodologies
- work-based learning
- guidance, professionalisation and staff development
- dissemination and valorisation, and
- innovation in quality assurance (QA).





A mutual benefit of quality assurance is seen in enhancing the exchange and **cooperation between AE and VET**. Both areas use approaches that work in similar ways. With enhanced cooperation and exchange, more improved outcomes may be reached.

The **quality culture** is the second recommendation of the QALLL network. Quality culture is seen as the heart of quality assurance policies. The concept of quality culture is rather vague and QALLL sees an organisational culture that supports quality assurance and improvement at all levels. In particular, a combination of a top-down and a bottom-up approach, that allows the examination of the learning process, is recommended.

The implementation of the **European Quality Assurance Reference Framework (EQAVET) quality cycle** is recommended by the QALLL network. This quality cycle aims to assure and improve quality in a systematic way. It consists of a planning phase, an implementation phase, an evaluation phase and a review phase.



EQUAVET:
<http://www.eqavet.eu/gns/home.aspx>

The QALLL network recommends the adoption of **quality management models and indicators** that are flexible and easy to use. The QALLL network also provides recommendations on the **methodologies** that should suit requirements. These are mainly evaluation methods such as self-evaluation or peer review: accreditation is addressed as well.



Validpack project website:
<http://www.irea.ro/en/development-a-research/142-capival.html>

Work-based learning is considered to be an important aspect of lifelong learning and can contribute to employability and labour market strategies. Quality assurance in work-based learning is identified by the network as a challenge. Some recommendations are addressed to **Guidance** that is seen as an important prerequisite for lifelong learning. Quality assurance requires skills and competences of all staff involved in the learning process. Another aspect of quality assurance is **dissemination and valorisation** to enhance the impact

of a project. The QALLL network recommends supporting further **innovation of quality assurance**. One of the recommendations is for instance to develop a quality culture in VET and AE institutions or to integrate a learner focus in all aspects of quality assurance.



The QALLL Recommendations:

http://www.qalll.net/fileadmin/qalll/Downloads/QALLL_Recommendations_web.pdf

4.3 Focusing on the A of the PDCA Cycle

The recommendations of the QALLL network support the Plan, Do, Check, Act Cycle from EQAVET (see EQAVET website). The EQAVET quality cycle is a quality tool used for the process of developing educational products. It includes four stages: Planning, Implementation, Evaluation, and Review. The European Quality Assurance Reference Framework for VET (the Framework) provides a European-wide system to support Member States and stakeholders to document, develop, monitor, evaluate and improve the effectiveness of their VET provision and quality management practices.

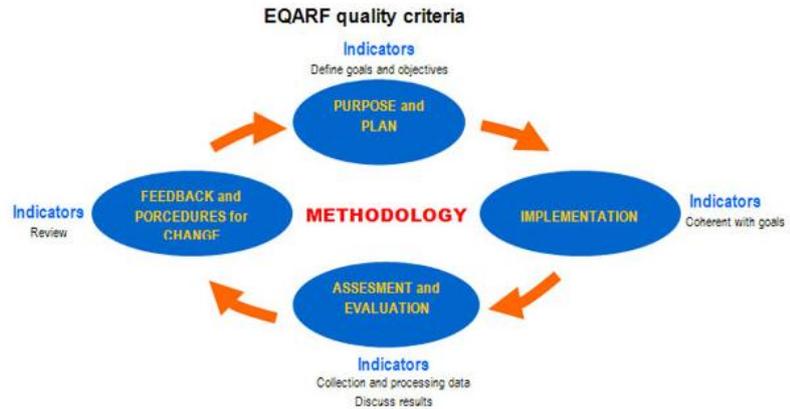
The PDCA cycle addresses the implementation of new processes. Following the results of the QALLL network, the PDCA cycle contributes to systematically developing products and processes. The cycle consists of four stages:

- Plan. The PDCA cycle consists of a planning phase before implementation. In this phase it is important to set clear objectives and to develop a concrete plan for the implementation.
- Do. The implementation phase is putting the planned activities in practice. In general this phase can be seen as a testing phase to see how the implementation of the development influences reality.



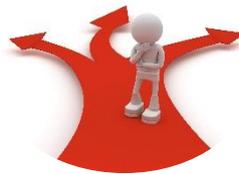


Figure 1: The EQARF quality criteria (source: EQAVET website)



- Check. The evaluation phase consists of an assessment by stakeholders on the developments. These can be learners, the staff or employers. In this phase it is important to collect data on the evaluation.

