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Quality culture through effective instruments for Teachers and trainers

Research report WP5

Lead partner: Germany

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1. Introduction

The aim of the EU project QUAL4T is to enhance quality management, assurance and particularly quality culture. Within VET Institutions quality management is often initiated by the management. Partly teachers, trainers and teams are involved in quality assurance, development and improvement. The quality management system is sometimes not related to the needs of teachers and trainers and leads to the situation that quality management and assurance is seen as a burden or an obstacle to their work and teaching. Therefore, the idea of the 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 VET.

The aim of the project is to provide a toolkit and a practical guide in partner languages, with ready to use instruments for teachers, trainers, quality staff and mentors, to improve the quality of education. Therefore, we intend 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.

The aim of the report is to get an insight into the different quality approaches of the partner countries and institutions. The report provides basic information on the development of the toolkit products. These products will be based on the needs and best practices that the teachers describe in the case studies.

In the first part of this report the general situation of quality assurance in VET education in the partner country will be described. Different quality approaches used in the VET organisations in the partner country, the initiatives to use EU quality tools and the best practices within the country will be described. In addition to the general description of the situation in the country, the results of the case studies conducted in the partner institutions will be described. These partner institutions are four centres for vocational education, one body responsible for systems and policies, one university and one body providing guidance, counselling and information services relating to lifelong learning. This chapter will contain their perspective on quality assurance in their organisation, the strengths, weaknesses, opportunities and threats of institution's quality assurance/culture by teachers' perspectives, best practices used by teachers and recommendations from teachers' perspective for development of quality. As a conclusion the report will give recommendations on the development of the toolkit products following the results of the report.

This national report describes the situation on VET in Germany and the different quality management systems that are used in VET. The Case study was conducted within a continuing VET provider. Within a case study, three trainer working for the internal higher education training department at the University of Würzburg have been interviewed. Questions on the quality culture in their own organisation, their understanding of what quality is, the methods toward quality management in the organisation and the methods they use themselves for measuring and assuring quality were asked. The teachers and trainer are all working as freelancers for the institution and providing workshops on topics like communication, presentation or didactics. The departments provides continuing educational training to teaching staff at the university. The provision includes workshops and coaching on topics like how to plan, conduct and evaluate seminars at the university, on law at universities or on counselling at universities.

The interview guide for the data collection consisted of questions concerning quality culture of the respective institutions, the quality management and assurance within each institution, the trainers' or teachers' individual methods to assure and develop quality and their recommendations for quality management. Additionally, sociodemographic data like gender, age and taught subjects were collected. The findings of case studies conducted between December 2013 and January 2014 will be provided in this report.

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and trainers". The project is funded in the Lifelong Learning Programme LEONARDO Transfer of Innovation from 01.11.2013-31.10. 2015. Landstede 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.

2. General situation of quality assurance and quality culture in vocational education and training in Germany

Experts in education mentioned in a study conducted by the ministry of education in 1996/1998, that they assume quality assurance and quality management as a topic with growing relevance. In general, nowadays quality assurance has a high priority in Germany. Quality management is mostly understood as certification or evaluation in Germany, professionalization is becoming more important.

To give a general overview on quality assurance in VET is a challenging thing, as the structure of German vocational education and training is very heterogeneous. Continuing VET is market driven and has to meet the demands at the market. "Employers and trade unions play a central role in initiatives for change because the structure of vocational training must meet the demands of industry" (CEDEFOP 2012, P.11). I will give a short overview on the different kinds of VET and explain the differences. It is possible and reasonable to differentiate between initial VET and continuing VET.

Initial Vocational Education and Training

"The primary aim of training [meant is initial VET] is to enable young people to acquire comprehensive vocational competence designed to make them capable of fulfilling their duties as employees efficiently, effectively and innovatively, autonomously, and in cooperation with others. This bundle of competences must be demonstrated in examinations regulated by law (Vocational Training Act)" (CEDEFOP 2012, P.10). The content of initial VET is in the responsibility of the federal states in Germany. Initial VET is mostly provided in a dual system in Germany. This means that student in initial VET work partly in an organisation and attend school education. "In the German federal government, the Federal Ministry of Education and Research (BMBF) is responsible for general policy issues of vocational education and training. These include for example the Vocational Training Act (Berufsbildungsgesetz, BBiG), the drawing up of the Annual Report on Vocational Education and Training, the legal supervision and funding of the Federal Institute for Vocational Education and Training (Bundesinstitut für Berufsbildung, BIBB) and the implementation of programmes to improve vocational training" (CEDEFOP 2012, P.11).

