

proQavet



Toolbox for supporting Quality Assurance Development of VET Providers

Partners in the project



FiaTest



University
of Piraeus



National
Centre for
VET
Development



Finnish
National
Board of
Education



National
Adult
Training
Board



3s
3S Research
Laboratory



Romanian
Agency for
Quality
Assurance in
Pre-university
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Introduction – foreword and methodology used. (What makes practices – good practices)? Description of the responders

Quality assurance in VET has been one of the most important topics of the last year's development at the level of European Union. Several guidelines and recommendations have been developed by the European Commission or with the support of the European Commission starting with 2000, in the framework of reaching the aims of Lisbon Strategy Education and Training 2010 on "making Europe the most competitive knowledge-based society".

However, although the overall discussion is that quality assurance should be made more hands-on and based on less documentation, most of the VET providers (regardless of their origins, initial VET or Continuous VET) still have difficulties in implementing quality assurance methodologies which would prove effective and consume fewer resources.

On November 30th 2002 the Education Ministers of 31 European countries and the European Commission adopted the Copenhagen Declaration on enhanced cooperation in European vocational education and training. Based on this Declaration, the main priorities were established in the field of cooperation in VET: European Dimension, Transparency, Information and Guidance, Recognition of Competences and Qualifications, Quality Assurance (for the promotion of cooperation in quality assurance and learning needs of teachers and trainers).

The present Toolbox was developed in order to support VET organisations all over Europe. It provides a collection of tools and practices which have already been implemented by VET providers and are operational for a minimum of 1 year. Such tools can be used by other VET providers as "off- the -shelf tools", or they can be adapted to the specific needs of other training organisations.

The Toolbox was developed in the framework of PROQAVET project. PROQAVET is a project funded by the European Commission – The Directorate for Education and Culture, having as main aim to propose instruments for quality assurance and quality improvement of VET provision in order to sustain the CQAF criteria and methodologies. The target group of the project is represented by VET providers in the countries¹ which form the partnership of the project: Romania, Austria,

¹ Project Coordinator: SC FIATEST SRL - Romania

Project Partners: 3S Research Laboratory – Austria, Finnish National Board of Education – Finland, University of Piraeus – Greece, Romanian National Adult Training Board, ARACIP, CNDIPT - Romania

CHAPTER 1

Finland and Greece. The outcome of the project is a Good Practice Guide for implementing QA tools and methodology which would enable the sustainable development of VET providers in line with the recommendation of the Common Quality Assurance Framework (CQAF). A short description of each partner organisation is presented in Appendix 1 of the present toolbox.

The toolbox collection includes a number of 23 “good practices” which have been selected based on the following criteria: the results obtained by the VET providers by using the practice, the duration for which the practice has been operational and the review of the practice versus CQAF.

Consequently, by implementing the tools presented in this manual, a VET provider can actually implement or improve its quality assurance considering the European continuous improvement recommendation set within the CQAF – Common Quality Assurance Framework for VET.

In order to identify the “good practices”, a research has been conducted in 4 EU member states (Austria, Finland, Greece and Romania) and 56 organisations have been interviewed and presented their practice and their results.

The responders to the questionnaire and the subjects of the ProQavet research were mainly coming from initial VET, this because we have tried to identify “best practices” and in all countries of the partnership the initial VET system is more regulated, and consequently more up to date considering the implementation of quality assurance tools and their strive for improvement.

The description of each entity which has implemented the good practice is included in the Appendix 2.

In the Appendix 3 of the “Toolbox” there is presented a list of all the responders to the questionnaires and organisations which have supported the Proqavet partnership during the development and the implementation of the project.

The Appendix 4 presents all the “good practices tools” which are described in this toolbox.



Relation between CQAF and the Toolbox

As mentioned in the foreword, the Toolbox represents a collection of practices. These practices are implemented and applied by some of the best VET providers in 4 EU member states. These practices have been reviewed by the consortia members versus CQAF in order to ensure that by implementing the respective tools the CQAF recommendations are considered.

Nevertheless, some of the tools might need adjustment by the VET providers in order to have them implemented and operational. It is also expected that full results and benefits by implementing the tools can be obtained mainly after 1 year of operation of the respective tool.

The Barcelona European Council in 2002 set the target of making Europe's education and training systems a world quality reference by 2010. Member states identified quality assurance in VET as priority topic for European cooperation, underlining its role in promoting mutual trust and thereby in boosting labour mobility and facilitating access to lifelong learning. The use of quality assurance methodologies in VET should and will contribute to increasing competitiveness and will allow recognition of competences all over Europe.

The increase of the quality and of the effectiveness of the education and training systems in European Union represents one important priority, which will enable the Member States to reach the goals set up by Lisbon Strategy. The European Commission has launched the CQAF-Common Quality Assurance Framework, a tool which enables the Member States, the semi-state agencies for quality assurance, and also the VET providers to develop sustainable education and training programs. The implementation of this tool helps to improve the quality and competitiveness of the VET provision and to fulfil the employability requirements. However, the CQAF represents only a recommendation, and each Member State may establish its own rules and guidelines for VET providers. Also, VET providers have full freedom to choose the methodologies and the tools which they think are the most appropriate for the improvement of their results.

The CQAF Model is presented in Fig. 1. This Model is based on a methodology which includes a set of general requirements that could be adapted to each VET system/provider, depending on their quality culture, experience and requirements, in order to ensure an adequate quality level. The most used methodologies are based on self-assessment accompanied by external assessment. The use of the quality management system based on ISO 9001/2000

standards or on the EXCELLENCE Model are pragmatic solutions for the implementation of the Quality Assurance System.

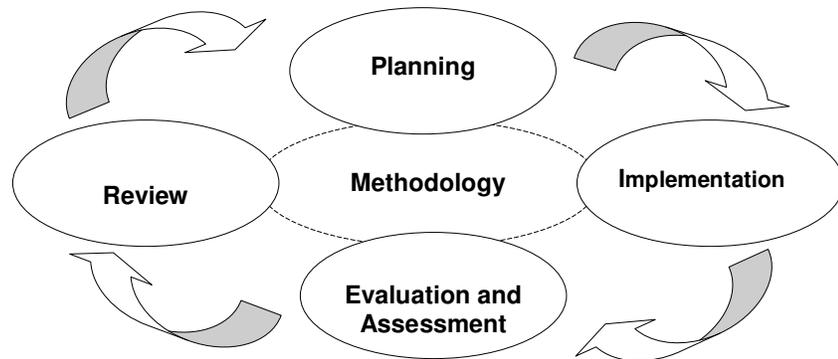


Figure 1 – The CQAF Model

There are different types of Models/ Methodologies employed for assessing the performances and assuring the quality of organisations/functions.

- ISO 9001/2001 – Quality Management Systems – Requirements
- ISO 9004/ 2001 – Quality Management Systems – Guidelines for performance improvement
- ISO 10015/2000 – Quality Management – Guidelines for training
- ISO IWA 2/ 2003 - Quality Management Systems - Guidelines for the use of ISO 9001/2000 Standard in Education
- ISO 19011/2003 – Guidelines for the audit of Quality /Environment Management Systems
- ISO 17024/2004 – Conformity assessment – General requirements for HR certification bodies
- Balanced Score Card
- EXCELLENCE Model(EFQM, Malcolm Baldrige)
- QAF – Quality Assurance Framework - used in public administration

In Table nr.1 there are presented the main characteristics of these alternative solutions which are comparative to self assessment accompanied by external validation.

In order to consider the recommendations of CQAF, VET providers have developed tools and methodologies, either specific for each of the stages (Planning, Implementation, Evaluation and Assessment, Review), or overall methodologies which ensure the compliance with all the requirements of the CQAF.

The present “Toolbox” presents methodologies and tools used by VET providers and the results obtained by some of the training organisations in Romania, Austria, Finland and Greece which have proven efficient, in order to make them available for similar training organisations in other EU countries. All the examples presented have been assessed versus the CQAF recommendations and their implementation should lead to the improvement of quality assurance in Vocational Education and Training.

CHAPTER 2

Table 1 CQAF and specific standards for QMS design and validation

Model / Methodology	Validation Methods for the effectiveness of QMS implementation	International recognition	Involvement of the National Authority in the accreditation /authorisation process	Involvement of the European Institutions in International recognition
ISO 9001/2001	Third party Certification	Yes	Yes	EA-MLA
ISO 10015/2000	Self-assessment	Yes	-	
ISO IWA 2/2003	Self-assessment	Yes	-	
ISO 9004/2001	Self-assessment / IQNet validation	Yes	-	IQNet
EFQM Model	Self-assessment / Participation in the National/ European Award for Excellence	Yes	-	EFQM
ISO 17024/2004	Accreditation by an accreditation body	Yes	Yes	EA-MLA
ISO 19011/2003	Certification by an HR certification body	Yes	Yes	IRCA
QAF	Self assessment	European	YES	European Institute for Public Administration

General practices used by VET providers in line with the CQAF recommendation

The results of the research conducted by the 7 partner organisations have shown that there is no just one practice or just one methodology used by VET providers for quality assurance and improvement. Also, the most successful VET providers use sets of common tools and methods which allow them to pass through all the CQAF stages (planning, implementation, evaluation and assessment, feedback and procedure for change). Such complex tools take long time to implement and prove their effectiveness only after at least one development cycle (one year). The present chapter presents four such methodologies and their tools respectively, which can be found in the appendix.

Most of the VET providers use several methodologies and practices. We have chosen for this chapter to present one overall practice for each country which could be applicable to other VET providers in order to improve the quality assurance.

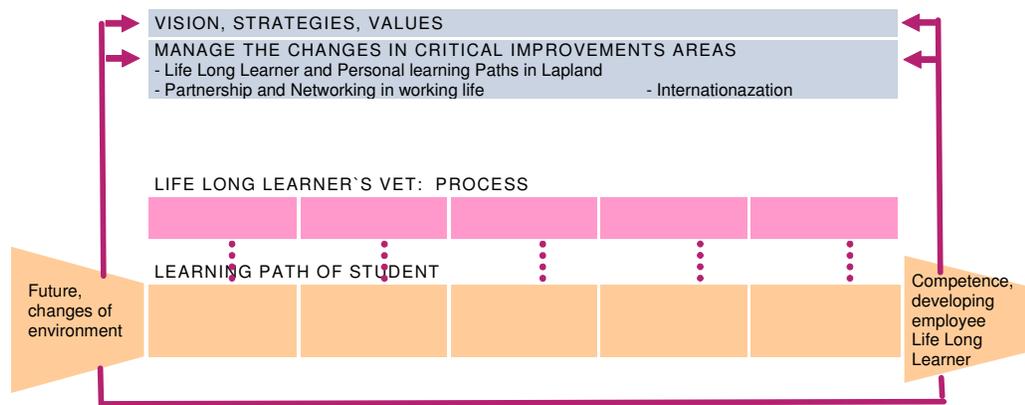
1. Development strategy for the curriculum-based vocational education and training; pedagogical management

Context

Lapland Vocational College, Department of Health and Welfare has a 50-year-old history. They have started as a nursing school/college in 1956. Health and Social Care College became one part of the Municipal Federation in 1996. Since January 1ST 2006 the department has joined the Lapland Vocational College.

During 1998 – 2007 Lapland Vocational College, Department of Health and Welfare (LVC/DHW) underwent a process of long-lasting review and procedures of change in order to assure quality and strategy-focus development of VET in daily work. On one hand **the input** simplified the teachers' activities of teaching, giving grades, assessing student's tasks and exam performance. On the other hand the LVC/DHW management group defined its values, vision, mission and strategies. Previously teaching and strategic management had not been correlated, as seen in Figure 2.

Figure 2: Input in LVC/DHW



The CQAF can be seen as a long lasting macro level cycle where

- **Planning** includes Strategy Management: Values, Vision, Strategy and Critical Improvement Areas
- **Implementation** means Pedagogical Management including management and procedures of changes in the critical improvement areas, competence and ability of the staff /teamwork training
- **Methodology of Evaluation and Assessment** includes development of quality and evaluation systems, as well as staff training in QA as a part of pedagogical management
- **Review:** feedback and procedures for change include the whole development work during 1988 – 2006

Plan: Strategy Management, as a part of Pedagogical Management

The very first step to the strategy-focus learning / teaching process was **to define the values, mission and strategies together with the staff**. The main thing is the staff`s commitment and understanding what values and strategies mean in their everyday work.

The participation in the strategy management motivates teachers and the other staff members to understand their daily work as an important part of the National Vet development. Their daily work` outcome will be enough well-trained employees in health and welfare working life.

In the long-lasting development the chosen **values, vision and strategies define the purpose and goals of review and procedures to change**. They also determine the direction of development for everyone`s work in the work community.

In the strategic planning we have used the well-known **SWOT quadrant analysis** since 1998, Figure 3. The whole staff participates in this analysis during the annual strategy days. LVC/DHW analyses and determines the strategies every third year or whenever remarkable changes take place in the external environment. During

the annual strategy days the adequacy and coherence of values, vision, strategies and the critical improvements areas are checked in order to create and set the annual action plan.

Figure 3: How to determine strategies and find critical improvement areas

		EXTERNAL ENVIRONMENT	
		Opportunities First step	Threats First Step
INTERNAL ENVIRONMENT	Strengths Second step	Third Step Strategies and Principles for the next 3 – 5 years	Third Step Strategies and Principles for the next 3 – 5 years
	Weaknesses Second step	Fourth Step Critical Improving Areas Developing programmes for the next 1 – 3 years	Fourth Step Annual Action Plan for the next 0 – 1 years

The first step is to identify the expected changes in the external environment and the needs/expectations of our clients in future. In order to do this we use, for example interviews of employers, forecasting data, national and regional educational and health and social care policies, as well as researchers `s publications. By common discussion we choose 5 -7 most important opportunities and threats.

The second step is to analyse the internal environment using the collected feedback, the assessment data and different reports on self assessment and theme assessments. By common discussion we choose 5 -7 most important strengths and weaknesses.

The third step is to cross analyze strengths vesus opportunities and threats by asking which of our identified strengths we must confirm to utilize the opportunities and to avoid the threats. Through this phase we find and determine our strategies and guidelines for the next 3 -5 years.

The fourth step is to cross analyze our weaknesses versus opportunities and threats by asking which of our weaknesses we ought to change and develop into strengths, so that we can utilize the opportunities and avoid threats coming true. Through this phase we find our critical development / improvement areas for the next 1 – 3 years and also the things we must change immediately and we include them in the action plan for the next year.

Methodology of Evaluation and Assessment; staff training in QA; management and procedures of changes in the critical improvement areas as a part of pedagogical management

When the staff has become conscious and able to perform strategic work, the next phase of the pedagogical management is **training in QA-work**. The guidelines are based on learning by doing.

Our concern is **to make sure that the whole staff has the same orientation** to QA work in order to understand each other's responsibilities, goals and objectives and to participate in the evaluation of the results. In a picture of orientation we explain the theoretical base used in the QA in LVC/DHW. During the years we have moved from TQM (Total Quality Management), Process - and Interest Group – management and exploratory learning to the Competence Management and Problem based Learning. In the other picture of orientation we point how values, vision, mission are linked to the critical improvement areas and processes and how the process management works.

One important way to train the staff in QA was **to describe the processes together**. Management and leadership, teachers and other staff worked in small groups. To make sure the processes are focused on Client, it was first necessary to identify our main customers and customer groups, their needs and expectations and our products and services to them. Next the staff groups identified the path of different client groups to the core of each main process. Then the groups identified their tasks in the different process phases of the different clients. Finally the groups described the purpose, the objectives, the guidelines and the activities, as well as the responsibility of different persons and the assessment of each main process and their sub processes. We make sure that the criteria and the indicators give us information on how to manage and to control the processes and that we act in line with our strategies and according to our values. We also check that the principles and implementations in process descriptions are not against the chosen strategies and values. In time we realized that these activities can be performed by teamwork. We became informed and conscious of each other's tasks and manners. It took time, but at the same time we became involved in learning the principles of processes.

Self-evaluation plan and indicators to measure effectiveness were ready in 2002 – but every year we must define and update them. During the staff training we have developed new indicators to evaluate the changes we implemented. During the years perception and performance indicators have been linked to the processes and strategies. They are also linked both to EFQM and BSC outcome definitions at national, municipal federation and college level.

For Self Assessment we use versatile feedback, data and reports from the following:

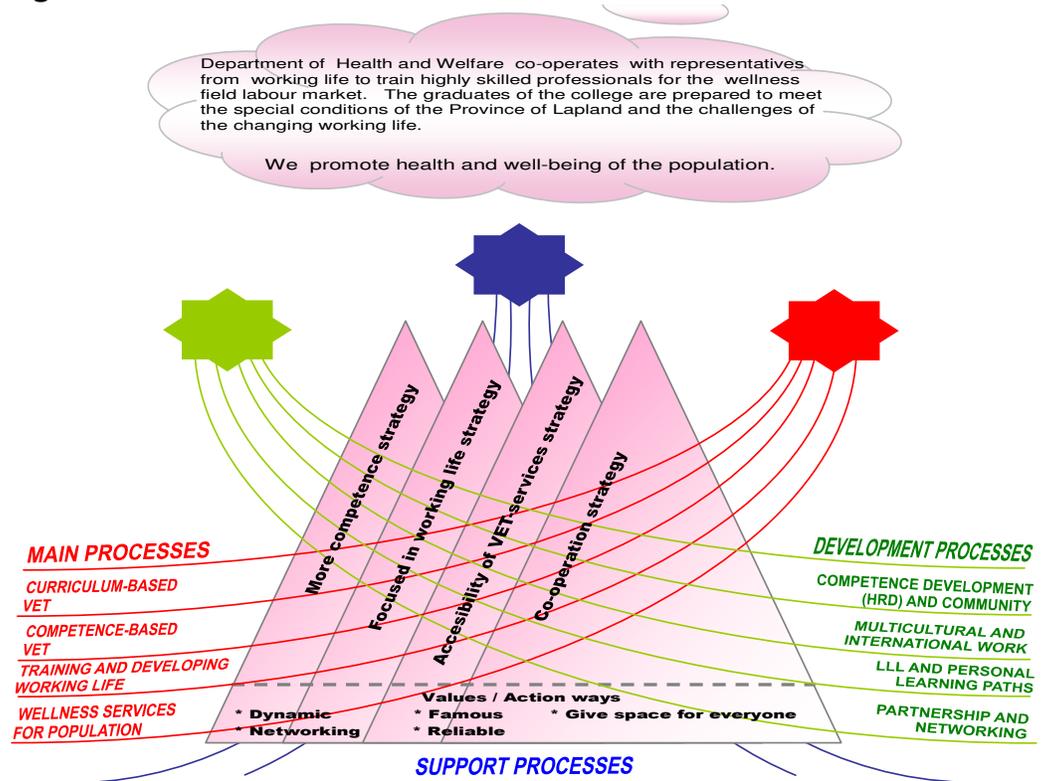
- Annual reports of outcomes by FNBE

CHAPTER 3 GENERAL PRACTICES

- Perception and performance indicators and their trends collected 1998 from four perspectives: customer, financial, internal processes and learning and growth
- Thematic evaluation reports at national, college and department level
- Customer, staff and interest group satisfaction surveys / perception measures and feedback discussions on the survey results
- Interviews of employers and employees in the Health and Welfare working life
- Evaluation reports on the department functionality and management and team management
- Personal and team develop discussions on development
- Self assessment reports
- Learning results of the students
- Benchmarking reports

What to do with collected data? It is not enough that top management of LVC/DHW analyse the collected data and take decisions on what to change and how. The most important is to **evaluate impacts, effects and outcomes** at the department level by using the BSC and EFQM criteria **together with the whole staff**. During the annual strategy days the whole staff members think over the results and reasons of the development data. **The collected data is used for two purposes**. We use it for analysing and identifying external and internal environment changes in order to define the strategies and to focus development in the chosen critical improvement areas. If necessary, we plan development programmes for 1-3 years and start the chosen development projects to make sure we are advancing toward our strategic goals. These programmes or projects are called in our process chart - development processes. The other propose of the data is to do the annual self assessment in order to find out to find out how we manage to accomplish the process -, qualitative and quantitative objectives. According to these development programmes and to the annual self assessment we make our annual action plan. By our annual action plan (objectives, activities, timetable, responsible persons or teams and resources) we ensure the process control. In the middle of each year we estimate by discussing, if we can reach our objectives or if we should change our planned activities (or quit some objectives).

Figure 4: Process Chart



As for the topic of the pedagogical management, it is necessary to make sure that the values and strategies live in daily VET and the learning process and the VET process develop according to the chosen strategies. That is what we try to confirm in the Process Chart, Figure 4: **Development processes cross the core/main processes** and they ought to be implemented by setting core process objectives according to the changes defined in the development programmes and processes

One excellent way of staff training in QA is to **participate in the self-assessment process**. We have passed three self- assessment processes covering both enablers and results. The first one in 2001 was done in the Finnish Quality Prize `s (FQP) frames and the second and third ones by using the EFQM, Excellence Model in 2004 – 2005 and 2006. In the first one the management and team leaders wrote the descriptions. In the first two the whole staff checked the descriptions to make sure that they are relevant for daily work and took part in the internal audit. The staff members have been interviewed by external audit group during the three SA processes.

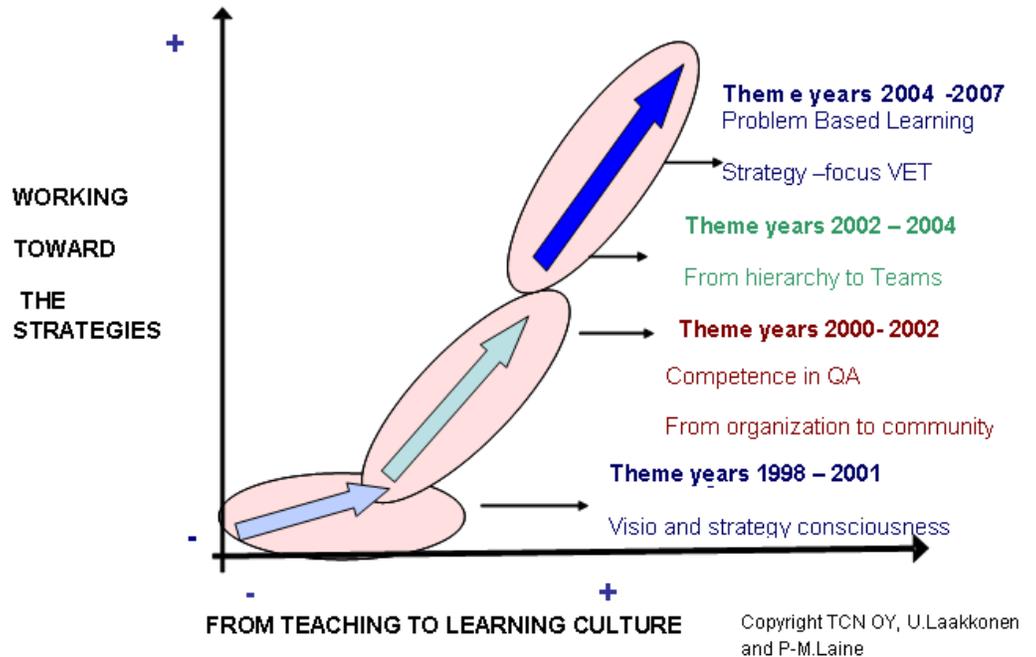
Implementation: TRAINING OF TEAMWORK COMPETENCE AND ABILITY AS A PART OF PEDAGOGICAL MANAGEMENT

How to ensure the activities described in the processes lead IN the daily work? One of the main ways to QA and QM has been to change the hierarchic organisation into a co-operating, learning **team community**. Team work is developed systematically according to the team self assessment and the evaluation of the functionality of organization which is done every second year. There is not a certain quality team. QA belongs to every team and to the members of those. We use annual HRD conversations at the personal and team level. By using them we evaluate the annual results of every person or team and agree on the objectives for the next year and on the development know-how. The learning and teaching teams make the teachers` work distribution and are responsible for the available resources. The principal and other management persons do not give orders. Their role is to be counsellors, mentors and tutors of the team leaders. Team assignments are done according to the process descriptions. Teams and their members evaluate how they manage to reach their quantitative, qualitative and process objectives. They make reports on the outcomes describing them according to the critical development areas of LVC/DHW. The annual written outcome report related to strategies is our result card and one control way to make sure the teams are conscious and committed to values, strategies, vision and mission of LVC/DHW. Pictures 4 and 5

The competence and know-how of teachers and other staff is the most important factor to reach high quality in VET. In our written personnel strategy and management program we have accepted the general guidelines of HRD for recruitment and selection. Every year in our action plan we define the topics of HRD and allocate economical resources and personal time to train and educate the staff. There are many different ways to take care of the staff competence. In the annual team- and personal development conversation we agree on the competences and know-how which must be acquired by training of each person or team. In the same time we evaluate how the earlier agreements have become true. In average our staff has 7 – 8 days per one year of continuing studies or training.

According to the critical development areas we implement such change procedures which advance our department toward the vision and strategies. By training the staff we support the improvement work and make the changes permanent. **1 -2 long- lasting training and development programs are always in progress, in which the whole staff participates.** By those programs we try to establish constant changes which improve the quality. For example, we have passed Community Training, Open and Net Learning Training, Problem Based Learning Training and started Teaching in English Training. Figure 5 and 6

Figure 5: Strategy-focus training of the staff members and procedures of changes

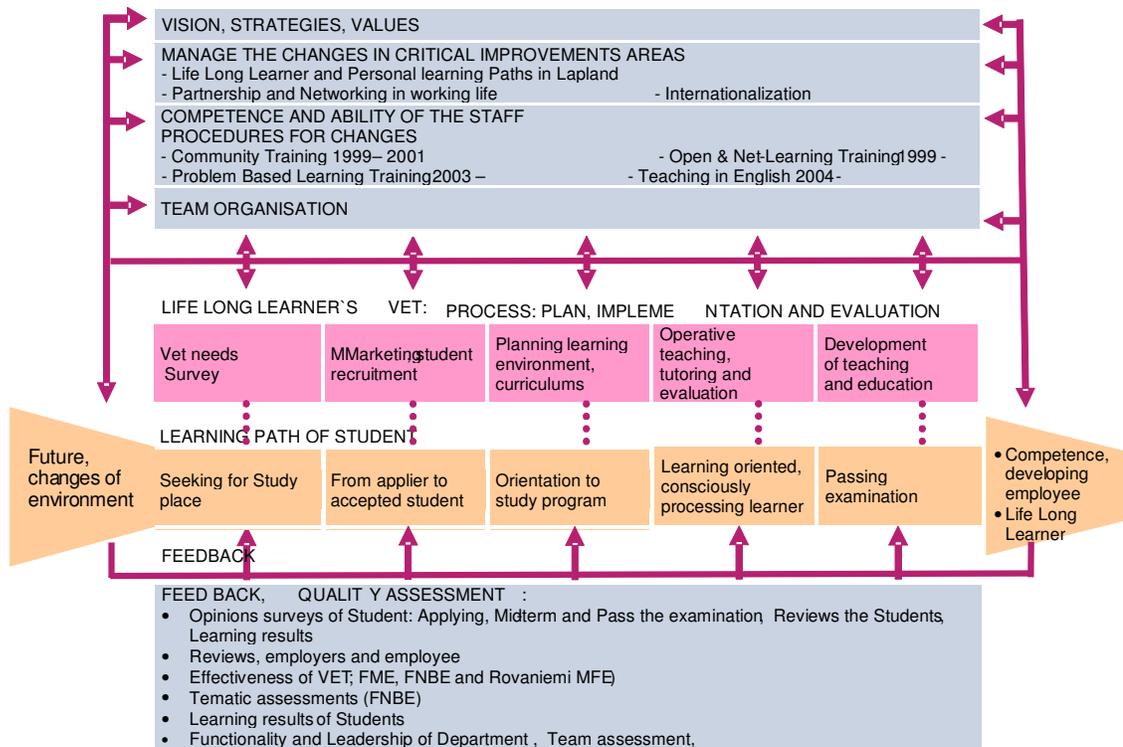


By PBL- pedagogical training we have succeeded to share what we have gained during years and years of practice. In 2003 we found we ought to do something about sharing of the strategies and values which are living in the learning and teaching processes. PBL-training programme started in 2004. The programme lasted 2 years and there were training days, when outside experts taught us. In whole time there were also development work including team work and common discussions on how to go on. The management did not order how to do, they waited and waited for the teams to find the solutions. The most important was to plan the learning culture change into steps which are short enough. Finally we realized that the strategy-focus curriculum is the answer. Nowadays our written curriculum includes guidelines in the critical improvements areas. They tell how to teach and guide so that the values and strategies become true in VET. The Curriculum is the document where values, strategies and critical areas are combined together.

RESULTS: STRATEGY- AND STUDENT-FOCUSED VET-PROCESS: PEDAGOGICAL MANAGEMENT DURING 1998 – 2006

It has been a long way to change from the teaching-oriented hierarchic organisation culture based on individual work, to the client- and strategy-focused learning community which is oriented toward the Problem Based Learning. It has demanded systematic, goal-directed and purposeful pedagogical management and especially a motivated staff. During the strategy-focus training the staff created the common comprehension of the goals and purpose of LVC/DHW. Our vision is to become a “resource weaver / know-how developer” in the net of European Wellness Clump by co-operating with social and health care, and VET organizations. The configuration of our department is transparent, and our pedagogical skills and abilities are well-known and visible. The nucleus of the resource weaver is the interactive tutoring and mentoring which takes place between students, teachers and on-the-job supervisors (employees). The pedagogical management has introduced procedures for changes in the whole working culture. Figure 6

Figure 6: Strategy- focused pedagogical management in VET process



TIPS AND TOPS FOR IMPLEMENTING THE GOOD PRACTICE

- The main way to obtain the acceptance and the ownership of QA is to develop the whole QA cycle together with the whole staff: strategic plan, process descriptions, annual action plan, evaluation of annual outcomes and self – assessments
- Determine values, strategies, vision and mission and the critical development areas related to the competences needed in future society and working life. Too often the process improvement means only changes in daily or annual working without roots in strategies.
- Translate the strategies into targets (1- 3 years) consisting of development programmes or projects and goal-directive action plan (1 year)
- Translate the strategies into everyone`s everyday job
- Use the same methods and tools many times and for many years. Thus they become well-known to the staff. So the tools do not have the main role instead of QA and SA
- See the CQAF as a process which runs in short but chosen steps
- Do not order, but motivate and encourage the staff
- Do not say, how “ it “ ought to be done, ask how you would do that

CONCLUSIONS OF THE CONTRIBUTOR

Really: CQAF is a common framework and instrument to support the development and quality of VET not only at national level but also at regional, local, college and department level. The next challenge in the future is to use CQAF as an instrument of quality assessment and improvement at team and personal level. We should look forward and believe that every team and person of the staff can use the CQAF as a holistic thinking QA frame and find how each one`s daily work is an important part of the VET quality. By using CQAF, the teams and the staff understand that high quality does not mean only good results and effectiveness. High quality means also planning, implementation, self and external evaluation and assessment, feedback, procedures of change and methodology.

Really: CQAF offers “context independence”. Practitioners can use the model for many different purposes, for example to develop the QA-system and the Vet-process, to identify areas which need improvement, to train competence of the staff. CQAF can be used as a model for the pedagogical management toward the strategy- and client-focus curriculum based vocational education and training, as described in this presentation.

Really: The CQAF works like a compass in a challenging time journey to the future or to the past time. CQAF offers interrelated elements which help us to evaluate and to assess the past years, to decide on the needed procedures of change, to

set the goals, to plan the relevant activities, to implement them and to make sure that the set objectives are reached. CQAF can be used as a cycle lasting for several years, or as an annual cycle. By using CQAF it is possible to do historical reviews, by analysing when the chosen strategies became visible in daily work and to find which were the right strategic movements, steps and decisions which made us advance toward the vision.

2. THE SCHOOL PROGRAM AS A KEY PROCESS OF THE VET QUALITY INITIATIVE (QIBB)

Context of the good practice

This practice is used by most of the VET providers in Austria, as it is a part of QIBB. During the interviews and the research the Austrian partner within the project, 3S Research has discussed regarding this practice with Vocational School in Linz, Vocational School Steyr and College of fashion, clothing and artistic design' in Vienna.

Austrian VET providers use several concepts for quality assurance. One of them, the VET Quality Initiative (QIBB for short), was initiated by the Austrian Federal Ministry for Education, the Arts and Culture. The initiative aims at assuring quality in the school-based educational VET system. It covers the entire Austrian school-based VET sector, and is intended to form the joint basis for assurance and further quality improvement. QIBB consists of several parts, viz. "systematic planning and agreement on objectives, regular evaluations, and outcome-based and objective-oriented reviews at management levels".² Furthermore, QIBB uses the ideas of CQAF and applies them at national levels. For example, the milestones of the annual chosen tasks are planned according to the four phases of CQAF. This means that the different phases of creating and using new tools and themes follow the process of planning, implementing, evaluating and reviewing/improving.

One of the key processes in QIBB is the school program at the "school" system level. Every school has to create an annual school program outlining all tasks the respective school is going to work on. These are specified in the school program and planned according to the four phases of CQAF. Moreover, all working groups and their responsibilities are identified. Besides, the school program contains a dossier on the organizational structure of the respective school including head master, teachers and other staff members, as well as general information about the school.

² Bm:bwk (2006): „QIBB, Qualitätsinitiative Berufsbildung, VET Quality Initiative“, Wien. p.47

Online: http://www.qibb.at/fileadmin/content/downloads/DG_DE-EN.pdf (26.04.2007)

A typical school programme can contain the following headlines:

- School profile, regarding several aspects like organisation, communication, teachers, apprenticeship, organizational structure, concept of special needs, successes;
- Mission statement
- Development plan with the certain quality topics the school wants to work on; detailed action plan with responsibilities and timetable.

Planning³

In many cases the school program gets planned by the teaching body including the school quality project managers (SQPM) and the head masters. Mostly they work in groups collecting already relevant topics for the next school program. Furthermore, these coordinating groups define new quality objectives and present them at the general conferences where decisions are taken too. Thus, the whole staff of a school eventually decides about the objectives and priorities of the following school program. In case of difficulties (e.g. high failure rate at exams), or demands by any of the stakeholders, these will be treated with more care in the next school program.