Recommendations for the Review phase:



- Keep in mind that the review phase is a central part of the PDCA Cycle
- Make sure that a review phase takes place, reflect on and make use of evaluation results
- Recognise, review and build on positive outcomes and create a positive failure culture
- Plan the review phase in advance and reserve time and resources
- Engage staff by making evaluation results available, fostering discussion and providing support
- Act fast in areas where it is necessary for instance drop-outs etc
- Use the review phase to further develop your quality system

- Act. The Review phase can be seen as an analysis of the evaluation phase that identifies weaknesses and strengths of the implementation phase and the plan. The aim is to reflect on how to improve the developments and to set a basis for further plans.

The review phase is the most important phase to ensure further developments. The QALLL recommendations note that this phase is often not considered in practice.

Figures and Tables

Figure 1: The EQARF quality criteria (source: EQAVET website)14

Links and References

European Commission: http://ec.europa.eu/education/lifelong-learning-policy/ecvet_en.htm

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Validpack: <http://www.capival.eu/validpack>





Appendices

Training Course for employers

Training Course for quality staff

Training Course for teachers/trainers

Toolkit Guide



Training Course for employers

Title	Quality culture through effective instruments for Teachers and trainers
Scope	To introduce employers to the quality guide and quality toolkit and to provide them with the necessary skills and competencies to use the quality instruments in the workplace.
Target groups	Employers that cooperate with vocational education and training organisations and provide internships and / or apprenticeships.
Learning Outcomes	Upon completion of the training course, the participants are expected to: <ul style="list-style-type: none">• Understand the benefits of creating a quality culture in vocational education and training organisations• Cooperate with education and training organisations and assuring quality internships and apprenticeships• Use the quality instruments to evaluate internships and apprenticeships• Evaluate the use of the toolkit instruments and implement changes and improvements
Thematic units	G. Joint working with employers
Methodology	<p>The training course follows the principles of experiential learning and active involvement of participants. Therefore, the course concentrates on the tools for the employers, but uses some of the other instruments, to enhance the learning process. The course includes an overall presentation of the project and the products.</p> <p>The learning techniques that will be used are:</p> <ul style="list-style-type: none">• Presentations• Individual and group exercises• Workshops• Discussions – reflection
Learning material	The learning material consists of the quality guide and the quality toolkit
Assessment	This is a learning activity for employers with the main purpose of motivating them to work towards creating a quality culture. As such, there is no formal assessment of the achieved skills and competencies. Nevertheless, in each section, there will be a time for reflection on participants' learning.
Trainers	Required competences: <ul style="list-style-type: none">• Experience in facilitation for groups of adult learners• Expertise in quality management• Experience in management of education organisations and/or teaching.

Detailed description of the thematic unit

Thematic Unit G: Joint working with the employers

Learning objectives

At the end of the thematic unit the participants are expected to:

- Understand the benefits of working with staff and teachers from education and training organisations
- Organise quality in-work training
- Use quality instruments in evaluating internships and apprenticeships

Indicative learning contents

Joint working with the employers – overview

Tool 33. Questionnaires for employers

Tool 34. Checklist for in-company mentors/employers

Indicative training programme

1.1 Day 1

09:00 – 10:30	Introduction / Learning objectives Team building activity Quality is ... “136 Random Thoughts on Quality” Overview of Qual4T project / products
10:30 – 10:45	Break
10:45 – 12:00	G. Joint working with employers Questions and answers Flashlight feedback
12:00 – 12:30	Informal discussions (optional)

Training Course for quality staff

Title	Quality culture through effective instruments for Teachers and trainers
Scope	To introduce managers and quality staff to the quality guide and quality toolkit and to provide them with the necessary skills and competencies to use the quality instruments in their organisation
Target groups	Managers and quality staff in vocational education and training organisations.
Learning Outcomes	<p>Upon completion of the training course, the participants are expected to:</p> <ul style="list-style-type: none"> • Understand the benefits of creating a quality culture in vocational education and training organisations • Select the relevant and appropriate tools for his/her organisation • Design and implement quality measures using toolkit instruments • Redesign the toolkit instruments as necessary to fit organisational culture and needs • Evaluate the use of the toolkit instruments and implement changes and improvements
Thematic units	<p>A. Raising awareness</p> <p>B. Planning for action</p> <p>D. Evaluation and feedback</p> <p>F. Improving Quality in the Institution</p> <p>G. Joint working with employers</p>
Methodology	<p>The training course follows the principles of experiential learning and active involvement of participants. For each thematic unit, there will be an overall presentation of the instruments, followed by group and individual activities, in which the participants will use the instruments, discuss them and reflect on their use.</p> <p>The learning techniques that will be used are:</p> <ul style="list-style-type: none"> • Presentations • Individual and group exercises • Workshops • Discussions – reflection
Learning material	The learning material consists of the quality guide and the quality toolkit
Assessment	This is a learning activity for managers and quality staff with the main purpose of motivating managers and quality staff to work towards creating a quality culture. As such, there is no formal assessment of the achieved skills and competencies. Nevertheless, in each section, there will be a time for reflection on participants' learning.
Trainers	<p>Required competences:</p> <ul style="list-style-type: none"> • Experience in facilitation for groups of adult learners • Expertise in quality management • Experience in management of education organisations and/or teaching.

