

Work Package 6

Training Plan
Recommendations

ARQA-VET

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Vocational Education and Training (ARQA-VET)*
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Introduction

The main aim of WP6 is to set up training modules designed for supervisory staff (management personnel and local inspectorates) who will be getting the self-assessment initiative up and running in vocational lycées.

The ESEN (Ecole Supérieure de l'Education National) is responsible for designing, facilitating and implementing training courses for administrative and pedagogical management staff in the State Education sector.

In order to support the whole process of designing the Training Plan, the present document, developed by the transnational partners (The Observatory Centre for Educational Development Hungary, the National Centre for TVET Development Romania and ARQA-VET Austria– coordinator of the WP6), includes:

- Recommendations for / lessons learnt on involvement of teachers in self-evaluation practices (How to get teaching staff on board?)
- Presentation of training offers for teachers related to self-evaluation and quality management from the partner countries, that could be subject of transfer of innovation
- How does the quality management approach focus on the teaching-learning-process?

Recommendations for / lessons learnt on involvement of teachers in self-evaluation practices

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In Austria all VET schools and colleges follow the same quality management system initiated by the VET Quality Initiative - QIBB¹. Self-assessment was the starting point for the Austrian system and is mainly attended to. In our opinion it is important for schools to develop a quality and feedback culture. In Austria the Ministry of Education, the Arts and Culture offers a set of instruments for self evaluation, these instruments should support system (organisational) feedback and individual feedback (e. g. feedback from students to teachers). An Online Platform for self evaluation (www.qibb.at) has been implemented in order to support schools; it provides questionnaires, evaluation results and analysis. Qualitative methods are in use as well, for example there are guidelines for schools to support the implementation of individual feedback.

To involve as many staff (esp. teaching staff) as possible is crucial to reach the goal of building a quality culture in schools. Thus it is important to involve teachers through all phases of the quality cycle: from plan-do-check to act. It is important for schools to take resources of teaching staff into account – the information collected must be processed to lead to improvement. Follow-up processes must be considered, otherwise the engagement of staff and teachers might decrease if it is not obvious that the production of evaluation results makes sense and leads to improvement. Quality development at individual level is supported by discussions between principal and teacher that form an integral part of the quality initiative QIBB. The intention of student feedback is that teachers reflect on the feedback and discuss results with their students.

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The Hungarian VET schools have been/ are using a variety of practices to encourage their staff to participate in quality management/ self-assessment activities.

- The institutional self-assessment is included into the set of objectives of the school; its process is regulated and laid down in writing either in the Institutional Quality Management Programme or the Quality Management Manual thus made known to everybody in the organisation. The procedure of self-assessment describes the tasks to

¹ www.qibb.at/fileadmin/content/qibb/Dokumente/Sonstige_Dokumente/11.1.2012_Webversion_QIBB-Folder_EN.pdf

be performed by all those involved – the headmaster, the quality manager, the Quality Improvement Team and the staff – in the self-assessment process.

- There is a need for appointing a quality manager and a core team (of 5 to 8 people depending on the size of the school) who undertakes the task of leading and coordinating the self-assessment exercise and who is willing to devote extra time, energy and work to it. Their acting as role models can be inspiring for others.
- The tasks of the individual staff members related to quality assurance/ quality improvement (e.g. cooperation, data collection/ supply, filling in partner surveys) are stipulated in their job description.
- The improvement teams are called together, established and assigned by the headmaster – on the recommendation of the quality manager.
- In the overall staff performance measurement and evaluation system – beside the evaluation of the core activities – professional work –, the non-core activities are also evaluated which include the organisation of events, preparing students for competitions, participation in team work and carrying out quality assurance / self-assessment related tasks.
- Providing proper information on the process and the results of the self-assessment process on a continuous basis is again a motivation factor.
- Self-assessment has to be followed by improvement actions (however, not more than 3-4 to be launched). At least one of the improvement actions should be completed in short term (i.e. in several months, less than a year) in order to show the benefits of self-assessment and achieve tangible results to be presented to staff and partners.
- The building-in and integrating the quality assurance/ quality management and self-assessment tasks into the core activity of the school and the everyday routine of the staff will enhance the acceptance/ ownership of this activity among them, without regarding it as an extra burden.
- Strive for an even distribution of tasks among the staff! Using a participation matrix is a helpful tool when considering yet whom to assign certain tasks.