Another possibility for planning a school program is provided by the VET College. It obtains one mandatory topic of the school program from the federal ministry. The second topic is decided during a workshop. Afterwards, everybody can suggest work tasks and work procedures.

At a conference all suggestions are presented and some decisions are taken. Moreover, working groups already start to work on several aspects.

Another way to find and plan topics of the school program was the review of evaluation results.

The school program integrates also external impulses. For instance, the transparency initiative of the Federal Ministry of Education, Arts and Culture⁴ is a core element of several school programs. Based on these, annual plans including indicators are developed.

Implementation

Action plans, handouts or working groups assure an adequate implementation of the defined goals. A difficulty is certainly the top-down structure of schools, since it does not support mutual cooperation of teachers. Therefore, it is important to give impulses on developments.

³ The information about the four phases emanate from several interviews with representatives of VET providers, especially the vocational school Linz 8 in Upper Austria and the VET college of fashion, clothing and artistic design in Vienna.

⁴ Transparency in the assessment of performance is an issue promoted within the QIBB initiative.

The participation of the teaching body is guaranteed by conferences, working groups, as well as internal discussions, particularly in form of expert groups.

In the VET College several methods are used to implement the school program and its respective topics. For example, pilot classes or work groups.

Evaluation

At the vocational school Linz 8 efficiency and effectiveness in educational training is evaluated by annual internal audits. These are facilitated by the examination of indicators (e.g. grading, number of pupils who passed with distinction).

Another source of evaluation is written surveys. Eight times within a year eight subjects are evaluated. The results are not public and are examined by the governing body.

The VET College also uses online questionnaires, which are filled in by the quality managers.

Feedback

Generally, the school program defines the milestones to be achieved. If there is an urgent need for an issue to be carried out earlier, it will be dealt with immediately.

In case the evaluation has identified shortcomings, e.g., remedial teaching is not effective, they are discussed with the pupils. If necessary, the parents are contacted too.

In order to enable continuous improvements, it is, furthermore, necessary to create transparency. In this regard, fill-in forms, intranet, project records and minutes are elements for more transparency within the vocational school Linz.

In the VET College the director and the teachers discuss together about essential improvements resulting from the comparison with other schools and their evaluations. The steps for improvement are eventually carried out in work groups. What is more, there is a direct connection between the results of the comparison and the next working tasks.

Results achieved by the users of the good practice

First of all, the application of the school program leads to a more structured problem solving approach, ultimately guaranteeing quality improvements. Still, urgent needs can disrupt the process that was followed.

Secondly, another achievement results from the implementation of the school program at federal level, given that the federal QIBB initiative integrates school programs. This contributes to the realization of federal quality standards.

Thirdly, the school program contributes to transparency within schools. Stakeholders tend to share information and decisions are taken in a more collective way, having potentially positive effects on quality improvements.

Fourthly, the four phases of the CQAF framework are more likely to be considered. Furthermore, objectives are defined in a conscious manner, having positive effects on the achievement of goals.

Tips and tops for implementing the good practice

Transparency is crucial in terms of implementation. Therefore, methods like minutes or documentations of workshops (if possible, available for everybody on the intranet) are useful to assure transparency. It is also important to present the respective results, when there are several work groups, and offer reasons for potential decisions.

Meaningful participation is another key issue for successful implementation. Ownership motivates the participating staff and allows for the change of habitudes. Otherwise, conflicts are likely to arise at a later development stage. It is, furthermore, practical to concentrate on the process, instead of presenting final solutions to be achieved. In this regard, hierarchical decision-making outlining ultimate goals at early stages can have counter-productive effects. Conflict resolution mechanisms are also needed to solve issues which detriment the process of quality assurance.

Conclusion of the contributor

The school program as part of the QIBB initiative provides a useful concept facilitating orientation needed for achieving defined objectives. Hence, it is a sort of framework that contributes to stability.

However, quality improvements not only need strategic objectives but also a person, a leader, who is responsible for realizing collectively agreed objectives. The leader has to guide and coordinate the entire quality assurance process and to initiate tasks, as well as to revive them in case of a stalemate.

In this context, participation and teamwork are central to allow for a bottom-up process. Eventually bottom-up decision making processes across various levels of interaction are determining whether a concept becomes a successful real-life model. In case teachers and other staff do not believe in a concept, it is unlikely that it affects attitudes, behaviour and organizational processes. The school program as part of the QIBB initiative is certainly a promising example in terms of assuring quality for VET providers.

3. Career Centre

Context of the good practice

The practice is used by IEK AKMI and XINI Group.

IEK AKMI is a private Vocational Training Institution accredited by the Greek Organisation of Vocational Education and Training (OEEK), providing training in the field of Business & Finance, New Technologies, Art & Design, Beauty & Fashion, Pre-primary Education Studies, Media Studies, Sound & Music, Sport Studies, Tourism, Health-care Professions, Engineering Studies.

Xini Group is a private VET provider comprising many Vocational Training Institutions, Mediterranean College (undergraduate and postgraduate programmes), Carierra (vocational education), Exact Keas (Centre of Higher Accredited Studies), EPI (pedagogical studies), Centres of Foreign Languages, as well as Centres of Vocational Training. Xini Group is accredited by the Greek Organisation of Vocational Education and Training (OEEK)

Description of the good practice

In the private sector, demands of the labour market play a very important role, since providers strive for high employability of their graduates. For this reason, a good practice often used by a considerable number of the private VET providers which have participated in the Greek survey is that they are linked with professional organisations via “career centres” established at the training organisations. Career centres offer career counselling and bring together VET trainees and graduates with companies.

Considerable initiative is given to private companies to encourage them to take part in the design of curricula and courses and offer their feedback on new market needs and prospective changes. In some cases the course content adapts to the particular training content offered by companies. Collaboration with private companies often leads to the provision of lectures by experienced professionals. Practical training also takes place in reputable companies, while there is a constant communication regarding the performance of trainees. Private training institutions evaluate the practical training in companies by receiving feedback and making relevant changes. VET provision is often externally assessed by professional organizations and entrepreneurs who are experienced and who, under certain requirements, proceed to agreements for future employment of graduates. Market leaders select graduates of particular VET providers, since in many cases they have been responsible for their pool of knowledge and are confident about the quality of VET provision.

Intervention of the good practice

Since private VET institutions are more closely linked to the labour market, they take into account its needs in order to secure better cooperation with the private

sector. This practically means that private companies are directly or indirectly involved with most of the stages of the CQAF cycle.

Since private VET institutions are more closely linked to the labour market, they take into account its needs in order to secure better cooperation with the private sector. This practically means that private companies are directly or indirectly involved with most of the stages of the CQAF cycle.

Firstly, VET providers set up goals that are compatible with market expectations. Regarding implementation, curricula and course content gets influenced by major company training leaders. Training on site, as well as training seminars offered by company professionals also help implementing VET provision goals in order to meet market needs. By evaluating practical training and externally assess VET provision, private companies participate in the evaluation phase. They are the most appropriate to determine whether VET provision outcomes are according to their requirements.

Tips and tops for implementing the good practice

A starting point for collaboration with major companies is to exploit the opportunities offered in labour markets through the personal involvement and contacts of the VET provider's top management. Many of the private VET providers in our research have managed to establish key collaborations in the marketplace, associating their name with major companies and organisations for the benefit of their students.

The cornerstones of career centres are the personal counsellor and the career office, that provide for a proper career orientation for each student. Their contribution consists in:

- the provision of guidance about the right choice of career
- a follow up during the course of studies
- an update on employment prospects
- the preparation of a curriculum vitae and assessment of available employment options.

Moreover, the counsellors become involved with aspects pertaining to a graduates' entry into the labour market by familiarising them with the process of a personal interview and a successful professional presentation.

The aim of the career office is:

- to notify students and graduates about available jobs and employment prospects
- to develop a mechanism of notifying students about trends in the market place and the possibilities of professional employment
- to notify undergraduates about the possibility of continuing with their studies
- to develop and support network links with educational institutions and employment networks in Greece and abroad
- to promote students in the labour market

- to provide advice on matters such as preparation of a curriculum vitae, job interview techniques, methods of job search and career planning in general
- to inform students and graduates on matters pertaining to post-graduate, studies, payment of fees and ongoing training programmes
- to support graduates on the possibilities of establishing a business and financing facilities
- to take advantage of the Europass option concerning the mobility of trainees and employees within the European Union

A very important responsibility of career offices is the organization of “career days”. During these days, company representatives are invited to make presentations and trainees have the chance to meet and talk with them, on a one to one interview with the possibility of immediate employment.

Results achieved by the users of good practice

Over the last few years, VET providers that use the practice of career centres have been providing an increasingly large number of staff for large enterprises. Arranging the “first professional appointment”, as one of our contributors characterised it, has been going on for some decades now and has already provided a starting point for the professional career of thousands of graduates. This practice has facilitated a large amount of graduates to find employment, which in some cases has reached percentages as high as 80%.

Conclusions of the contributor

VET providers, fully aware that vocational rehabilitation is of outmost importance for their graduates, will continue to take the lead to ensure even higher employability of their students in the competitive job market.

4. Human Resources Management - The key to QA in VET

Context of the good practice

This practice is used by the Technical Post and Telecommunication College Gh. Airinei which provides initial VET for different type of education: full-time education, evening classes, post-school education, part-time education, vocational (technical) education, apprenticeship, post-school education (PHARE).

The school has about 2500 students, trained for the following professions: telecommunications electronics, telecommunications technicians, post office operators, postmasters, computer programmers, food industry, telecommunications networks, electro mechanics, electrician, spooling operator, economics post office operator, telecommunication equipment operator. They are trained in modern classrooms, 14 specialized labs, and 5 informatics labs.

The college trains students in bilingual classes: English, French and German.

Description of the good practice

Human resources represent the change agent in implementing the quality management system, so the management has to control mechanisms and methods for organisational changes (especially the changes in the organisational culture) which have to be adapted to the specific implementation of a quality management system. The manager has to become the main factor of change. The establishment of a quality management system cannot be delegated. In this context, the role of the Human Resources Manager is essential for quality assurance of human resources by recruitment and selection, by determining the specific requirements for preparation and training of the employees and by the training programme.

Considering all these, we have established new methods for approaching the human resources. The realistic vision on this issue leads to:

- Confidence and trust of personnel by elimination of the uncertainties for the future
- Motivation in performance of works and activities exceeding routine and specific bureaucracy
- Increasing the efficiency of Methods commissions and establishing roles and responsibilities for the discipline leaders
- Common commitment for development of increased quality activities

Based on the studies performed together with the Psycho-pedagogy office, the **assessment of the health workplace** (See appendix 4.1) and of the personnel satisfaction have been performed. These were of great importance for starting up of the implementation of the organisational change process, when resistance to change was still very visible.

Establishing the Quality Assurance Committee has been also one of the first phases, when the teachers which were actively involved in the quality assurance became part of the Committee. Thus, their active role has been somewhat voluntary.

Presently, the number of the actively involved personnel increased significantly, mainly because of changes in legislation which made quality assurance a mandatory activity. These persons are supporting the change and they are putting pressure on the departments where changes have not been implemented.

Obtaining the Quality was a common effort. It has not been obtained by „orders” or “directives” from the manager of the education institute. The manager was responsible for raising the awareness of the process owners, for the support of implementation of the quality assurance system, for promoting the policy of the school focusing on the quality objectives. Top management sent out clear messages that „noncompliant products are not accepted” (considering the specific clients).

The motto of the school was *„Let's always make things better from the first time”*.

This message represents the vision of the management on the quality policy; it has been displayed in visible places all over the school.

▪ Communication: The need of communication of the QMS is generated from the fact that the quality objectives have to be communicated internally and externally, being the pillars of the implemented quality management system. Improvement of processes was reached by changing the behaviour of the involved personnel, changes resulting also from the communication. Training in the field of quality has been considered a communication process. Efficiency of communication depended on the quality of managers and on the involved personnel.

Educational change can be successful only when several internal and external communication channels are opened and when total transparency on decision making is a reality. It was very important to identify the persons and the institutions which represent "*gate-keepers*", and who can facilitate or block the communication process.

Overcoming the communication barriers has been achieved by complying with general and specific rules:

- Understanding the barriers, blocks and distortions
- Using relevant examples for the issues discussed
- Avoiding defensive / aggressive behaviour
- Practicing the specific abilities of communication (active listening, asking questions, feedback, sharing information)
- Ensuring the information flow, checking the perception and checking the specific understanding
- Ensuring a socio-affective climate based on trust, sympathy and empathy
- Complying with the requirements related to the form, volume and clarity of the message
- Support of verbal communication by nonverbal behaviour
- Balancing the verbal/ written/ nonverbal communication
- Choosing the optimum time and duration
- Using a media appropriate for the process
- Elimination of external disturbances

▪ Motivation: Within the quality management processes, motivation is considered a very important factor.

Only when each member of the personnel is convinced that, by its activity can influence the quality of the products of the organization, the quality improvement measures will be efficient.

The organization preferred the use of the positive motivation techniques (awards for quality improvement suggestions, training in the field of quality, etc. We focused on motivation by personnel involvement, so that in a consensus and social harmony climate each member of the personnel can have individual initiatives and work with pleasure. For managing the *resistance to change* we have identified the mechanisms which motivate each individual for development of specific strategies oriented to improvement of individual performances.

"The actors" of the educational change were motivated for development, by encouraging innovation, rewarding of new practices and recognition of the

“right to error”. This is actually one of the biggest challenges of any educational reform: how you can make persons with large experience to do new things – especially when their experience has been considered a successful one.

“We have transformed into opportunity the individual failure fear so that it can be valued positively, as a motivation source”.

▪ ***Training:*** without training of the teachers (training in the spirit of changes), without having them encouraged to renew their attitudes, concepts and professional behaviours and without training them to become providers of social services and educational professionals, changes could fail. Training of human resources involved development and implementation of specific strategies for training and development complying with the organizational requirements and individual needs. The essence of our strategy consisted in active involvement of the individuals in training and development process (needs identification, awareness of our own possibilities, self learning).

Results achieved by the user of the good practice

The results obtained in assessing the health of the work place and the personnel satisfaction performed in March 2007 show that the human resources policy implemented has been a successful one.

Tips and tops for implementing the good practice

The results obtained when assessing the health of the work place and the personnel satisfaction performed in March 2007 show that the human resources policy implemented has been a successful one. The defining rules for a “healthy work place” implemented have been:

- Be clear regarding your expectations from the employees
- Ensure for the employees the materials and equipment they need for the accomplishment of their professional activities
- Provide for the employees the opportunity to do daily what they know how to do best
- Ensure that your employees have a manager or a supervisor who cares
- Ensure that talented employees are surrounded by colleagues which have same quality needs
- Provide for the employees learning and development opportunities
- Support positively the employees with good results at short time intervals (7 days)
- Provide for the employees the possibility to express their opinions related to their professional activity
- Send out clear messages on the aims and targets of the organization
- Provide possibilities for development of friendship at the work place
- Ensure progress monitoring for your employees at least twice a year

Conclusions of the contributor

Approached in a systemic concept, the organisation reunites human, material, financial and informational resources, each of them being formed by a great variety of interconnected elements.

When designing an organisation, it is essential to ensure that all the conditions for the optimal use of human resources, considering that they determine the degree of use of all the other subsystems. The design oriented towards the human resources ensures a high level of performance for the other subsystems within the organisation.

5. Management by objective (MBO)

Context of the Good practice

This practice is used by FiaTest Ltd. FiaTest is a Continuous VET provider in the following fields: management systems (quality/environment/occupational safety/food safety/information safety/social responsibility), testing /calibration laboratories, Human Resources, TQM management, foreign languages, computers. It is authorized by the National Adult Training Board for the following training courses: **quality manager, environmental manager, quality auditor, environmental auditor, human resources manager, project management, leadership.**

The clients of FiaTest are companies and individuals who are employees of companies and who seek recognition of their competences. All of the trainings provided are "improvement of competence trainings".

The MBO practice is presented in Appendix 4.2, together with the tools used.

Planning

Yearly FiaTest sets up quality objectives starting from the Quality Policy and the development aims of the organization and linked to the Vision, Mission and Values of the organization. These elements were set up in 2004 and each year they are reviewed and updated.

Based on these objectives individual objectives are drawn up during discussions with each of the employees of FiaTest. These individual objectives derived from the overall organizational objectives are established during the yearly appraisal conducted by the direct manager with the employee involved. In order to achieve each objective, measures are planned during these appraisals. The measures can be related to individual trainings, resources assigned, etc. The time frame for the achievement of the objectives is 1 year.

Implementation

Each individual ensures the implementation of his/her own action plan, based on the planning developed during the appraisals. Each action implemented is recorded, so that each employee knows whether the actions have been implemented according to the timeframe established.

The implementation phase of MBO involves the following actions

- Training (performed according to the training procedure of the organization)
- Resource assignment and use: the resources established in the planning phase are used according to the plan of measure implementation. The resources are both material and human, the organization being very much focused on promoting the team work
- Communication – internal and external. There is a communication procedure within the organization which includes the performance of external communication for the performed training activities
- Application of procedures: in performing and implementing the activities, the personnel of FiaTest uses a set of common tools and procedures which are a part of the management system (Organization of trainings, Project design, implementation and monitoring, Consultancy process, Marketing activities). All these procedures have been developed starting with 2002 (as a part of the Quality Management System and they are updated continuously, based on the identified improvement needs)

Evaluation and Assessment

Evaluation and assessment applicable to the Management by Objective practice consist in Self assessment performed by the individuals combined with the assessment performed by the direct manager.

Self assessment is performed every 3 months by the individuals and it consists in evaluation of the achievement of objectives established in the beginning of each year. Self assessment focuses both on individual objectives but also on measures which have to be implemented in order to reach the organisational objectives.

The self assessment report is sent to the direct manager. The direct manager also performs his/her assessment or he/she just reviews the self assessment performed by the individuals.

Each year 3 partial self assessments are performed and at the end of the period, during the next appraisal, there is an overall self assessment. This overall self assessment is accompanied by the overall evaluation performed by the direct manager.

During the appraisals the main discussion topic is related to the objectives and points where there is a difference higher than 2 points between the self assessment and the evaluation performed by the direct manager. These topics are discussed during appraisals and agreement has to be reached.

Based on the rating an individual performance can be:

- Poor
- Under expectation
- Up to the expectation

- Exceeding the expectation
- Outstanding

“Outstanding” performance can mean that the individual will be promoted to the next hierarchic level.

Review (Feedback and procedure for change)

Review of Management by Objective is performed either once in 3 months, based on the results of self assessment, or once a year, being included in the yearly appraisal.

Quarterly review

When the quarterly self evaluation performed by the individual is sent to the direct manager, there might be needs for change in resources allocated, actions and responsibilities. Also objectives might need updating depending on the status of objective achievement. When this is the case, a meeting between the individual and his/her direct manager takes place and the updating of the action plan is performed. The need for change can be identified by the individual as well as by the direct manager.

Yearly appraisal

During the yearly appraisal a discussion on the achievement of the objectives and performance of the individual takes place, based on the scale used by the QMS procedure. Decisions on the new objectives and the changed objectives are made by the individual and his/her direct manager.

The yearly appraisal functions actually both as a planning tool and a review tool, being split in 2 phases.

Results achieved by the users of the good practice

The application of management by objectives has been very effective within the organization. It led to a better understanding of the implemented Quality Management System as well as regarding the ownership of all personnel of the quality management system implemented. FiaTest has a **Quality Manager** who coordinates and ensures the implementation of the management system and who reports to the top management during the management reviews, but since the MBO program was implemented, the management system has become more effective. FiaTest obtained a second certification by a Certification body accredited by an international accreditation body (signatory of the EA – MLA) and the achievement of objectives raised at 95% in 2006 (between 2003 – 2005 the rate was 85%).

Personnel consider now that the quality management represents “**everybody’s job**” not only “**the job of the quality manager**”. Also the transparency of the management system has improved significantly together with the understanding of the promotion practices used by FiaTest.

Tips and tops for implementing the good practice

The organization which implements the management by objective should be aware of the fact that it is a learning process for all the personnel. The method should be used consistently and the organization should be aware of the fact that it consumes resources. At least 7 days a year should be allocated to the implementation of the practice by each individual.

In larger organizations it can be of benefit to have the practice implemented in steps, in the beginning just at the management level, and only afterwards at the personnel level of the organization.

The management by objective procedure is likely to need updating and changes in time, due to the fact that there is no “perfect solution” but just “one solution adapted to the needs of organization”. When implementing the practice everybody has to be trained on using it and also one person has to be appointed as overall MBO coordinator, who correlates all the data and makes the overall reports.

Conclusion of the contributor

Management by objectives represents the best tool we have for the moment for ensuring an effective and efficient implementation of the quality management system and the best tool for improvement. We consider that it can function by itself, without being a part of the management system, but if it belongs to the management system it brings much added value.

Guidelines and practices for the **PLANNING PHASE** of CQAF

The Planning phase of CQAF is related to the planning of the quality assurance in VET at all levels (providers and system). In order to ensure a coherent quality assurance within the VET organization, planning activities have to be performed. The planning activities will be related to

- Quality policy of the organization
- Establishment, maintenance and review of objectives
- Identification of the processes within the organization

Quality Policy

The top management shall define a quality policy which has to mention the values which the organization stands for. The policy represents the “business card” of the VET provider, it is the document which indicates usually the mission statement of the organization. The policy is addressed both to external parties (stakeholders) as well as to the internal parties (employees of the organization).

The policy also includes the overall quality objectives of the organization, objectives which are important to be in line with the European and national goals in VET. This is why when developing the policy the organization has to be informed and has to consider the European trends and policies in VET.

The policy has to be assumed by the General Manager of the VET institution, it has to be signed by the general manager and it has to be updated periodically. The Policy has to be made known actively to all interested parties.

Objectives

Quality objectives have to be defined by the organization and they have to be monitored in order to ensure their implementation and achievement. Objectives represent the main path for reaching continuous improvement as well as for ensuring an effective quality assurance.

Establishing SMART objectives represents one of the most important tasks of the quality assurance coordinators in VET institutions. But once set up SMART, the achievement of these objectives will be much easier.

Specific objectives – concrete, detailed, focused and well defined. For setting specific objectives it helps answering to the following questions:

- What are we going to do?
- Why is it important to do it?
- Who is going to do it?
- When do I want it completed?
- How am I going to do this?
- How much does it cost?

Measurable objectives – this is the most important consideration about objectives, it is how the organization knows it has achieved the objective, showing the evidence of achievement.

Achievable objectives – strongly linked to the measurable objectives. Usually there is no point in starting a job when you know you cannot achieve it. The organization decides that the objective is achievable when:

- The objective is measurable
- Others have done it successfully before
- It is theoretically possible
- There are resources available
- The limitations have been assessed

Realistic objectives – the feature connects the human resources / time/ money / opportunity for reaching the objective. One objective can be achievable but not necessarily realistic. This is why it is important to know

- Who has the responsibility to do it
- If the responsible persons have the necessary skills
- Where the financial resources are coming from

Timely objectives – deadlines are set effectively for reaching the objectives.

Process mapping

It is very important for the VET organization to identify the processes and to describe them in a manner in which interested parties (internal and external) can benefit from.

Processes are the core element of the quality management system. In almost every element there can be found one or more statements on how processes should be monitored, measured and improved whereas a closer description of the way that processes should be identified is not provided.

First of all it is necessary to define what is understood by processes. In general a process is a logical and sequential flow of activities which are repeatable and fulfil the following criteria:

- Clear starting point and end (process borders)
- Well defined input factors (material, information, human resources, etc.) and a clear output (result)

CHAPTER 4 PLANNING PRACTICES

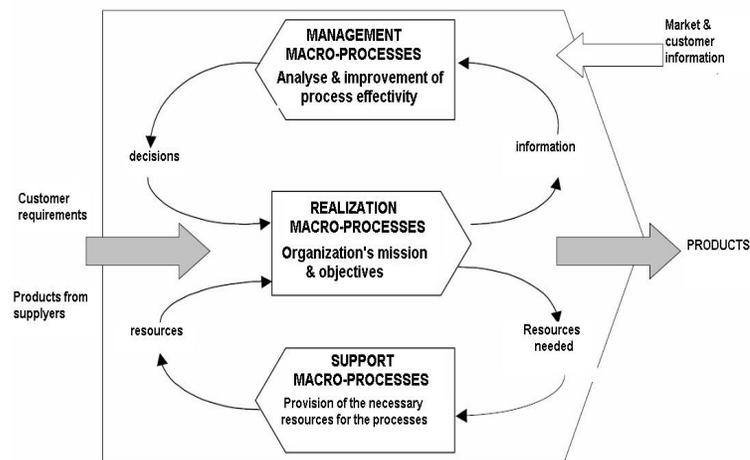
- Suppliers and customers
- Owner of the process
- Best practices for the process

A tool, which encompasses these elements, is the so called SIPOC method. SIPOC stands for Supplier – Input – Process – Output – Customer and helps to identify the main aspects of processes. As the first step the process is sketched as a black box (top down procedure) and the starting point and the end are determined. Then continue to develop on the right side of the process and proceed with the output and the customers. A critical point is the correct identification of customer's needs and later the continuous improvement in fulfilling these needs. As a last step the input is specified and the suppliers are named. It is important to understand that suppliers are not only external companies but also internal departments or processes (internal supplier-customer relationships).

In most VET organisation processes are seen at different levels. The highest level of process visualisation is called a process map and shows the interaction between the main processes of the organisation. In these process maps, there can be found, as a rule, three different types of processes, as shown further:

- Core or key/realization macro processes: these are value adding processes where the start is normally defined by a certain customer need and the end is the delivered good or service – this means core processes are so called customer-to-customer processes.
- Support macro processes: core processes are normally not able to work properly without a certain amount of support. For example: a production process needs the support of a maintenance process – customers are not willing to pay for the maintenance, but it is necessary for a continuous performance of the value adding process.
- Management macro processes: these processes are mainly planning, steering and development activities, like strategic planning or controlling. Again, customers do not pay for them but they are necessary for the long term survival of the training organisation. In Figure 10 the general structure of the main macroprocesses specific for any type of organization, including the VET provider is presented.

Figure 10 – Structure of Macro processes



CHAPTER 4 PLANNING PRACTICES

Also two specific processes maps are presented - one for measurement processes and another one for human resource management process (Figure 11 and Figure 12).

Figure 11 – Measurement process Map

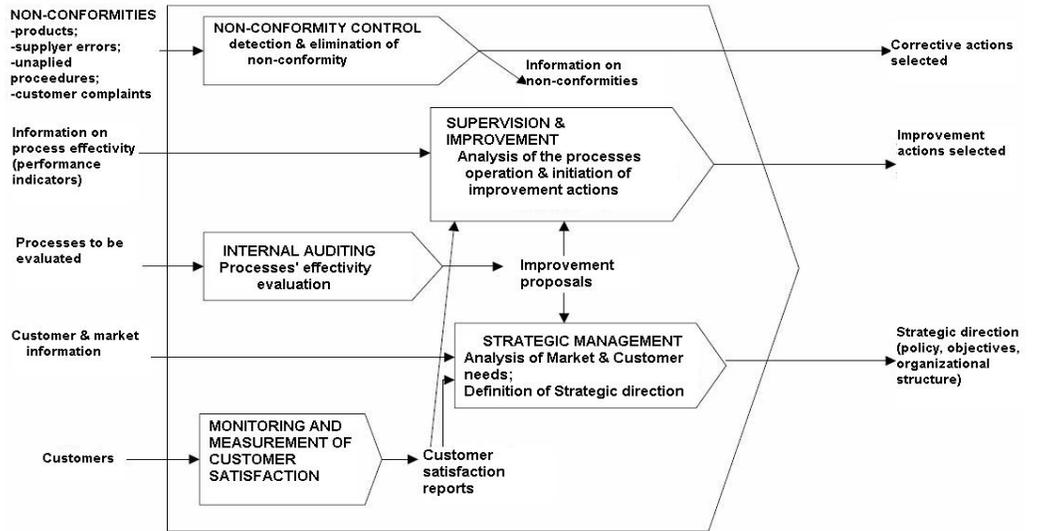
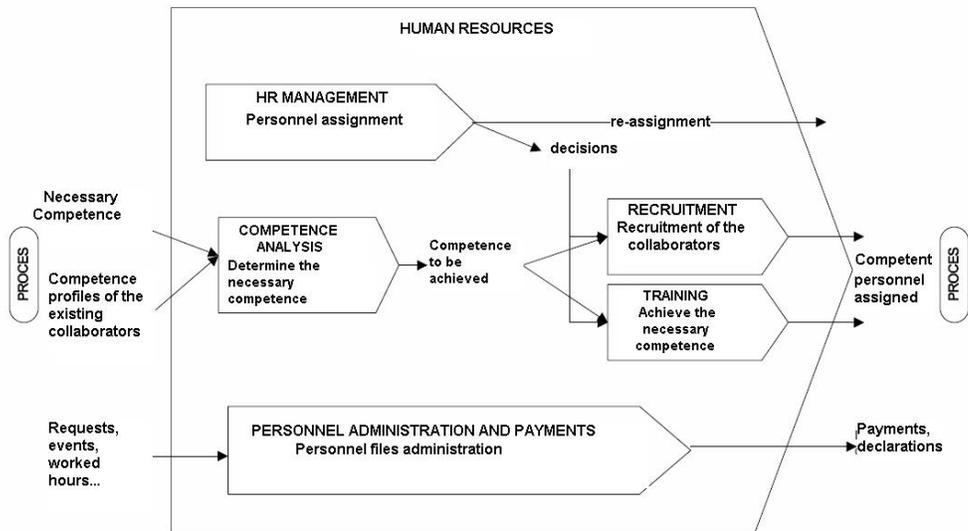


Figure 12 – Human Resource Process Map



Normally, the definition of a specific process map is the first step in this project phase: main processes are identified, interactions are visualised and process owners are named. The latter is one of the most important functions in a process-oriented organisation. Process owners (PRO's) are responsible for the detailed definition and sufficient resource supply of the process. In addition to that, they have to care for the right measurement tools (performance indicators) and continual improvement.

Process mapping represents one of the most important tools in the planning stage of the quality assurance. The implementation phase will detail the path which is followed for description of processes.

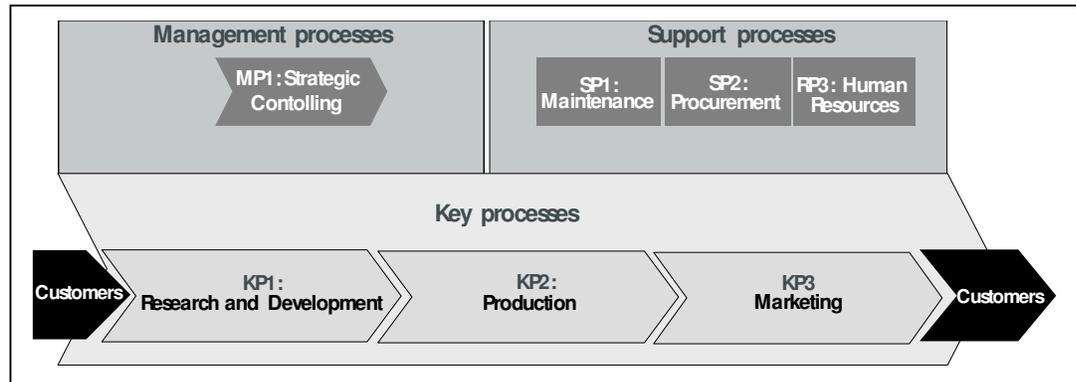


Figure 13: Example of a process map

6. Proficiency levels for the skilled trade

Context of the practice

The practice is used by Vocational school for electronics and communications for apprentices from Tyrol. The school has existed for about 35 years and offers four-year and three-and-a-half year training courses in electronics and communications (e.g. electronics, informatics, energy techniques ...). Forty teachers are providing training for 1379 pupils organized within 54 forms. The school has five employees.

Description of the practice

The VET provider implemented the participative theory of Likert. Likert is a well-known organizational theoretician and who demands to focus on relationships and interactions within organizations. Regular conferences, participative decision-making processes and discussions are thereby cornerstones contributing to productivity, positive attitudes, cohesion, little fluctuation and efficient problem solving among others. The VET school formed 'future forums' acting as steering groups based on this model. Moreover, it integrates conflict resolution methods.

Valuable information for planning and the school program are obtained by carrying out analyses by questionnaires (Please see Appendix 4.3) of work done in firms where apprentices are trained. In this regard, the pupils and the enterprises themselves are integrated. Based on the results of these surveys, planning of the curricula and further activities are performed.

The survey on proficiency levels for the skilled trade aims at various objectives:

- Composition of the curriculum in line with the real occupational activities.
- Finding needed further education for teachers.
- Planning and accomplishment of needed technical arrangements.
- Enhancing the communication between the vocational school and the enterprises where the apprentices are trained.
- Enhance the dual system concerning transparency between the vocational school and the enterprises.

After sending the questionnaire to the enterprises where the apprentices are trained, a great part of the questionnaires is sent back. That shows a high interest of the enterprises to cooperate with the school.

At the moment the head master is analysing the questionnaires, in the future two speakers of future forums will be trained to be able to analyse the questionnaires on their own. So they will be able to work autonomously with the survey.

The enterprises are informed about the survey. After the analysis of the filled out questionnaires, there is a presentation about the results in front of representatives of the enterprises.

Intervention of the good practice

The good practice interfere with the Planning phase of CQAF, being related to establishment of objectives and improvements for the activities performed by the VET provider representing the procedure for the planning process within the quality approach in use.

Results achieved by the users of the good practice

The rate of return is very high, about 80% to 95% of the enterprises send back the questionnaires. That shows a high acceptance of the survey in the enterprises. Also the survey helped the VET provider in identifying and adjusting better to the requirements of the enterprises where the apprentices are trained. Another result of the survey is the high satisfaction of the enterprises with the vocational school. One reason could be the corporate feeling of the two parts of the dual system (enterprises and school) about the education of the apprentices which has been enhanced by the survey.