Detailed description of thematic units

Thematic Unit A: Raising awareness

Learning objectives

At the end of the thematic unit the participants are expected to:

- Know each other and create group dynamics
- Build a common understanding on quality
- Acknowledge the importance and benefits of quality culture

Indicative learning contents

Raising awareness tools – overview

Team building (tool 8. Team building activities)

What is quality? (tool 1. Quality: what does it have to do with me?, and tool 2. Quality is ... “136 Random Thoughts on Quality”)

What is quality for? (tool 3. Dream Session: What will your institution and educational programmes look like in 2025?)

Thematic Unit B: Planning for Action

Learning objectives

At the end of the thematic unit the participants are expected to:

- Assess the organisational and external context and set goals
- Manage expectations effectively
- Create an action plan

Indicative learning contents

Planning for action - overview

Setting priorities (tool 4. Setting priorities)

Action plan (tool 10. Short term action plan)

Thematic Unit D: Evaluation and feedback

Learning objectives

At the end of the thematic unit the participants are expected to:

- Involve learners in the evaluation of the organisation

Indicative learning contents

Evaluation and feedback – overview

Evaluation of the institution (tool 22. Encouraging learners’ suggestions for improvement)

Thematic Unit F: Improving Quality in the Institution

Learning objectives

At the end of the thematic unit the participants are expected to:

- Organise self-assessment in their organisations
- Design indicators and data collection plan for implementing self assessment
- Organise effective communication exercises with staff and teachers
- Design a prevention plan to reduce early drop out

Indicative learning contents

Improving quality in the institution – overview

On-line self evaluation (tool 26. Benchmarking with other institutions)

Systematising evaluation (tool 27. Defining indicators for quality management, and tool 28. Data collection planning)

Communication (tool 29. Ideas for effective communication and transparency)

Prevention of early drop out (tool 30. How can we avoid early learner drop out? Ideas and small successes)

Thematic Unit G: Joint working with the employers

Learning objectives

At the end of the thematic unit the participants are expected to:

- Understand the benefits of working with employers
- Plan and implement collaboration with employers
- Plan and implement educational visits to companies

Indicative learning contents

Joint working with the employers – overview

Networking with employers (tool 31. Networking: the importance of contact with companies)

Working with employers (tool 32. Guidelines for a company visit with learners, and tool 34. Checklist for in-company mentors/employers)

Indicative training programme

1.2 Day 1

09:00 – 10:30	Introduction / Learning objectives A. Raising awareness
10:30 – 10:45	Break
10:45 – 12:15	B. Planning for action D. Evaluation and feedback
12:15 – 13:30	Lunch break
13:30 – 15:00	F. Improving Quality in the Institution
15:00 – 15:15	Coffee break
15:15 – 16:45	F. Improving Quality in the Institution (cont) Questions and answers Flashlight feedback

Training Course for teachers/trainers

Title	Quality culture through effective instruments for Teachers and trainers
Scope	To introduce the teachers to the quality guide and quality toolkit and to provide them the necessary skills and competencies to use the quality instruments in their classroom.
Target groups	Teachers and trainers in vocational education and training organisations.
Learning Outcomes	Upon completion of the training course, the participants are expected to: <ul style="list-style-type: none">• Understand the benefits of creating a quality culture in vocational education and training organisations• Select the relevant and appropriate tools for his/her organisation and classroom• Design and implement quality measures using toolkit instruments• Redesign the toolkit instruments as necessary to fit organisational culture and needs• Evaluate the use of the toolkit instruments and implement changes and improvements
Thematic units	A. Raising awareness B. Planning for action C. Quality improvement in the classroom D. Evaluation and feedback E. Time for reflection G. Joint working with employers
Methodology	The training course follows the principles of experiential learning and active involvement of participants. For each thematic unit, there will be an overall presentation of the instruments, followed by group and individual activities, in which the participants will use the instruments, discuss them and reflect on their use. The learning techniques that will be used are: <ul style="list-style-type: none">• Presentations• Individual and group exercises• Workshops• Discussions – reflection
Learning material	The learning material consists of the quality guide and the quality toolkit
Assessment	This is a learning activity for teachers with the main purpose of motivating teachers to work towards creating a quality culture. As such, there is no formal assessment of the achieved skills and competencies. Nevertheless, in each section, there will be a time for reflection on teachers' learning.
Trainers	Required competences: <ul style="list-style-type: none">• Experience in facilitation for groups of adult learners• Expertise in quality management• Experience in management of education organisations and/or teaching.