Through employee involvement the quality management and self-assessment activities, the process changes, the corrective and improvement actions will be launched/ carried out at the lower/ lowest levels in the organisation thus increasing to a great extent the commitment of

the staff members to the institution and its continuous development/ improvement. It is the task of the VET institution's top management to create the essential organisational conditions for the involvement of the organisation's people such as

- clear aims and objectives known, owned and shared by everyone in the institution (mission statement, vision, strategy and quality policy),
- shared values,
- atmosphere of open and honest dialogue (a culture of trust),

and to ensure that the employees are actively involved and maximise this involvement by

- encouraging employees to work together in cross-functional teams,
- involving employees in the institution's goal setting and decision-making processes,
- encouraging and promoting and the participation of individuals, groups and teams in improvement activities and methodological developments,
- utilising employee involvement to promote innovative, creative thinking and to generate and implement ideas for improvement (e.g. quality circles, brainstorming day, employee suggestion schemes, ideas box),
- recognising teams and individuals for both suggestions and achievements. Recognition can be given in the form of a personal letter from the headmaster, by plaques, trophies etc. Good performers can be recognised in front of the staff, on performance boards and also in front of top management. Reward and recognition truly motivate the employees to fully participate in quality improvement activities.

Parallel to this, the management of the VET institution should develop a system of employee empowerment within the organisation to increase the employees' responsibility for their work and tasks. In order for employee empowerment to be successful, the management should delegate certain responsibilities and authority to the employees and enable them to practice autonomy, to determine how to do their jobs, to make their own decisions in specific work-related situations. This empowerment has a very important role in (counter-) balancing leadership and participation and ensures ownership. Ideally, when an employee feels vested in an organisation, he/ she will be more productive, loyal and more confident. The main tools of strengthening the employee empowerment could include for example establishing clear organisational framework, governance structure and clear responsibilities, elaborating job descriptions, clarifying process responsibilities (e.g. process owner system, responsibilities

defined in process descriptions), developing the organisational structure in support to internal quality management (e.g. establishing a quality improvement team, appointing a quality manager).

The implementation and operation of any quality management/ self- assessment system cannot be successful without the true commitment and personal roles, role model behaviour of the leaders of the school which has a pulling force and inspires others. Below some examples/ evidences of such a commitment are given:

- The management provides (both human and financial) resources for the quality management / self-assessment activity, appoints or invites persons to take part in these activities.
- They keep steadily in the focus of their management activity the establishment and continuous improvement of the quality management/ self-assessment system, check and evaluate the operation of the system and use the results produced/ delivered by the system in their decision making process.
- They themselves propose and launch internal improvements (acting as agent of change).
- The members of the management team are personally involved in implementing improvement actions (both as team leaders and team members).

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In order to achieve continuous improvement, all staff must be encouraged to monitor and evaluate their own performance and to identify areas for improvement. They should also be given the time and training necessary to carry out this work. Many VET providers underestimate the time needed to complete an effective self-assessment, particularly the time required to gather the necessary evidence. Special consideration should be given to the needs of part-time staff.