Continuing Vocational Education and Training

"The field of CVET in Germany is characterised by: a pluralism of providers, a largely market character, and a comparatively minimal degree of regulation by the state. Only a small part of provision leads to a formal vocational qualification" (CEDEFOP 2012, P. 19). The aim of CVET is to extend vocational knowledge, skills and competences, or to update them in line with technical or economic developments. Some of the education provided in CVET require the completion of IVET, others don't.

"According to section 54 of the Vocational Education and Training Act (BBiG) and section 42a of the Crafts Code (HwO), the bodies responsible for training, known as competent bodies can pass regulations on advanced vocational training examinations. These are known as chamber regulations. Examples of competent bodies are the chambers of industry and commerce (IHK), the chambers of crafts and trades (HWK), sections 71 ff. BBiG" (CEDEFOP 2012, P.20).

In addition to these regulations there are educational programmes in VET that do not require a certificate that is recognised by law, like in-company training.

Quality assurance in the field

Because of these differences within the field of VET, the quality assurance and quality management can vary depending on the field and the organisation providing it. In general the Bundesinstitut für Berufsbildung (BiBB) provides the “Continuing training monitor” or “wbmonitor” since 2001 to monitor developments in continuing training. “BIBB has conducted regular surveys of CVET providers to gather information on practitioners' views of current topics and problems in CVET. Since 2006, the responsibility for “wbmonitor” has resided with BIBB and the German Institute for Adult Education (DIE) - Leibniz Centre for Lifelong Learning” (CEDEFOP 2012, P. 24).

In addition to that “Stiftung Warentest”, an independent foundation for testing product quality, has established a separate department for carrying out CVET tests. The aim is to develop comparative training tests that complements existing quality assurance systems. These tests are funded by the BMBF since 2008.

The Federal Employment Agency (Bundesagentur für Arbeit – BA) promotes competition and transparency in vocational continuing education. A directive on Recognition and Licensing of Continuing Training (Anerkennungs- und Zulassungsverordnung – Weiterbildung – AZWV) was introduced to improve the competition and transparency. “The employment agencies entrusted external certification bodies to inspect continuing education providers. Certification is necessary to offer courses and participants can only receive support if they attend approved providers in accordance with the Social Security Code III (Sozialgesetzbuch III). Amongst other things, providers must prove that they apply a recognised quality assurance system” (Cedefop 2012, P. 24).

Further Quality Assurance and Management Systems are choosed on organisational level.

3. Quality approaches assurance and quality culture in vocational education and training in Germany¹

3.1. General information on quality systems and quality approaches in Vocational Education and Training in Germany

Current approaches used in VET in Germany are self-evaluation for instance the European Foundation for Quality Management, International Organization for Standardization-Certification, seals of quality (Gütesiegel), participation in contests (Bötel/Krekel 2004). In the following part, I will describe those quality management approaches that were mentioned most often by the institutions that participated in the study of Bötel/Krekel (2004) and one further quality management system used in general adult education that is called “Lernerorientierte Qualitätstestierung in der Weiterbildung” (LQW).

EFQM (Self-evaluation)

Self-evaluation is a method that can be used by organisations as well as individuals. It is used to systematically observe and analyse own work. Contrary to other approaches self-evaluation can be adapted to own resources. It is more practically oriented and there are several methods for self-evaluation.

The European Foundation for Quality Management “developed a quality management system that ensures that all the management practices used by an organisation form a coherent system that is continually improved and delivers the intended strategy for the organisation.

The EFQM Excellence Model is based on nine criteria. Five of these are "Enablers" and four are "Results". The "Enabler" criteria cover what an organisation does and how it does it. The "Results" criteria cover what an organisation achieves” (EFQM website: <http://www.efqm.org/>).