Tips and tops for implementing the good practice

The survey about proficiency levels for the skilled trade is very useful to show the real work which has to be done by the apprentices in the enterprises. A lot of teachers have not been in real work situations for a long time. The survey

provides important information about the current occupational practice enabling the implementation of those occupational practices in the future curricula. Moreover the survey also integrates the trainers of the apprentices in the enterprises and their knowledge in the vocational education at school.

Conclusion of the contributor

The survey is a very good way to find out the real work and activities the apprentices have to carry out in the enterprises and to create the curriculum after the needs of the labour market.

So, the two parts of the dual system, vocational school and enterprises are close to each other, which enable an intense vocational education for the apprentices.

7. Strategic planning correlated to the market requirements

Context of the good practice

The practice is used by Technical College Anghel Saligny, Cluj Napoca, Romania. Our school has a rich and old tradition in training specialists in the department of constructions and public works, including multiple schooling levels of the Romanian pre university educational system: lower-secondary, upper –secondary technical high school, SAM (School of Arts and Jobs) and technical college. “Anghel Saligny” is the only school in the constructions field in Romania that can offer complementarity and balance in three professional on-going training domains: human resources, technical skills and services.

Description of the practice

In order to answer to the requirements of the interested parties, students, parents, economic agents, civil society, the school aims to harmonize continuously the offer with the demand of the labour market, complying at the same time with the legal requirements. The yearly study of the Regional Action Plan for Initial VET and the Local Action Plan for initial VET aims at showing the tendencies on the labour market at local and regional level. The graphs which present the development of different economic sectors are correlated with the answers received from the economic agents based on the questionnaires developed by the schools, and with the ones received from students and parents on specific questionnaires. The results of the review are correlated with data regarding the dynamic of the school population at regional and local level, in the rural and urban areas.

The results of these activities will become the Yearly School Plan suggested by the County Inspectorates to be approved as well as the School Action Plan.

Within the School Action Plan development directions are established in close cooperation with the economic entities in order to ensure places for practical training, professional insertion and development of the materials for the schools. The needs of the labour market, of the interested parties are included in the development, the approval and the use of the school curriculum and in the curriculum for local development – which will answer to specific local needs. Harmonizing the school offer with the needs of the beneficiaries is performed considering the results obtained by the students during the practice period, shown in the Individual Evaluation Forms which are filled in by the economic agent, in which under the topic „Comments” important observations related to work abilities and social competences are included.

Intervention of good practice

The Good practice „Strategic planning correlated with the market requirements” is related to the planning phase of CQAF, ensuring a sound implementation of the quality assurance system in Initial VET. Although this is a practice which is required by legislation, it is up to the VET providers how they ensure the real implementation of the practice.

Results achieved by the users of the practice

Based on the results achieved for quality assurance in education, the Technical College Anghel Saligny has been designated as Resource Centre for other Initial VET schools within an inter-assistance network. The school, via its trainers, ensure the dissemination of the experience gathered in quality assurance, including the development of the strategic planning via the School Action Plan. Initially 5 schools were included in the network, nowadays 12 schools have joined it. As a preparatory measure for generalising the quality assurance tools in assisted schools, the trainers from the resources centre organise specific trainings on quality assurance and strategic planning.

Tips and tops for implementing the good practice

Planning of activities is performed so that there is a correlation between general school objectives and the objectives of different departments, curriculum areas and disciplines. (School Action Plan (**an example is presented in Appendix 4.5**), Managerial Plan, Action Plans for curricular areas – sectors, Individual Action Plans – Planning of the Trainers).

Based on the School Mission, well defined by the Board, and in the beginning of each cycle one exhaustive review is performed at the level of each department and curricular areas, for the activities and results of previous period. SWOT analysis is performed for establishing the main observations which will lead to the strategic directions for future actions. The SWOT analysis is presented in a General Meeting with all the teachers of the institute.

The weak points related to the opportunities give indications on the priorities and the direction on short and medium term. Objectives and well defined targets also

derive from national objectives, regional objectives, local objectives and internal objectives.

The strong points related to threats generate other objectives and goals which lead to increasing the number of strong points.

For each objective established during the brainstorming at the level of each responsible team, decision is made which will contribute to the achievement of the targets. The school takes care that all the actions are IDEAL, so they are Inclusive, Democratic, Equal (as repartition and difficulty), Autonomous and Linked with the Community as well as having a European Character.

Conclusion of the contributor

A good strategic and operational planning is essential for the successful implementation of a quality management system. The School Action Plan together with the Activity planning of all Compartments and commissions are developed considering the human and material resources which are available, establishing responsibilities and clear deadlines. The main aim is to eliminate the risk of overcharging the students and the school personnel, by correlating the activities with the school curricula and involvement of the Students Council and the Parents Council in the Planning. For some actions, the school is being supported by the local economic entities and local institutions (Local council, City Hall, Police, Foundations, etc).

8. STRATEGY CHART: A TOOL FOR STRATEGY PLANNING

Context of the good practice

Salo region education federation of municipalities maintains Salo Region Vocational College. Salo Region Vocational College Forssa Vocational Institute is multi-disciplinary vocational institution providing education and training in many educational fields. Salo Region Vocational College consists of units which have been before separate schools. The trainings are provided in the field of business and health.

Description of the practice

As the education provider changed in 2005, the whole strategy planning process had to be reviewed in order to be able to roll-out the strategies of the new provider – Salo Region Educational Federation of Municipalities (later in this text “the education provider”) – to the unit of business and health care in Salo Region Vocational College.

CHAPTER 4 PLANNING PRACTICES

At the same time a process was started in order to create a new tool to help the strategic planning of the unit, something which the leader team had for quite a while hoped for to support their work.

The starting point for both projects was that the education provider used BSC-model in its strategic planning whilst the VET-unit used EFQM-model for planning and evaluating its operations.

The possibility to join in the Leonardo-project lead by the Finnish National Board of Education helped the development work. The aim of the Leonardo-project was to develop BSC – models for VET schools and institutions. Our school entered the project in the spring of 2004, when they were looking for units who would test the new BSC-models and their implementations.

The aim of the unit was to create a strategic tool, where all essential information regarding strategic planning could be seen on one A4-sized paper. Another goal was to combine the viewpoints of EFQM- and BSC-models as well as the level of the unit with the level of the education provider.

As the result of this development work a cross tabulation (Annex 4.5.) was created. This table combines the two strategic planning models: BSC- and EFQM. The vertical level shows the strategic planning of the education provider; this is based on the BSC-model. They decided to display the strategy through critical success factors. The strategic indicators and goals set for these success factors form a scorecard. Bonus indicators of the Ministry of Education were included.

The horizontal level of the table shows the critical success factors of the unit of business and health care. These factors are based on the EFQM-model. The strategic goals of the unit are gathered in the middle set of squares of the table. The VET-unit follows its results with the help of EFQM-result areas, which are gathered into a separate result matrix (=process indicators).

Strategic planning in the unit of business and health care has been performed using the strategy chart since 2005. After every planning round the quality manager together with the quality team estimates the suitability of the tool and makes changes if needed.

The following changes have been made in comparison with the original chart:

- the values, mission and vision of the education provider have been added
- the critical success factors of the unit have been added, these factors are based on the EFQM-model
- there are less strategic indicators and the result goals have been checked on annual basis
- in addition to the strategic goals of the unit also the strategic guidelines of the whole school are shown in the middle of the chart
- proposals for investments in the unit are written in the middle of the chart

- proposals for projects in the unit and in the VET-school are written in the middle of the chart

At the moment the strategy chart includes all essential information regarding the operations planning in the unit.

Intervention of the good practice

The practice is a combined Planning, implementation and evaluation and assessment practice.

This strategic tool is used during the strategy planning day of the VET-unit. Before this date the leader team has made a survey of how the previous strategic goals have been met. The strategic guidelines of the Salo Region Vocational College are stated in the strategy table. These guidelines are the starting point of the planning together with the mission, values and vision of the education provider as well as previously gathered information. During the strategy planning day the leader team and the leaders of other teams state the strategic goals for the unit. The ready table is then sent for evaluation to different education units, support services team and to the leader team, so that the whole personnel can participate in the strategic planning process.

After the leader team meeting all operational teams in the unit plan their operations based on the strategic goals. The strategy is implemented into operation through the operational plans of the teams.

RESULTS ACHIEVED BY THE USERS OF THE GOOD PRACTICE

The strategy chart has made it easier for the personnel to understand the whole picture of strategy planning: the connection between the strategy of the education provider and the strategic guidelines of the Salo Region Vocational College and the strategic goals of the unit. The unit can show that the strategy of the education provider is implemented to the operational level.

The strategy chart helps the different teams in operations planning. The teams search their goals from the chart and plan concrete operations how to reach these goals set for them. At the same time the teams check the operating instructions for their processes. The leader team confirms the action plans and checks that all the goals in the strategy chart have been noticed.

The strategy chart shows also investments needed and project proposed. This way also the special development needs and investments are included in the operational planning of the unit. The importance of both the projects and the investments can be justified based on the strategic goals.

The cross tabulation made it possible to see the connection between the BSC- and the EFQM -models and with that the viewpoints of strategic planning were

widened. The leader team can rely on that all essential facts regarding planning have been noted.

Using the strategy chart has brought the planning closer to the personnel, who now can really participate in the strategic planning process.

During the planning process for 2008 it was for the first time considered which strategic goals could be connected with an internal evaluation of operation. In the future these evaluations shall continue on annual basis.

Next development phases are to implement this strategy chart in all units of Salo Region Vocational College and to specify the process indicators more carefully.

TIPS AND TOPS FOR IMPLEMENTING THE GOOD PRACTICE

Managerial support is essential and necessary during the implementation of the strategy chart. Without the support the implementation is not getting forward. The management has to understand the importance of this tool when rolling-out the planning work.

The implementation of this tool requires also educating the personnel and giving them the possibility to test this idea without any stress or hurry. The unit trying to implement this tool has to have some kind of practice for arranging a strategy planning day.

This chart alone is not enough to roll-out the goals but the unit should have e.g. An organization based on teams, so that the planning can be implemented into practical work.

This same principle can be used outside the strategic planning process also. In the unit of business and health care in Salo this technique has been used e.g. for gathering advance information.

The cross tabulation could be used also to combine other models than EFQM and BSC.

CONCLUSION OF THE CONTRIBUTOR

In large regional educational federations it is a problem to take the strategic guidelines from the managerial level to the operational level; this is due to the many organizational levels. The personnel often feels that the strategies are very far from the daily operations, kind of separate dreams, when they should strongly direct the operations. With the help of this strategic planning tool it is easier for the personnel to understand how the guidelines and goals are related to the practical procedures.

9. CURRICULUM PROCESS

Context of the practice

The practice is used by Keskuspuisto Vocational Institute The Invalid Foundation. Keskuspuisto Vocational Institute is maintained by ORTON Invalid Foundation as an upper secondary level vocational special education institution and development centre for special needs education. The Institute is located in the Ruskeasuo district of Helsinki and operates 22 additional learning units in the Greater Helsinki and Uusimaa region. Over 620 students participate annually in upper secondary education and adult vocational education and training.

Description of the good practice

The personnel take part in curriculum work extensively. The strategy of the Institute consists of a common curriculum and a development plan.

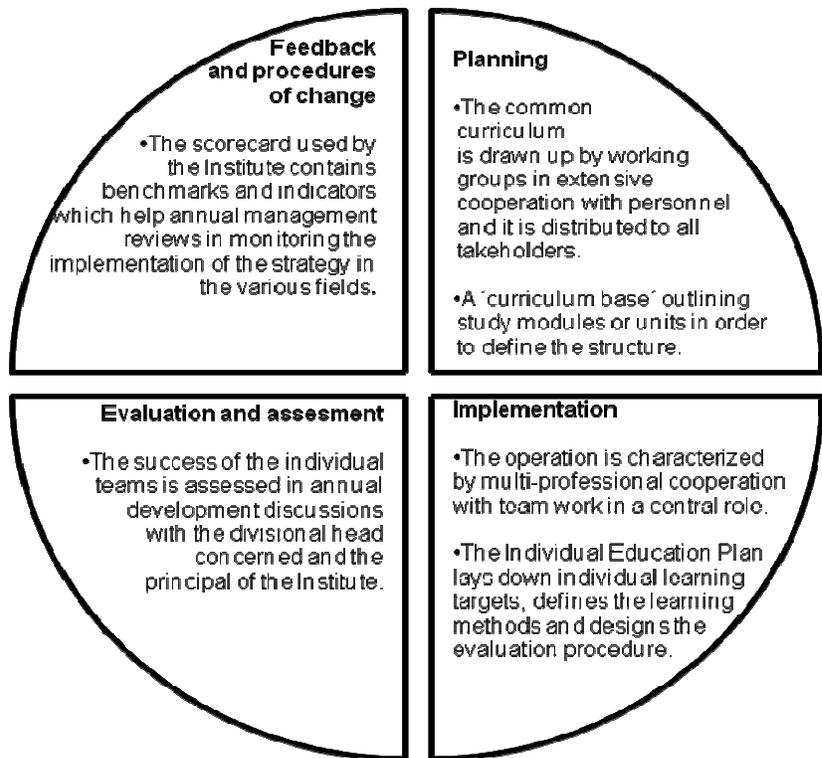
The drawing up of the strategy begins with work on the common curriculum in a working group led by the development manager. The common curriculum is drawn up by working groups in extensive cooperation with the personnel to ensure that its contents will reflect instruction and guidance in concrete form. This common curriculum defines common principles for all the education and training in plain language, and it is distributed to all stakeholders in the beginning of the studies and to all new teaching staff in the beginning of their employment relationship. The common curriculum is supplemented with a description of the Individual Education Plan procedure, an introduction to working methods applied in instruction, determination of student rights and obligations, and special needs education support services.

Curriculum work specific to an individual field of education is the responsibility of the relevant divisional head, and the work is led by the development manager with the participation of the relevant team or the teachers in the relevant field of education. The process of drawing up curricula is similar in all education, but the content requirements differ field by field. The Institute has drawn up a 'curriculum base' outlining study modules or units in order to define the structure, which must include a plan for implementation and evaluation of vocational skills demonstrations approved by the skills demonstration committee. Operators in working life are informed of the vocational skills demonstrations at professional-field-specific employer meetings to which working life cooperation partners are invited.

The operation of the Keskuspuisto Vocational Institute is characterized by multi-professional cooperation with team work in a central role. The personnel have the authority to carry out self-directed teamwork which makes it possible to develop the activities of the Institute and their own team and to implement innovations. The teams plan their own duties, targets and development, draw up

budgets and implement them within their powers. The duties and targets of the teams are based on the Institute’s curricula and development plan. During the spring, the teams draw up their action plans for the following year. The aim is to have the timetables for the teachers ready for the next school year at the end of the spring term. The divisional head and the planner coordinate the timetables. The individual team action plans are part of the pedagogical plan of the teams, which is given a concrete form through curricula-specific to the various study programmes and through Individual Education Plans. The curriculum is given a concrete form through the Individual Education Plan, which lays down individual learning targets, defines the learning methods and designs the evaluation procedure.

Process for planning instruction



The success of the individual teams is assessed in annual development discussions with the divisional head concerned and the principal of the Institute. The discussions deal with factors advancing or hampering the achievement of targets. A team development-discussion and action-plan form has been developed as a tool for facilitating team planning and development discussions. Feedback concerning the extent to which targets are realistic is utilized in strategic planning. The scorecard used by the Institute contains benchmarks and indicators which help annual management reviews in monitoring the implementation of the strategy in the various fields. The benchmark figures help in determining the overall situation of the Institute.

Intervention of the good practice

The practice is related to planning of the curriculum.

Results achieved by the users of the good practice

Pedagogical effectiveness is manifested in the production of new expertise and students finding employment and a place in society after completion of their education.

Tips for implementing the good practice

It is essential in terms of successful planning that the teams plan their own duties, targets and development, draw up a budget and implement it within their powers. It is important in terms of steering operations that the success of the teams' work is assessed annually in development discussions with the divisional heads and the principal of the Institute.

Conclusion of the contributor

The team personnel take part in curriculum work extensively. The Institute's strategy consists of a common curriculum and a development plan. These two are the principal documents outlining the operation of the entire Institute.



Guidelines and practices for the IMPLEMENTATION PHASE of CQAF

Implementation is essential for the success of the quality assurance strategies of VET providers. Implementation represents the key to an efficient and effective achievement of the objectives which have been set up in the planning phase. This is why all the implementation methodologies used by the VET providers have to be harmonised with the targets, goals and objectives which have been set. VET organisations establish procedures and tools which enable them to ensure the proper implementation of the quality assurance systems that will eventually lead to better results.

Most elements dealt with in the implementation phase are

- Communication (both internal and external)
- Establishing roles, responsibilities and accountability
- Training of personnel
- Personnel strategies
- Allocation of resources
- Process management
- Working conditions for personnel

Communication – it is very important that the communication is effective, in terms of policies, objectives, values for which the organisation stands for as well as for roles, responsibilities, authorities. Active communication is the key to a better quality assurance. Communication strategies are established by VET providers, these strategies dealing both with internal and external communication. Students' forums are set up, internal communication web sites as well as sound strategies for external communication and active involvement of interested parties and stakeholders (local authorities, employers, parents' associations, etc). All these organisations are actively involved in all the phases of quality assurance.

Many VET providers are involved in networks and funded projects, this being a very good practice for broadening the horizons and exchanging of practices and strategies.

Roles, responsibilities and accountability – are often dealt with via the job description. Quality assurance is not the task of the quality manager or the quality coordinator but a common aim and task shared within the organisation.

Personnel involvement and HR strategies – all persons involved in the quality assurance are following a specific training path in order to ensure that tasks and responsibilities are realistic and they can be achieved. More on HR strategies can be found on section 8 of the present Toolbox.

Allocation of resources – this represents the key to the sound quality assurance. The management has to be aware of the fact that without resources the quality assurance strategy developed in the initial stages cannot be achieved. The management has to ensure that time, financial and human resources are available for implementing quality assurance and for ensuring quality improvement.

Process management

Once the process map is sketched and approved by top management, every process has to be defined in more detail by process owners until at level two or three a clear structure is achieved, which can be displayed in a flow chart. In these flow charts step after step of the processes are defined and adjusted together with some additional information:

- Responsibilities
- Corresponding documents and records
- Interfaces with other processes
- Flow of information

What is the connection between the VET organisation’s vision and the management by process?

- It guarantees the training organisation executives that the institution is “ready to fight” to ensure the strategy development.
- Identifies and puts into practice the different essential processes for the strategy application.
- It is a piloting instrument for the decision takers, permitting through follow-up and processes controlling, to determine if the training organisation attains the goals.
- The manager has to conduct the processes, to evaluate if the existing processes are updated and useful, to create new processes if necessary. All these aim at developing a strategy- focused accomplishment organization.

Based on the systemic approach of the process (figure 14) it is possible to quantify the following specific properties of a process:

- observability
- controllability
- measurability
- variability
- stability

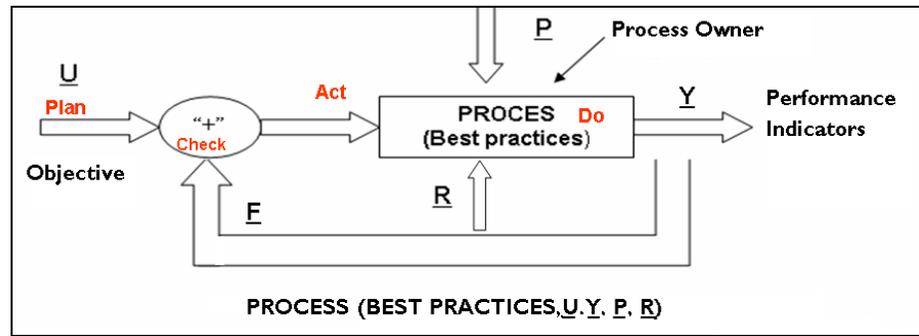


Figure 14 Process systemic approach (U- Inputs, Y-Outputs, R-resources, F-feedback, P–Perturbations, Process Owner) and the relation with DEMMING Circle PDCA (Plan-Do-Check-Act for improvement)

10. Future forums

Context in which the practice is used

The practice is used by the Vocational school for electronics and communications for apprentices from Tyrol. The school has existed for about 35 years and offers four-year and three-and-a-half year training courses in electronics and communications (e.g. electronics, informatics, energy techniques). Forty teachers are providing training for 1379 pupils organized within 54 forms. The school has five administrative employees.

Description of the good practice

The method is based on Likert’s social-psychological theoretical work. The theory of participative leadership emphasizes the relationships and interactions between people of various organizational levels. Based on this theoretical framework self-tailored approaches to planning are adopted. Thereby, the formulation of objectives, their justification, possible implementation strategies, supporting measures and evaluation tools are at the heart.

Responsible for answering these questions are the so-called “future forums” that are seen as links between the teaching body and the governing body of the school. These forums, elected for a three year period, facilitate bottom-up planning and optimise the communication flows within the organizational structure of the school.

The “Future forums” are also responsible for organizing conferences, whereby overall objectives for the entire school are defined, and informing about changes in terms of quality assurance.

Valuable information for planning and the school program are obtained by carrying out analyses by questionnaires of work done in firms where apprentices are trained.

Other used methods for planning were the following:

- Management by objectives
- Giving reasons for the objectives
- Possible strategies for implementation (e.g. acting persons, organisationally premises, timetable)
- Supporting arrangements
- Possible arrangements for evaluation

The intensity of communication in forums, the intensity of communication between the several forums and the speakers of the forums with the head office allow to draw conclusions concerning their effectiveness.

Another way to draw conclusions concerning the effectiveness of the forums are their proposals on investment in relation to objectives.

There are several ways to obtain feedback. First of all there is written feedback out of the results of the exams at the end of school (vocationally-specific examination). Moreover there is a continuous exchange of experience with the examination board. In addition there are surveys with the enterprises, where apprentices are trained, about their satisfaction with the theoretical education of the school.

Every three years there is a new voting, where the speakers and the members of the future forums change.

Intervention of the good practice

The practice is mainly important for the implementation phase of CQAF although it has elements for each of the stages. Implementation is done by voted speakers of the forums. Those build up teams for implementation. Moreover the objectives and the current state of the respective developments are presented at the four conferences for teachers (There is one hour reserved for the speakers of the forums.) The forums are to make proposals on how to use the respective budgets.

The following website shows the respective future forums and their actual members:

http://www.eke.at/index.php?contentdir1=Unsere_Schule&contentdir2=Zukunftforen (Download on 12.11.2007)

Results achieved by the users of the good practice

After some years in which the future forums have been working, many members of the teaching staff are members in the future forums and have done a lot of good work. The acceptance of the future forums has become better and better in this time, because successes could be seen. The members of the future forums showed through a lot of activities how committed and responsible they are with their tasks. Hence they contribute to an innovative development of their school.

Tips and tips for implementing the good practice

It is crucial to integrate the teaching staff in the development of the school. Only if they have the feeling that their activities and (voluntary) contributions are cherished and seen as important activities, they will be motivated. Moreover it is important to work in teams and divide the work that has to be done; otherwise individual persons will be overburdened.

Conclusion of the contributor

The concept of the future forums seems to work really well. A lot of teachers are involved and are motivated to work on achieving their objectives. Only some considerations regarding the system improvement by including the acquired experience are missing.

11. Steps in Implementing the Quality management system

Context in which the practice is used

This practice is used by the D. Motoc Technical College in Romania. Dumitru Motoc Technical College for Food Industry provides students' training in the food producing field, as well as their access to university studies, through direct courses-high school-technological branch with the profile- natural resources and environment protection and the qualification- technician in food products analyses, progressive courses, vocational school-food industry field-specialization in the following jobs-miller and silo worker, worker in meat, dairy, fruit and vegetables industry, worker in extractive food industry, electromechanical field-worker in electro-mechanics, the accomplishing year-food industry field-baker pastry worker-worker in farinaceous products, operator for meat and fish products, operator for oil and sugary products industry, the electromechanical field- air-conditioning and refrigerating system installers, electromechanical workers for equipment and installation in food industry.

Description of the good practice

The stages in implementing the QMS within the initial Vet schools have been

- Training of the Principal in the field of quality management
- Establishing the quality policy and objectives by the top management
- Informing of the Members of the Board
- Informing of the Teachers Body
- Involvement of the discipline managers in the project
- Involvement of the students' body

CHAPTER 5 IMPLEMENTATION PRACTICES

- Setting up of the Quality Documentation Centre in the field of education at the school library and also of the information centre in the teachers' gathering room
- Cascaded training for the future local trainers
- Training of the trainers for each discipline
- Establishing responsibilities and tasks for the members of the Quality Assessment and Assurance Commission; Development of the job description
- Development of the internal regulation for the Quality Assurance and Evaluation Commission as well as for the Quality Assurance Committee.
- Development of the quality management system documentation (Quality manual)
- Design of activities for each discipline and the school managers using tools (questionnaire for the initial review of framework relation student-teacher, questionnaires for the students and teachers related to satisfaction; questionnaires for identification of learning styles; questionnaires for establishing the professional training needs **(Please see the results of the questionnaire regarding training needs in Appendix 4.6)**; questionnaire for self assessment related to ISO 9001 compliance; consultation of stakeholders: parents, local economy, local community)
- Development of the Action Plan for each compartment
- Monitoring all the quality assurance elements; identification of weak points
- Establishing action plans, teams, terms for achieving the performance indicators
- Establishing actions; team composition, establishing the terms and the quality indicators
- Filling the portfolio for each department and for each teacher
- Managing the resistance to change
- Development, at the level of the teachers of didactic design documents, assessment tools and evaluation criteria
- Gathering the proofs/ results of evaluation which would correspond to the criteria established
- Diagnosis of the organisation
- Establishing quality policy and objectives
- Setting up of the Quality Compartment
- Training of personnel in the field of quality management
- Identification of processes, establishing performance indicators
- Development of QMS documentation
- Training of personnel in the field of internal audit
- Performance of internal audit
- Performance of external audits (to suppliers)
- Establishing and implementation of corrective/ preventive actions
- Review and finalisation of the QMS documentation
- Performance of management review
- Certification audit
- Surveillance and continuous improvement of the QMS

Intervention of the good practice

The good practice is related to the implementation phase of CQAF mainly, but it has connections actually with all the phases.

Results achieved by the users of the good practice

Compliance with the above-mentioned steps in implementing the QMS for VET has allowed the development of the quality culture and the management of personnel resistance to change.

Tips and tops for implementing the Good practice

Essential elements for the QMS, essential factors for development of a certifiable quality management system are:

- Total commitment and coordination from the organisation
- Good communication within the organisation
- Correct resource allocation
- Appropriate training of personnel
- Continuous involvement of all personnel
- Qualified information in the field of quality management
- Managerial and organisational stability within the organisation
- Monitoring the quality management system implementation programme

Conclusion of the contributor

In order to implement in pre-university VET technical aspects related to quality assurance, the set up of the organisational culture and the involvement of the top management represent a MUST. The manager has to prepare the organisation in order to introduce the quality assurance system by developing a positive motivational climate. The whole process of quality assurance is related to the degree of personnel involvement as well as to the level of professional – pedagogic competence of personnel.

12. Cooperation with foreign VET institutions

Context of the good practice

The practice is used by IEK AKMI and XINI Group.

IEK AKMI is a private Vocational Training Institution accredited by the Greek Organisation of Vocational Education and Training (OEEK), providing training in the field of Business & Finance, New Technologies, Art & Design, Beauty & Fashion, Pre-primary Education Studies, Media Studies, Sound & Music, Sport Studies, Tourism, Health-care Professions, Engineering Studies.

Xini Group is a private VET provider comprising many Vocational Training Institutions, Mediterranean College (undergraduate and postgraduate programmes), Carierra (vocational education), Exact Keas (Centre of Higher Accredited Studies), EPI (pedagogical studies), Centres of Foreign Languages, as well as Centres of Vocational Training. Xini Group is accredited by the Greek Organisation of Vocational Education and Training (OEEK)

The cooperation takes the form of study visits which VET providers make to foreign VET institutions in order to study their training provision, exchange and learn from others' experiences.

DESCRIPTION OF GOOD PRACTICE

Some of the VET providers have contacts with relevant institutes in other countries and bring in new effective ideas and approaches applied abroad. Private VET providers have links with foreign professional organizations or universities which offer specialized seminars, exert control over the quality of course content, teaching material, training methods and equipment, visit the institutions, monitor examinations and act as external advisors. Furthermore, trainees are also given the opportunity to visit such organizations.

The cooperation often starts with study visits which VET providers make to foreign VET institutions in order to study their training provision, exchange and learn from others' experiences. Participation in European or International professional organisations brings different VET providers together and facilitates the development of such relationships.

IEK AKMI as a private VET provider has been in partnership with a British University since 2001. The provider participates in study programmes, international partner institutions meetings, and gets accreditation for its training provision. This has led to the University's validation of several vocational degrees currently offered by the VET provider.

INTERVENTION OF THE GOOD PRACTICE

This practice is used mainly for the implementation phase, for ensuring the process description within the VET institution.

RESULTS ACHIEVED BY THE USERS OF THE GOOD PRACTICE

The collaboration has been characterised as a positive one, especially due to the achievement of students on the relevant degrees, many of whom graduated with distinctions in recent years, and to the success in getting high rates of graduate employment.

TIPS AND TOPS FOR IMPLEMENTING THE GOOD PRACTICE

However, the validation process has faced many challenges and this has required the two partners to work closely together to find appropriate solutions. One of the major issues was the University's programme management equivalence at the partner institution. Due to different stages of institutional organisation, it has often been difficult to apply procedures that the University normally used. Sensitivity was highly required with regard to local legislation and norms. The University's procedures for programme management in collaborative organisations stated explicitly that there was a need for flexibility. However, for internal quality and external audit purposes it was also important to make sure robust systems were in place that would protect the quality of VET provision. Clear guidance for partner institutions by the University and open communication channels that would allow for discussion of approaches to programme management well in advance of validation were key elements of a successful cooperation. To this end, the University took a more systematic approach to ensure that all new partners had access to relevant information and support from its academic and administrative staff. Moreover, the development of enhanced written guidance and a Frequently Asked Questions page for partners on the internet were established.

CONCLUSION OF THE CONTRIBUTOR

Among the strengths of the partnership are strong industrial links, staff commitment and the success of professional graduates. For this reasons, representatives of the VET provider favour an extended collaboration which will incorporate more programmes, as well as the possibility for future students' exchange.

13. The use of Balanced Score Card application for the development of main processes in the organization

Context of the good practice

The practice is used by **Itä-Savon koulutuskuntayhtymä, Savonlinnan ammatti- ja aikuisopisto (ISAKO)** which provides training in the field of Culture sector, Social Sciences, Commerce and Administration, Natural Resources and Environment, Tourism, Catering and Domestic Services, Social Services, Health and Sports, Technology and Transport. The College has 2300 students/year.

DESCRIPTION OF GOOD PRACTICE

Professors Robert Kaplan and David Norton first introduced the concept of the balanced scorecard in an article published in the Harvard Business Review 1/1992. The basic balanced scorecard model measures an organization from four different perspectives and aims to integrate its operational control with long-term vision and strategy. Performance is assessed from 4 to 5 different perspectives, which integrate short-term operational control with long-term vision and strategy.

The perspectives of the Balanced Scorecard Model

Four perspectives of basic model are according to Kaplan and Norton financial perspective, customer perspective, process perspective and learning and growth perspective.

Financial perspective

- To succeed financially, how should we appear to our stakeholders?
- The expectations of stakeholders are also shown in what their requirements are for growth and profitability.
- Cost-effective use of resources?

Customer perspective

- To achieve our vision, how should we appear to our customers?
- How can we satisfy our customers and why should they pay for it?" Internal processes and development work must take this perspective into account, i.e. the core of the whole measurement system.

Process perspective

- By what processes can we create value for customers and fulfil the stakeholders' expectations? This perspective must provide the answer.
- To satisfy our stakeholders and customers, what business processes must we excel at?" What should we become good at?

Learning and growth perspective

- To achieve our vision, how will we sustain our ability to change and improve?"
- What could we do to sustain and enhance our expertise to satisfy the needs of our customers and ensure the efficiency and productivity of the processes that create value for customers? What are the core areas of expertise that we should develop and focus on?

In SAMI Balanced Scorecard application is used and the main processes are divided into four perspectives describing the function of an educational organization (figure 15). The basic function is related to the implementation and development of teaching. The support function deals with the organization, structures and management of internal services. The development function describes the development and anticipation of the educational needs of a learning organization. The results of these three perspectives are evaluated and measured through result indicators, finance indicators and quality indicators, which is the fourth perspective, the development function.

CHAPTER 5 IMPLEMENTATION PRACTICES

In the strategy work the College has chosen a total of eleven priority areas placed in the main processes for the next three years.

The starting point for the annual work processes are the priority areas placed on the BSC model (Figure 15). The red colour indicates the priorities for 2008. Annually the College chooses the most important priority areas for which they set the goals and evaluation criteria/indicators in the budget plan.

The strategy, annual planning and the operation and quality management system of SAMI have been built using this model. The BSC model is the framework of all planning and quality evaluation. *With this we have been able to build a practice oriented model which is well suited for an educational organisation. An important aspect is also that neither the model nor its elements are direct copies; instead they are self made applications. Using this method of quality development, the organisation, while creating the model, has learned and adopted its basic idea, its practices and justification.*

INTERVENTION OF THE GOOD PRACTICE

Balanced and Score Card is a complete tool, which connects all the phased of the CQAF. However the present practice is mainly dealing with the implementation phase of BSC (consequently with the implementation phase of the CQAF).