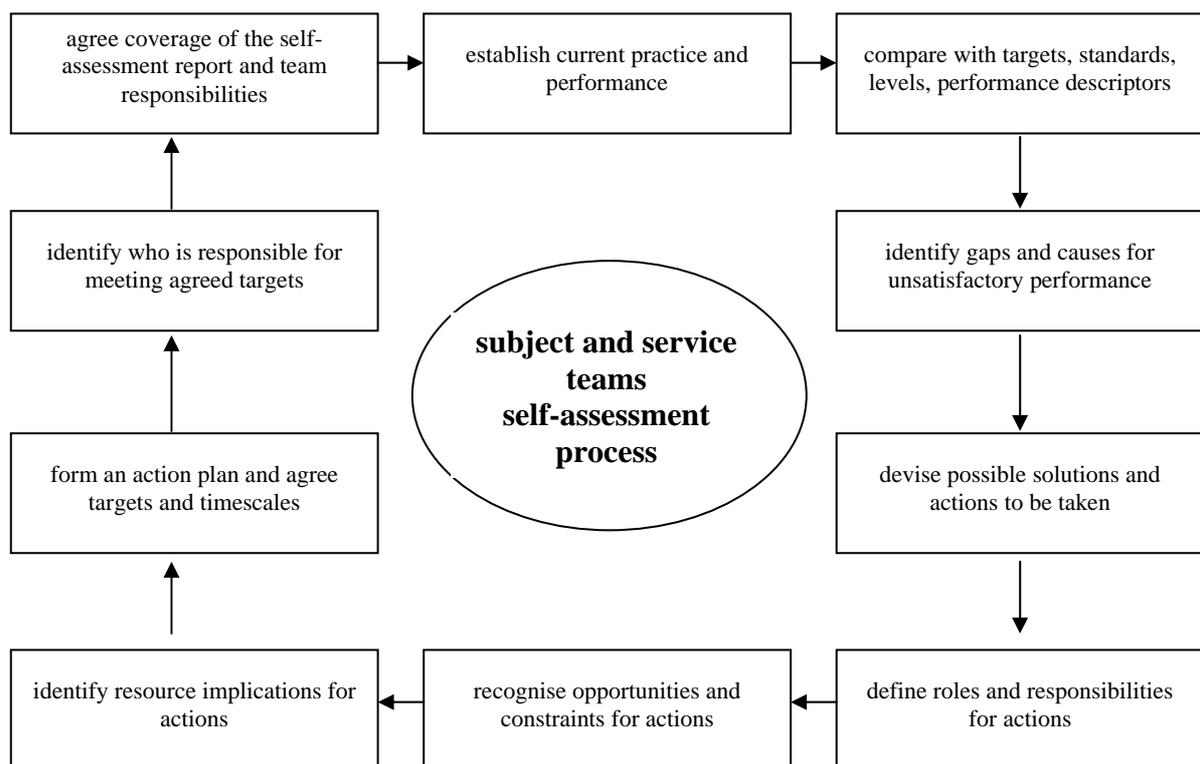
It is best practice (particularly for large VET providers) to establish teams to carry out the assessment of their own areas of activity. These teams could be:

- subject teams linked to areas of learning
- functional teams for specialist services, such as learner care or finances

- cross-functional teams offering services across subject and service areas

Teams should be trained in the techniques of self-assessment, particularly the skills of assessing evidence and making sound judgements. Each team should have a leader who plans and manages the self-assessment process and takes responsibility for writing the self-assessment report.

Outlined below is a sequence of steps which could serve as a starting point for new teams when organising self-assessment in their subject and service area.



The subject and service teams need to gain an appreciation and consensus of the reasons for and benefits of undertaking self-assessment and quality assurance. Once the team completes its assessment and submits its report and action plan, these need to be approved at management level. In effective VET Providers, the key points are pooled into the overall organisational self-assessment report and improvement plan. Understandably some detail will be lost in this process and resulting action points are organisational rather than team focused.

It is vital therefore that the subject and/or service team receives feedback on its report and action plan. In this way the team knows why some actions can be progressed while others can not. This leads to true and realistic empowerment of subject and service teams with a shared understanding of priorities.



Note: The subject and service teams are different from the quality assurance committee/forum, which is a permanent group of representatives from all stakeholders to meet regularly and discuss quality issues.

Training offers for teachers related to self-assessment and quality management

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Quality management at school level should be combined with training of management and teaching staff. In Austria competence profiles and framework curricula for persons holding quality management functions within QIBB resulted from the VET-CERT project (Leonardo da Vinci Project, see: www.vet-cert.at).

At school level principals and School Quality Process Managers are addressed. The latter are teachers nominated by the school to dedicate some of their work time to quality management tasks. Their tasks comprise for example helping the school management to inform the school community about QIBB (priorities, objectives, projects, etc.), informing colleagues about the status of Q-measures and Q-projects as well as pooling, documenting and systematizing questions about quality management and school development which have been submitted to him/ her by colleagues, elaborating proposals and submitting them to the school management. School Quality Process Managers also – with the backing of the principal – take care of involvement of teaching staff through organizing regular meetings with colleagues about the quality activities conducted at the school, participating in organizing events aiming at QM-related exchanges with colleagues (such as continuing training for teachers, conferences), helping the school management to collect and identify the colleagues' needs for further and continuing training on QM-related topics and cooperation in the planning and organization of training programmes with QM focus which are tailored to the school's requirements. Competence profiles for School Quality Process Managers² as well as principals³ available in English give a good overview over the tasks and duties of these key actors.

Starting in fall 2013 there will be a training offer both for principals and quality managers in the Austrian VET system (QUALI-QIBB www.arqa-vet.at/quali-qibb/quali-qibb/) derived from the VET-CERT project. The Curricular Framework⁴ is currently further elaborated by an expert group consisting of training professionals and researchers. The Curricular Framework defines objectives and contents for training and further training of persons who work or are aiming to work in Quality Management functions within the Austrian VET system.