ISO-Certification

DIN EN ISO 9000ff. is a basic instrument to certify the quality management system of a VET-Institution. It tests, if the documentation of the quality management system of an institution is

¹ As our institution is not a provider of VET, we choose to describe here the available Quality approaches within VET.

compliant to the rules. It focuses on the process of developing a product (Hartz/Meisel 2011). It consists of four main points: Responsibility of the management, budgeting, realisation of the products and measuring, analysis and improvement (BiBB 2002).

Seals of quality (Gütesiegel) – Hamburg seal of quality

Institutions that are conducting quality management voluntarily can obtain a seal of quality. Education provider in a region that provide similar education programmes work together in quality circles or seals of quality associations and adapt to the developed quality management systems. They set criteria for quality they have to meet. The seals of quality can be used for marketing purposes. Participants can complain to the associations if the criteria are not fulfilled (BiBB 2002). The Hamburg Seal of quality is a seal of the association “Weiterbildung Hamburg e.V.” The association is oriented towards the interests of the participants (Hartz/Meisel 2011).

LQW

In addition to those who are already mentioned, “Lernerorientierte Qualitätstestierung in der Weiterbildung” (LQW) is one of the quality management tool used in general education. The methods of this instrument provides the opportunity to reflect own acting and processes within the organisation and to test whether these are promoting learning. The tool is aiming to initiate Learning processes within the organisation. Further information can be found on: <http://artset-lqw.de/cms/lqw/besonderheit-des-lqw-verfahrens.html>).

3.2. Inventory of initiatives to use EU quality tools

ECVET

The learner oriented approach of ECVET and its methods (partnership and learning agreement as well as individual certificates of performance) can be applied by all persons and institutions acting in education. It promotes the transparency and recognition of vocational competences and partly qualification. Target groups are:

- Staff in IVET and Organizations as well as other providers of VET
- Institutes promoting mobility and
- Learners, who acquire competences in formal, non-formal and informal learning contexts.

Until 2013 the ECVET tools were tested in the field in Germany.

EQAVET Quality Cycle

It is a quality tool used for the process of developing educational products. It includes four stages: Planning, Implementation, Evaluation, review. Participating Partners in Germany are the Hessian Ministry of Culture and the Federal Institute for Vocational Education and Training (BiBB). There is no information on the number of institutions using it in Germany².

3.3. Best practices and instruments that work for quality improvement in teams

For VET the national agency in Germany initiated a platform with best practices on quality management. This platform can be accessed under: <http://www.foraus.de/html/42.php>. There it is possible for teachers and coaches to find material and provided workshops or projects on quality management. In addition to this information platform there are several projects on quality management and assurance in VET promoted on the website of the national agency (<http://www.bibb.de/de/55814.htm>), like for instance:

- Q³ is a quality circle to develop a common quality standard in VET. The aim is to strengthen the awareness for quality in VET.
- Graswurzel QES is aiming to develop quality development and assurance in IVET.
- Q:LAB develops and transfers an integrated learn oriented quality Management system for IVET in small and regular organisations.

² Helena Sabbagh, Coordinator for DEQAVET

- ML-QuES provides quality development and assurance in the process of IVET.
- and further.

CVET is, as mentioned before, a market driven field and trainer in the field work often as freelancer. Therefore they don't work together in teams. They work for different organisations and do not have an office within these organisations.

4. Case Studies at Julius-Maximilians-University Wuerzburg³

Within the case studies the aim was to focus on quality assurance and culture in the own organisation which is the Julius-Maximilians-University Würzburg and to get an insight into the trainer's perspective on quality management. The university is mainly providing education on tertiary level, which is not VET. Except of Higher education the university has an academy for continuing education (Akademie Weiterbildung), a department for continuing education and a department called "ProfiLehre" that is providing continuing education for teaching staff at universities. The university also provides a continuing education programme for employees. We decided to ask in our case study a small department within the university that is providing continuing vocational education to researchers and particularly to teaching staff within the university. As this is just a small department, we contacted three trainer and coaches working for the department for an Interview. In order to get a broad and deep insight into the needs of this group, we decided to conduct interviews instead of questionnaires and we used the questionnaire as interview guide. The people we asked are all self-employed at the department, two of them are employed in other departments of the university. Those who are not employed at the university are self-employed and work for other institutions and organisations.

