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Lifelong Learning Programme

Q-KULT

TRAINING AND GUIDANCE CONCEPT FOR THE USE OF Q-KULT ONLINE-TOOL

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Project Q-KULT

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Training and guidance concept for the use of the Q-KULT Online-tool

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1 Concept for training and guidance for the use of the diagnostic instrument Q-KULT online tool

One of the products of the WP 5 (Recommendations for implementation of the project results at provider and system level) is a training and guidance concept which could be used in the different partner countries within the context of the application of the Q-KULT online tool. The discussion of quality culture entails great challenges both on the system level and especially also on the level of the vocational education and training providers as this is a complex and sensitive topic. In this context the training and guidance concept should be regarded as a support structure for the schools that use it.

1.1 Training concept

This concept aims to train people who want to use the Q-KULT online tool at their schools or who want to support schools in the implementation of the Q-KULT online tool as consultants. The training concept covers the following aspects:

- Target groups for the training
- Training content and skills to be acquired
- Methodological concept and duration of the proposed training
- Training materials
- Qualification of the trainers

1.1.1 Target groups

Target groups for the training concept can be people who are in charge of the implementation of quality management on the schools for vocational education level. These are essentially two big target groups in all partner countries involved:

- School leaders (headmasters/headmistresses and people belonging to the middle management)
- as well as people who are responsible for quality management on the operative level at their schools.

Moreover, school development consultants offering supportive guidance in the different vocational education and training systems also in the context of quality management and for whom such a training concept could be interesting (see also the connection to the guidance concept). For this target group a correlation between guidance and quality culture should moreover be established (see guidance concept).

If a school turns its attention to quality culture for the first time, we recommend that both the headmaster/headmistress and the person in charge of quality should take part in the training.

1.1.2 Training content and skills to be acquired

The training should focus on imparting the necessary skills for the implementation of the Q-KULT online tool at one's own school. After completion of the training the participants should have the following skills:

- He/she knows the correlations between quality management and quality culture and is able to explain and present this e.g. to the teaching staff of his/her school.
- He/she has an overview of the most important theoretical basics regarding quality culture
- He/she is familiar with the Q-KULT online tool, the diagnostic tool for identifying quality culture at schools and knows how to use the tool at his/her school and as consultant at other schools, respectively.
- He/she is able to plan, carry out, evaluate and reflect the use of the Q-KULT online tool and initiate school development processes based on the results.
- He/she knows the chances and risks related to the diagnostic instrument Q-KULT online tool.
- He/she knows his/her role and tasks within the implementation of the Q-KULT online tool (e.g. as headmaster/headmistress, person responsible for quality or consultant).

The following educational content is related to the above-mentioned skills, which are to be acquired: introduction to the organisational, school and quality culture, correlation between quality management and quality culture, introduction to the theoretical basics of diagnostic tools, introduction to the Q-KULT online tool and the quality culture types, examples for the application of the Q-KULT online tool in the training context, correlation between quality culture diagnosis and school development processes, introduction to the chances and risks of the Q-KULT online tool, relation to suitable application options for the Q-KULT online tool, introduction to the Q-KULT online tool.

1.1.3 Methodological concept and duration of the training

To proceed as time- and resources-friendly as possible we recommend a blended learning concept. This consists of a pre-learning, a presence and a post-learning phase and should correspond to approximately two or three ECTS credits. A distribution of the training content to the blended learning concept could for example be the following:

Pre-learning: Introduction to the theoretical basics by means of reading central fundamental texts (e.g. Schein, 1992); answering questions on the texts by means of an online learning platform, analysis of one's school with a view to possibilities for applying the Q-KULT online tool (e.g. by means of a structured questionnaire).

Presence phase: further deepening of the theoretical basics with a special focus on the correlation between quality management and quality culture, testing of the Q-KULT online tool during the presence phase, reflexion of the testing experiences, presentation of the online tool, analysis of one's own role in the implementation process.

Post-learning: Working on a simulated Q-KULT online tool analysis case, answering questions on the case with a view to the chances and risks for the use of the Q-KULT online tool.

1.1.4 Training documents

The Q-KULT online tool guide, which was developed in the course of the project, and the online tool itself provide an excellent basis for carrying out trainings for the introduction to the Q-KULT online tool and to the topic of quality culture at schools of vocational education. Moreover, we recommend developing the following documents further:

- PP presentation to sum up the most important theoretical basics
- PP on the use of the Q-KULT online tool (planning and carrying out the use of the Q-KULT online tool, analysing and interpreting the results, using the results for school development processes, the Q-KULT online tool culture types and the advantages and disadvantages related to the relevant results with a view to the quality management of schools).
- Elaboration of fictitious Q-KULT online tool evaluation cases e.g. for the presence or post-learning phase with the aim of practising and reflecting the evaluation and interpretation of Q-KULT online tool results.