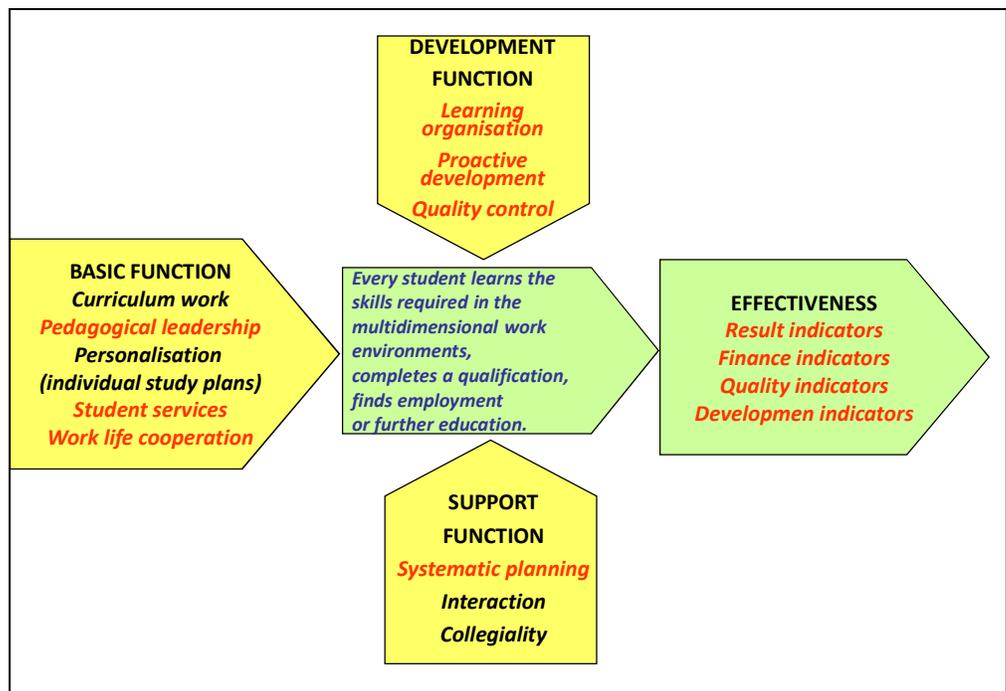


Figure 15 **BALANCED SCORE CARD (BSC) APPLICATION AND PRIORITY AREAS IN SAMI 2008**

RESULTS ACHIEVED BY THE USERS OF THE GOOD PRACTICE

The systematic use of the BSC application card throughout the years has resulted in continuous development and several improvements in all levels of activity in the organisation.

- First of all, it has been possible for the organisation as a whole to focus development on certain selected sections instead of scattered unsystematic individual attempts.
- The model has grown to serve as the backbone of the collegial teams' structure and function. Besides the sector specific teams there are also teams combining the pedagogical leadership and expertise to serve all education and support functions within the organisation.
- Good and well functioning connections with the world of work. Sector related vocational advisory boards and sector specific bodies with work life representatives create an active forum for work oriented development.
- Team commitment at all levels results in concrete pedagogical improvements for the students' benefit.

TIPS AND TOPS FOR IMPLEMENTING THE GOOD PRACTICE

The key tips and tops for success are three: pertinence and systematic activity of management staff regarding the use of the model, continuous feedback of concrete good improvements accomplished → motivation → staff commitment.

CONCLUSION OF THE CONTRIBUTOR:

The BSC application developed in ISAKO/SAMI is a well suited tool to be used in strategic planning and management in an educational organisation.

14. Communication of quality – Diaconia Forums and Students Forums

Context of the good practice

Helsinki Diaconia College is a private college maintained by a private foundation, Helsinki Deaconess Institute (HDL). Set up in 1867, the College started working with Quality system in August 2002 and for one year 30 employees have been trained in „Development of assessment” and started the development of the Balanced and Score Card in 2004.

DESCRIPTION OF THE GOOD PRACTICE

Diaconia Forums represent meetings which are organised by the VET organisation on strategic issues and quality issues. These meetings are scheduled in the beginning of the year and are organised on Fridays afternoons.

For each term there are 2-3 Diaconia Forums scheduled in calendars. Each forum has its own, special theme and it is a strategic one. Diaconia forums are held on Friday afternoons. Forums are open to teachers and other staff. Sometimes visitors, who represent some strategic partner, are invited. The issues are very „up –to date” and anyone can suggest a new theme. One person of the management group is in charge of the arrangements for the forum. The forums for the whole term are introduced in the intranet, so that people can take it in to account ahead. In the intranet there is also a reminder few days before the forum. There is no written program, but usually someone introduces the theme of the discussion and coffee is available. A memo is always made and published in the intranet in “a virtual forum” (link from the front page of the intranet) and the discussion can continue there. Intranet is also a channel for feedback and hints, how to develop forums.

One two-hour Student forum is scheduled per term, usually in the beginning of the term. It is open to all students, teachers and other staff. Students are informed about the forum in student guides and by the teachers and info-TV. This forum is meant for discussions of college-level issues and also for a channel to deal with feedback that students have given during the previous term and to hear students` views how to develop things in the college.

Intervention of the good practice

The good practice is related to communication and it answers to the recommendation for communication on quality assurance which is present in the CQAF.

Results achieved by the users of good practice

The strategic aims of the College are better known and people always find new ways to put them into practices through the processes. Forums are a good way of share success and failure. From 2003 feedback of the work community has been gathered and from the view of feedback the development of the flow of information, for ex., has been positive, and forums may be one reason for the good development.

In the beginning the target group of the student forum was restricted, but nowadays it relates most of the students. According to the feedback from the students the atmosphere and collaboration has developed positively since 2003 till today. Student forums may be one reason for the good development.

Both forums are voluntary and the amount of participants has been quite stable, or slightly increasing.

Tips and tops for implementing the good practice

If in an organisation there are certain values which need to be shared or large amount of staff need to find new attitude, discussions may be the best way to advance.

Conclusion of the contributor

In 2005 our organisation took part in the quality contest of vocational education and was gained quality award of the year (The theme of the year was „ a different learner“). The evaluation jury appreciated the strategic leadership and also Student forums a good way to get feedback and take students ideas and opinions into account how to develop college.

15. Reducing students' absence (method to motivate students' presence)

Context of the good practice

The practice is used by KAINUU VOCATIONAL COLLEGE, a public owned vocational college. The study sectors are: Culture Sector, Natural Resources and Environment, Natural Sciences, Business and Administration, Social Welfare and Health Care, Technology, Logistics and ICT, Tourism, Catering and Domestic Services, Quality assurance.

EFQM has been the basics of quality planning and implementation processes. Quality work has started at 1995. Quality Evaluation (both internal and external) processes have been run during last 10 years. Operational manual has been done by ISO –standards since 2004. Kainuu Vocational College won the first price in National Quality Competition for vocational colleges in Finland in 2003.

Description of the good practice

In Kainuu Vocational College there is an audited operational manual (quality manual). It is structured in different parts by the basic processes in college. One of the main processes is the student services. The main purpose of this process is to develop and guide personnel to different actions to ensure students possibilities to study and learn.

The context in which the practice is implemented is presented below:

- 20-25 % students in Kainuu Vocational College are accommodating in dormitories, most of them are travelling at home for week-ends

Actions for reduction of students' absence (procedure to follow students' presence)

The system is structured by following steps:

- methodology on monitoring the students presence by reports and change of information between all teachers who are in contact with the student
- basic idea is to start actions as soon as the difficulties are noticed
- In every study sector there is the group of students' social work (contains the head of department, social workers, and some teachers). This group will handle all problem situations and will plan the actions.
- system problems
 - i. discussions with students and teachers
 - ii. discussions with social workers
 - iii. if needed discussions with parents
 - iv. absence will effect to students evaluation
- methodology is audited, updated and reported once with a questionnaire
- Controlling of dormitories at day-time, too. In some cases even waking up of late students
- Meetings of the teachers at the period change (five periods /modules during study year)
 - Change if information between teachers, because there is possibilities during following period teachers will change. Absence is normally a symptom of other problems
 - in problem cases continuation of actions by quality plan
 - planning social work activities for student

Intervention of the good practice

The practice is related to implementation, as procedure for ensuring the achievement of the objectives, in this case reducing the students' absence.

Results achieved by the users of the good practice

Reduction of the students' absenteeism and dropout rate. However this was just one methodology, in the tips and tops section the correlated measures are presented.

Tips and tops for implementing the good practice

- crucial part of this process is to start actions as soon as possible the problems has been noticed
- operations must take notice to individual students background

CHAPTER 5 IMPLEMENTATION PRACTICES

- anyway the follow-up of the common rules is important, every party will see the regulations will be followed
- Every student does have possibility to tell their opinions, to personnel or at least by a questionnaire at least once a year.

Additional measures taken by the college:

- the tutoring and guidance for their free time during school week is crucial: advising, arranging free time activities and presence of adult person
- establishment of a new job: tutor for students free time and for dormitory residents
- co-operation with students association

Conclusion of the contributor

- You cannot create a Big Brother –controlling system, you must listen the student carefully
- In colleges strategy must be noticed the „gap-of-generations“, students are still young but teachers are ageing.



Guidelines and practices for the Evaluation and Assessment phase of CQAF

Evaluation and assessment represent an important part of the management system. It is related to the checking and measurement of results achieved and of the performance of the management system in place. CQAF recommends VET providers to design evaluation mechanisms in order to ensure that the implementation of the quality assurance is ensured.

The CQAF recommendation related to Evaluation and Assessment deals with 2 parts, one related to collection of data and the second one related to processing and assessment of data.

Assessment mechanisms used by VET providers have to ensure an effective system, as assessment is a checking process for the implementation stage representing the input data for the changes needed in the system.

In order to be effective the evaluation and assessment procedures used by VET providers have to comply with the following criteria

- be based on systematic procedures developed by the organization
- be performed both at internal levels as well as at external levels
- ensure that the stakeholders expectations are taken in consideration in the assessment stage
- be performed with an establish frequency
- be based on relevant data collection

Organizations have developed during the years different mechanisms for assessment and evaluation, starting from self assessment, peer reviews, internal audits, external audits, benchmarking. All these mechanisms can work in different contexts. What is essential to the evaluation stage is to correlate the evaluation and assessment results with the improvement needs of the organization.

16. Self assessment of performances

Context of the good practice

The practice is used by the Technical Construction and Environmental Protection College in Arad. The Technical College is an independent state school which organizes basic full-time and part-time technological education in the field of construction and environmental protection and vocational education in the construction field as a task given by the Romanian Ministry of Education, Research and Youth.

Description of the good practice

Self assessment is a continuous process which is performed progressively by reporting the activities to the principles included in the National Quality Assurance Framework (Romania). Reporting to the performance descriptions which detail the quality principles support the actions in 2 directions:

- Ensuring the correspondence between the present activities and the future ones anticipated by descriptors
- Performance of the future activities anticipated by the descriptors which have not been performed or have not been considered.

Self assessment is performed for:

- Teachers and trainers: each teacher has a individual file (portfolio, teacher map) which includes: CV, job description, yearly assessment continuous training sheet, minutes from meetings, questionnaires and school documents (see appendix 4.7 – examples of forms and questionnaires from the teachers files) and the members of the Quality Assurance and Evaluation Commission also have an appendix to the job description
- department: developed by the department responsible
- schools: developed by the Coordinator of the Quality Assurance and Evaluation Commission

At each level the self assessment is finalised with a SWOT Analysis. By putting together the SWOT analyses, lists are developed for strengths, improvement for weaknesses, opportunities and threats. In the end the improvement plan for the main weaknesses are developed considering the possibilities for implementing actions. The actions of the improvement plans are monitored.

The most difficult problem is to establish the hierarchy for the aspects which need improvement – establishing priorities for solving the problems. Consequently, after each self assessment cycle a priority area which will be improved is established:

- After the first self assessment (school year 2004 – 2005) the aspects for improvement were the teaching – learning methods and the evaluation methods. The activities were focused further on these aspects
- After the second self assessment (school year 2005 – 2006) the improvement aspect was vocational counselling and orientation.

Intervention of good practice

The practice is related to evaluation and assessment but it is strongly linked with the feedback and procedure for change stage of CQAF.

Results achieved by the user of good practice

Based on the first self assessment cycle (school year 2004 – 2005) the improvement areas were teaching and learning methods. The teachers of the schools attended trainings, dissemination and workshops related to active teaching methods, training characteristics of the modern evaluation methods.

In all method activities, at the level of teachers' correlation between teaching methods and the individual learning styles have been enforced. Also at the school level a lot has been done for improvement of the didactic materials, updating of teaching materials, development of tests, portfolio, training materials, didactic technology projects, development of the evaluation methodologies.

Discussions of the questionnaire results regarding the individual learning styles took place in each class room.

Also the progress of each student has been assessed for each discipline, as well as the teacher's progress. From classrooms observations, by implementing questionnaires to the students as well as via the managers' assessments and the results obtained by the school, we can conclude that teaching and assessment methodologies have improved significantly.

After the second self assessment cycle (school year 2005 – 2006) the improvement aspect was related to vocational counselling and orientation. All teachers in the school attended the training „Counselling and orientation” according to the new methodology. Counselling and orientation have been developed on the following directions:

- Self awareness and individual development
- Communication and interpersonal relations (individual and group counselling performed by the psychologist and the school tutors)
- Administration of self awareness questionnaires, carrier planning, entrepreneurial education (cooperation with recognised organisations: County Unemployment Agency, CONAR, IMAR, Environmental Protection Agency Arad, attending educational fairs of regional universities from Arad and Timisoara, development of a business plan, meetings with managers of companies)
- Life style, observance of the laws (cooperation with the recognised institutions: Police, County Centre for Psycho – Pedagogic assistance, Prevention and education for health Centre, Prevention and Fighting Drugs Consumption Centre, etc)

Within the project „Transition from school to the work place” the following activities were performed:

- Setting up „My Career Club” with needed technology (computer, internet, printer, office)
- Study on the labour market, presentation of the work places for graduates
- Study on the reports from authorities regarding the jobs needed locally

- Development of practical projects (together with companies)
- Development of partnerships with organisations
- Development of micro production activities of school
- Setting up the Learning Centre
- Monitoring the practical training of students
- Development of reports regarding the number of graduates which were employed or which continued their studies for 2005 - 2006
- Implementing the programme „Education and counselling regarding your career” (2004 – 2006)
- Development of professional training standards and the curricula for the occupations, specialties and qualifications of trainings
- Development of school programmes for Curriculum at School Decision and the Curriculum for Local Development (2004 – 2006)

Tips and tops for implementing the good practice

Performance assessment starting from the teachers then departments and then overall for the school ensures a holistic approach to all the subjects related to quality assurance. Establishing after each self assessment cycle of a priority field to be improved allows focusing the efforts in order to obtain good results.

Contributors' Conclusions

We believe that our performance is outstanding in the field of assessment, because the internal evaluation has been completely validated by the external one. After the first external audit the school has been considered a good practice example in Region V West in Romania and we have been invited to attend and to present our practice in international, national and regional conferences.

17. Assessment of students' satisfaction in Continuous VET

Context for the good practice

VET provider using it – SC FiaTest Ltd

FiaTest is a Continuous VET provider in the following fields: management systems (quality/environment/occupational safety/food safety/information safety/social responsibility), testing /calibration laboratories, Human Resources, TQM management, foreign languages, computers. It is authorized by the National Adult Training Board for the following training courses: **quality manager, environmental manager, quality auditor, environmental auditor, human resources manager, project management, leadership.**

The clients of FiaTest are companies and individuals who are employees of companies and who seek recognition of their competences. All of the trainings provided are “improvement of competence trainings”.

FiaTest implemented a quality management system since 2002 and in 2003 FiaTest achieved certification of its Quality Management system against ISO 9001/2000 with a nationally accredited Quality Management System Certification Body. In 2006 FiaTest certified its QMS against ISO 9001/20001 with an internationally recognized certification body, signatory of the Multilateral Recognition Agreement with European Cooperation for Accreditation.

Also FiaTest is Member and licensed consultant of EFQM in Romania and three of its trainers are also recognized as active EFQM EXCELLENCE Award assessors.

DESCRIPTION OF THE PRACTICE

There are several ways for assessing the attendees’ satisfaction for the training course. FiaTest uses 3 methods which are necessary for the identification of the satisfaction and also for the identification of the possibilities for further improvement of the trainings which are authorised in the National Adult Training System.

Questionnaire 1 – this is applied to the attendees at the end of the training. It has the role to identify the degree in which the training answered the specific needs of the attendees as well as to assess the trainers by the training attendees (Appendix 4.8)

Letter – in the end of the training each student is invited to write a self-addressed letter. This letter will have to include the requirements of the attendees regarding the training course and their intention regarding the further use of the information and knowledge acquired. The only recommendation that the students receive when writing the letter is to indicate what they intend to do with the knowledge in a 6- months period. These letters are collected by the trainer after they have been introduced in envelopes and sealed by the student.

Questionnaire 2 – six months after the finalisation of the training (Appendix 4.8) Six months after the training, the training responsible will send to each of the attendees to the training the questionnaire, which aims at assessing the effectiveness of the training on medium term. This questionnaire is accompanied by the self-addressed letter. The aim of this questionnaire is to identify if the training reached its aims and the initial objectives (as FiaTest is an authorised training provider in the national system for adult education, the attendees are employed individuals and they attend the training with the aim of implementing the knowledge acquired within their own organisations).

Intervention of the practice

The presented practice complies with the Evaluation and Assessment recommendation of CQAF, especially related to the results of teaching and training.

RESULTS ACHIEVED BY THE USERS OF THE GOOD PRACTICE

The methodology has been implemented successfully by FiaTest since 2004. Based on this methodology but also correlated with a sound marketing strategy the number of the attendees to the trainings organised by FiaTest increased by 70% as well as the attendees return rate, that because via the 6-months questionnaires the attendees could indicate which are their training needs and FiaTest could answer their needs directly.

FiaTest has a QMS with double certification by 2 recognised certification bodies and intends to implement the EFQM business excellence model of EFQM.

RECOMMENDATION FOR IMPLEMENTING THE PRACTICE

In order to gain the trust of the attendees it is important to establish the training objectives from the beginning of the training course. It is recommended that these objectives are handed in written form in the introductory stage of the training after consulting each attendee. Then the trainer should give sufficient time to fill in the questionnaire 1 and to address the letter. In the end of the training the attendees will know what to answer and what to indicate in the letters. It is very important for the return rate of the questionnaires filled in that these letters are addressed by the trainer and the attendees are contacted by telephone before sending the letters.

CONCLUSIONS OF THE CONTRIBUTOR

„We consider that the attendees’ satisfaction measuring method and the training course effectiveness assessment, followed by consideration of the observations and feedback in the training process helped us to improve the training performances. The models of questionnaires are the one used presently (July 2007). It is possible that these will be changed based on the attendees’ feedback, this because we always try to answer the client’s requirements in an effective and efficient manner.”

18. ANNUAL AUDITS AS PART OF QUALITY ASSURANCE

Context of the good practice

The practice is used by Forssa Vocational Institute in Finland. Forssa Vocational Institute is multi-disciplinary vocational institution providing education and training in 7 educational fields. Educational fields provided: Technology and

Transportation, Tourism, Catering and Home Economics, Social Sciences, Business and Administration, Natural Sciences, Social and Health Care Services and Physical Education, Culture, Natural Resources and Environment, Quality assurance.

The quality system is based on the quality assurance manual drawn up considering our own starting point. The procedure instructions in the quality assurance manual are based on ISO 9000 quality standard in applicable parts. The quality manual is audited yearly and the evaluation is based on EFQM framework. The institute started the systematic quality development and the making of the quality assurance manual in 1998. The institute has applied for the Quality Award of Vocational Education for the first time in 2003. The college has received the Quality Award in 2005.

The practice combines the recommendations of the Evaluation and Assessment and Feedback and Procedure for change from CQAF.

Description of the practice

Audit represents a written evaluation/a report, which is implemented according to agreed written procedure descriptions/instructions. Audit is a part of teaching development and dynamic quality assurance. It is a form of peer review, a way to obtain feedback and the means of encouraging discussion and of improving the activities. Audits and the feedback received are the means to update the instructions for procedure and action.

The objective of the Audit plan is to define the annual audit and to evaluate systematically the activities of the institute. The purpose of audits is to implement the law of vocational education (630/1998). The purpose of evaluating education is to make sure that this law will be put into effect and to support the development of education and to improve preconditions for learning.

According to the law the education provider should evaluate the given education and its effectiveness and also participate in the external evaluation of the activities. Moreover, the goal of evaluation is:

- to obtain feedback on the quality assurance manual and given procedure instructions
- to generate discussions about better procedures from the point of view of the personnel and the students
- to develop the activities from the point of view of the education provider, the personnel and the student/client
- to harmonize the basic procedures within the institute
- to create a self-guided learning and working environment
- to improve the work of the personnel

The quality assurance team together with the Principal draw up the annual audit plan. The plan includes the target of audit, what is audited during the school year, how it is done, the schedule, the report instructions and the responsibilities in the audit process.

Procedures

In audit the College uses the following evaluation methods:

Self Assessment

Systematic self-assessment carried out by the personnel and the students according to separate instructions. More extensive self-assessment of the personnel is carried out every three years. The evaluation is based on EFQM framework.

Internal evaluation

The support services, learning and teaching activities in different departments are being evaluated according to the given procedure instructions. A good example of internal evaluation is the audit of the student counselling procedure. Audit is carried out as a cross-auditing between educational fields/departments. The auditors are trained on the audit procedure and audit work.

Audit may also be implemented as an educational field/department related evaluation so that we evaluate a commonly agreed procedure instruction/set of instructions and the required actions. One example of educational field/department related evaluation is catering services. The evaluation is carried out in the way that both the personnel's and the students' point of view will be considered.

Peer review / development co-operation

We co-operate with three institutes. Peer review, peer learning is a form of external evaluation, the purpose of which is to support the educational organization in quality control and in quality improvement. Peer review is carried out by a team of experts from the co-operating institutes, so called 'critical friends' who represent the same level of organization. Students' successful learning, teaching and support processes are a good example of peer review.

The annual evaluations based on the audit plan are reported to the whole personnel in the staff meetings. The audit plan is also published on the internal network. Before the chosen auditors start their work they are given appropriate training by the quality assurance team. The training gives instructions for the various stages and procedures before and after the audit. The purpose of the training is to ensure a uniform audit and to transfer earlier experiences and good tools to new auditors. The intention is that all the members of the personnel by turn take part in audit process.

A commonly used audit practice is pair-work. The target for audit is chosen from another educational field than the one in which the auditor teaches in order to ensure the principle of impartiality. The managers of the educational fields are responsible for the audit arrangements (lesson and schedule adjustments) in their educational fields. After the audit the auditors give their audit reports based on their observations. The audit reports will be given to the target of audit, to the head of the educational field, the principal and the quality assurance team.

When the audits are completed the executive team goes through the reports and other evaluation feedback. The planning of the procedures for improvement is based on the results of the reports and feedback. ***In short you could say that the result of audit is: what was observed, where have we succeeded, what should be changed, how should it be changed?***

When making the audit plan we consider how the plan corresponds to the strategic objectives of the institute, how it should be developed and which evaluation targets should be considered for the evaluation the following year.

Feedback and procedures for change

After being examined by the executive team the feedback information is given to the teachers in the educational fields. The procedure plans based on the evaluation are considered in the future activities and the responsibilities will be assigned. The procedures for development and change, based on the evaluation results, may concern the whole institute, or certain educational fields, or be just department level development procedures. The development procedures concerning the whole institute are discussed in staff meetings, those concerning the educational fields are discussed in the teachers' meetings within the educational field, and those concerning the departments in department meetings and heads of department's meetings.

The results of audits often call for a change in the procedure instructions. The change based on the feedback information is carried out by the quality assurance team, and it is approved by the executive team. The updated instructions for procedure and action are published in the internal network of the institute.

How we succeed in developing and changing our procedures will be seen by comparing the feedback information with the corresponding information from previous years. We can make use of the information in strategic planning and when choosing future evaluation targets.

Intervention of the practice

The practice is related both to Evaluation and Assessment and Feedback and procedure for Change recommendations of CQAF. It ensures the self evaluation and the internal quality control as well as external inspections. The meetings organised internally ensure a sound consideration of the audits' results in the improvement process of the organisation.

Results achieved by the users of the good practice

The audit plan performed annually gives a clear picture of the evaluations and their schedules during the school year. The plan also serves as a means of giving information on the evaluations during the school year. The audit plan and the different evaluations used make the evaluation systematic and comparable.

Evaluations improve the evaluation skills of the personnel and increase the knowledge of the targets being evaluated. The evaluating process also makes it possible to learn from the others.

Systematic evaluation serves as a means of planning and management. The evaluation results show how the processes of the whole institute have succeeded and what has been achieved. The evaluation information makes it possible to evaluate also the educational and department level outcome.

Evaluations always serves as a means of development making the activities comparable, systematic and long range. Good evaluation results show that the education we are offering is successful and of high-quality, and bring us appreciation from our co-operation partners, as well as improve the image of our institute.

Tips and tops for successful implementation of the practice

To inform the personnel about the results of the annual audits is of great importance in order to make the personnel committed to future audits and to help them develop the activities. The annual audit plan gives an overall picture of annual evaluations. The management of the institute and the executive team are in key position to give information. The quality assurance team prepares the audits together with the management of the institute, and draws conclusions of the evaluation results. Explicit assignment of responsibilities is essential for the successful evaluation process.

Audit training, which includes explicit instructions for the auditors, ensures uniform evaluation practices and thereby comparable evaluation results. The training also increases the certainty for the auditors to succeed in the demanding evaluation assignment. Performing the evaluation as pair-work, so that one of the auditors has been involved in the evaluation work before, makes the new auditor more confident in his/her task.

Information on the results of audit at the level where it is most relevant is of great importance for successful future evaluations. The evaluation information obtained from the evaluation results should be used to develop further activities. Evaluation should not be performed just for the sake of evaluation, but the basis of evaluation should be the need for evaluation and to make use of the results.

Expanding audits to the co-operating institutes enables us to learn good practices from the others. It also makes it possible to share the development work in learning, teaching and co-operation processes, and gives an opportunity to compare the results.

An explicit objective, e.g. applying for the Vocational Education Quality Award in a certain time, makes evaluation work more systematic and more focused on evaluation and development processes as well as on more systematic result evaluation.

Conclusion of the Contributor

Audits are a part of evaluating the processes and the results in the institute. Important for successful audit is planning and long range activity. To make the personnel committed to evaluation work is essential. To inform the personnel about the annual evaluations and the received results is important for commitment.

Successful audit requires training for the auditors and explicit instructions of the audit process. The evaluation results should be used to develop the activities, and this development work should be observed and evaluated.

Audits are a part of the functioning system of the institute. The audit results give a good basis for strategic work and for the development of activities in the institute.

19. Self assessment based on ISO 9001 standard

Context of the practice

VET provider using it – SC FiaTest Ltd

FiaTest is a Continuous VET provider in the following fields: management systems (quality/environment/occupational safety/food safety/information safety/social responsibility), testing /calibration laboratories, Human Resources, TQM management, foreign languages, computers. It is authorized by the National Adult Training Board for the following training courses: **quality manager, environmental manager, quality auditor, environmental auditor, human resources manager, project management, leadership.**

The clients of FiaTest are companies and individuals who are employees of companies and they seek recognition of their competences. All of the trainings provided are “improvement of competence trainings”.

FiaTest has implemented a quality management system since 2002 and in 2003 FiaTest achieved certification of its Quality Management system against ISO 9001/2000 with a nationally accredited Quality Management System Certification Body. In 2006 FiaTest certified its QMS against ISO 90001/20001 with an internationally recognized certification body, signatory of the Multilateral Recognition Agreement with European Cooperation for Accreditation.

Also FiaTest is Member and licensed consultant of EFQM in Romania and three of its trainers are also recognized as active EFQM EXCELLENCE Award assessors.

DESCRIPTION OF THE PRACTICE

When implementing the quality management system, FiaTest has assessed the compliance level with ISO 9001 based on a self assessment tool. Every year the self assessment is performed before the management review, in order to ensure that the system is implemented and in place. This self assessment tool is organised in 5 sections as follows:

- Establishment of the QMS
- Management responsibility
- Management of resources
- Product development
- Monitoring, review and improvement

Each of these sections consists in a very detailed questionnaire and 2 different stages (identification of gaps and gaps' removal).

The questionnaire supports the identification of the gaps. Each question has 3 possible answers: YES, NO, NA. The answer YES means that the organisation complies with the requirement; the answer NO indicates that the requirement is not complied with and NA means that the requirement is not applicable. Answering "NO" means actually the acceptance that the organisation does not comply with ISO 9001, establishing the need for further development (creation of a new process, development of an existing process).

Once the gaps have been identified and the need for change has been established, the organisation establishes a plan for gap removal. For this a Plan is established with remedial actions needed. Actually the questions which received th answer "NO" will become definitions of new actions.

Once the actions have been implemented and the gaps removed, the solution date has to be recorded. Only then the Quality Management system is operational and reaches continuous improvement.

Appendix 4.9 presents the self assessment questionnaire for the section "Quality system".

Intervention of the practice

The presented practice complies with the Evaluation and Assessment recommendation of CQAF, especially related to the operation of the systematic quality assurance.

RESULTS ACHIEVED BY THE USERS OF THE GOOD PRACTICE

The methodology has been implemented successfully by FiaTest since 2003. Based on this methodology FiaTest knew that it was ready for quality management system certification and the tool has been used ever since (every year) before the surveillance audit made by the certification body, in order to ensure that all the requirements of ISO 9001 are considered.

FiaTest has a QMS with double certification by 2 recognised certification bodies and aims on long term to implement the EFQM business excellence model of EFQM.

RECOMMENDATION FOR IMPLEMENTING THE PRACTICE

FiaTest has trained all the personnel in using the practice, so by rotation everybody within the organisation can perform the QMS self assessment. This enabled a raised awareness regarding the QMS and a broad understanding of quality management system of the organisation and its principles. Of course the principle of “impartiality” is complied with, as one individual never assesses the process in which he/she is involved.

CONCLUSIONS OF THE CONTRIBUTOR

„The practice helped us at first with setting up the management system but it is also became very useful for the maintenance and the continuous improvement of our management system. It gives us a broad image of the system implemented and it ensures the traceability of the QMS evolution in time.“

20. Evaluation of data

Context of the practice

Oulu Vocational College is part of the Oulu Region Joint Authority for Education (OSEKK), a larger organisation providing educational services. OSEKK’s founding municipalities include 13 municipalities around Oulu area in Northern Ostrobothnia. Oulu Vocational College consists of nine units, an adult education unit and an administration unit.

Oulu Vocational College offers vocational qualifications in the following fields of vocational education and training: Culture, Natural Resources and the Environment, Natural Sciences, Social Sciences, Business and Administration, Social Services, Health and Sports, Technology, Communication and Transport Sector, Tourism, Catering and Domestic Services.

Description of the practice

Oulu Vocational College has created an **Evaluation Program of its own**. The Evaluation Program defines the main principles and the methods used by the College to carry out its evaluation process and evaluation activities.

The College has defined that in the evaluation process the following factors should be considered:

- students,

- staff,
- employers,
- management board.

Empowerment of evaluation is also one of the most important characteristic. And, of course, evaluation must lead to development.

The basis of the evaluation process and the evaluation data is **OSAO's strategy**. Measures, indicators and other collected data indicate how successfully the College has succeeded in implementing the strategy. Measures are defined in the process which produce OSAO's plan of action and economy.

The process is carried out yearly. Measures are grouped in four perspectives according to the Balanced Scorecard (BSC) method which OSAO uses as a strategic planning and management method. In practice it means that the College measures its effectiveness considering several perspectives: students, staff, processes and economy.

OSAO has several types of **customer satisfaction questionnaires** mostly to students, but also to employers. OSAO has created new questionnaires for students in co-operation with several other schools. This is a way to get comparable data about students.

There are also welfare questionnaires for staff. The questionnaire is also commonly used by VET providers.

Measures used in the Finnish performance-based financing system of VET play an important role in evaluation. Those measures inform how good the College is compared to other similar type organisations. The indicators are: placement in labour market, transition to further education, dropout rate, graduation rate, formal qualifications and staff-development. The results are public and they are published by Internet.

OSAO also collects and uses lots of "hard" data and statistical results which are published by other organisations. Statistics Finland is one of them. Statistics Finland is fully and independently responsible for its activities, services and statistics. OSAO uses statistics which, for example inform on the employment rate of graduated students. Information is available about every single qualification. Also other kind of statistics is available.

National Board of Education (NBE) represents one of the most important data sources for OSAO. NBE publishes a large number of data about VET providers on the Internet and the data are public and free of charge. NBE's web pages include information such as: number of students, costs of education and financing. NBE also maintains a web reporting system called WERA on the Internet. It includes data, for example about intakes, joint application system, students, special needs education etc.

The Portal of Operation and Economic Results obtained by the Vocational Education Providers is one of the data sources which OSAO uses. The portal

includes measures which are divided into four groups which are: Performance-based financing indicators, EFQM indicators, Economy indicators and Welfare & Management indicators. The portal is available for members. Oulu Vocational College has been one of the developers of the portal. From portal it is easy to get relevant data for evaluation and benchmarking.

“Hard” measures and exact numbers are only one part of evaluation data which OSAO uses. OSAO and its units also have carried out evaluations in accordance with the EFQM Model. The model is a guide to find areas of Improvement and also areas of Strengths. There are also other evaluation methods, which are used, like external evaluation. External evaluations, for example those made by the National Board of Education are based on the EFQM Model and, of course, they cost. Peer Review is a new method which is used in OSAO. Peer Review is a form of external evaluation carried out by peers, equal partners.

Oulu Vocational College and other educational organisations are also the target of evaluation activities made by external organisations. VET providers are obliged to take part in the evaluations organised by The Educational Evaluation Council. The Council is an independent specialised organisation for educational evaluation and development. Those evaluations by the Council are useful to schools because at first they have to carry out an internal evaluation. This internal evaluation provides a huge amount of information about the evaluated subject in the school. After the internal evaluation the schools will send all the evaluation material to The Educational Evaluation Council. The Council will use the material to carry out an evaluation which covers all VET providers. The results are published in a report on the Internet.

As clarified in this text, Oulu Vocational College has several ways to produce and gather up data and other information to evaluation purposes. But only data are not enough. So the College has described in the **Evaluation Program how all the data should be considered**. They should be analysed, interpreted, conclusions should be drawn and then decisions should be taken about short and long-term development activities.

The evaluation process needs also an owner to take care of it. In the Oulu Vocational College a certain team is named as the owner of the process and of the Evaluation Program. The team has members from each unit of the College. It is also mentioned in the Evaluation Program, that the College evaluates the effectiveness and the quality of the evaluation process and of the data used. This guarantees the continual improvement of the evaluation process.

Although the questionnaire used could be improved, the College chooses not to change it in order to keep up with the traceability of the results.