4.1. Teachers perspective on quality assurance and culture at Julius-Maximilians-University

In the preparation of a workshop the general conditions for a workshop are clarified between the provider and the trainer, these can be: the topic of the workshop, the description, the room, the time and so on. All the trainer described the same processes on evaluation. The department provides evaluation sheets to all the participants of each workshop. Trainer receive an evaluation sheet as well. The results of the evaluation are discussed and communicated between the provider and the trainer. These evaluation sheets are used in workshops but not in the coaching. If problems arise and the evaluation sheet of participants show problems with the quality, the provider talks to participants and the trainer to get an insight into the situation.

The trainer appreciate the situation on quality culture in their institution in general. The evaluation sheets support them to ensure and develop high quality education. The general conditions like for instance rooms, support in the workshops or catering are supporting (DEc). Partly the results of the evaluation and what happens with the results are not transparent for the trainer and the coaching is not evaluated by the provider (DEa). The value of the evaluation sheets can differ and sometimes it can be very low. In addition it is mainly the trainer's responsibility to provide high quality education (DEb).

The trainer describe quality in VET from a participant oriented perspective. High quality teaching means to them

- **Learning things that support participants in their own work (DEa).** This means to use topics that are relevant for the practical work of teaching staff in the institution, to talk to them about their expectations and to adapt the schedule to what the learners think they need.
- **Connecting learning to fun (DEa).** The trainer described that for the learners the training should not only mean to listen or work, they should ideally experience the learning as fun. Therefore the participants are actively involved in the workshops.
- **Satisfaction of Participants (DEa).** The participants should not only have fun, but also feel satisfied with what they have reached. The workshops should provide useful information in an appropriate and convenient way.

³ The described results are focusing on the ProfiLehre at Julius-Maximilians-University Würzburg

- **Develop and conduct education tailored to the needs of participants** (DEb, DEc). All of the answers show that for the trainer it is important to meet the needs and interests of the participants. Therefore they talk to participants about their expectations and ask for feedback.
- **Transparent communication and information on processes for participants, trainer and provider** (DEb). This includes seminar descriptions, the information on how to apply for a workshop, where and when it is, how to get there, what will be the topic and the content of the workshop. All the information should be transparent and clear for the participant, provider and trainer. Therefore a transparent communication on all the processes is crucial.

All of the trainer mentioned as aspect of quality the orientation towards the needs of learners.

4.2. Strengths, Weaknesses, Opportunities and Threads of institutions quality assurance and culture by teachers perspectives

The trainer described in the interviews how they think the quality culture and management as well as their working situation supports the quality of their work and how it interferes the quality of their work. The trainer are all working as freelancer, this influences their working environment. The situation to work as freelancer provides flexibility as well as it means that there is no relation to other colleagues in the institution and that the trainer are not the whole day working in an office in the institution. This means that there is not really a working environment that provides support or interferes their work. The trainer learned some things through the quality management of the institution. They mentioned that they learned how important it is to gain feedback (DEa), how important relationships are next to teaching expertise for the work as a trainer (DEa), to get a feeling for the needs of the participants (DEb), that there can be differences between the needs of a trainer and his/her participants (DEb), that every group is different (DEc), that there is a great variety of factors influencing the experience of participants (DEc).

Supportive Aspects

The trainer described in the interviews following strengths of the quality culture and management of the institution:

- **There is a lot of flexibility in the development of own teaching** (DEa, DEb). The work as freelancer provides the opportunity to cancel workshops when the number of applicants is low.
- **The feedback of participants provides valuable information on how to develop the quality of own workshops** (DEa, DEb, DEc). In every workshop evaluation sheets are provided. The answers on the evaluation sheets show, if participants are satisfied and if not, why not. This supports to adjust and change aspects of the workshop.
- **The own empathy and sensitiveness supports as well** (DEb). Although the evaluation is useful, the trainer thinks that empathy, experience and sensitiveness supports a trainer to get a feeling for the needs and opinion of the participants by talking to them and observing how they behave.
- **Oral Feedback from participants provide useful information** (DEc). In addition to the evaluation sheet, the trainer mentioned oral feedback. This can be a certain method to gain feedback or just a conversation during the break to get some ideas on how they like the workshop and what about it they don't like.