Detailed description of thematic units

Thematic Unit A: Raising awareness

Learning objectives

At the end of the thematic unit the participants are expected to:

- Know each other and create group dynamics
- Build a common understanding on quality
- Acknowledge the importance and benefits of a quality culture

Indicative learning content

Raising awareness tools – overview

Team building (tool 8. Team building activities)

What is quality? (tool 2. Quality is ... “136 Random Thoughts on Quality”)

What is quality for? (tool 3. Dream Session: What will your institution and educational programmes look like in 2025?)

Thematic Unit B: Planning for Action

Learning objectives

At the end of the thematic unit the participants are expected to:

- Assess the organisational and external context and set goals
- Manage expectations effectively
- Create an action plan

Indicative learning contents

Planning for action - overview

Setting goals (tool 5. Step by step goal development, and 6. Setting SMART goals as a team)

Managing expectations (tool 7. Expectation management)

Action plan (tool 10. Short term action plan)

Thematic Unit C: Quality improvement in the classroom

Learning objectives

At the end of the thematic unit the participants are expected to:

- Apply instruments to plan, implement and evaluate the learning process

Indicative learning contents

Quality improvement in the classroom – overview

Planning the training (tool 11. First steps into teaching, and tool 14. Lesson Road Map)

Implementing training (tool 12. IDEAL methodology for the resolution of problems, and tool 13. FLIP learning)

Evaluating learning (tool 15. Games to check learning, and tool 16. Evaluating teaching practice - Observation Tools)

Thematic Unit D: Evaluation and feedback

Learning objectives

At the end of the thematic unit the participants are expected to:

- Apply evaluation tools addressed to learners and teachers
- Organise peer review between learners

Indicative learning contents

Evaluation and feedback – overview

Evaluation of the institution (tool 17. Learners' evaluations, tool 18. Teachers' evaluations, and tool 22. Encouraging learners' suggestions for improvement)

Peer review (tool 19. Circle time: peer to peer review, and tool 20. Peer review of learners' soft skills)

Thematic Unit E: Time for reflection

Learning objectives

At the end of the thematic unit the participants are expected to:

- Apply tools for self reflection and self assessment
- Apply tools for learners' reflection in the classroom

Indicative learning contents

Time for reflection – overview

Reflection for teachers (tool 23. Self assessment tool for teachers, and tool 24. Teacher reflection on learning)

Reflection for learners (tool 25. Reflection cards for learners)

Thematic Unit G: Joint working with the employers

Learning objectives

At the end of the thematic unit the participants are expected to:

- Understand the benefits of working with employers
- Plan and implement collaboration with employers
- Plan and implement educational visits to companies

Indicative learning contents

Joint working with the employers – overview

Networkign with employers (tool 31. Networking: the importance of contact with companies)

Planning company visits (tool 32. Guidelines for a company visit with learners)

Indicative training programme

1.3 Day 1

09:00 – 10:30	Introduction / Learning objectives A. Raising awareness
10:30 – 10:45	Break
10:45 – 12:15	B. Planning for action
12:15 – 13:30	Lunch break
13:30 – 15:00	B. Planning for action (cont)
15:00 – 15:15	Coffee break
15:15 – 16:45	C. Quality improvement in the classroom

1.4 Day 2

09:00 – 10:30	D. Evaluation and feedback
10:30 – 10:45	Break
10:45 – 12:15	E. Time for reflection G. Joint working with employees
12:15 – 12:30	Break
12:30 – 13:00	Questions and answers Flashlight feedback



Toolkit Guide

What is the QUAL4T toolkit?

The QUAL4T Toolkit is made up of 34 instruments, each designed for teachers, trainers, quality staff or employers to use to improve quality. The instruments have been developed by sharing best practices from the project partners and each can be found on the project website.



The Qual4T project website:

<http://www.qual4t-project.org>

The tools have been piloted by teachers, trainers and quality staff in vocational education and training providers in the Netherlands, Spain, Italy and the UK. The pilots resulted in feedback from practitioners and this feedback has been used to improve the products in terms of both presentation and content.

The toolkit contents

All the toolkit contents provide the opportunity to actively develop a quality culture within the institution. The benefit of the instruments is that you can directly use them and integrate them into your practical work.