² www.vet-cert.at/fileadmin/VET-CERT/Competence_Profiles/SQPM_Competence_Profile.pdf

³ www.vet-cert.at/fileadmin/VET-CERT/Competence_Profiles/Principal_Competence_Profile.pdf

⁴ www.vet-cert.at/fileadmin/VET-CERT/04b_Curricular-framework_END.pdf

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Brief description of the Hungarian in-service teacher training system

The (VET) schools in Hungary receive – through normative financing – state subsidy which they can use for the participation in in-service teacher training courses and programs. However, this subsidy can only be spent for Higher Education studies or accredited in-service teacher training programs⁵. Teachers have the obligation to complete at least 120 hours of further training in a 7 year period, this is stipulated by law. At maximum 80% of the tuition fee can be covered from the budget provided by the state (subsidy), the remaining 20% should be paid by the individual teacher or his/ her school. The training courses organised within the framework of the different development projects in the subjects like pedagogical methods, ICT, quality assurance/ quality improvement, self-assessment, mentoring were financed 100% from the Hungarian state budget or EU funds; in some cases the costs of replacement were also covered.

Each (VET) school has to elaborate – in accordance with the relevant piece of legislation – a 5-year professional teacher training concept⁶ for planning and supporting the ongoing in-service training, professional development, capacity building of teachers. In this concept the principles of organising the in-service teacher training programs should be specified (e.g. what are the criteria of providing support to teachers for participating in in-service teacher training programs, how is the training financed and the replacement organised?). Until march 15 in each academic year in line with this long-term teacher training concept a yearly training plan should be elaborated which contains the concrete information on the in-service training courses to be completed in the following school year such as the title of the course, the name of the participant, the duration of the training course (start and end date), allocation/ sharing of the fee. The annual training plan should be accepted by the teaching staff. In the 5-year professional teacher training concept a priority order is defined to support the decision-making on the training courses. Priority is given to acquiring the qualification which is necessary to fulfil the job, for the vocational trainers to obtain a degree in pedagogy. An important aspect is to acquire knowledge and competences which are necessary to achieve the goals and objectives set by the institution, e.g. training courses in quality improvement, fostering talented students, mentoring. The schools strive to diminish the number of lessons to

⁵ A compulsory accreditation process was built in the system to ensure quality.

⁶ This is a long-term (5 year) concept for planning and supporting the in-service training, capacity building of teachers. The basis of this planning is the performance evaluation system of the teachers. When elaborating this plan both the needs of the teachers and the proposals for their professional development revealed by the evaluation are considered.

be replaced, when making the yearly timetable they take into account the absence of the colleagues participating in further training. Many of the in-service teacher training programs are held in the afternoon or on Saturday, in any other cases the lessons will be substituted by other teachers.

Training offers for teachers related to self-evaluation and quality management from Hungary that could be subject of transfer of innovation

1. In-service teacher training programs in conducting self assessment in (VET) schools
 - a. Conducting self-assessment against the Model of the Hungarian Public Education Quality Award (Hungarian abbreviation KMD) – 40 hours
 - b. Self-assessment in VET by using the European QA Framework: „Preparation of the staff members of the VET institutions responsible for self-assessment to conduct self-assessment against the Level I (Situation analysis) of the Self-assessment Model for Vocational Schools (Hungarian abbreviation SZÖM I) and the use of the Common Quality Assurance Framework for VET (Hungarian abbreviation SZMBK)” – 30 hours, accredited training program
 - c. Self-assessment in VET by using the European QA Framework: „Preparation of the staff members of the VET institutions responsible for self-assessment to conduct self-assessment against the Level II (Development Level) of the Self-assessment Model for Vocational Schools (Hungarian abbreviation SZÖM II) considering the common criteria of the Common Quality Assurance Framework for VET (Hungarian abbreviation SZMBK)” – 30 hours, accredited training program
2. Training program for experts supporting the self-assessment process in VET schools – 2 x 8 hours
3. Training program for assessors evaluating the applications submitted for the Hungarian Public Education Quality Award (Hungarian abbreviation KMD) – 16 hours
4. Training program for VET school teachers in quality methods and techniques – 40 hours
5. Training program on Indicators: How to establish/ develop the indicator system of VET institutions? – 30 hours

6. Training program of VET institutions in the methodology of how to prepare for the implementation of the EQAVET compatible Hungarian Common VET Quality Management Framework (Hungarian abbreviation ESZMK) – 2 x 8 hours
7. Training program for mentors supporting VET institutions in their preparations for the implementation of the EQAVET compatible Hungarian VET Quality Management Framework (Hungarian abbreviation ESZMK) – 16 hours
8. A 2-year long accredited master level training at the University of Szeged and also at “Kodolányi János” College providing “Teacher - Quality Developer” qualification for people already having a teaching qualification.