Interfering Aspects

The trainer realise that in addition to the quality management of the institution, they as trainer have the responsibility to develop and conduct high quality VET. When asked about the interfering aspects of the quality management and assurance, they do not experience interfering aspects and that they can get feedback from participants and colleagues whenever they want. Few aspects they mentioned as interfering were:

- **The lack of supervision between colleagues** (DEa). The trainer are working as freelancer in the institution. They do not share offices or meet each other regularly. This means that there is no structure for them to get in contact with each other and provide support.
- **The intransparency on the needs of the institution** (DEa). The needs for workshops the institution needs is not transparent. The trainer show their portfolio and the provider chooses

workshops from their portfolio, but beforehand it is not clear which topics the provider wants to cover.

- **The evaluation sheets do not ask for background of experiences the participants make**, like for instance why they were dissatisfied or satisfied by certain things (DEb, DEc). For the trainer it is then complicated to know how and what to change in the workshop to improve the quality.

4.3. Best practices used by teachers

The trainer use the results of the evaluation sheets for quality assurance and development. All of the trainer that were asked use additionally other methods for quality assurance and development. These are for instance:

Feedback Methods:

The trainer use several feedback methods to collect feedback from the participants. Although they appreciate the evaluation sheets, they apply further methods to get a deeper insight into the needs of their participants. These are for instance

- Oral and personal feedback from participants (DEb, DEc). Several methods can be used for that like a simple conversation during breaks or one of the described methods.
- Scales that the trainer uses. He/she asks questions on the experiences of the participants and the participants stand on the scale, where they see themselves (DEb). This can be for instance a scale from very good until very bad and the trainer asks the participants how they feel after the workshop, how they liked a certain method etc.
- Flashlight as a feedback method, where each participant says in one sentence what he/she thinks about the workshop (DEc).
- Other feedback methods like for instance the own hand (DEa). Each finger is a symbol for one aspect of the workshop and each participant says what he/she thinks about this aspect (What was good? What do I think about the trainer? What was not good? How was the atmosphere within the group? What needs more attention?)
- Online feedback (but there the number of answers is often low) (DEb),

Expectation Management:

In addition to evaluations it is important for the trainer to know right from the beginning of the workshop, what the participants expect from the workshop and why they are participating. They use morning and evening rounds (DEa) where participants say how they feel, what they expect, what they like and dislike or a simple check of expectations (DEa, DEb) at the beginning of each workshop.

Self-Assessment:

The trainer mentioned the importance of critically reflecting their own work (DEc). Usually they are reflecting situations on their own or in a discussion with colleagues. They are then describing crucial situations and asking what they think about the situation and what they would recommend to do.

Didactical Aspects:

The trainer mentioned didactical aspects as an important contribution to quality improvement. There they mentioned for example to explain the schedule at the beginning of workshops (DEa). This provides an idea of the content, the aim and the structure of the workshops and makes the situation more convenient for learners. Sometimes the trainer provide the last hour of workshops for topics that interest the participants (DEa) to cover their interests. These interests are then written on a piece of paper and at the end the participants can decide what they would like to do. Another important factor for the trainer was to activate the participants in the workshop (DEa, DEb). This should ideally happen at the beginning of the workshop (the first five minutes). The effect is that participants can then take the positive experience of being active into the workshop and continue being actively involved.

Own Education:

Despite the work the trainer are doing in the preparation, conduction and evaluation of their workshop they mentioned that it is important to regularly participate in VET (DEc). The participation

provides opportunities to develop themselves as trainer and to keep up with new developments.