Intervention of the practice

The presented practice complies with the Evaluation and Assessment recommendation of CQAF, especially related to the systematic collection of data for monitoring and measurement.

RESULTS ACHIEVED BY THE USERS OF THE GOOD PRACTICE

Oulu Vocational College has created a large number of measures by itself and in co-operation with other educational organizations. The selection of measures is large enough to give a comprehensive view of how the College is fulfilling its strategy and targets.

Earlier there were some difficulties with the usefulness and the validity of data. After development actions, the data are more reliable thanks to the exact definitions of the measures used in evaluation.

The College has created procedures on how to produce and gather up data and other information for evaluation purposes. Data and other information are easily available for the whole staff. The College has also the possibility to collect and to use a large number of data about other similar organizations. Comparison to others is easy.

The data themselves are not enough for evaluation. A process is needed. Oulu Vocational College has described in the Evaluation Program how the process should be run, for example how to handle data, analyze, make interpretations and conclusions and how to take decisions about short and long-term development activities.

Tips and Tops for implementing the practice

Definitions of measures used in evaluation must be crystal clear. Without exact definitions, collected data could easily become unreliable.

The data to be collected must be based on strategy or on other important guidelines. It is rather easy to find a large amount of information, but what kind of data is the most important?

The data is not only meant for principals and other managers. The whole staff at every level must have an opportunity to use the data, be aware of the results achieved and also be a part of the evaluation process.

The process is important. There must be a valid procedure to collect reliable data, but the following steps, which are also more difficult, must be planned. So the organization must create the whole evaluation process. For example, the

organization must define how data should be analysed and how to ensure that the evaluation will lead to improvement.

The evaluation process needs an owner to take care of it. In the Oulu Vocational College a certain team is named as the owner of the evaluation process and of the Evaluation Programme. The team has members from each unit of the College.

It's important to evaluate also the evaluation process itself, the measures and the data used in the process. It guarantees continuous improvement of evaluation. When evaluating the evaluation process, targets could be, for example user-friendliness, usefulness, effectiveness and reliability of data.

CONCLUSIONS OF THE CONTRIBUTOR

Evaluation is important, but it's also important to be the master of it. Evaluation must be planned and properly guided and managed. Without that the evaluation could start to live a life of its own. It could move away from the core points and then the evaluation would not be focused on the strategically most important targets.

Data is important, but there is also a limit of how large a number of data an organization could use effectively. There is a danger to drown in data. Often "less is more".

Like reported in this text, to collect evaluation data and to use it means a lot of work, but it is worth it!



Guidelines and practices for the Feedback and Procedure for Change phase of CQAF

Quality assurance is a continuous process. In Quality management systems and DEMMING cycle this stage is called Management Review (ACT). Although the last phase of the management system and the CQAF model, it actually represents just the beginning for the next cycle. All the results of the management system and quality assurance are considered, analyzed and reviewed in this stage. Based on the results of this review decisions are taken for improvement as well as for changes needed in the management system in order to increase its effectiveness and to improve its results. This is why the Feedback and procedure for change is the responsibility of the management of the VET institution (as they are the ones taking decision on policy, objectives and changes needed to the quality assurance and improvement system).

Very important for this stage is to make publicly available the results of the management system, both to internal parties as well to external parties, stakeholders which have or have not been involved in the previous phases of the quality assurance.

Feedback and procedure for change are often dealt with by management review. These reviews have to include

- Results of each department related to quality assurance
- Results of Evaluation and assessment
- Degree in which objectives and targets have been met
- Needed improvements suggested by internal or external parties.

Management reviews have to be the most important part of the decision making structure within the VET organizations.

All practices presented in this Toolbox include and are connected with the Review phase of the CQAF. This is logical as long as in the review phase all the results have to be presented and discussed.

21. Using the PDCA Cycle for quality improvement in education

Context in which the practice is used

This practice is used by the Technical Post and Telecommunication College Gh. Airinei which provides initial VET for different type of education: full-time education, evening classes, post-school education, part-time education, vocational (technical) education, apprenticeship, post-school education (PHARE).

The College has about 2500 students, trained for the following professions: telecommunication operators, telecommunications technicians, post office operators, postmasters, computer programmers, food industry, telecommunications networks, electro mechanics, electrician spooling operator, economics post office operator, telecommunication equipment operator. They are training in modern classrooms, 14 specialized labs, and 5 informatics labs.

The college trains students in bilingual classes: English, French and German.

Description of the good practice

The effectiveness of the Quality Management System is continuously improved by:

- Using the quality objectives and policy, the audit results, data analysis, corrective and preventive actions and the management review
- Lessons learned from previous experiences

Continuous improvement by using the Plan-Do-Check-Act) means implementing the following stages:

Plan – establishing new objectives regarding quality and suggesting projects for achieving these objectives;

Do – By documentation and training the new process is implemented and existing processes are changed;

Check – by measuring and monitoring the processes reported to Key Performance indicators in applicable procedures and products reported to specific requirements;

Act – For continuous improvement of performances of processes the results are reviewed within the management review. The outputs are used for establishing new objectives.

CHAPTER 7 FEEDBACK AND PROCEDURE FOR CHANGE PRACTICES

Possible nonconformities:

- Educational programmes
- Training plans
- Support materials
- Tools
- Human Resources performances
- Other materials and services supplied by the school

At school level a procedure has been developed for identification of the activities developed within the organisation in order to ensure the situations and causes which can lead to a deficient quality assurance and taking the corrective actions.

The procedure defines the requirements for:

- Review of nonconformities, including the effective solving of complaints and suggestions from clients
- Establishing the causes for nonconformities and recording the causes
- Assessing the need for corrective actions
- Establishing and implementing the corrective actions
- Recording of results for corrective actions
- Review of corrective action

After reporting the nonconformities to the Quality Department the Quality coordinator establishes the Committee for review of nonconformities. This commission is made by: quality coordinator (QC), quality assurance responsible (QAR), process responsible, personnel involved in the process.

The Committee is called by the process responsible and has the following tasks:

- Review of input and associated data and establishing the cause for the nonconformity
- Establishes corrective actions and initiate filling in the Report for Corrective/ Preventive Actions

The Reports are filled in by the Committee and are recorded by the QAR in the Register.

Implementation of corrective actions is coordinated by Process responsible which is reporting to the QC and QAR.

The results of Corrective actions are recorded in Corrective Actions report and Register of the Quality department.

The results of corrective actions represent a very important input data for the management review. The effectiveness of the corrective actions is discussed and decisions are taken during the management review whether the corrective action needs to be reinforced or not.

The organisation also has a procedure for Preventive Actions in order to prevent the occurrence of nonconformities. The procedure deals with:

- Establishing the potential nonconformities and their causes
- Assessment of need for preventive actions
- Establishing and implementation of actions
- Recording and reviewing the preventive action

When preventive actions are initiated and implemented, the following stages are implemented:

- Establishing of objective for preventive action
- Establishing the preventive action, terms and responsibilities
- Implementation of the preventive action effectiveness
- Assessment of effectiveness of preventive action

Starting from all these data, The College is using the following specific tools for reviewing the quality management system in order to develop the improvement plans:

- Statistic control graphs
- GANTT diagram
- Cause – Effect Diagram
- Flowcharts
- Relation diagram
- Tree diagram

Appendix 4.10 presents some of the tools which are used by the College for ensuring the continuous improvement.

Intervention of the good practice

The practice is used for the Review phase of CQAF but it is combined with the Evaluation an assessment phase, as review is performed on the results obtained during the evaluation and assessment.

RESULTS ACHIEVED BY THE USERS OF THE GOOD PRACTICE

The main results are related to the improvement of outputs and outcomes of the students. The results to the school state as well that the certification and graduation exams results have improved and the statistics regarding the destination of the graduates show an increased number of graduates which found a work place.

TIPS AND TOPS FOR IMPLEMENTING THE GOOD PRACTICE

The main aspects considered in using the PDCA Cycle for quality improvement in education are:

- Awareness
- Planning in small steps
- Communication at the level of the organisation/ functional compartment
- Personnel involvement
- Development of small intervention team, which have chosen their leader

- Monitoring
- Consultancy
- Development of knowledge, experience and skills for personnel as part of the global quality management activities at school level
- Assessment of efficiency and effectiveness of the process which includes the improvement actions
- Recognition of the individuals/teams which reached improvement

CONCLUSION FROM THE CONTRIBUTOR

Ensuring a continuous improvement in quality assurance and VET communication of results (from measurements) is essential, as well as the feedback of the self assessment. It is also essential to consider the external changes in redefining the indicators of improvement and the techniques for review of the organisational performances.

22. SWOT AS A METHOD TO EDUCATE YOURSELF

Context of the Good practice

This practice is used by Perho Culinary School in Helsinki. The Culinary school was set up more than 70 years ago and it provides training in the field of hotels and restaurant services.

Description of the good practice

Perho's quality team is responsible for promoting evaluation data and it also arranges internal and external evaluation. The quality team has arranged internal evaluation and self assessment for each service unit in 2005 and 2006. Internal evaluation is organised every three years. The last external evaluation took place in 2003, 2004 and 2005.

SWOT analysis is performed by Perho Culinary School for planning and improvement of the work performed by each individual.

With the help of SWOT each individual personal strengths and weaknesses are identified, as well as search for opportunities and prevent the threats which might arise in the future.

The main aim of the SWOT analysis is to direct the operations to one's own strengths and opportunities. This is done by answering to each of the following questions:

- In which tasks / operations I am strong
- Points for improvement

- Do I recognize the opportunities
- How could I avoid the threats

For identifying the STRENGTHS individuals have to consider their special Know-how. Recommendation given to each individual is mentioned below:

- ***E.G gastronomy, customer services, wines, etc.***
- ***Skills where I am strong " I can – I do"***
- ***From Your own point of view, self-evaluation***
- ***From your colleagues` point of view***
- ***Be honest!***
- ***Don't be so modest, push your strengths forward***

In order to identify the WEAKNESSES each individual should think of the qualifications which should be developed. Following recommendation is provided:

- ***Think of the work – which are the tasks you are not so good***
- ***List the qualifications you might need more practice***
- ***Ask your colleague to make the same (of your qualifications)***
- ***Make analysis with your good colleagues.***
- ***It is always difficult to find your weaknesses, but try***

In order to establish the OPPORTUNITIES the individuals are invited to answer to the following questions:

- ***Which of your strengths could open you the new opportunities?***
- ***Is it possible to turn your weaknesses to opportunities?***
- ***Could some project or training give you opportunities and challenges for your professional growth / work?***
- ***Are there any opportunities and challenges in your working environment (improvement of curricula / methods etc?)***

For identification of possible THREATS the individuals have to answer to the following questions:

- ***What will be happening in the future?***
- ***The development of your work?***
- ***The development of the organization?***
- ***How to meet the coming possible threats?***
- ***Are there some threats in your weaknesses?***
- ***What are you afraid of in the future?***
- ***Could you turn the threats for the opportunities?***

Intervention of the good practice

Swot-analysis is used in Helsinki Culinary School Perho as a tool for quality assurance and review yearly the situation of the school in changing environment in connection with strategic planning.

Analysis are based on different kind of questionnaires, self-evaluation and reports, of which results will be put to good use. According to the results of the analysis it will be defined e.g. how could we with the help of our strengths put in

good use the existing opportunities or turn the external threats to wins and on the other hands we could review the possible crisis which need to be react.

Swot-analysis will be carried out first in the department-levels and after that the management-group will summarize the department-level analysis to eight-field – analyses.

SWOT-analysis is also used yearly as a tool for the staffs` development-discussions. SWOT-analysis has been one of the development-tools in Helsinki Culinary School Perho since the beginning of 1990s.

Development of the staff:

The staff development-discussions will take place every year. Whole the staff will take part in these discussions. The immediate superior (director, office-manager or restaurant manager) will discuss with their employees about the aims and targets of the past year and also the future plans and development-areas of the employees. Before the discussion every employee has made his/her own SWOT-analyse based on his/her experiences and opinions about the strengths, weaknesses, opportunities and threats. The discussions will be based on these analyses. According to the analysis and discussions a new development plan will be made for the employee. This personal SWOT can also be used partly as a basis for the common strategic planning when needed.

Strategic planning:

All service groups (e.g. restaurant service or kitchen department) and the management group will make their own SWOT. They will take the outcomes under the consideration in their meetings and after that the service groups will make a consensus and summary which will be delivered to the management group. The management group will write out a summary for the eight-field-SWOT. E.G these analysis together with the analysis of the management group are the one of the basis for the strategic planning. Other information for the analysis will be acquired from different kind of inquiries from the customers and stakeholders and discussions and cooperation with the representatives of the industry.

RESULTS ACHIEVED BY THE USERS OF THE GOOD PRACTICE

SWOT-analyse are very simple, easy and painless way to make evaluation about the functions at the moment and environment. It also gives a good tool for evaluate the opportunities and threats for the future. It is also very proper tool for personal use e.g. a part of development discussions. By writing out SWOT-analyses the staff has an effect on development work in the organisation.

E.g. when we had the development discussions with the staff needs for continuing education came out as well as updating each owns professional skills or readiness for teachers on the job learning periods in the industry. When recorded these needs in SWOT it helps the management to react and act them

when necessary. E.g. during the years 2006 – 2007 10 teachers has passed their on the job learning periods (3 – 8 weeks) in industry. In addition it has been supported the personal continuing education of the staff.

One example of the use of SWOT-analyse as a tool of strategic planning was that according to the 8-field SWOT we started the big renovation and renewing of the school building. It was a threat that our school building will decay and the equipments of the school are in the end of their use. Also it was a threat that we should find a new building from the other place, but it was against our strategies. We want to stay we are, in the heart of the business and our customers. It is one of our strengths and we will continuously improve this strength also in the future. It is one of our successful points. Also according to the analysis we have stated that as a specialized unit we can serve our customers in the best way and we can produce high quality and excellent education.

TIPS AND TOPS FOR IMPLEMENTING THE GOOD PRACTICE

SWOT-analyses although it has been used for years are easy and simple enough to make analyses and evaluation. There is no need for the complicated instructions. The most important thing for the people making the SWOT is to straighten out what exactly are to get with this method. Which outcomes there will be and what are the influences and results.

The support from the management in this work is essential. You have to also think about the different methods to make the staff convinced about the importance of the strategic planning and analyses. Also it is very important to think about the organisation-planning. Which kind of organisational models give the best results? According to our plans, analyses and strategies we are step by step changing to the team-organisation, which will in the future enables the prompt reactions considering the changes in the environment. The development and changes will take time, but they are worth it. Nothing happens in a short time and you should give time and spice for the changes.

CONCLUSION FROM THE CONTRIBUTOR

I will warmly recommend the use of SWOT as a tool for the personal development and also for strategic planning. It will help to perceive the strengths, weaknesses, opportunities and threats both staff development work as well as the whole organisation strategic plan.



Guidelines and practices for the quality assurance of teachers and trainers

Teachers play a crucial role in supporting the learning experience of young people and adult learners. They are key players in how education systems evolve and in the implementation of the reforms which can make the European Union the highest performing knowledge-driven economy in the world by 2010. They recognize that high-quality education provides learners with personal fulfilment, better social skills and more diverse employment opportunities. Their profession, which is inspired by values of inclusiveness and the need to nurture the potential of all learners, has a strong influence on society and plays a vital role in advancing human potential and shaping future generations. Therefore, to achieve its ambitious objective, the European Union views the **role of teachers and their lifelong learning and career development as key priorities.**

Teachers should be equipped to respond to the evolving challenges of the knowledge society, participate actively in it and prepare learners to be autonomous lifelong learners. They should, therefore, be able to reflect on the processes of learning and teaching through an ongoing engagement with subject knowledge, curriculum content, pedagogy, innovation, research, and the social and cultural dimensions of education.

Teacher education needs to be at higher education level or its equivalent and be supported by strong partnerships between higher education and the schools or other institutions where teachers will gain employment.

The common European principles for Teachers and Trainers Competence and qualifications, as set up by the European Commission are:

- A well qualified profession
- A profession placed within the context of Life Long Learning

- A mobile profession
- A profession based on partnership

In order to make these principles operate broadly at the level of European Union, teachers and trainers should be in possession of several key competences such as: work with others, work with knowledge, technology and information and work with and in society.

23. Competence mapping for Teachers and Trainers

Context of the practice

Finnish Business College was founded by Finnish speaking and Finnish-minded businessmen in 1898. Earlier there had been business education in Finland for 59 years but mainly in Swedish. Finnish Business College was the first one where the language of instruction was solely Finnish.

Today, the college is still a private institute owned by the Foundation of Finnish Business College. Finnish Business College is the biggest upper secondary business and administration college in Finland. The FBC students study in a classless system and they can freely choose both daytime and evening courses according to their Individual Study Plan.).

This practice is implemented by the Finnish Business College. The practice related to several processes in quality assurance of teachers and trainers like: recruiting, competence development and other human resource management issues described later on). Appendix 4.10 is presenting the Staff Development Plan which is developed at the level of the organisation.

Description of the good practice

The competence mapping is a complete practice linked with appraisal discussions and furthermore with individual development plan. Development plan is primarily done according to strategic targets and actions planned for coming year. Strategic targets are linked to bonus system in the organisation as well as to personal initiatives and bonuses. Planning of HR development plan includes policy and strategy, which affects vice versa to competence mapping. Competence mapping has also impact on recruitment which of course is guided also with task based requirements and many other regulations.

Implementation of personal competence mapping is done through evaluation and assessment of teachers and other employees in appraisal discussions. This evaluation discussion is also supported with the student satisfaction feedback reviewed personally and other metrics set up every year which sometimes might

indicate need for training in some area although usually competence development and personal development plans are done through self evaluation and then compared with task based requirements and strategic targets set or related to person's tasks in coming year. Competence evaluations and development plans are summoned in order to get other kind of data needed in different units of organization.

As a conclusion personal development and training plan will be done yearly in appraisal discussions context (which also includes performance evaluation etc.) and targets and trainings are linked with strategy whenever possible.

According to the current need for development and training, allocations are directed after evaluations in the budget (for instance in year 2006 there were 4% of the staff expenses). Feedback is asked immediately in appraisal discussions as well as yearly through staff satisfaction survey and work community index, where we get the benchmarking result of the public administration branch overall. Executive Team summons the feedback afterwards as well as discusses the need for improvements.

Appendix 4.13 is presenting the Competence map used by the Finnish Business College.

Intervention of the good practice

This is an overall practice which relates all the stages of the CQAF recommendation.

Results achieved by the users of the good practice

- Ability for appropriate competence development
- Useful in change situations and recruitment
- Focus and expert knowledge gains

Tips and tops for implementing the good practice

Keep it simple, understandable and pragmatic. There are many software and solution providers for this kind of activities and more widely for HRM issues, but it should be clearly defined in the organisation what are the real needs and utility as well as usability of this kind of method for HR Management.

Conclusion of the contributor

It should be noticed that this is just a part of the HRM process, but valuable information for the organization defining its core competencies as well as lack of those in directing different strategic activities

24. One way of realising Q-hum: conversations between advisors and principals/SQPM/LQPM

Context in which the practice is used

The practice is used by an advisor for schools and colleges of social and services industries at provincial level. The advisor is responsible for 12 schools, 424 teachers and 2724 pupils. The respective schools are engaged in tourism, business administration and economics, social work and nursery teaching.

Description of the practice

Five years ago the advisor initiated first quality management initiatives based on discussions with some VET providers. After that quality assurance was carried out along practices specified in the Q-hum initiative. Q-hum is a federal initiative and in 2005 it was adopted for the province Vorarlberg.

In November 2005 it started with a workshop for two days with external moderation. That was very successful. There has been a lot of work done in the respective schools for the implementation of Q-hum at provincial level like:

- the placing at teachers level
- how to form a steering group
- to decide which persons would be good as quality managers
- find out which competences quality managers at school and regional level would need
- create a concept for a Kick-off event of Q-hum at every school

In December 2005 there has been a national road show about Q-hum through the whole country. In January 2006 the schools reported the state of the implementation process of Q-hum. In March 2006 there was an external lecture given about the transparency of result assessment at school. From March 2006 on, the advisor visited every school in the province. The visits aimed at the preparation of the conversations with the principals and school quality project managers along the questionnaire (see Appendix 4.14). The periodical talks served the agreement at common aims and the improvement of quality at school level.

In March 2007 the visits (including the conversations with the principals and quality managers) at the schools were repeated. The conversations were held along the agreements from the previous year.

In general the conversations are held with principals, heads of practical training, school quality project managers and provincial quality project managers. Main aim of the conversations is school development, development of quality assurance and teamwork. Additional there are conversations to define individual objectives.

Intervention of the good practice

This is an overall practice which refers to all stages of the CQAF.

Results achieved by the users of the good practice

Q-hum is seen very positive; it is a clear programme with concrete objectives. On the other side it is flexible enough for regional needs. The engagement is equal on every level of the education system (ministry, regional education board, principals and teachers). The preliminary work has been done from colleges in the area of techniques and economy of the VET system; hence it is now possible to avoid mistakes.

Tips and tops for implementing the good practice

Every year there is a two days workshop organised. It is partially organised from teachers themselves and there is always input from the advisor. It is important to have it in nice ambience away from everyday life. It serves as gratification for the principals and is financed by the advisor. It strengthens the feeling of togetherness. Moreover it is crucial to respect the individual preconditions and needs at every school to be successful.

Conclusion of the contributor

The implementation of Q-hum works out good. The diverse conversations with the principals, school quality project managers and provincial quality project managers are an important way to guarantee the collaboration concerning the implementation of Q-hum at provincial level.

25. Evaluation of teachers and trainers quality through students feed-back

Context in which the practice is used

The practice is used by the Economic College Gh. Ghica from Targoviste. The college has an average of 1000 students/year and started working and implementing the quality management in 2003. The education fields in which the college provides training are: economics, administration, trade, hospitality, tourism.

Description of the good practice

In our institution’s opinion, students are not passive receivers in the teaching process, but active partners, responsible for their own training and development.

From this perspective, to know the answers to the educational efforts that have been made and to adjust them to the real students’ needs is one of our priorities

Strategy for the evaluation of the quality of the teaching process

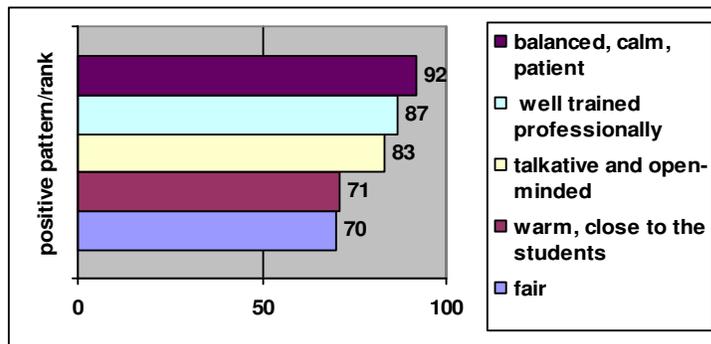
This was initiated by a complex questionnaire – in terms of the number of items and of the approaches, which was filled in by all students (See Appendix 4.15). Considering the situation in that period, it was an unprecedented action.

Analysis of the answers allowed the identification of two data types:

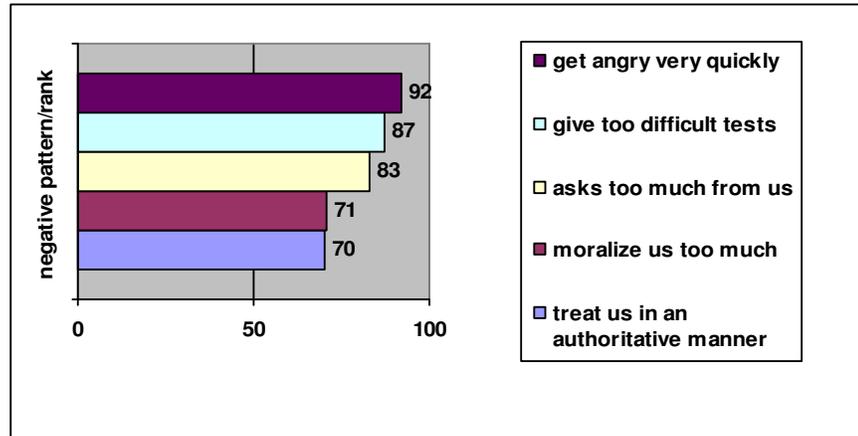
- Overall evaluation – students’ expectations regarding the quality of the education process, identifying the students’ education expectations from their teachers
- Individual teachers’ evaluation (direct feed-back) – made by students through testimonials. These testimonials were centralized and offered to each teacher. In the negative feedback cases, discussions with the respective teachers took place.

Research data

- Positive pattern – profile of the desirable teacher



❑ Negative pattern – non-desirable teacher’s profile



- Success/failure- effect of the student-teacher relationship

Respdnents stated that the research results depend highly upon the quality of the student-teacher relationship (items 13, 14 of the questionnaire).

Measures taken after the application of the questionnaire

After applying the questionnaire and discussing the results in the Teachers Council, it has been decided to elaborate a strategy to allow regular students’ feedback collection, in order to respond to their training and development needs as well as possible.

Counselling and further assistance was offered to those teachers who got negative feedback, to correct their drawbacks (most of them -relationship drawbacks)

During the next period, a series of tools were developed and applied at school level, as part of the regular students’ feedback collection process, the results being analyzed in the QA Commission and the conclusions being presented in the Teachers Council.

- Students communication questionnaire
- Needs analysis questionnaire
- Teaching effectiveness questionnaire

Intervention of the good practice

This is a practice which relates to the EVALUATION stage of CQAF.

Results achieved by the users of the good practice

Based on this tool corrective measures have been implemented and we have noticed that the relations between teachers and students have been improved and the degree of satisfaction for students related to the quality of the educational act increased.

Tips and tops for implementing the good practice

Success depends on the clear definition of the assessment aim, on the setting up of valid tools for collecting feedback (questionnaires, focus groups) and on the responsible involvement of all the partners.

Conclusion of the contributor

Development and implementation of tools for feedback collection allows the replacement of the traditional approach of education with the new modern vision in which the students are active partners, responsible for their own training and development.



Conclusions

The Common Quality Assurance Framework for VET represents a very important tool that can support the VET provider for improving their quality and their performance, to benchmark and to compare their results in order to learn from each other. The studies performed in the present project showed that however no VET provider is using the CQAF as such, actually they are not really using the CQAF but still they are using their own tools and their own models for recognition.

The main advantage of the present project was that it enabled VET providers to understand the CQAF and its aim and not to see it as a „legal“ documents which is imposed from the European Commission level.

Most of the practices presented in the guide, although they have been assigned a place in one of the phases of CQAF: Planning, Implementation, Evaluation and Assessment, Feedback and Procedure for Change, they are not and they cannot be part of just one stage, as the quality assurance in VET is in itself passing through all the phases.

It is very visible and it was very noticeable during the study performed that the VET providers are more focused on Planning, Evaluation and Assessment and Implementation phases rather than on Feedback and Procedure for change.

This is why one of the main results of the project will be that more VET providers will develop practices also for Feedback and Procedure for change, as a very important part of CQAF.



Partners' Presentation

Appendix 1.1 FiaTest

FiaTest is a private training and consultancy company in Romania, focused on quality management and management systems area, foreign languages and IT training. FIATEST has implemented over 30 projects internationally and nationally funded, out of which the majority was related to adult education and quality management systems implementation (ISO 9001).

In November 2003, FiaTest became the first Romanian private company agreed as a member of EFQM – the European Foundation for Quality Management, and it promotes the excellence principles and the excellence model to the Romanian companies.

FiaTest has 31 full time employees and a pool of over 50 external experts, specialists in the field of management systems and research educators who are cooperating with FiaTest on project basis. In 2005 the number of trainees which attended FiaTest training courses was more than 1500.

FiaTest has developed good practice guides for the implementation of management systems, and these guides can be used as a starting point for the present project, also for sharing experience with the transnational partners.

FiaTest Mission

- To offer training, auditing and consulting services of high quality.
- To support the Romanian companies to comply with the requirements of EU Directives for Free Movement of Goods.
- To support individual persons to improve their professional competences.
- To support VET providers to comply with the EQF, ECVET and CQAF recommendations.

FiaTest Values

- | | |
|--------------------------|--------------------------------------|
| ▪ Competence | ▪ Continuous improvement |
| ▪ Customers satisfaction | ▪ Creativity |
| ▪ Responsibility | ▪ Ethics |
| ▪ High Quality | ▪ Reliability |
| ▪ Responsiveness | ▪ People satisfaction and motivation |

Main activities performed

- Consultancy for implementing management system
- Continuous Vocational Education and Training in the field of management systems
- International Project Management
- Research activities related to quality assurance in Adult Education

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Appendix 1.2 3S Research Laboratory

3s research laboratory is one of the leading VET-research organisations in Austria. The activities of 3s focus on the interface between education and the labour market. 3s works independently, internationally and has designed and implemented projects in the fields of knowledge, learning and work. These projects developed methods, tools and instruments for analysing, anticipating and assessing qualifications and competencies. 3s is experienced in the development and comparison of curricula and has been engaged in projects on the internationalisation of vocational training and higher education. 3s has expertise in all fields of education and has conducted a number of studies within the fields of qualification trends, labour market needs, initial, further and continuing education and training, lifelong learning, work-based learning and teaching and quality assurance.

3s has experience in administrating projects at both the national and international level and in interaction with key actors in governmental and education circles.

On the national level, 3s regularly provides expertise and consulting for the Austrian Federal Ministry for Education, the Arts and Culture, for the Austrian Federal Ministry of Science and Research, and for the Austrian Federal Ministry of Economics and Labour.

For example, 3s is member of the present consortium providing scientific expertise in the process of developing the NQF and is providing expertises to current topics (e.g. quality assurance in VET and higher education, the implementation of ECVET in Austria or the certification of continuing vocational training in companies).

3s is member of the Austrian Reference Network from CEDEFOP, co-operates formally and informally with EU institutions and is an experienced coordinator of European projects. For example, 3s has coordinated the Leonardo da Vinci project "VQTS – Vocational Qualification Transfer System" which has received the Helsinki Award 2006 and the Lifelong Learning Award 2007 in gold.

Selected references:

Certification of continuing vocational training in companies

Recipient: Austrian Ministry of Economy and Labour, 2005

Using the context of national and international developments, 3s has developed an expertise and provided an overview on trends regarding certification of continued vocational training in companies.

Models of Anticipation of Qualifications and Quality Assurance in the Austrian VET system

Recipient: Austrian Ministry of Education, Science and Culture, 2002-2003
Based on strategies of the European Forum of Quality in VET, this research project (in co-operation with HIS/equi (Austrian research institute) reveals the implicit

structures and mechanisms of anticipated skill needs in the Austrian VET system.

Practice-oriented methods of learning and teaching in higher education

Recipient: FHR (FH Council), 2002-2004

3s has provided an overview over didactical approaches, theories and methods of teaching and learning in higher education.

Country specific thematic analysis of continuous vocational training (CVT) on the basis of CVTS2 and modelling of CVT-structures (CVTS II revisited) - <http://www.trainingineurope.com/>

Leonardo da Vinci, 2004-2007

The project goal is to increase quality of benchmarking in the continuous vocational training field. To reach this goal, the findings of the CVT-Survey are re-analysed against the background of national educational systems and business structures. The project's main purpose is to describe the influence of initiatives to foster CVT. The results of policies must be separated from other factors that cause an increase or decrease of CVT. The project results will be integrated into a counselling tool on the internet. The tool will provide information and instruments for self-assessment for enterprises as well as providers of CVT and politicians dealing with broader questions of vocational training.

Vocational Qualification Transfer System (VQTS)

www.vocationalqualification.com

Leonardo da Vinci, 2003-2006

Through this project, a systematic procedure to ensure international transfer of vocational qualifications at secondary level has been developed. The vocational field of mechanical engineering was selected as a model for developing and testing this procedure. The project partnership consists of 37 institutions from different regions of the EU and accession countries.

Continuous Vocational Training for older employees in SME and development of local support structures (Aging and Qualification) - Leonardo da Vinci, 2005-2006

The project seeks to develop instruments to foster the participation of older employees in Continuous Vocational Training (CVT). After reviewing the status of older employees' CVT participation, the development of self-assessment instruments for enterprises should help integrate older employees into CVT activities. Private enterprises, social partners, and researchers will build regional networks to support the adoption of these new techniques.

YOUTRAIN - New challenges of youth training in the Knowledge Society Socrates, 2004-2006

The aim of the YOUTRAIN project is to analyse how different European educational systems respond to young people's new training needs after compulsory, secondary school. Special attention is given to ethnic minorities. Guidelines will be developed to improve educational quality while at the same time encouraging youth to

APPENDIX 1 PARTNERS' PRESENTATION

continue their education after completing compulsory schooling.

QUAL-PRAXIS: Quality Assurance and Practice-Oriented Assessment in Vocational Education and Training - Leonardo da Vinci, 2003-2006

The QUAL-PRAXIS project's primary goal is to discuss and examine innovative student assessment models from the perspective of different national VET traditions. Practice-oriented assessment models and experiences are especially presented.

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Appendix 1.3 Finnish National Board of Education

Finnish National Board of Education is the agency responsible for the development of education in Finland. Its administrative sector encompasses pre-school and basic education, upper secondary education, basic vocational training, adult education, and liberal adult education, including folk high schools and adult education centres. It also produces services for polytechnics and universities.

The FNBE was founded in 1991 when two of its predecessors were merged, namely the National Board of General Education and the National Board of Vocational Education.

Finnish National Board of Education

- Develops education. Finnish National Board of Education (FNBE) draws up core curricula for basic and upper secondary education, the framework for vocational qualifications and competence-based qualifications, and undertakes various projects to develop education like quality management of education.
- Evaluates education. The FNBE evaluates learning results and improves the efficiency of training.
- Provides information services. Finnish National Board of Education coordinates information networks and services in the education sector, produces indicator data and information for anticipating educational needs, maintains the financing system for the education sector, and publishes training guides.
- Produces support services for education. Finnish National Board of Education maintains a student selection register for upper secondary vocational training and education and polytechnics; organises language examinations; organises and funds further studies for teachers and other teaching staff; is responsible for the recognition of foreign qualifications; and develops and sells learning materials.