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To support VET providers in their QA developments, guidance material was produced and VET directors, quality coordinators, and inspectors were trained in using the documentation. The course has been designed to allow them to develop and strengthen competences which are relevant to their responsibilities within QA.

The objectives of the course are for the participants to:

- consolidate their understanding of the overall purposes of the quality assurance system with particular emphasis on managing self-assessment and preparing for monitoring/inspection
- share experiences of piloting quality assessment
- undertake practical work on evidence relating to
 - the quality criteria and the kinds of evidence required by them
 - managing the collection and correlation evidence and criteria
 - scheduling reviews in the school
- undertake practical work on grading and learn about the issues involved in adopting different grading scales
- undertake practical work on mutual support and the support of schools coming into the system
- learn about introducing internal auditing

- learn about ways of improving the link between self-assessment and external monitoring

The course included four kinds of activity:

- presentations from the QA experts
- presentations from managers/ inspectors on their experience in aspects of the piloting and good practice in dealing with these
- activities to be undertaken by the participants
- plenary discussions of the above

Competences/ learning outcomes envisaged as a result of the training. Participants are able to:

- distinguish between different kinds of evidence
- correlate evidence with quality criteria
- use techniques to manage the collection and correlation of evidence for quality assurance processes
- link planning and evidence collection
- understand the issues in using different grading scales
- use techniques to achieve summative gradings
- undertake collaborative work with other schools
- introduce a system of internal auditing/ monitoring
- improve the link between self-assessment and external audit/ monitoring.

How does the quality management approach focus on the teaching-learning-process?

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Teaching and learning is at the heart of what VET schools and colleges do – in other words: it is their core competence. As a consequence quality management approaches have to take the teaching-learning-process into account. To grasp this is difficult, because learning is an interaction within a certain social setting – who to what extent is responsible for the learning outcomes is not a question easily answered.

As far as QIBB is concerned the focus on the learning of the students is crucial. The learning process is addressed by a variety of instruments, for example the mission statement that VET schools and colleges have to develop comprises visions/promotions of “good learning and teaching” in most cases. The idea is that the quality management of the school derives from this mission statement or – put differently: every quality initiative/project has to be connected to the mission statement. Furthermore there is the Matrix of the quality objectives of school-based VET in Austria (QIBB Q-Matrix⁷) which sets the thematic framework for the quality management system. The first quality area within the framework is “teaching and learning” and comprises objectives and measures to promote a common understanding of quality in teaching and learning.

The quality of the learning process in the end depends on the interaction between teacher and student. To our understanding self-reflection of teachers and students, mutual trust and dialogue are key factors to improve teaching and learning continuously.

HUNGARY

The Quality Management System of the EQAVET compatible Common Quality Management Framework for VET (Hungarian abbreviation ESZMK) has among its component parts the following elements which have a direct impact on the quality of the education-teaching-training process and activities of the VET schools:

1. The **Common process model** containing processes to be controlled in 5 operational areas of the VET institution including Education-teaching-training. Process-oriented quality management can raise the service quality thus being one of the keys to improve the

⁷ www.qibb.at/fileadmin/content/qibb/Dokumente/Q-Matrizen/Q-Matrix_Sektion_II_EN.pdf

education and training provision. As the essence of the processes is that the activities performed on a regular basis are implemented in a previously deliberated, planned and controlled way, and by checking and evaluating the experiences gained during the process implementation, they can be continuously improved. Some examples of the regulated processes of the Hungarian VET schools in the field of Education-teaching-training refer to the procedures of the assessment of student's performance, the definition of common requirements and tools for assessment, the preparation for professional exam, the cooperation of teachers, methodological culture and set of tools, the support to teaching and learning, the role of the teacher responsible for leading a group, the annual pedagogical planning, monitoring the progress of students, support to learning and its implementation etc.