4.4. Recommendations from interviewed teachers' perspective for development of quality

The trainer were asked within the interviews what they would recommend a colleague for quality improvement. They mentioned some ideas to improve particularly the quality of teaching:

- **To gain feedback continuously** (DEb, DEc). The continuous evaluation of provided workshops by the participants is seen as an important key to assure and improve quality. The trainer mentioned next to the evaluation sheet several other methods to collect feedback (see chapter 4.3). Trainer DEa mentioned that it is not advisable to create evaluation sheets alone, if there is no experience on how to create an evaluation sheet.
- **To address the needs and interests of participants** (DEb, DEc). For the trainer this seems to be a very important indicator for quality. It means to care about the needs, to pay attention to what participants show and communicate as their needs and to follow their needs in the preparation and conduction of workshops.
- **To reflect own work alone or with others** (DEa, DEc). Next to the participants needs the trainer mentioned that it is important to reflect the own work. This means the whole process as well as certain situations in the process of developing, conducting and evaluating a workshop. This reflection can be alone, with colleagues in a supervision or in a coaching.
- **To apply a constructivist perspective** (DEc). This includes more than one of the aspects mentioned above. The idea of applying a constructivist perspective is related to the work with other people. As each person has an own perspective on the world and educational situations, it is important for a trainer to be aware of that. This also means to understand and accept that the same thing can be seen from different perspectives and cause different reactions.
- **To provide transparent information on own proceeding** (DEa). The idea behind transparency in proceedings is to create safety for participants. When they know what they have to do, they feel safe and convenient. In addition it is easier for participants to talk about processes that are dissatisfying or satisfying, if they get an overview on it.
- **To create a good atmosphere** (for instance by activating participants, by creating transparency on social and logistic conditions (DEa). The trainer want to provide a convenient working atmosphere, where learners can develop further and feel convenient. This is done by activating them, clarifying that they are free to do and say what they want and cover their needs.

5. Recommendations for designing the toolkit products following the research outcomes in country report.

The results of the report show that within VET and the Julius-Maximilians-University Wuerburg there are some recommendations for the development of a quality toolkit.

Considering Heterogeneity of the field

As already explained in chapter 2, VET in Germany is heterogeneous concerning the financing of the institutions, the formality of the education programmes they provide, the recognition of the certificates, and many further aspects. Because of this reason, quality management and assurance in the different institution can vary and not every quality tool can apply to every institution. Therefore the toolkit products should consider these differences and we should develop toolkit products that are abstract enough to be applied in different surroundings, by different types of staff.

Recognition of existing quality management systems

German VET is already choosing out of a broad range of different quality management tools. Therefore, there is a need to create products different from the existing methods. The aim of Qual4T is to develop quality tools that are ready to use for Teachers and other staff in VET. This

aspect of the products should be communicated within the products and in the dissemination. The products should contain examples how to use them and they should be easy to adopt.

Information on how to structure educational situations (teaching or coaching)

Educational situations often follow a certain structure. The transparency on this structure is an important factor for quality. Therefore it might be useful to show in one of the tools how trainer and coaches can design educational situations, which rules to follow and which information is needed in which situation.

Needs analysis and expectation management

One topic for the tools can be needs analysis and expectation management. The trainer described in the best practices some methods that can be used in workshops, coaching or in teams. As this is one important aspect of quality assurance, this could be involved in the toolkit.

Networking

The situation of CVET in Germany shows that trainer are often working as freelancer. Within this type of employment, they rarely work in teams and at the same time relationships are very important for their working life. Therefore it might be useful to include in the toolkit information on networking possibilities.

Feedback methods

Evaluation and feedback was mentioned by the trainer as an important aspect to further develop their workshops. In addition to the evaluation sheets they used further methods to get valuable input for the development of quality in their work. These methods could be described in one part of the quality toolkit.

Reflection of own work

In education the reflection of their own work is crucial for trainer and coaches to enhance quality. Through the reflection they get another perspective on things and are able to change and enhance their working quality. Therefore the trainer are mostly reflect situations in communication with colleagues. Therefore it might be useful to provide some ideas on methods how to reflect pedagogical situations alone or together with colleagues.

Self-Assessment

One of the trainer described the importance of developing a trainer personality and to develop own competences as a trainer. As the personality and competences of a trainer can also affect the quality of the work he/she is doing, it might be useful to support trainer in their further development. This can be done by providing them tools to reflect their own competences and discover their weaknesses to see, what they need to learn. In Germany the ProfilPASS (<http://www.profilpass-online.de/>) was developed for individuals to reflect their own competences and interests. In addition to that there is "Validpack" (<http://www.capival.eu/validpack>) an instrument for trainer to validate own competences.

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Research:

Three interviews: DEa, DEb, DEc

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