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Appendix 1.4 University of Piraeus

The University of Piraeus is one of the oldest State Universities of Greece. It operates with nine academic departments, specializing in Economics, Business Administration, Information Science and related areas.

The University's Research Centre is particularly active in conducting research on behalf of public and private sector organizations. Several of its projects are funded by the European Commission. Transnational cooperation is a priority and the University is participating in several international; consortia undertaking –as Coordinator or partner- various projects.

Issues related to human resources development and training constitutes an area to which particular importance is attached. The University has participated in several EC funded projects related to vocational education and training, Quality Assurance, training of trainers etc. In the context of these activities, the University has developed significant expertise in the design and preparation of educational material –including eLearning and blended-Learning- for secondary level education and for professional groups in various sectors.

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Appendix 1.5 National Adult Training Board

Aim of the organization

Promote the quality of the continuing vocational training (CVT) and contribute to the foundation of the policies and strategies in the field of adult training.

Main activities performed by the organization:

- NATB coordinates and controls, at a national level :
 - the authorisation of the CVT providers;
 - the elaboration of the occupational standards;
 - the assessment and certification of the professional competencies.
- clears legislation projects referring to the CVT;
- elaborates regulations, methodologies and procedures for implementing and monitoring the process of authorisation of the CVT providers;
- contributes to the development of the National Qualifications Register;
- sets up and updates the National Register of Authorised Adult Vocational Training Providers;
- collaborates with specialised bodies of the central public administration, autonomous administrative authorities, national and international organisations, CVT providers, as well as with other institutions in order to fulfil its activity;
- participates to national and international projects and programmes in the field of the adult training;
- provides consultancy for the various actors on the training market;
- approves new occupational standards and updates the existing ones, according to the current developments of the labour market;
- elaborates criteria and procedures for the development and use of occupational standards;
- elaborates the methodology for the competencies' assessment and certification, based on occupational standards;
- authorises the centres for the competencies' assessment and certifies the evaluators of competencies;
- develops data bases of: occupational standards, framework curricula for CVT, authorised competencies' assessment centres, experts on occupational domains, certified evaluators of competencies, competencies certificates awarded;
- provides training and technical assistance in its field of activity.

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APPENDIX 1 PARTNERS' PRESENTATION

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Appendix 1.6 CNDIPT

National Centre for Technical and Vocational Education and Training Development (NCTVETD)

Aim of the organization

Since 1st of January 1999, was established as a public institution and legal person, subordinated to the Ministry of Education and Research.

The mission of the NCTVETD is to contribute to the development of a qualitative and attractive technical and vocational education, offering equal chances of personal and professional development to each student so that to make that person able to work and to continue its lifelong learning, to be able to contribute as a TVET graduate to the economic development of its community, to consolidation of the Romanian democratic society.

NCTVETD:

- assures harmonization of the Romanian developments with those realized at European and international level in elaborating the policies and strategies referring to the technical and vocational education, in identification of qualifications and curriculum development for the formal education system, in cooperation with the social partners.
- contributes to the methodological developments referring to the educational supply planning, to development of schools institutional capacity, to organization and development of the teaching-learning process, to examination and certification, to quality assurance in technical and vocational education.

Areas of activity established by the Romanian Government to be carry out by the 154 employees of NCTVETD:

- Design and assistance of curriculum development
- Assistance of the teaching-learning methodologies development and implementation
- TVET certification
- Assistance of quality assurance TVET specific procedures development
- Early identification of TVET supply needs and school "planning"
- Social partnership in TVET
- Contributions to elaboration of norms, regulations, laws and policy documents in the domain of education, training and employment

NCTVETD has responsibilities as **Projects Implementation Unit (PIU)** for modernization of technical and vocational education developed through Phare programs with the European Union assistance and as **Implementation Body (IB) for Operational Sectoral Programme – Human Resources Development (ESF)** for the key areas of intervention **2.1 Transition from school to active life** and **2.3 Continuing Vocational Training**, having the following responsibilities:

APPENDIX 1 PARTNERS' PRESENTATION

- proposes the education policy objectives and strategies for development of the initial vocational training through the technical and vocational schools network, as well as the correlation principles between the vocational and specialized training in both pre-university and university education
- assures the scientific coordination of the innovation and development projects of the technical and vocational education
- assures the scientific coordination and develops the methodologies of design, elaboration, implementation and revision of technical and vocational education curriculum
- assures the scientific coordination and develops design methodologies of evaluation and certification of the vocational training specific to the technical and vocational education
- contributes to the scientific coordination and development of the training methodologies for the teachers in technical and vocational education
- contributes to the correlation, at principles and methodologies level, of the initial and continuous training of teachers from technical and vocational education
- designs and creates programs of equipment endowment and other material resources for a technical and vocational education at international training standards level
- assures the social partnership development in technical and vocational education at national, regional and local level
- assures professional coordination and scientific consultancy for the national, regional and local authors and trainers from the technical and vocational education network
- assures consultancy and scientific coordination in planning the structures and resources for the technical and vocational education
- cooperates with institutions, specific programs and projects, in order to correlate the design and elaboration of the vocational training standards, curriculum and evaluation, as well as the resources planning for technical and vocational education
- assures schools training and participation to socio-economic development programs and projects at national, regional and local level
- assures, following the request of the Ministry of Education and Research, training and participation of schools and its subordinated institutions to communitary programs aiming at the European Structural Funds
- manages the state budget or other financial sources, obtained through specific national and international programs

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Appendix 1.7 ARACIP

THE ROMANIAN AGENCY FOR QUALITY ASSURANCE ON PRE-UNIVERSITY EDUCATION (RAQAPE – ARACIP in Romanian)

What is RAQAPE?

Public institution of national interest working under The Romanian Ministry of Education, Research and Youth, with legal personality and own budget, working in compliance with the Law no. 87/2006 on quality of education

Which is the mission for RAQAPE?

RAQAPE accomplishes:

- The external evaluation of quality of education offered by pre-university schools and by other educational organizations (both VET providers and Non VET providers);
- The authorization, the accreditation and the recurrent evaluation for pre-university units(both VET providers and Non VET providers);

Which is the purpose of external evaluation made by RAQAPE?

- To certify the capacity of the school units to meet the customers' expectations as well as the quality standards;
- To ensure the protection of the key and the consequent customers of study programs, by producing and disseminating information about quality education;
- To recommend to the Ministry of Education, Research and Youth policies and strategies in order to improve the quality of education;

Main activities:

- Elaborates standards, reference standards and performance indicators, the regulation for the institutional evaluation and accreditation, the manual of internal quality evaluation, the guides of good practices, the annual report considering its own activity, the system analyses concerning quality of Romanian pre-university level, the professional code of conduct for the experts in evaluation and accreditation;
- Accomplishes the evaluation for authorization and accreditation for all organizations at pre-university level;
- Accomplishes, every three years, the recurrent evaluation of the accredited educational organizations;
- Recommend to the Ministry of Education, Research and Youth the authorization and accreditation of educational institutions (VET providers or NON VET providers), for each level of education, study program or professional qualification;

APPENDIX 1 PARTNERS' PRESENTATION

- Accomplishes, on a contractual bases, at the Ministry of Education, Research and Youth request, the evaluation of the quality of pre-university education system;
- Accomplishes the quality monitoring and control, together with the School Inspectorates and departments of the Ministry of Education, Research and Youth;
- Publishes the results of the external evaluation.

RAQAPE has its own 50 experts and 135 external evaluators, (experts in accreditation and external evaluation, teachers from all the country, selected, recruited and trained by RAQAPE).

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Presentation of Role Model Organisations

APPENDIX 2 – PRESENTATION OF ROLE MODEL ORGANISATIONS

Lapland Vocational College, Department of Health and Welfare

Rovaniemi Municipal Federation of Education organizes basic vocational education, adult education, apprenticeship training, polytechnic education, sports training and open polytechnic and university teaching as a task given by Finnish Ministry of Education and Finnish National Board of Education. Rovaniemi Municipal Federation of Education is owned by the City of Rovaniemi and the Municipalities of Ranua, Kittilä and Sodankylä.

Date of start up

Lapland Vocational College, Department of Health and Welfare has a 50-year-old history. We started as a nursing school/college in the year 1956. Health and Social Care College became one part of the Municipal Federation in the year 1996. Since the first of January 2006 we have been one part of Lapland Vocational College.

Number of employees

In administration and leadership there are 3 persons, 50 teachers and 15 other staff including project staff. 92.5 % of teachers have the required official qualifications and 100 % of administration/leadership and other staff have the required official qualifications.

Number of students per year: 670 students in a year (450 + 220)

* 450 students in basic vocational education

* 1200 students in adult education in full-time or part-time studies to pass the vocational qualifications or to participate in short-lasting continuing studies. Adult students have done 42 200 study days in a year (one day is 7 hours). Measured by full-time studies it means 222 adult students in a year, because one study year is 190 study days (42 200: 190).

Number of Vocational Education and Training courses provided per year (average of the last 3 years).

The average number is 40 study weeks / full-time student per year. Courses last 1 – 8 study weeks. Short-lasting continuing courses are under one study week lasting 1 – 5 days.

Total number of Vocational Education and Training hours provided/year

* The number of study hours of all students is approximately 1 072 000 hours (= 670 student years x 40 study weeks/ year x 40 hours/ study week)

*The total number of teaching and training hours is approximately 40 400 hours in a year including contact teaching in college and on-the-job training, multiform training in the net, personal or group guidance, support and counselling.

Educational fields provided

Social and Health Care Services and Physical Education

Quality assurance

The first theoretical base of QA in our department was TQM (Total Quality Management), Process - and Interest Group - leadership. The school started to develop our quality management in the year 1998 by clarifying future

APPENDIX 2 – PRESENTATION OF ROLE MODEL ORGANISATIONS

environment, future needs of customers and our own abilities and the strategic base: vision, mission, values, strategies and development topics. The strategic ability has been analyzed regularly: in 1998, 1999, 2000, 2003 and 2006. The whole staff participates in this work. Process identification and definition took place for the first time in 1999 with the staff and Process Chart in 2002. The process definition and the chart are developed yearly. Self-evaluation plan and indicators to measure effectiveness were ready in 2002 – but every year must be defined and updated them. There have been passed three self-evaluation processes covering both enablers and results.

At the Municipal Federation level the outcomes are defined in the BSC framework. At the college and department level we use the frame and principles of EFQM in our self-assessment. Vocational College of Lapland was established on the first of January 2006. The definition of the recommendations for QA by using the CQAF model is now going on.

Contact details

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APPENDIX 2 – PRESENTATION OF ROLE MODEL ORGANISATIONS

Vocational school Linz

The vocational school Linz is home to about 1,300 pupils organized within fifty classes taught by thirty-five teachers. The school offers training courses in various technical fields (e.g. gas and water installation, heating installation, ventilating installation, eco-energy installations, metal techniques or plumber) lasting for ten weeks a year. Apart from working groups engaged in developing school programs, the organization integrated other concepts or models of quality management such as CQAF, QIBB, AFQM or Q.I.S. (Quality in Schools).

Contact details

Vocational school Linz 8
Dir. Dipl.-Päd Ing. Alfred PFOB
<http://www.berufsschule-linz8.at/>

Vocational school Steyr

The vocational school Steyr was founded 30 years ago. It provides ten-week training courses in diverse fields (e.g. clerks, personnel management, retailing and lawyer assistant). It accommodates 450 pupils organized within twenty-one forms taught by seventeen teachers. In addition, the school has five employees. Quality standards are assured by ISO 9001:2000 and the school also takes part in QIBB.

Contact details

Vocational school Steyr 2
BD Viktoria Bertignoll, MSC, MAS, MIB
<http://schulen.eduhi.at/bs-steyr2/>

‘College of fashion, clothing and artistic design’ in Vienna

The school was founded in 1874 and is home to 648 students taught by 104 teachers and trainers. In addition it has 12 employees. The VET provider offers three advanced vocational colleges (fashion and clothing, artistic design, supply chain management), one medium vocational school (fashion and clothing), one craftsperson course of fashion and clothing as well as two post-secondary VET-courses (fashion, design and textile, marketing, logistics and management). Three years ago quality circles were introduced to deal with single issues and about two-and-a-half years ago QIBB was adopted.

Contact details

College of fashion, clothing and artistic design „Die Herbststraße“
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<http://www.herbststrasse.at/>

APPENDIX 2 – PRESENTATION OF ROLE MODEL ORGANISATIONS

IEK AKMI

IEK AKMI is a private Vocational Training Institution accredited by the Greek Organisation of Vocational Education and Training (OEEK).

Date of start up

IEK AKMI has been offering training courses for more than 35 years. Today the VET provider has organised training facilities in three major cities in Greece: Athens, Thessaloniki and Patra.

Number of employees

There are 40 persons in administration and 150-200 teachers.

Number of students per year: around 1500

Number of Vocational Education and Training courses provided per year (average of the last 3 years).

The average number is 32 study weeks / full-time student per year, divided in two semesters. Courses last from one to four semesters.

Total number of Vocational Education and Training hours provided/year

The number of study hours of all students is approximately 1200000 hours (= 1500 students/year x 32 study weeks/ year x 25 hours/ study week)

Educational fields provided

Business & Finance, New Technologies, Art & Design, Beauty & Fashion, Pre-primary Education Studies, Media Studies, Sound & Music, Sport Studies, Tourism, Health-care Professions, Engineering Studies.

Contact details

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APPENDIX 2 – PRESENTATION OF ROLE MODEL ORGANISATIONS

Xini Group

Xini Group is a private VET provider comprising many Vocational Training Institutions, Mediterranean College (undergraduate and postgraduate programmes), Carierra (vocational education), Exact Keas (Centre of Higher Accredited Studies), EPI (pedagogical studies), Centres of Foreign Languages, as well as Centres of Vocational Training. Xini Group is accredited by the Greek Organisation of Vocational Education and Training (OEEK).

Date of start up

Xini VET provider was established in 1957. Today the group has presence in three major cities in Greece, Athens, Piraeus, and Thessaloniki, as well as more than 20 sites all over the country.

Number of employees

There are 25 persons in administration and 150 teachers.

Number of students per year: around 500

Number of Vocational Education and Training courses provided per year (average of the last 3 years).

The average number is 32 study weeks / full-time student per year, divided in two semesters. Courses last from one to four semesters.

Total number of Vocational Education and Training hours provided/year

The number of study hours of all students is approximately 400000 hours (= 500 students/year x 32 study weeks/ year x 25 hours/ study week)

Educational fields provided

Economics & Administration, Informatics – New Technologies, Health and Beauty, Pre-primary Education Studies, Communication & Mass Media, Tourism & Catering, Construction, Applied Arts, Electronics, Mechanics & Transportation.

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APPENDIX 2 – PRESENTATION OF ROLE MODEL ORGANISATIONS

Colegiul Tehnic de Posta si Telecomunicatii “Gh. Airinei”

At present the school has 100 classrooms and it includes different forms of education such as: full-time education, evening classes, post-school education, part-time education, vocational (technical) education, apprenticeship, post-school education (PHARE).

The school has about 2500 students, trained for the following professions: telecommunications electronics, telecommunications technicians, post office operators, postmasters, computer programmers, food industry, telecommunications networks, electro mechanics, electrician spooling operator, economics post office operator, telecommunication equipment operator. They are training in modern classrooms, 14 specialized labs, and 5 informatics labs (connected at INTERNET).

The college has the permission to train students in bilingual classes: English, French and German.

Date of start up

Colegiul Tehnic de Posta si Telecomunicatii “Gh. Airinei” has a 65-year-old history. Founded in 1942, as Technical School of Telecommunications, the school became college according to OMEC no. 4565/19.09.2000.

Number of employees

In our college are 159 teachers and 68 other staff including administration staff. For all teachers the training contents is adequate, broad knowledge versus in depth knowledge. The teaching programme is in line with students qualifications. The final qualifications have been translated adequately into learning goals for the teaching

Number of students per year:

About 2500 students in a year (1130 + 1405)

- 1730 students in our basic vocational education (Telecommunication field)
- 258 students are prepared for post office operators, postmasters
- 547 students in other fields of activity (food industry, computer programmers, telecommunications networks, electro mechanics, electrician spooling operator, economics post office operator, telecommunication equipment operator.

Number of Vocational Education and Training courses provided per year (average of the last 3 years).

The average number is 36 study weeks / full-time student per year.

Total number of Vocational Education and Training hours provided/year

The number of study, teaching and training hours of all students is approximately 3 150 000 hours (= 2500 students / year x 36 study weeks/ year x 35 hours/ study week)

All these hours include contact teaching in college and on-the-job training, multiform training in the net, personal or group guidance, support and counselling.

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Educational fields provided

Telecommunication operator, telecommunications technicians, post office operators, postmasters, computer programmers, telecommunications networks, electro mechanics, electrician spooling operator, economics post office operator, telecommunication equipment operator.

Quality assurance

Our college started to develop the quality management in the year 2003. We identified future needs of our students and our own abilities and the strategic base: vision, mission, values, strategies and development topics.

The college interest in quality development of VET systems is giving by the role of VET in economic competitiveness and social inclusion, in view of the challenges of rapidly changing socio-economic contexts, in supporting the transition to a knowledge-based society and economy. The role of quality in VET in increasing transparency and mutual trust within and between VET systems is of the utmost importance, in terms of supporting mobility and lifelong learning in the European Union.

These are the main reasons that have led to our policy initiatives in quality development in VET.

The personnel involved into the MSQ implementation is adequate trained, there is a necessary experience at the management level for the issuing of the documents that are needed at the MSQ functioning; the school's managers monitor all the time the level of achieving the proposed tasks, by continuous improving the instruments;

The managers are involved and they support in an active manner the implementation the development of the MSQ at the school's level, and the quality provision for all the services that can be delivered by the school; the managers have the adequate training into the educational management and quality management areas, in a positive atmosphere, into the responsible financial management.

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APPENDIX 2 – PRESENTATION OF ROLE MODEL ORGANISATIONS

Vocational school for electro technology, electronics and communications for apprentices from Tyrol

The vocational school for electro technology, electronics and communications for apprentices from Tyrol offers four-year and three-and-a-half year training courses in electro technology, electronics and communications. Students can attend nine different vocations. In general the apprentices attend a dual system. They are part-time at the vocational school and part-time at the enterprise where they are trained.

Date of start up

The school has existed for 35 years. In 2004, the School for Electrical Engineering was affiliated to the School for Energy, Communication and Electronics. Therefore the school has existed in the actual form since 2004.

Number of employees

In administration and leadership there are five persons, one deputy of the principal, two secretaries and two caretakers. There are forty teachers at the school.

Number of students per year

All in all there are about 1370 students in a year studying at the school. They are divided in nine special fields.

Number of Vocational Education and Training courses provided per year (average of the last 3 years).

At the vocational school there are 54 forms each year.

Total number of Vocational Education and Training hours provided/year

Each year about 41.000 study hours are held. Courses last from four to nine weeks, depending on the respective vocation and the duration of the apprenticeship.

Educational fields provided

The vocational school offers courses for nine different vocations. These are the following:

- four-year training courses: electric powered plumping trade with process control and control technology electric powered industrial engineering with process control,
- three-and-a-half year training courses: electronics, information technology – techniques, information technology – informatics, communication, technology, electric powered industrial engineering, power engineering, electric powered plumping trade, technical computing (outbound), informatics (outbound)

Quality assurance

The VET provider implemented the participative theory of Likert. Likert is a well-known organizational theoretician and demands to focus on relationships and

APPENDIX 2 – PRESENTATION OF ROLE MODEL ORGANISATIONS

interactions within organizations. Regular conferences, participative decision-making processes and discussions are thereby cornerstones contributing to productivity, positive attitudes, cohesion, little fluctuation and efficient problem solving among others. The VET school formed ‘future forums’ acting as steering groups based on this model. Moreover, it integrates conflict resolution methods.

Contact details

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The Technical College of Constructions „Anghel Saligny”, Department of Constructions – Public Works

School presentation

Our school has a rich and old tradition in training specialists in the department of constructions and public works, including multiple schooling levels of the Romanian pre university educational system: lower-secondary, upper –secondary technical high school, SAM (School of Arts and Jobs) and technical college. “Anghel Saligny” is the only school in the constructions field in our country that can offer complementarily and balance in three professional on-going training domains: resources, technical and services.

Date of start-up

“Anghel Saligny” Technical College of Constructions has a 58 year-old history. We started as a Vocational School of Apprentices in Constructions in 1949, then in 1970 it became “Traian Vuia” Industrial Vocational School of Constructions and in September 2000 our school changed its status and name in “Anghel Saligny” Technical College of Constructions.

We were involved as a pilot school in 1994-1998 in Phare Vet Ro 9405 Programme in the constructions- public works field. In this project we focused on developing curricula, evaluation, preparing trainers and implementation. Since 2001 we have been selected as a Resource Centre- School for the North-West area in the Economical and Social Cohesion – Phare 2001 Programme.

Number of employees

In the managerial team there are 4 people, 85 teachers, 8 auxiliary staff and 15 non-didactic staff. 100% of administration/leadership and other staff and 100% of teachers have the required official qualifications.

Number of students per year: 1177 Students in a year

(4 classes) – 101 students in lower-secondary high school

(12 classes) – 360 students in upper-secondary – Constructions and Public Works High school

(17 classes) – 476 students in SAM (School of Arts and Jobs – vocational school)

(5 classes) – 150 students in the technical constructions field – to become technicians in constructions

(3 classes) – 90 students in adult education

Number of Technical Education and Training courses provided per year (average of the last 3 years)

The average number is 35 study weeks/ full time student per year. There are 2 semesters: the 1st semester has 17 weeks and the 2nd semester has 18 weeks, one study week lasting 5 days.

Total number of Technical Education and training hours provided per year

The number of study hours of all students is approximately 1359- 1345 hours (1177 students* 35 study weeks per year * 33 hours per student)

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The total number of teaching and training hours is approximately 1155 hours per year for a student, including contact teaching in college and on-the-job training, class guidance, support and counselling.

The on-the-job training includes:

- 4 weeks * 30 hours/ week – 11th grade technical high school
- 5 weeks * 30 hours/ week – 12th grade technical high school
- 5 weeks * 30 hours/ week – 13th grade SAM
- 4 weeks * 30 hours/ week – 9th and 10th grade SAM
-

Educational fields provided – Constructions and Public Works

Quality assurance

Our school started to develop our quality management in 1994 – 1998 when it was included in Phare Vet Ro 9405 programme and continued after the selection in the Economical and Social Cohesion – Phare 2001 Programme in 2003. We identified and improved future environment, future needs of customers and our own abilities and the strategic base: vision, mission, values, strategies and development topics. The whole staff participates in this work.

So far we have had 4 external audits and 3 self-evaluation processes covering both enablers and results. After each, we redefine and update the principles, methods and strategies.

The operational plan of our school includes 7 principles and it is correlated with the school and the methodical committees' plans of activity. Among the objectives we aim at there are: pupil centred teaching methods, modern, interactive teaching-learning and evaluation techniques, the transfer of good practice, extracurricular activities, etc.

At the college and department level we use the frame and principles of EFQM in our self assessment. This year we are working on 7 principles, redefined and adapted to the recommendations for QA suggested at the last evaluation and audit stage process.

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APPENDIX 2 – PRESENTATION OF ROLE MODEL ORGANISATIONS

Salo Region Vocational College, Business and Health

Salo region education federation of municipalities maintains Salo Region Vocational College. Salo Region Vocational College Forssa Vocational Institute is multi-disciplinary vocational institution providing education and training in many educational fields. Salo Region Vocational College consists of units which have been before separate schools.

Date of start up

Salo region education federation of municipalities 1.1.2005 –
Salo Region Vocational College 1.1.2006 –

Number of employees

Salo Region Vocational College there are 277 and Business and Health care unit 38 employees. 91 % of teachers have the required official qualifications.

Number of students per year:

Business and Health - **410** students (Business 210 / Health 200)

Number of Vocational Education and Training courses provided per year (average of the last 3 years).

The number of courses in Business and Health is 15 229 courses /410 students 2006

Total number of Vocational Education and Training hours provided/year

Business and Health 23 785 hours and 35 teachers 2006

Educational fields provided

Business and Health: Business IT, Business and Administration, Social and Health Care

Quality assurance

Since it was set up, SAKTA has carried out systematic improvement of operational quality. Quality work has been based on use of national quality recommendations and the EFQM Excellence Model. SAKTA's strengths include an effective team organisation, good partnerships, new teaching aids and competent, motivated and co-operative staff. These basic structures have made it possible for SAKTA to achieve excellent results. In 2002, 2003 and 2004 the College came top of its own league, measured using the Ministry of Education's indicators of performance-based funding, and it also won a Quality Award for operations in 2003.

Contact details

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Keskuspuisto Vocational Institute

Keskuspuisto Vocational Institute is maintained by ORTON Invalid Foundation as an upper secondary level vocational special education institution and development centre for special needs education. The Institute is located in the Ruskeasuo district of Helsinki and operates 22 additional learning units in the Greater Helsinki and Uusimaa region. Over 620 students participate annually in upper secondary education and adult vocational education and training.

The Institute has four educational tasks:

- We provide special education, rehabilitative instruction, and guidance for students with special needs.
- Keskuspuisto Vocational Institute is accredited by the Ministry of Education to provide instruction leading to a vocational upper secondary qualification in twelve different fields.
- We offer preparatory education for new immigrants to Finland.
- The Institute also serves as a development and service centre for special needs education.

All of our activities further respect for life and enhancing human dignity. We are committed to providing individual service to our students and supporting our students' goals in rehabilitation, life-long learning, and better management of their independent lives. We provide each student an Individual Education Plan (IEP), flexible curricula, low instructor-to-student ratios in the classroom, and small study groups to facilitate learning. Our goal is to equip Keskuspuisto Vocational Institute graduates with individually-tailored vocational skills, the desire for life-long learning, and ability to integrate into society as full, active members.

Rehabilitative instruction and guidance:

- Preparatory training for vocational upper secondary education (Preparatory 1), 40–120 credits
- Training preparing for work and independent life (Preparatory 2), 40–120 credits

The Keskuspuisto Vocational Institute offers Vocational Qualifications in the following fields:

- Audiovisual Communication, Media Assistant
- Vehicle Technology, Vehicle Mechanic
- Catering, Cook, Institutional Catering
- Metalwork and Machinery, Machinist Mechanical Fitter
- Household and Consumer Service, Household Services Entrepreneur
- Surface Treatment Technology, Painter
- Cleaning Services, Site Facilities Operative
- Technical Design, Design Assistant
- Electrical Engineering, Electronics Assembler
- Building Maintenance Technology, Property Maintenance Operative
- Dance, Dancer
- Upholstery, Upholsterer (traditional upholstery/vehicle upholstery)

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Adult education

We offer adults basic, further and supplementary vocational education especially in the fields of upholstery and surface treatment technology.

Preparatory training for vocational qualifications

The Institute also provides preparatory training for upper secondary further vocational qualifications and specialist vocational qualifications. The purpose of this preparatory training is to provide students with the knowledge and skills necessary to meet the vocational skills requirements of the competency test for the Vocational Qualification.

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DUMITRU MOTOC TECHNICAL COLLEGE FOR FOOD INDUSTRY

Dumitru Motoc Technical College for Food Industry provides students' training in the food producing field as well as their access to university studies, through direct courses-high school-technological branch with the profile- natural resources and environment protection and the qualification- technician in food products analyses, progressive courses, vocational school-food industry field-specialization in the following jobs-miller and silo worker, worker in meat, dairy, fruit and vegetables industry, worker in extractive food industry, electromechanical field-worker in electro-mechanics, the accomplishing year-food industry field-baker pastry worker-worker in farinaceous products, operator for meat and fish products, operator for oil and sugary products industry, the electromechanical field- air-conditioning and refrigerating system installers, electromechanical workers for equipment and installation in food industry.

DATE OF START UP

The first autonomous school of food industry and the largest in the country, the only one in Bucharest as far as its speciality is concerned; Dumitru Motoc Technical College for Food Industry has known a winding but positive evolution in time and space. The documents in the archives prove the existence of several speciality classes starting from 1947. The school teachers have always worked hard to obtain excellent results in training and educating the students, in improving their own professional training in the field of food industry.

In 1995, our school became pilot school in the reform programme of the Romanian vocational and technical education system PHARE VET RO 9405.

In 2001, it became a training school in the PHARE TVET RO program for food industry vocational branch, combining the new outlook in the specialists' training with the tradition of Romanian technical and professional specialized education process.

In 2007, within the multi-annual program PHARE TVET, our school became a support school for long distance education system.

NUMBER OF EMPLOYEES

There are three leadership members in our school, 138 teachers of which 100% have the required official qualifications, 18 auxiliary teaching members of the staff and 48 non-teaching members of the staff.

NUMBER OF STUDENTS PER YEAR

- 608 students in technological high-school
- 193 students in evening classes
- 349 students in vocational school
- 163 in accomplishing year
- 310 in progressive courses

NUMBER OF VOCATIONAL EDUCATION AND TRAINING COURSES PROVIDED PER YEAR (average of the last three years)

The average number is 37 study weeks/full time students per year.

TOTAL NUMBER OF VOCATIONAL EDUCATION AND TRAINING HOURS PROVIDED/YEAR

The number of study hours of all students is approximately 1.981.683 (= 1623 student years × 37 study weeks/year × 33hours/study week)
The total number of teaching and training hours is approximately 1.981.683 hours.

EDUCATIONAL FIELDS PROVIDED

DIRECT COURSES

High-school -technological branch: Profile: natural resources and environment protection, Qualification: technician in food products analyses

PROGRESSIVE COURSES

- food industry field (specialization in the following jobs
- electromechanical field

QUALITY ASSURANCE

As a pilot school in the program PHARE VET RO 9405 and a resource centre in the programs PHARE TVET RO 0108.01 and PHARE TVET RO 0108.03, the school found itself in a full process of reform of the vocational and technical educational system by promoting new aspects in training specialists in a field that must be continuously optimized, that of food production.

In the school year 2004-2005, as a resource centre in the program PHARE TVET RO 0108.02, in our school there were experimentally applied the criteria for the Framework for Quality Assurance (FQA) that was especially created to evaluate the offer of the EFP schools.

In order to be able to implement in pre-university vocational and technical education system the technical aspects of quality assurance, it is necessary for the organizational culture in the field of quality to be created and for the leadership members to be involved in this process. The headmaster must prepare the organization in order to introduce the systems of quality assurance, creating at its level a positive motivational climate. The entire process of quality assurance depends on the degree of involvement of the teachers and especially on their level of professional-teaching competence.

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CONTACT DETAILS

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APPENDIX 2 – PRESENTATION OF ROLE MODEL ORGANISATIONS

Itä-Savon koulutuskuntayhtymä, Savonlinnan ammatti- ja aikuisopisto

The VET provider is Itä-Savon koulutuskuntayhtymä (**ISAKO**, abbreviation used in all text below)

Date of start up1960

Number of employees

The number of employees is 298. There are 169 teachers out of which 144 have teacher qualification

Number of students per year:

The number of students per year is 2300. (ISAKO)

Number of Vocational Education and Training courses provided per year (average of the last 3 years).

About 35-40 courses start each year.

Total number of Vocational Education and Training hours provided/year

128 185 (does not include apprenticeship training hours) v. 2006

Educational fields provided

Culture sector, Social Sciences, Commerce and Administration, Natural Resources and Environment, Tourism, Catering and Domestic Services, Social Services, Health and Sports, Technology and Transport

Quality assurance

The starting year for the development work of a quality system for Itä-Savon koulutuskuntayhtymä (ISAKO) was 1996. A BSC based quality system has officially been used in strategy planning work since 2003. A comprehensive BSC based operation and quality control system was developed during 2006 and launched in electronic form in the beginning of 2007. The operation and quality control system is a compilation of the quality policy and work practices in ISAKO. Active participation in the competition for the national Quality Award for vocational education and training is also part of the policy in ISAKO.

Contact details

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Helsinki Diaconia College (HDO)

A private college maintained by a private foundation, Helsinki Deaconess Institute (HDL)

Date of start up

Year 1867 (HDL), training has been part of the activities from the beginning of the foundation

Number of employees 132 (31.12.2006, HDO)

Number of trainers and teachers (How many of those teachers has official qualification required act as teacher in the country)

Number of teachers is 90 of which 65 in working in the field of vocational upper secondary qualification. About 90 % of these teachers have local qualification required. Rest of the trainers and teachers are working in the field of further vocational qualifications and specialist vocational qualifications or rehabilitative instruction and guidance for the disabled.

Number of students per year:

In educations which have a licence granted by the Ministry of Education, year 2006:

- Vocational upper secondary qualification: about 460
- rehabilitative instruction and guidance for the disabled , about 100
- educations for immigrants, about 70
- further vocational qualifications and specialist vocational qualifications, about 50

In addition labour policy educations, apprenticeship training etc all together about 350 student years.

Number of Vocational Education and Training courses provided per year (average of the last 3 years).

In educations which have a licence granted by the Ministry of Education, year 2006

- 2 different vocational upper secondary qualification
- as national core curriculum based and as preparatory training for competence-based qualification
- 5 different instruction/guidance/education programmes for the disabled or immigrants
- 5 different further vocational qualifications and specialist vocational qualifications as preparatory training for competence-based qualification

Similar programmes have been provided as labour policy educations and as apprenticeship trainings also.

Total number of Vocational Education and Training hours provided/year

In educations which have a licence granted by the Ministry of Education, year 2005 (excluding further vocational qualifications and specialist vocational qualifications) about 45 000 hours

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Educational fields provided

- Social services, health and sports
- Tourism, catering and domestic services

Quality assurance

We started working with quality system as it is today in August, 2002. About 30 employees took part in a training called “Developing assessment”. The training lasted one year. During that year we made a process chart and processes of teaching and study counselling, qualitative questionnaires for our students. We also defined our actions of strategic processes.

2003-2005 we had a special forum for quality issues for persons in charge and we developed our data systems in order to get better statistics and quantitative data. We renewed our strategy for years 2004-2008 and started to develop our meters for BSC.

In 2005 we took part in quality competition and made self-assessment according to EFQM. As a result we won the quality award in 2005. Theme of the competitions was a different learner. In 2005 we introduced intranet which is build on our process chart. Developing of processes is taken into account in intranet.