1.1.5 Qualifications of the trainers

The trainers who should be appointed within the framework of the suggested concept should have the following skills/qualifications:

- He/she knows the relevant vocational education system and the related quality management system.
- He/she is familiar with advanced theoretical basics of the correlation between quality management and quality culture
- He/she has sufficient experience in school development consulting with a focus on quality management.
- He/she has experience in the planning, carrying out and implementation of the Q-KULT online tool as well as in the evaluation and analysis of Q-KULT online tool results.
- He/she knows the Q-KULT online tool guide and the Q-KULT online tool and is able to work with it in a targeted and application-oriented way.
- He/she knows the chances and risks related to the use of the Q-KULT online tool and is able to reflect upon them in a critical way.
- He/she knows the roles and tasks of headmasters/headmistresses and persons responsible for quality when it comes to the use of the Q-KULT online tool.
- He/she is able to place and integrate the Q-KULT online tool and the related results in the quality management system of the relevant vocational education and training system and to associate the tools that exist in the relevant quality management system (e.g. school programme, evaluation tools) with the Q-KULT online tool.
- He/she knows the methodological and didactical basics to carry out such trainings.

2 Guidance concept

The guidance concept suggested in the project proposal actually slightly conflicts the explanations in the WP 2 (Development of a diagnostic instrument), which talks about a "self-assessment tool" that schools of vocational education can use, apply and evaluate themselves. The idea of a self-evaluation tool also developed against the background of (still prevailing) budget cuts in the vocational education and training systems of the partner countries. The project partners wanted to avoid an expensive and more or less standardised guidance system to avoid the risk of limiting the probability that the diagnostic tool will actually be implemented from the outset. All the same we want to provide some information on the implementation of guidance in the course of a quality culture diagnosis which is possible e.g. with the Q-KULT online tool provided that the resources are available in the different countries:

Basically, guidance on the Q-KULT online tool should be integrated in the guidance systems of the relevant countries: all project partner countries already have working supportive guidance systems with staff who are qualified in how to use them. They should dock on to these existing systems when it comes to guidance related to quality culture. We should focus mainly on those groups of providers of guidance who have already carried out quality development guidance and for whom the quality culture topic (including the diagnostic tool) might be an interesting additional "element" in their guidance portfolio.

For the providers of guidance who already possess qualifications in this field training in quality culture could be offered. This training should be structured in a similar way as already outlined in the training concept which we mentioned at the beginning of this article but which takes more for granted in terms of content and integrates the guidance mandate for the Q-KULT online tool in the training.

For the providers of guidance basically the same requirements can be defined as for the trainers who are to implement the training concept described above:

He/she knows the relevant vocational education system and the related quality management system.

- He/she is familiar with advanced theoretical basics of the correlation between quality management and quality culture.
- He/she has sufficient experience in school development consulting with a focus on quality management.
- He/she has experience in the planning, carrying out and implementation of the Q-KULT online tool as well as in the evaluation and analysis of Q-KULT online tool results.
- He/she knows the Q-KULT online tool guide and the Q-KULT online tool and is able to work with it in a targeted and application-oriented way.
- He/she knows the chances and risks related to the use of the Q-KULT online tool and is able to reflect upon them in a critical way.
- He/she knows the roles and tasks of headmasters/headmistresses and persons responsible for quality when it comes to the use of the Q-KULT online tool.
- He/she is able to place and integrate the Q-KULT online tool and the related results in the quality management system of the relevant vocational education and training system and to associate the tools that exist in the relevant quality management system (e.g. school programme, evaluation tools) with the Q-KULT online tool.
- He/she knows the methodological and didactical basics to carry out such trainings.

Guidance ideally takes place at the schools themselves and additionally by telephone and e-mail. Should the schools that are using the tool have attended training in the Q-KULT online tool before, it is also possible that guidance can take place only per telephone and per e-mail.

The target groups for guidance are mainly headmasters/headmistresses and the middle management of schools as well as those responsible for quality at schools.

In terms of content guidance should focus on the following topics (see also the training concept):

- Correlation between quality management and quality culture
- Application possibilities of the Q-KULT online tool (e.g. new introduction of QM, change of headmaster/headmistress, difficulties regarding the acceptance of QM, problems with the implementation of QM)
- Chances and risks connected to the Q-KULT online tool
- Practical implementation of the Q-KULT online tool – introduction to the online tool
- Analysis and evaluation of Q-KULT online tool results
- Transfer of the Q-KULT online tool results to school development processes
- Integration of the Q-KULT online tool into the quality management