2. The **System of surveying partners' needs and satisfaction** which has been extensively and systematically used in the Hungarian VET schools since 2000 with the aim to improve their education-teaching-training activities. Questionnaires are developed and used for surveying on annual basis the needs and satisfaction of the partners playing a key role in and from the point of view of the education and teaching and professional training such as staff (separate questionnaires for teachers and trainers and for the non-teaching staff), students, parents and external practical training sites. The questionnaires contain questions relating to the level of education-teaching-training, the pedagogical and didactical methods used, the organisation of teaching and learning, the content of the teaching and training, the relation between theoretical and practical vocational training the professional skills of teachers and trainers, the (material) conditions of educational and training work etc. The teachers and trainers of the schools are very open towards feedback from their own colleagues and also from other internal and external stakeholders as they are aware that this helps them improve the quality of their work.
3. The **Common VET Self-assessment Model** (Hungarian abbreviation ESZÖM) which is a complex tool for conducting self-assessment and identifying improvement opportunities within the VET institutions. The criteria of the Model are tailored to the tasks and operation of the Hungarian VET providers, their professional and operational characteristics and focus their on the education-teaching-training activity. Criterion 5 of the Enablers category of the Model (Institutional and pedagogical processes) is about how the institutions plan, organise, implement, evaluate and improve their processes, with special regard to the education and training activities by considering the needs and demands of their main stakeholders (partners). Here the methods, processes and activities related to education and teaching will be described (like pedagogical planning, use of pedagogical methods, assessment of students' performance, cooperation of teachers and

trainers, duties of a form master). On the Results side (mainly in the Criterion 9 Key performance results) of the Model, among the indicators the key indicators related to the education-teaching-training activity of the schools are to be presented. (See also point 4 below.) The results of self-assessment are used for implementing improvement measures. There have been a good number of larger and smaller scale improvements “produced” by self-assessment, e.g. developing and improving the pedagogical methodological culture, improving information flow, introducing ICT in the everyday teaching activity, elaborating common criteria for assessing students’ performance, improving the cooperation of teachers including trainers at the school workshops and at the enterprises also, harmonising theory and practice etc.

4. The **Common system/ set of VET indicators** related to the Common VET Quality Management Framework (ESZMK) are included in the Common VET Self-assessment Model (ESZÖM) (criteria on the Results side). They include also the EQAVET indicators. The indicators key to the teaching and learning of the school are measured on annual basis, the results are compared to the previous year and in case of necessity measures/actions are taken. The most important indicators used are the students’ learning results, drop-out rate, examination results, failures, results in national competence assessment tests, ratio of students who completed a given trade, number of students continuing their studies at a higher level, number of students acquiring a second qualification, absence, disciplinary measures, employment as well as the indicators supporting the operational efficiency (e.g. number of students per teacher and trainer).

Some examples of other practices applied:

- Applying the PDCA cycle in a systematic way became part of the everyday practice of teachers, they also apply it in the teaching-training activity.
- Working in teams: team work is widespread, the participation level in team work is high. There are different kinds of teams working in schools, e.g. teaching teams (of teachers teaching the same subject), teams of teachers teaching in the same class, problem-solving teams, improvement teams, quality circles etc.
- Participating in (internal and external) training courses on different aspects of quality assurance/ quality management/ quality improvement.
- Transferring knowledge and experience among colleagues in a structured way which ensures that knowledge and experience gained by the teachers either in the different training courses on quality issues (e.g. methodology of self-assessment, process

control, quality techniques), or in their own work with quality improvement methods in teaching (e.g. brainstorming, KJ-S, using slips of paper), and their good practices, are transferred, disseminated and explained to the rest of the teaching staff.

In summary it can be stated that the systematic quality assurance/ quality management/ quality improvement activity of the Hungarian VET schools generated and resulted in considerable developments (e.g. flexible, continuously changing and student-centred training offer/ supply in line with the changing demands of the labour market) and in systematic and regulated operation/ work in the field of education and training.

ROMANIA

In our national developments regarding quality assurance, we have always situated quality assurance of teaching and learning at the centre of our framework.

Raising awareness of quality demands in terms of teaching and learning implies respecting some key principles:

- Teachers need individual feedback to be able to tailor their teaching to the given requirements. They should seek feedback at regular intervals from pupils, parents, and also from peers. An exchange with other teachers is a key instrument for advancing the quality of teaching.
- include differentiated feedback on pupil's performance in support of the learning process
- Performance assessment is the central element of quality assurance at instruction level. Experience with alternative forms of assessment which are better geared to the changed notion of learning needs to be gained to complement traditional forms of assessment.