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Kainuu Vocational College

Public vocational college, owned by joint authority of Kainuu region.

Date of start up

At the ownership of Kainuu Region is 1st January 2005. Before there have been separate schools.

Number of employees

The number of employees is 370. There are 170 teachers and trainers, 151 of them have formal teacher qualification.

Number of students per year:

Yearly intake in youth level of 600 students, 2000 full time students / study year. Amount of adult students - 1500 daily students (200.000 student training days provided yearly)

Number of Vocational Education and Training courses provided per year (average of the last 3 years).

In youth level education 30 study programmes containing several courses. No statistics about the amount of courses available.

Total number of Vocational Education and Training hours provided/year

171.000 hours/year in youth level.

Educational fields provided

Study sectors (youth level, Dec 2006):

- Culture Sector
- Natural Resources and Environment
- Natural Sciences
- Business and Administration
- Social Welfare and Health Care
- Technology, Logistics and ICT
- Tourism, Catering and Domestic Services

Quality assurance

EFQM has been the basics of quality planning and implementation processes. Quality work has started at 1995. Quality Evaluation (both internal and external) processes have been run during last 10 years. Operational manual has been done by ISO –standards since year 2004. Kainuu Vocational College won the first price in National Quality Competition for vocational colleges in Finland on year 2003.

Contact details

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APPENDIX 2 – PRESENTATION OF ROLE MODEL ORGANISATIONS

The Technical College of Constructions and Environmental Protection, Arad

The Technical College is an independent state school which organizes basic full-time and part-time technological education in the field of construction and environmental protection and vocational education in the construction field as a task given by the Romanian Ministry of Education, Research and Youth.

Date of start up

The Technical College came into being after the 1997 fusion of two institutions, the Vocational School of Water Supply Management and the Vocational School of Constructions. The first had started its activity in the year 1962 under the name of The Technical School of Hydrometrics and Meteorology, and the latter in 1974 under the name of Construction High school Nr. 2. Our school bears its present name since the year 2000.

Number of employees

In administration and leadership there are 2 principals and 7 board members. We have 71 teachers (69 teachers have the required official qualifications) out of which 49 are permanent and 22 are temporaries, and 31 other staff. 100% of the leadership/administration and other staff have the required official qualifications.

Number of students per year: 1063 (the average of the last 3 years), 1034 in this school year

*162 students in basic vocational education

*872 students in technological education, out of which 779 students in full-time education and 93 students in part-time education. Students do 180 study days per year which means an average of 43 000 study hours.

Number of Vocational Education and Training courses provided per year (the average of the last 3 years)

We have 35-37 study weeks/full-time students per year. Courses last 5-35/36/37 study weeks. Training courses last 4-8 study weeks, and vocational students have 1 ½ days per week training with a trainer and ½ day per week training with an engineer.

Total number of Vocational Education and Training hours provided/year

*The number of study hours of all students is approximately 867 650 hours (=670 students/year x 37 study weeks/year x 35 hours/study week).

*The total number of teaching and training hours is approximately 31 080 hours in a year including contact teaching and on-the-job training, group guidance, and support and counselling.

Education field provided

Technical and Natural resources and environmental protection – high school
Constructions – vocational school

Quality assurance

We started using a quality assurance system after the “Assuring Quality in Education and Training in Romania, European Perspectives” conference organised

APPENDIX 2 – PRESENTATION OF ROLE MODEL ORGANISATIONS

in Sinaia, on 20th-21st February 2004, where the principal of our school had been invited. Our school is one of the 22 Resource Centres within the PHARE RO 010801 program. The pre-pilot and pilot stages were conducted according to the European Self-evaluation Manual, structured on 8 quality statements. The evaluation was done both internally and externally.

During the 2004-2005 school years, self-evaluation and external evaluation focused on the depth analysis of the 29 performance descriptors of the quality principle no. 5, which refers to the quality of the teaching-learning process.

On 10th March 2005 our school was assessed during an extraordinary external audit, conducted by Mrs. Kerstin Scheneider, external assessor of the PHARE RO 01.08.01-03 program, after which our school was considered an example of good practice in quality implementation.

Contact details:

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Forssa Region Municipal Vocational Education/Forssa Vocational Institute

Forssa Vocational Institute is multi-disciplinary vocational institution providing education and training in 7 educational fields. Forssa Vocational Institute consists of five before separate schools.

Date of start up

1.5.2002 (The latest combination). The schools (units of the institute) are very much older.

Number of employees

There are 125 employees in the institute. 72 of them are teachers and trainers.76 % of them has the required official qualifications.

Number of students per year

* 875 students

Number of Vocational Education and Training courses provided per year (average of the last 3 years).

The number of study weeks is about 2111.

Total number of Vocational Education and Training hours provided/year

The average number of hours is 67569.

Educational fields provided

- Technology and Transportation
- Tourism, Catering and Home Economics
- Social Sciences, Business and Administration
- Natural Sciences
- Social and Health Care Services and Physical Education
- Culture
- Natural Resources and Environment

Quality assurance

The quality system is based on the quality assurance manual drawn up considering own starting point. The procedure instructions in the quality assurance manual are based on ISO 9000 quality standard in applicable parts. The quality manual is audited yearly and the evaluation is based on EFQM framework. The institute started systematic quality development and the making of the quality assurance manual in 1998. The institute has applied for the Quality Award of Vocational Education for the first time in 2003. The college has received the Quality Award in 2005.

Contact details

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Oulu Vocational College

Oulu Vocational College is part of the Oulu Region Joint Authority for Education (OSEKK), a larger organisation providing educational services OSEKK's founding municipalities include 13 municipalities around Oulu area in Northern Ostrobothnia.

Oulu Vocational College consists of nine units, an adult education unit and an administration unit.

Date of start up

Oulu Vocational College was founded in 1.1.2005 in its current form.

(Please notice: Oulu Vocational College is young organization, which affects the situation of quality system, processes etc. which are presented in following pages.) There have been before separate schools.

Number of employees

The number of employees is 760. There are 480 teachers. 86% of teachers have the official qualification required.

Number of students per year:

5300 (vocational upper secondary education and training).

(+ in adult education and training about 1900 students/ year).

Number of Vocational Education and Training courses provided per year (average of the last 3 years).

30 (programmes)

Total number of Vocational Education and Training hours provided/year

Total number 362 000 hours (contact lessons 331 000 hours) in year 2005 (vocational upper secondary education and training).

Educational fields provided

Oulu Vocational College offers vocational qualifications in the following fields of vocational education and training:

- Culture
- Natural Resources and the Environment
- Natural Sciences
- Social Sciences, Business and Administration
- Social Services, Health and Sports
- Technology, Communication and Transport Sector
- Tourism, Catering and Domestic Services

Quality assurance

Oulu Vocational College was founded in 1.1.2005 in its current form, so the organization is young. It means that involvement of Quality Assurance is not ready yet. Large number of development projects is running at moment.

The College was formed from seven vocational schools (colleges). Several of those schools had quality systems of their own. Oulu Vocational College started to develop a quality system for the new education organization in 2005. Actually,

APPENDIX 2 – PRESENTATION OF ROLE MODEL ORGANISATIONS

OSAO uses a Computer-based System, not a Quality System. The quality system is under construction. At the moment it remains this more "normal" quality system until the real quality system is ready.

First step was to identify our main processes (core and support processes) and draw a process map. We also defined sub processes of those main processes. Second step was to found process teams and process owners to each main process. In one team there is one representing from each unit of the College. Total number of units is 11. One team is concerning on our core process (learning and teaching). The following step was to build up an intranet based on processes. Process descriptions are placed in the intranet. Of course the whole staff has opportunity to access to intranet.

Measurement and evaluation is central part of operating system. OSAO has several indicators which are used in QA

Contact details

Oulu Vocational College
Planning Specialist, Quality Coordinator Sauli Alaruikka
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Mobile +358 50 582 8899
Fax. +358 8 312 7970
E-mail: sauli.alaruikka@osao.fi
www.osao.fi

APPENDIX 2 – PRESENTATION OF ROLE MODEL ORGANISATIONS

PERHO CULINARY SCHOOL

Name: Haaga Institute Foundation / Helsinki Culinary School Perho

Legal Status: Haaga Institute Foundation has the permission to act as a VET-provider granted by the Ministry Of Education

Date of start up - 11.01.1935

Number of employees 68

Number of trainers and teachers (How many of those teachers has official qualification required act as teacher in the country):

30 of which 28 has an official qualification required act as teacher in the country

Number of students per year: 430

Number of Vocational Education and Training courses provided per year (average of the last 3 years).

One qualification divided in three study programmes.

Total number of Vocational Education and Training hours provided/year:

app. 24 000 hours

Educational fields provided:

Hotel and restaurant services

Contact details:

Helsinki Culinary School Perho
Gun Marit Nieminen, director
Pekka Selenius, project manager
Perhonkatu 11
00100 HELSINKI
FINLAND

APPENDIX 2 – PRESENTATION OF ROLE MODEL ORGANISATIONS

Finnish Business College

Finnish Business College was founded by Finnish speaking and Finnish-minded businessmen in 1898. Earlier there had been business education in Finland for 59 years but mainly in Swedish. Finnish Business College was the first where the language of instruction was solely Finnish.

Today, the college is still a private institute owned by the Foundation of Finnish Business College. Finnish Business College is the biggest upper secondary business and administration college in Finland. The FBC students study in a classless system and they can freely choose both daytime and evening courses according to their Individual Study Plan.).

Date of start upest. 1898

Number of employees

Number of employees is 98 (31.12.2006). There are 67 teachers, which 60 has the official qualification.

Number of students per year

Number of students per year is 1215 (20.9.2006).

Number of Vocational Education and Training courses provided per year (average of the last 3 years).

Average of 1000 courses altogether per year.

Total number of Vocational Education and Training hours provided/year

Total of 60,000 teaching hours per year.

Educational fields provided

- Business and Administration (also taught in English)
- Information Technology

Quality assurance

- 1998: Describing the operations after the Finnish Quality Award model
- 1999: Self-assessment by Finnish Quality Award criteria
- 2000: Auditing by Finnish National Board of Education
- 2001: Describing the processes and remodelling the team organization to support the processes
- 2002: The Quality Handbook
- 2003: Balanced scorecard, strategic results, self-assessment by EFQM, performance reviews and personal development plans
- 2004: On-the-Job-Learning auditing, auditing by Finnish National Board of Education (winning the Quality Award for Vocational Education)
- 2003 and 2006 attending the Great Place to Work survey (FBC placed second in Public Administration Organizations' Category).
- 2006 Business Process Re-engineering

Contact details

Jaakko Tuomi, Quality Manager

Rautatörmäkatu 5, 00520 HELSINKI jaakko.tuomi@slk.fi, www.slk.fi

THE “ION GHICA” ECONOMIC COLLEGE

School Mission

Making an honour from its mission as a European School and its tradition as a general and professional training provider in the field of Services, the Economic College “Ion Ghica” is committed to the personal and professional training of students in real conditions of the quality of the educational process, making it possible for real chances of socio-professional integration and long life learning.

The school’s profile

- Settled in 1923 as an “Elementary trade school for boys”
- Priority domain of professional training: SERVICES.
- School population: an average of 1000 students/year on three educational levels.
- School personnel: 70 teachers, 15 administrative personnel staff.
- Material resources: 2 building items; IT and office equipment; specialized didactic equipment.
- Financial support: State financing and extra budgetary sources.

Training fields on educational levels- School year 2007-2008 (38 classes)

- Services
- Economic activities technician
- Technician in administration Contracts and acquisition technician
- Tourism technician
- Trade
- Receptionist – dispenser
- Tourism and alimentation
- Waiter, salesman in alimentation units
- Banqueting organizer
- Gastronomy technician
- Mountain agro tourism activities technician

Experience in Project Development:

Phare projects, Leonardo, Socrates, Junior Achievement, Educational programs for students and parents, partnerships with schools from Romania and EU.

Prizes obtained at the training firm fairs:

Prague, Zagreb, Plovdiv, Salzburg, Timisoara, Bratislava.

Quality assurance

Our college started to develop the quality management in the year 2003.

Contact details

Roxana Georgescu, QA Responsible
<http://colegiuleconomic.valahia.ro>
colegiul_ec_tgv@yahoo.com



List of all Responders

APPENDIX 3 – LIST OF ALL RESPONDERS

No.	Name of the institute	Web page of the institute	Name of responder	Email address of responder
Austria				
1	Vocational School Gmunden	http://schulen.eduhi.at/bs1-gmunden/index.php	BD Ing. Karl Gruber	bs-gmunden1.post@ooe.gv.at
2	Vocational School Linz	http://www.berufsschule-linz8.at/	Dir. Dipl.-Päd Ing. Alfred PFOB	alfred.pfob@ooe.gv.at
3	Vocational school Steyr 2	http://schulen.eduhi.at/bs-steyr2/	BD Viktoria Bertignoll, MSC, MAS, MIB	bs-steyr2.post@ooe.gv.at
4	Vocational school for electronics and communications for apprentices from Tyrol	http://www.eke.at/index.php	Ing. Mag. Wolfgang Steinlechner	direktion@TFBS-Elektronik.tsn.at
5	College of fashion, clothing and artistic design	http://www.herbststrasse.at/	Mag.a Dr.in Alexandra Valny	alexandra.valny@herbststrasse.at
6	College of engineering in St. Pölten	http://htlcms.htlstp.ac.at/index.jsp	Direktor OStR Dipl.-Ing. Johann Wiedlack	johann.wiedlack@htlstp.ac.at

APPENDIX 3 - LIST OF ALL RESPONDERS

7	Advisor for schools and colleges of social and services industries in Vienna	http://www.wien.gv.at/ssr/	Mag. ^a Irmgard Dachtler-Freiler	irmgard.dachtlerfreiler@ssr-wien.gv.at
8	Advisor for schools and colleges of social and services industries in Vorarlberg	www.lsr-vbg.gv.at	Mag. Christine Schneider-Sagmeister	christine.schneider@lsr-vbg.gv.at
9	Friseurstudio Elite Ges.m.b.H	http://www.elite-hairstyle.com/	Birgit Kabas	birgit.kabas@elite-hairstyle.com
Finland				
10	Finnish National Board of Education (Opetushallitus)	www.oph.fi	Leena Koski	leena.koski@oph.fi
			Pirjo Väyrynen	pirjo.vayrynen@oph.fi
11	Forssan ammatti-instituutti	www.fai.fi	Tuula Koivula	tuula.koivula@fai.fi
			Lauri Lähteenmäki	lauri.lahteenmaki@fai.fi
12	Helsinki Culinary School Perho (Ravintolakoulu Perho)	www.perho.fi	Gun Marit Nieminen	marit.nieminen@perho.fi
			Pekka Selenius	pekka.selenius@perho.fi
13	Jyväskylä Vocational Institute (Jyväskylän ammattiopisto, Palveluolajien oppilaitos)	www.jao.fi	Riitta Hänninen	riitta.hanninen@jao.fi
14	Kainuu Vocational College (Kainuun ammattiopisto)	www.kao.fi	Artti Antila	artti.antila@kao.fi
15	Keskuspuisto Vocational Institute (Keskuspuiston ammattiopisto)	www.keskuspuisto.net	Olli Daavittila	olli.daavittila@keskuspuisto.net
			Samuli Sollo	samuli.sollo@keskuspuisto.net
16	Lapland Vocational College (Lapin ammattiopisto)	www.lao.fi	Marja Nissilä	marja.nissila@lao.fi
17	Oulu Vocational College (Oulun seudun ammattiopisto)	www.osao.fi	Sauli Alaruikka	sauli.alaruikka@osao.fi
18	Saloregion education federation of municipalities/Salo Region Vocational College	www.sskky.fi/ssao	Elise Anttalainen-Kulmala	elise.anttalainenkulmala@sskky.fi
19	SLK–Finnish Business College	www.slk.fi	Helena Varjus-Järvinen	helena.varjusjarvinen@slk.fi

APPENDIX 3 - LIST OF ALL RESPONDERS

	(Suomen Liikemiesten Kauppaopisto–Atk-Instituutti		Jaakko Tuomi	jaakko.tuomi@slk.fi
20	Tampere College (Tampereen ammattiopisto)	www.tao.tampere.fi	Hilkka Raittila	hilkka.raittila@tampere.fi
21	Turku Apprenticeship Training (Turun oppisopimustoimisto)	www.oppisopimus.turku.fi	Pekka Koivisto	pekka.koivisto@turkuai.fi
Greece				
22	IEK Agiou Stefanou,		Mrs Taratsa	ad-ag-stefan@iek.oEEK.gr
23	IEK Akmi	www.iek-akmi.gr	Mr Diamandis	ddiamantis@iek-akmi.gr
24	IEK Amarousiou		Mr Dimitropoulos	adimitropoulos@sch.gr
25	IEK Palmie Academy	www.palmieacademy.gr	Mrs Makrikosta	info@palmieacademy.gr
26	IEK Xinis	www.iekxini.gr	Mrs Kresta	mkatsara@xinis.com
27	KEK01 Piroforiki		Mr Dimitropoulos	adimitropoulos@sch.gr
28	KEKELEPAP Hellenic society of Disabled Children	www.elepap.gr	Mrs Diamandopoulou	elepap@hol.gr
29	KEKOTEK (Organisation for Tourism Education and Training)	www.otek.edu.gr	Mr Papayiannis	papdi@ath.forthnet.gr
30	OEEK (Organisation for Vocational Education and Training)	www.oEEK.gr	Mrs Kanellopoulou	vanakanellopoulou@yahoo.gr
Romania				
31	Technical college of construction and environmental protection Arad	www.colteharad.tk	Emerich Kaposta director	colteharad@yahoo.com
32	Technical College "MIRCEA CRISTEA" Brasov	www.tractorul.go.ro	Dorel Agache director	tractorul@yahoo.com
33	Technical college for telecommunication and post "GHEORGHE AIRINEI" București	www.airinei.omad.ro	Adriana Trifu director adjunct	colegiulairinei@gmail.com
34	Technical college for food technology „DUMITRU MOTOC" București	www.dumitru.motoc.go.ro	Florinela Ionescu director	colegiulmotoc@yahoo.com
35	Economic College Buzău	www.colegiuleconomicrdsn	Mărioara Lungu	colegiuleconomic@buz

APPENDIX 3 - LIST OF ALL RESPONDERS

		etro	Director adjunct	au.rdsnet.ro
36	Technical College for construction ANGHEL SALIGNY, Cluj-Napoca		Mariana Costea director	asaligny@isicj.ro
37	College for Marine Galati		TULUCEANU SILVIANA Responsabil AC	grupscolarmarina@galati.astral.ro
38	College "RADU NEGRU" Galati	www.radu-negru.ro	Nicoleta Anastasiu Responsabil AC	eradunegru@galati.astral.ro
39	Agriculture College "DIMITRIE CANTEMIR" Husi	www.tpcad2004.go.ro/cantemir.htm	Paul Șușnea Responsabil AC	agro@servex.ro
40	Technical College "LAZAR EDELEANU" Ploiești	www.edeleanu.ro	Ruxandra Livandru profesor	lazar.edeleanu@yahoo.com
41	Economic College "ION GHICA" Târgoviște	http://colegiueconomic.valahia.ro	Roxana Georgescu Responsabil AC	colegiul.ec.tgv@yahoo.com
42	FiaTest	www.fiatest.ro	Stefan Dinu, Director Calitate	stefan@fiatest.ro
43	CPM CONSULTING	www.cpm-consulting.ro		office@cpm-consulting.ro
44	SCPECOMSA	www.cepecom.ro		cepecom@cepecom.ro
45	Asociația de Calificare și Recalificare Oltenia	www.acroltenia.ro	Marius Greu	marius.robert.greu@gmail.com
48	Scoala de Studii Comerciale Bacau	www.ssbacau.ro		
49	Centrul de Resurse și Formare în Profesii Sociale Pro Vocație	www.provocatie.ro	Daniela Săvulescu	office@provocatie.ro
50	SCARTOPROD	www.artoprod.ro	Maria Preda	artoprodsl@yahoo.com
51	AFACOV CONSULTING GROUP	www.afacov.ro		afacov@email.ro
52	Societatea Națională de Radiocomunicații	www.radiocom.ro	Cristina Amariniei	cpr@radiocom.ro
53	Centrul de Pregătire în Informatică	www.qpi.ro		qpi@qpi.ro
54	Grupul Școlar Agricol "Văceslav Hamaj", București	www.harnaj.ro	Prof. Mariana Rosner, director	director@harnaj.ro

APPENDIX 3 - LIST OF ALL RESPONDERS

55	Grupul Scolar Industrial Constructii-Montaj, Drobeta Turnu Severin, Mehedinti	liconstr.licee.edu.ro	Prof. Leontina Nitoi, director	liconstr@yahoo.com
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Tools Used by VET Providers



Appendix 4.1 – Questionnaire for assessment of the work place health

This is not an intelligence test but an opinion collection! All answers are correct as long as they are sincere. Read the 12 statements and appreciate objectively if they fit with your thinking, feeling and acting ways. Check each statement in the column according to your answer:

NAME AND SURNAME How long have you been working in this school

SPECIALTY

ACADEMICAL RANK.....

No.	Items	Complete disagreement	Disagreement	Sometimes disagreement others agreement	Agreement	Total agreement
1.	I know which are the expectations from me at the workplace					
2.	I have the didactic materials and tools needed for performing my activity					
3.	At my workplace I can do what I know best everyday					
4.	In the last 7 days I have been appreciated for my good didactic activity					
5.	My direct boss or another colleague cares about me as a person					
6.	At my work place there are persons which encourage my development					
7.	At my work place my opinions seem to matter					
8.	The aim of my organisation makes me feel that my work is important					
9.	MY colleagues support the quality didactic activity					
10.	I have one good friend at the work place					
11.	In the last six months somebody discussed with me about my progress					
12.	In the last year I had the possibility to learn and develop at the work place					

Appendix 4.2



**EMPLOYEE PERFORMANCE REVIEW
AND
CAREER DEVELOPMENT PLAN**

Name

Position Title

Location

Date of Last Review

Direct manager

Reason for this Action:

Annual Review

Mid-year Review

Other

Review Date

APPENDIX 4 – TOOLS USED BY VET PROVIDERS

General Performance Categories

PROFESSIONAL AND TECHNICAL SKILLS

Job Knowledge	Awareness of the requirements, methods and systems pertaining to your position.
Productivity	Including quality and quantity of work, and the handling of priorities.
Communication Skills	Effective interaction with clients, supervisors, peers, and subordinates: clear and concise expression of ideas through letters, memos, and other business writing.
Problem Solving / Decision Making	Ability to recognise and acknowledge the existence of problems, diagnoses causes, exercise judgement and reach logical conclusions in a reasonable time.
Work schedule / Time management	Recognise and adhere to schedule and cost constraints, complete work on or ahead of schedule, take proper corrective steps to expedite schedule when necessary.
Cost control	Adherence to budgets, responsible and efficient use of materials and resources.
Quality assurance	Implement Company's QA Policies specific to your position. Adherence to Company Policies and Procedures Compliance with the Company Policies and Procedures regarding all aspects of employment.
Initiative	Motivated to anticipate problems and take advantage of opportunities relating to work assignments and take appropriate action.
Adaptability	Ability to adjust to varied or changed work conditions, learns new tasks, or takes on new responsibilities; modify individual goals when they conflict with organisation goals.
Team Commitment	Dedication to the organisation's goals and objectives; support for co-workers and the work group; and a willingness to pitch in when needed.
Attitude / Enthusiasm	Ability to eagerly approach responsibilities and encourage positive behaviour in peers or subordinates

SPECIFIC POSITION RESPONSIBILITIES

This section addresses specific responsibilities for your position

<i>Project Manager</i>	<i>Professional Staff</i>	<i>Admin/Support Staff</i>
Project budget control	Quality of work	Responsiveness
Client interaction	Clients satisfaction	Reliability
Quality of work	Training	Computer skills

PART 2 - SUPERVISOR / EMPLOYEE REVIEW for:-

SUPERVISOR'S COMMENTS :

1. Major contributions and strengths.
2. Specific areas requiring improvement.
3. Review of prior year's goals and objectives.

EMPLOYEE COMMENTS :

SUPERVISOR SUMMARY :

Employee Signature / Date

Supervisor Signature / Date

Office Manager Signature / Date

H.R. Representative Signature / Date

PART 3 - Career Development plan for

Career development is the process of learning and practising skills and accepting responsibilities. The purpose is to help prepare the individual for another position, or enhancement within the present position.

DEVELOPMENT GOAL

Objective No. 1

Action Required by	Experience	Education	Other	Completion Date
---------------------------	-------------------	------------------	--------------	------------------------

Employee:

Supervisor:

Progress towards objective *to be filled out at a later date

Employee Comments

Supervisor Comments

Objective No. 2

Action Required by	Experience	Education	Other	Completion Date
---------------------------	-------------------	------------------	--------------	------------------------

Employee:

Supervisor:

Progress towards objective *to be filled out at a later date

Employee Comments

Supervisor Comments

Appendix 4.3 – Proficiency levels for the skilled trade Electrical installation engineering/electrical installation engineering with specialities in process control and bus engineering

Please write an X in the applicable column:

No.	Expectations of the training company and/or person responsible for apprentice training Topic: General instruction in the subjects German and communication Technical English as second language Bookkeeping Commercial training and correspondence Political education	Does not apply				Applies
		1	2	3	4	5
1	My technician must be able to take telephone orders placed by customers.					
2	My technician must be able to advise clients.					
3	My technician must write work reports.					
4	My technician must be able to respond to a telephone complaint.					
5	My technician must be able to present projects and products.					
6	My technician must be confident in the use of internet, e.g. search machines, email.					
7	My technician needs fundamental English for international installations.					
8	My technician must be able to read English manuals and wiring diagrams.					
9	My technician must make simple calculations for pricing materials.					
10	My technician must be able to provide and/or explain simple cost estimates to the customer.					
11	My technician must be able to keep a cash book.					

APPENDIX 4 - TOOLS USED BY VET PROVIDERS

12	My technician must be able to write a letter.					
13	My technician must have basic skills with the Word program.					
14	My technician must know, in the context of the apprentice training, fundamental legal regulations (e.g. professional training law).					
15	My technician must know enough fundamental political and economic events related to the technical area so that the technician can guide discussions with customer.					
16	My technician should be able to research and ascertain the needs of the customer in order to prepare a custom-made offer.					
17	My technician should be able to read instructions and then independently and responsibly complete the corresponding work according to instructions.					
18	My technician is able to work in teams.					
19	My technician is able to solve conflicts in partnership.					
20	My technician is able to treat the customer politely.					
21	My technician must have basic skills with the EXCEL program.					



Appendix 4.4 STRATEGY CHART 2008

<p>VALUES</p> <ul style="list-style-type: none"> - individuality - responsibility - profitability - capability to innovate <p>(critical success factors)</p>	<p>BSC / SSKKY (critical success factors)</p>	<p>CUSTOMER (effectiveness)</p>	<p>ECONOMY</p>	<p>LEARNING AND GROWING</p>	<p>PROCESSES</p> <ul style="list-style-type: none"> - core processes - co operational processes - supporting processes 	<p>EFQM RESULT INDICATORS</p> <p>The unit of business and health care</p>	<p>VISION</p> <p>Salo Region Vocational College is a responsible actor and the most attractive and profitable provider of education in its region (Southwest Finland)</p>	
		<p>PROMOTING AND SUPPORTING OF PROFESSIONAL KNOWLEDGE</p> <p>THE FEDERATION OF MUNICIPALITIES IS A DESIRED PARTNER, PRODUCER OF SERVICES AND STUDENT PLACE</p>	<p>INCOME COVERS EXPENSES AND SECURES RENOVATIVE INVESTMENTS</p>	<p>SKILLED PERSONNEL</p> <p>PERSONNEL IS SATISFIED AND FIT FOR WORK</p>	<p>OPERATION IS EFFECTIVE AND FUNCTIONAL</p>	<p>→ RESULT MATRIX</p>		
		<p>VOCATIONAL COLLEGE Strategic focuses / UNIT strategic goals</p>						
		<p>MISSION The Educational Federation produces professional knowledge for different phases of life</p>						
<p>MANAGEMENT</p>	<p>Effective management of personnel and pedagogic leadership guarantee that the strategic goals are reached</p>	<p>Strategic guidelines of the VET-school are written in black</p> <p>Goals of the unit are written in orange</p> <p>Investment needs are in blue</p> <p>Project proposals are in lilac</p>				<p>Personnel results</p> <p>Essential results in efficiency</p>		
<p>OPERATIONAL PRINCIPLES AND STRATEGIC PLANNING</p>	<p>Unit prices and income cover expenses. Economy planning and operational planning are done simultaneously and</p>					<p>Essential results in efficiency</p>		

APPENDIX 4 - TOOLS USED BY VET PROVIDERS

	are linked to the annual plans of the educational federation						
PERSONNEL	Providing sufficient level of expertise of the personnel in comparison with the development in society in general as well as in vocational education						Personnel results
PARTNERSHIPS AND RESOURCES	Keeping up the most important partnership relationships Updated equipment used in education and premises which meet the requirements						Essential results in efficiency
PROCESSES - core processes - co operational processes - supporting processes	Processes meet customer needs and they are developed according to customer feedback						Customer results Social results
INDICATORS Vocational College	→ SCORECARD	indicators					
ECONOMICAL GOALS Vocational College		ECONOMICAL GOALS					

Appendix 4.5 Example of School Action Plan



Example from School Action Plan

In development of strategic planning, how you consider the needs from the labour market and the needs of interested parties. Please detail.

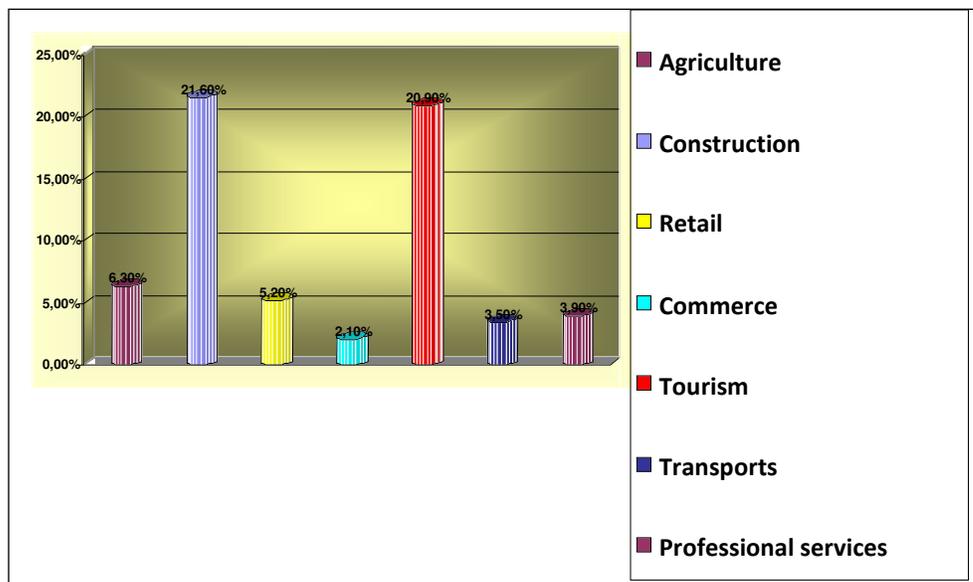
Answer

In order to comply with the requirements of the interested parties, students, parents and local economy as well as civil society, we follow to harmonize continuous the demand with the offer while complying with the legislation. We study the prognosis documents in order to identify the national and the local trends on the market. The Graphs* which show the development of different economic sectors (for us construction) are correlated with answers received from the economic agents on the questionnaires developed within the school ** and the ones received from specific questionnaires filled in by students and parents ***. The results of the analysis of this information are correlated with data regarding the dynamics of population at regional and local level (both rural and urban areas) ****.

The result of these activities will represent the School Action Plan suggested to the local authorities for approval. The School Action Plan shows directions for action in order to ensure locations for practical training, professional insertion and development for materials of the school.

The needs of the labour market, the interested parties are shown by the development of the school curriculum and the local development curriculum which can answer special requirements.

*



**** Questionnaire for the industry**

For harmonising the educational offer with the real needs of the operators in our county please answer to few questions which we consider important.

The school curriculum is formed by 3 categories

- Common part (TC): mandatory for all students
- Local development curriculum (CDL): imposed by the superior forums
- Curriculum at school decision (CDS): developed in school, approved by the local agents and the School Inspectorate

The part in which the school can interfere for answering the needs of the local agents is represented by the CDS. Presently the CDS in school are:

No.	Name	Developed competences
1	Geometry and Plans 9th grade	- correct use of tools in design - development of simple graphic designs - development of geometric parts - development of Plans
2	Graphs representation 10th grade	- use of technical drawing tools - make graphical representation of buildings - check the results obtained
3	Conventional representation 10th grade	- representation of materials - correlation of materials with conventional representations
4	Building elements 11th grade	- graphical representation of construction elements - compliance with specific standards - identification of materials of construction elements
5	Design elements 12th grade	- ability to represent building plans at different scales - ability to represent details for development of construction -ability to read and interpret standards regarding construction design
6	Thermal efficiency in construction 10th grade (Art and Craftwork School)	Key competence: answering to the clients' needs - recognise the clients' rights - answer equally the requirements and needs of clients in its field - offers services according to the standard
7	Operation of installations in construction 11 th grade installation	- adapts the technical and sanitary installation at the present technologies - promotes new technologies in natural gases and fuels installations - performs central heating installations
8	Complex paintings 11 th grade, carpenters, painters	- describes how to prepare the materials, the tools for complexes paintings - explains how and makes complexes painting works
9	Processing of wood 11th grade carpenter	-describe the way and preparation of materials and tools for wood processing works - explains how to process wood

APPENDIX 4 - TOOLS USED BY VET PROVIDERS

As the needs for companies have a special dynamics, please fill in the enclosed table.

No.	Do you find useful to continue teaching the CDS in school? Which?		Competences which you want developed especially	Suggestions for CDS which would answer your company's needs
	Yes. Which?	No. Which?		
1)				
2)				
3)				
4)				
5)				
6)				
7)				
8)				

APPENDIX 4 – TOOLS USED BY VET PROVIDERS

1) Do you consider that scholarships would be useful? Please check the appropriate box!