Each of the instruments is part of a chapter. For instance the instrument “Setting SMART Goals as a Team” is part of chapter B. Planning for Actions. The toolkit consists of 8 chapters including 34 instruments.

The methods in **chapter A.** aim to create awareness of quality management and create the awareness that everyone has the responsibility to improve quality. **Chapter B.** aims to support institutions, teams, individual staff or learners to set and define goals when planning. **Chapter C.** addresses quality in the classroom. It provides suggestions for teaching methods and planning tools for a lesson, it also provides a tool for lesson observation. In **chapter D.** you will find methods to get feedback and to evaluate teaching as well as the quality management in the institution. In addition you will find methods for learners to evaluate each other. **Chapter E.** provides methods to reflect. These can be reflection methods for learners or for teachers. **Chapter F.** provides methods to improve quality in the institution. In the last **chapter H.** a training course is provided that can be used by teachers, trainers, quality staff or management.





How to use the toolkit

You can use the toolkit as a source of information on various methods for different situations. You can combine instruments, use them all together or choose to use single instruments. All the instruments are designed as a practical and flexible tool, which can be adapted to different situations. They can be conducted with staff or students, for the preparation of excursions to employers or for quality staff to evaluate the quality management in the institution. Some of them can be used individually by staff or can be used in teaching. You can use the instruments informally for development purposes and the tools can also be used as a formal tool in the quality assurance of your institution.

You are encouraged to edit each of the instruments to meet your specific and changing circumstances. To support this each document is available in Word format. You only need to retain the project and funding logos in your personalised versions. You can use the toolkit in its published format too.

Each of the instruments has a number and a title. In the coloured panel of the instrument you will find some information on the aims of the instrument, the time that you will need, for whom the instrument can be useful (e.g. a group of learners or an individual activity for a teacher/trainer and the other instruments which may also be useful). In many of the instruments you will find some ideas where and how to apply the method to different situations in the Hints and Tips section. The central aspect of each instrument is the description. There you will find information on how to use the instrument and for some you will also find support material in a ready to use version. The material can be adapted to your particular situation or you can print and distribute it.

Table 1: Overview of the toolkit products

	A. Raising Awareness
1.	Quality: what does this have to do with me?
2.	Quality is ... "136 Random Thoughts on Quality"
3.	Dream Session: What will your institution and educational programmes look like in 2025?
	B. Planning for Action
4.	Setting priorities
5.	Step by step goal development
6.	Setting SMART goals as a team
7.	Expectation management
8.	Team building activities
9.	Team work contract
10.	Short term action plan
	C. Quality Improvement in the Classroom
11.	First steps into teaching
12.	IDEAL methodology for the resolution of problems
13.	FLIP learning
14.	Lesson Road Map
15.	Games to check learning
16.	Evaluating teaching practice - Observation Tools
	D. Evaluation and Feedback
17.	Learners' evaluations
18.	Teachers' evaluations
19.	Circle time: peer to peer review
20.	Peer review of learners' soft skills
21.	Flashlight feedback: immediate feedback from learners
22.	Encouraging learners' suggestions for improvement
	E. Time for REFLECTION
23.	Self assessment tool for teachers
24.	Teacher reflection on learning
25.	Reflection cards for learners
	F. Improving Quality in the Institution
26.	Benchmarking with other institutions
27.	Defining indicators for quality management
28.	Data collection planning
29.	Ideas for effective communication and transparency
30.	How can we avoid early learner drop out? Ideas and small successes
	G. Joint Working with Employers
31.	Networking: the importance of contact with companies
32.	Guidelines for a company visit with learners
33.	Questionnaires for employers
34.	Checklist for in-company mentors/employers
	H. Training Programmes
	For Employers
	For Quality Staff
	For Teachers / Trainers



Quality Guide

The quality guide is a product of the Leonardo da Vinci project: Quality culture through effective instruments for Teachers and trainers (QUAL4T). The aim of the project is to support the development and improvement of a quality culture at providers of vocational education and training.

An improved quality culture in an institution can contribute to provide high quality teaching and can satisfy staff and learners as well as increase the effectiveness of learning in the institution. The target groups for this guide are teachers and trainers as well as managers and quality staff in providers of vocational education and training as well as adult education. The guide, together with the toolkit, provides ready to use instruments to develop and improve a quality culture in your institution. It provides background information on:

- A discussion on the different aspects of quality
- The benefits of improving and developing a quality culture in your institution
- The benefits of quality for managers, teachers and learners
- Recommendations from the QALLL network and the case study in the QUAL4T project.

The quality guide can be used as a work of reference in which you will find background information on quality and quality management.