- If YES please fill in the following table

- If NO please go to next question

No.	Qualification/ level	With contract		Without contract		No. Of scholarships per year	Value of scholarship
		accommodation	Money (lump sum)	accommodation	Money (lump sum)		
1.	INSTALATION /						
2.	BUILDING /						
3.	CARPENTER /						
4.	ELECTRICAL /						

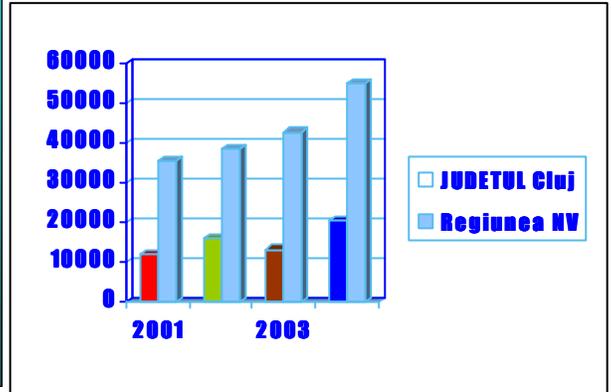
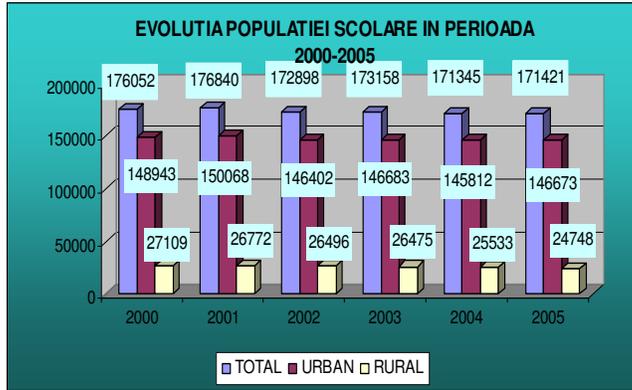
2) How do you think you can support the school?

a) based on the plan for development of the curriculum in the technical field

b) from material point of view

3) If you are interested in development partnerships with the school, please indicate the your interest

Evolution of school population



Adapting the school offer to the needs of the beneficiaries we do considering the results obtained by our students during the practical periods, shown in the Individual Assessment forms filled in by the company where under „comments” pertinent observations related to the work abilities and the school competences are presented.

FORM FOR ASSESSMENT

Of the student For the practical period

Company

The student performed in the practical period the following operations:

COMMENTS:

FINAL ASSESSMENT:

- OUTSTANDING
- VERY GOOD
- GOD
- SUFFICIENT
- INSUFFICIENT

Signature of the tutor
Company

Signature of MI

Appendix 4.6 Results of the Questionnaire Regarding Continuous Training Needs

1) In your opinion Continuous training for teachers represent:

- | | |
|------------------|---------|
| a) A right | 69,12 % |
| b) An obligation | 30,88 % |

2) Do you think that the institutions responsible for CVET should be:

- | | |
|---|---------|
| a) Universities | 16,22 % |
| b) Teachers association | 23,54 % |
| c) School inspectorate | 13,58 % |
| d) National Centre for Training of Teachers | 20,57 % |
| e) Institutions which provide distance training | 7,38 % |
| f) School | 18,69 % |

3) Who should be involved in the decision regarding selection of teachers for training

- | | |
|----------------------------------|---------|
| a) The principal | 29,63 % |
| b) The School Training Inspector | 8,12 % |
| c) Chief of methods Commission | 10,19 % |
| d) Discipline school inspectors | 19,90 % |
| e) Teacher himself/herself | 32,16% |

4) What is the duration which should have a training programme

- | | |
|--------------------------------------|---------|
| a) One day | 3,23 % |
| b) Three days | 5,90 % |
| c) One week | 12,45 % |
| d) Depends on the training objective | 75,92 % |
| e) Other interval | 2,50 % |

5) Do you consider that training via academic degrees helps in the training activity:

- | | |
|----------------|---------|
| a) Very much | 18,41 % |
| b) Much | 24,13 % |
| c) Somewhat | 36,39 % |
| d) A little | 12,36 % |
| e) Very little | 8,71 % |

APPENDIX 4 – TOOLS USED BY VET PROVIDERS

6) Do you consider that the academic degrees represent conditions for carrier evolution:

- | | |
|-----------------|---------|
| a) Yes | 59,40 % |
| b) No | 29,12 % |
| c) I don't know | 11,48 % |

7) How do you appreciate the didactic and pedagogic training during university

- | | |
|----------------|---------|
| a) Very good | 4,01 % |
| b) Good | 16,72 % |
| c) Appropriate | 28,76 % |
| d) Weak | 46,48 % |
| e) Inexistent | 4,03 % |

8) What is the correspondence between the CVT and your expectations

- | | |
|----------------|---------|
| a) Very good | 10,52 % |
| b) Good | 26,15 % |
| c) Average | 41,48 % |
| d) Little | 16,72 % |
| e) Very little | 5,13 % |

9) Which aspects you would like to be focused the CVET training

- | | |
|---|--------|
| a) Didactic design | 8,68% |
| b) Curriculum | 20,75% |
| c) Teaching methods | 23,18% |
| d) Assessment principles and techniques | 29,43% |
| e) Organisation and management of students | 14,89% |
| f) Education of students within special needs | 3,07% |

10) Which out of the following components of psycho-pedagogic and methods you think are the most important (chose 4)

- a) Theory and practice of assessment
- b) Theory and methodology of curriculum
- c) Management of school class
- d) Methods for teaching
- e) Educational requirements for special students

11) Please list five of the most frequent difficulties you encounter in teaching

Modern structure of content, didactic assessment, differentiate treatment of students, counselling, design, school discipline, organisation of students class

12) Assess which are the main 2 changes brought to the training-education process based on the training activity

- a) Improvement of assessment system
- b) Improvement of teacher-student relation
- c) New approach of old topics
- d) Science
- e) Methods

13) In your opinion, how important is training in education process

- | | |
|--------------------------|---------|
| a) Very important | 65,75 % |
| b) Important | 32,05 % |
| c) Average | 10,34 % |
| d) Little important | 1,81 % |
| e) Very little important | 0,05% |

14) Out of the following three training forms indicate which is the most efficient

- | | |
|--|---------|
| a) Trainings initiated at school level | 41,03% |
| b) Discussions at the commission level | 37,12 % |
| c) Open lessons | 18,50 % |
| d) Presentation of works to the board | 3,35 % |

15) How do you consider the training via the Teachers Association

- | | |
|---|---------|
| a) Modern and efficient | 29,48 % |
| b) Supports the interested ones | 38,28 % |
| c) Supports the young teachers | 32,22 % |
| d) Supports the management and administration | 0,15 % |
| e) Of no use | 0,05 % |



Appendix 4.7 Examples of sheets and questionnaires from the teachers' files

1. Questionnaire for assessment of teacher-student relationship

Please check the answer of your choice. The answers are all confidential.

1. Gender: a. Male b. Female

2. Age: a. 22-30 years b. 31-40 year's c. 41-50 years d. Over 50 years.

3. Experience in education:
a. Up to 5 years b. 6-10 years c. 10-20 years d. Over 20 years.

4. Your discipline is classified in:

a. real b. Social-human c. Speciality

5. You've chosen your profession based on:
a. family, teachers or other persons;
b. lack of opportunities for a work place;
c. your dedication;
d. other reason: _____.

6. Have you been class tutor?
a. yes, I am presently as well;
b. no, never;
c. yes, but presently I am not.

7. Do you consider that the present generation is characterised by:
a. creativity;
b. disobedience;
c. lack of interest towards school;
d. other: _____.

8. The main role in education of students is played by:
a. family;

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- b. school;
- c. friends;
- d. others: _____.

9. Generally involvement of family in supporting the education process is:

- a. real;
- b. missing;
- c. other: _____.

10. Behaviour of students during the classes is:

- a. appropriate;
- b. inappropriate

11. During the carrier have you met students with problem behaviour during your classes?

- a. Yes; b. No.

12. This behaviours problem consisted of:

- a. inappropriate remarks related to the content of the class;
- b. inappropriate remarks related to the colleagues;
- c. .inappropriate remarks related to you;
- d. others: _____.

13. How you solve this problem situation during the class:

- a. inform student on the inappropriate behaviour;
- b. informs the tutor on the incident;
- c. check the knowledge of the student related to the discipline;
- d. I request that the parents are announced;
- e. I contact the psychologist teacher for counselling of the student;
- f. other: _____.

14. Did it ever happen to be verbally aggressed by one of the students:

- a. Yes; b. No.

15. Did it ever happen to be physically aggressed by one of the students:

- a. Yes; b. No.

16. What are your main concerns regarding students in the classes that you teach?

- a. improper behaviour towards their colleagues;
- b. improper behaviour towards teaching staff;

APPENDIX 4 - TOOLS USED BY VET PROVIDERS

- c. dress code;
- d. lack of interest to study;
- e. other: _____.

17. Your teaching activities are:

- a. interesting;
- b. demanding;
- c. full of professional satisfactions;
- d. affected by routine;
- e. stressful;
- f. other: _____.

18. Proposals to improve student - teacher relationships:



2. Form for Assessment of High School Teacher

NUMBER OF JOB DESCRIPTION.....

NAME AND SURNAME OF THE TEACHER

EVALUATION RESULT.....

PERIOD ASSESSED.....

COMPETENCE UNITS	PERFORMANCE INDICATORS		Score	
			Max	Achieved
A. DIDACTIC DESIGN	1. In-depth study of the curriculum	Correlates the content of teaching activities with general objectives, items of curriculum and allocated number of hours	2	
	2. Proper selection of teaching materials and documents	Chooses adequate handbooks and auxiliary materials to students' profile	2	
	3. Design and update of schedules according to the recommended methodology and update the plans.	Chooses an optimal strategy to ensure an efficient and integral achievement of the curriculum and of the general objectives.	4	
		Delivers in due time all necessary documents, processed and filled-in according to requirements.	2	
	4. Design of didactic project	a) Sets lesson objectives	1	
	b) Ensures assimilation of teaching content	1		
	c) Correlates didactic strategy with objectives and content of teaching activities	1		
	d) Makes information accessible to the level of the students.	1		
	1. Organisation of learning process in the classroom.	Selects learning situations that create and develop useful skills.	2	

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B. ORGANISATION AND PERFORMANCE OF LEARNING ACTIVITIES		Uses learning skills questionnaires	2	
	2. Selection of teaching methods, techniques and tools according to the level of the students and the amount of information	Uses appropriate tools, auxiliaries and teaching materials	2	
	3. Correlation of teaching sequences with operational objectives, to accomplish the development and formation of student's personality.		2	
	4. Organisation of practical and applicative activities in the learning process	a) Prepare practical activities (objectives, materials, tools)	2	
		b) Runs practical activities	2	
		c) Guides and monitors students during the practical activity	2	
	5. Efficient use of teaching materials an audio-video equipment (including PC)	Makes and buys teaching materials	2	
	6. Evaluation of students' progression	a) Sets evaluation time	1	
		b) Sets and uses evaluation tools	2	
		c) Assess and uses evaluation results	2	
d) Takes advantage of the evaluation of students' areas for improvement		1		
C. ATTENDING COMPLETEMEN TARY LEARNING ACTIVITIES	1. Exams, verifications, simulations	a) Designs content	2	
		b) Supervises students	2	
		c) Evaluates students' knowledge	2	
	2. School contests, Olympic competition	a) Designs content	2	
		b) Supervises students	2	
		c) Evaluates students' knowledge	2	
	3. Expositions, groups, symposia, scientific sessions, cultural, sporting and recreational events.	a) Guidance	2	
		b) Take part effectively in short and long term activates (4-7 days)	4	
	4. Supplementary work with students	a) For performance	2	
		b) To close learning gaps in training students	4	

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D. ATTENDING TRAINING ACTIVITIES	1) Confirmation, didactic grades, PhD, continuous learning, specialisation.		2	
	2. Personal development	a) Papers in magazines, scientific papers in specialized conferences	2	
		b) Designs curricula and manuals, licenses auxiliary teaching materials	2	
		c) Practical pedagogical training	2	
		d) Involvement in recognised didactic or scientific activities.	2	
		Takes part in international projects	2	
E. COMMUNICATI ON	1. Teacher-Student	a) Selects appropriate communication means	1	
		b) Respects the communication partner	1	
		c) Provides feed-back	1	
		d) Develops student-student, student-class communication	2	
		e) Counsels students correctly	2	
		f) Fills in all documents	2	
	2. Teacher-Teacher	a) Professional communication	2	
		b) Curricular communication	1	
		c) Communication with colleagues	1	
		d) Communication with management	1	
	3. Teacher – family	a) Informs the family	2	
		b) Counsels parents	2	
c) Involves the family in solving class-related problems		2		
F. BEHAVIOUR	1. Behaviour towards students	a) Behaviour towards students in assigned classes	1	
		b) Behaviour towards students in other classes	1	
	2. Behaviour towards school staff	a) Behaviour towards management	1	
		b) Behaviour towards teaching staff	1	
		c) Behaviour towards auxiliary staff	1	
	3. Represents the school	Fundraising	2	

APPENDIX 4 - TOOLS USED BY VET PROVIDERS

	4. Decent posture and dress code		1	
	5. Punctuality , hard work, full attendance of the class - 50 min.		5	
	6. Care for school property		5	
RESPONSIBILITIES	1. Tasks / responsibilities (1 point each)	Exemplary fulfilment of tasks and responsibilities	3	
	2. Follows and takes action to keep cleanliness inside and around the school		3	
	3. Obtains non-budgetary funds: sponsorships, donations, projects, grants, etc.		4	
TOTAL SCORE			120	

TOTAL SCORE

* 101 – 120 - qualification: **VERY GOOD**; * 81 – 100 - qualification: **GOOD**;
 * 61 – 80 - qualification: **SATISFACTORY**; * 0 - 60- qualification: **UNSATISFACTORY**



26. Appendix 4.8

Assessment Questionnaire

In order to improve our activity and to answer your needs and expectations please fill in the following questionnaire.

Training:	
Period:	

I. General assessment of the training

	Full agreement	Agreement	Indifferent	Disagreement	Total disagreement
Course objectives have been clear					
Activities during the training were according to the objectives					
The quantity of information received was appropriate					
The subject of the training has been useful for my development in the specific field					
The training was relevant for my career					
I would recommend the training to a person I know					

- How involved have you been in the activities of this training?

At all

Somehow

Completely

- How much practical knowledge did you acquire during this training?

A lot

Some

None

- Which is your general opinion on this training?

Very good Good average Weak Very weak

- Which you consider the strong points of this training?

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- Which you consider the weak points of this training?

II. General assessment of the trainers		
Version 1: Never	Version 2: Sometimes	Version 3: Usually
Version 4: Most of the times	Version 5 : Always	

	Trainer 1					Trainer 2				
	1	2	3	4	5	1	2	3	4	5
Did you get answers to the questions you had for the trainer?										
Was the trainer receptive on your comments and questions?										
Was the trainer efficient in presenting the training?										
Was the training positive towards the trainings?										

Which is your overall image on the trainer?

	Trainer 1	Trainer 2
Very good		
Good		
Satisfactory		
Weak		
Very weak		

What would you recommend for improvement of trainers performance?

Trainer 1:
Trainer 2:

APPENDIX 4 - TOOLS USED BY VET PROVIDERS

III. Overall assessment on training organisation

	Full agreement	Agreement	Indifferent	Disagreement	Total disagreement
Training materials are appropriate and complete					
Training room has been well organised					
Appropriate microclimate					
Training technique was appropriate (video projector, overhead projector, computer)					
Lunch was appropriate					
The personnel for organisation was available and answered to our requirements in time					



Appendix 4.9

Questionnaire for assessment of training effectiveness

(TO BE FILLED IN 6 MONTHS AFTER THE TRAINING)

Name and surname: _____

Training you have attended: _____

Period: _____

1. Looking in retrospective, from 1 to 5, which is your appreciation regarding the training you have attended (mark one option)

Very useful (1)	Useful (2)	So and so(3)	Useless (4)	Which training(5)

2. From 1 to 5 how much could you implement from the topics presented in the training (mark one option)

Everything (1)	A lot (2)	Quite some(3)	Little (4)	Very little - nothing (5)

3. Which are the main notions you have kept after the training?

4. Do you consider needed to complete your knowledge with other in the same field (more detailed info in the same field with your training)? Why?

5. What have you changed in your working methodology? Please mark

<input type="checkbox"/>	Better organisation	<input type="checkbox"/>	Optimising the work process
<input type="checkbox"/>	Team work	<input type="checkbox"/>	Improved communication with clients
<input type="checkbox"/>	Changing the working techniques	<input type="checkbox"/>	Improved communication with colleagues
<input type="checkbox"/>	Improvement of financial control	<input type="checkbox"/>	Improved time management
<input type="checkbox"/>	Improvement of Health and Safety	<input type="checkbox"/>	Cost minimisation
<input type="checkbox"/>	Others, please detail		

6. If you could change something in the training you have attended, what that would be?

<input type="checkbox"/>	Organisation	<input type="checkbox"/>	Clear training materials
<input type="checkbox"/>	Theory introduction	<input type="checkbox"/>	Practical aspects
<input type="checkbox"/>	Case studies introduction	<input type="checkbox"/>	Implementation of the training
<input type="checkbox"/>	Other, please mention		



Appendix 4.10

Self Assessment Guide regarding the Application of ISO 9001:2000

Section QUALITY SYSTEM

4.1 Establishment of Quality System		Answers			Processes which need to be changed
DEVELOPMENT OF THE QMS		YES	NO	NA	
1	Has your organisation developed a QMS according to ISO 9001:2000	YES	NO	NA	
2	Have you identified the processes defining your system	YES	NO	NA	
3	Have you identified the management processes	YES	NO	NA	
4	Have you identified the resources processes	YES	NO	NA	
5	Have you identified the products processes	YES	NO	NA	
6	Have you identified the measurements processes	YES	NO	NA	
7	Have you described the QMS processes	YES	NO	NA	
8	Have you described the interconnection of processes	YES	NO	NA	
IMPLEMENTING THE QMS					
9	Has your organisation implemented a QMS according to ISO 9001:2000	YES	NO	NA	
10	Is your organisation using the processes of the quality system	YES	NO	NA	
11	Do you control the performance of the quality system	YES	NO	NA	
12	Do you control the performances of your processes	YES	NO	NA	
13	Do you support the performance of the quality system process	YES	NO	NA	
14	Do you ensure the resources for your processes	YES	NO	NA	
15	Do you ensure the resources for monitoring the process performance	YES	NO	NA	
16	Do you ensure the availability of information which are needed for your processes	YES	NO	NA	
17	Do you ensure the availability of information for monitoring your processes	YES	NO	NA	
IMPROVEMENT OF QMS					
18	Is your organisation improving continuously the effectiveness of the QMS	YES	NO	NA	
19	Is your organisation monitoring the process	YES	NO	NA	

APPENDIX 4 - TOOLS USED BY VET PROVIDERS

	performances				
20	Is your organisation measuring the process performances	YES	NO	NA	
21	Is your organisation improving the process performances	YES	NO	NA	
4.2.	Documentation of QMS				
4.2.1.	Development of QMS Documentation				
22	Has your organisation developed the documents which are used for implementing, maintenance and control of its QMS	YES	NO	NA	
23	Have you documented the Quality policy	YES	NO	NA	
24	Have you documented the quality objectives	YES	NO	NA	
25	Have you documented the quality procedures	YES	NO	NA	
26	Have you developed the quality manual	YES	NO	NA	
27	Have you developed quality records	YES	NO	NA	
28	Have you developed specific process documentation	YES	NO	NA	
29	Do you use documents for planning processes	YES	NO	NA	
30	Do you use documents for process control	YES	NO	NA	
31	Do documents comply with the scope of your organisation	YES	NO	NA	
32	Do documents consider the size of your organisation	YES	NO	NA	
33	Do documents consider the type of processes in your organisation?	YES	NO	NA	
34	Do documents consider the process connection	YES	NO	NA	
35	Do documents consider the competence of your personnel?	YES	NO	NA	
4.2.2.	Development of Quality Manual	YES	NO	NA	
36	Has your organisation developed a QMS manual?	YES	NO	NA	
37	Is the QMS manual documenting the procedures or makes reference to the procedures?	YES	NO	NA	
38	Is the manual describing the interconnection between processes?	YES	NO	NA	
39	Is the manual defining the scope of the QMS	YES	NO	NA	
40	Is the manual justifying all the exemptions?	YES	NO	NA	
4.2.3.	Control of documents of QMS				
41	Has your organisation developed and documented a procedure for QMS documents control?	YES	NO	NA	
42	Are the Documents control procedure ensures that documents are approved before being distributed?	YES	NO	NA	
43	Is the Documents control procedure ensures that the correct version of documents is available at all distribution points	YES	NO	NA	
44	Is the documents control procedure ensures that the revision status is mentioned on the document	YES	NO	NA	
45	Is the documents control procedure ensures that the changes in documents are visible	YES	NO	NA	

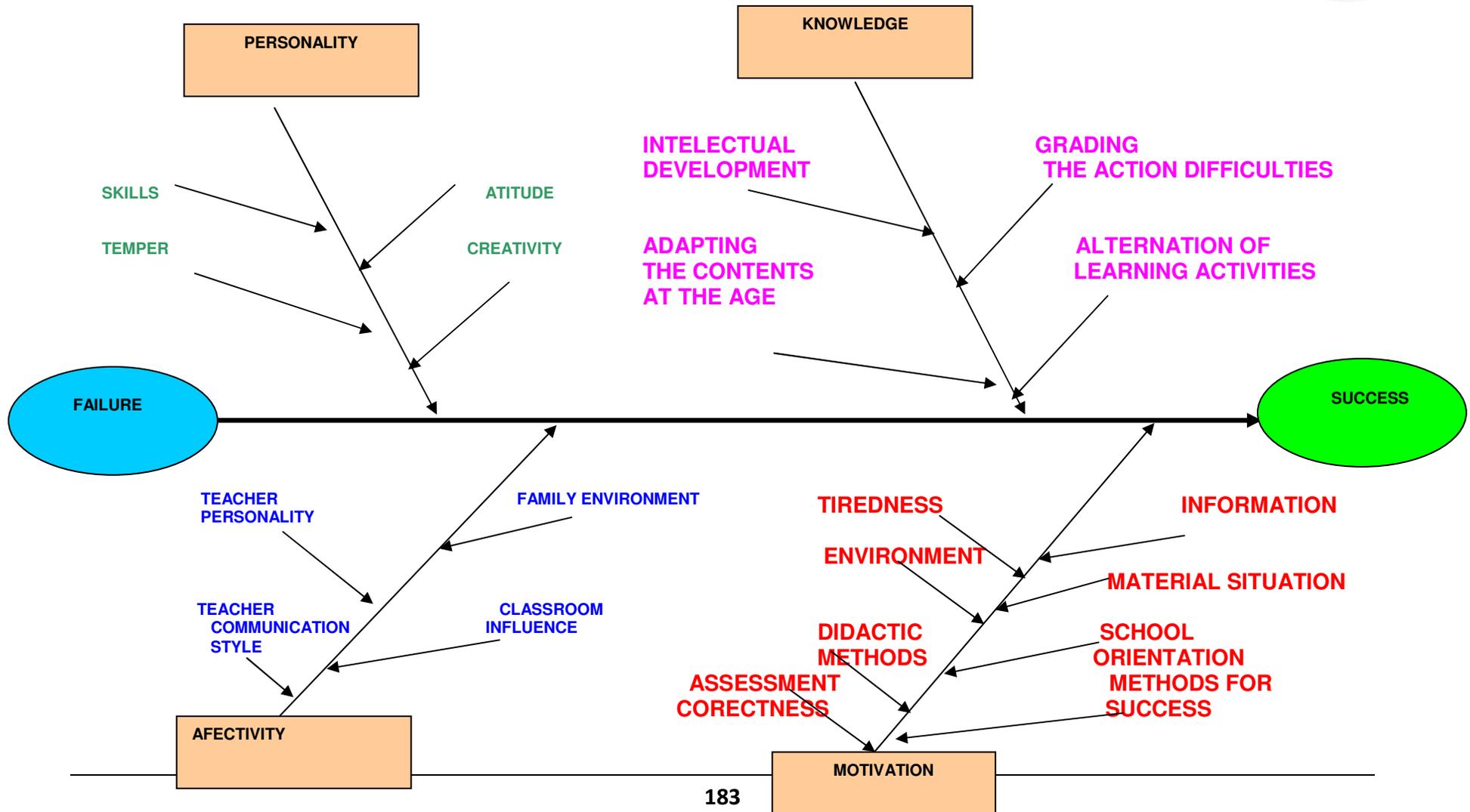
APPENDIX 4 – TOOLS USED BY VET PROVIDERS

46	Is the document control procedure ensures that the identity of your documents is maintained?	YES	NO	NA	
47	Is the documents control procedure ensures that the external documents are monitored	YES	NO	NA	
48	Is the documents control procedure ensures that external documents are identified	YES	NO	NA	
49	Is the document control procedure ensures that accidental use of out of date documents is prevented?	YES	NO	NA	
50	Is the document control procedure ensures that out of date documents kept are identified?	YES	NO	NA	
51	Is the document control procedure ensures that the documents used as quality records are controlled?	YES	NO	NA	
4.2.4.	Maintenance of QMS Records				
52	Is your organisation keeping records	YES	NO	NA	
53	The records kept show that the QMS is effective?	YES	NO	NA	
54	Have you developed a procedure for records control?	YES	NO	NA	
55	Is your procedure keeping under control the identification of records?	YES	NO	NA	
56	Is your procedure keeping under control the maintenance of records?	YES	NO	NA	
57	Is your procedure keeping under control the withdrawal of records?	YES	NO	NA	
58	Is your procedure keeping under control the protection of records	YES	NO	NA	
59	Is your procedure keeping under control the disposal of records?	YES	NO	NA	
60	Is your procedure keeping under control the storage duration for records?	YES	NO	NA	

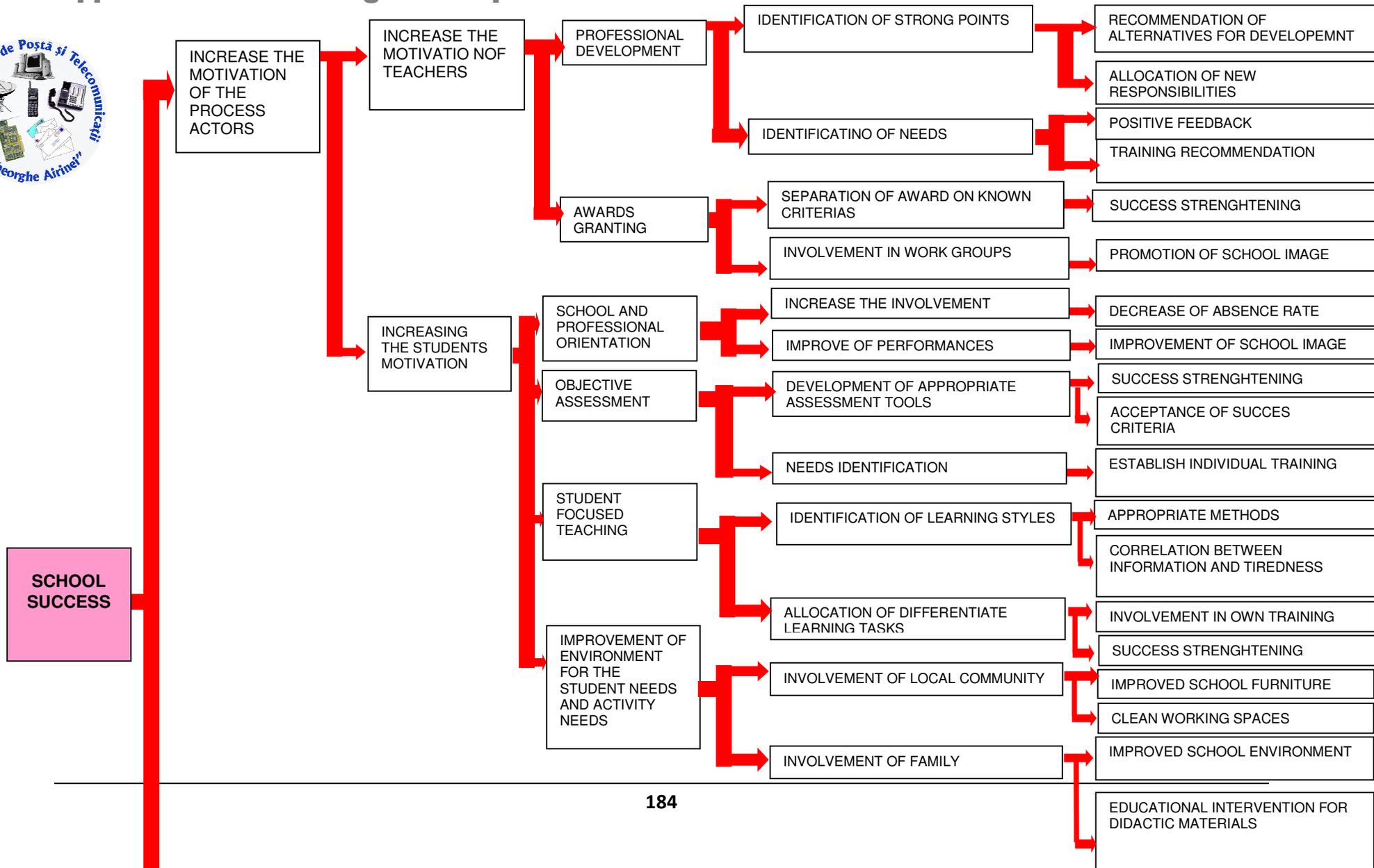


Appendix 4.11 Ishikawa Diagram

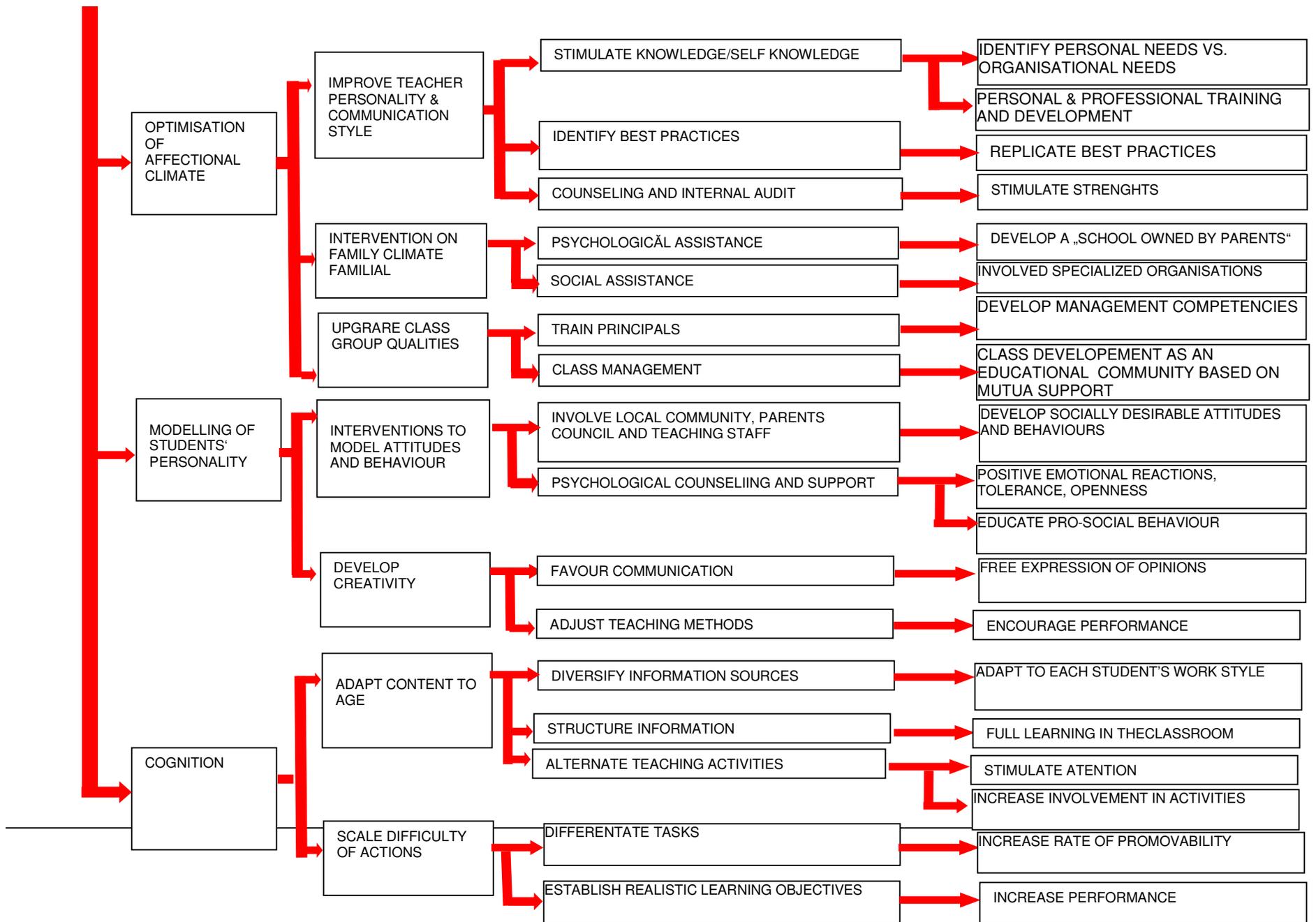
CAUSE - EFFECT Analysis for the factors which influence the school success



Appendix 4.12 Tree Diagram – Improvement of School Success Indicators



APPENDIX 4 - TOOLS USED BY VET PROVIDERS



Appendix 4.13

PERFORMANCE

EFFICIENCY

VALUES: Students' best interests, collaboration, openness, trust and fairness
MISSION: FBC trains competent people in business and administration and in business information technology and is actively involved in developing upper secondary VET.

CUSTOMER PERSPECTIVE

(Customers = students, world of work, The Ministry of Education and society)

FINANCIAL PERSPECTIVE

1. Qualification-holders have excellent placement rates in employment and further studies (quality).

2. Our educational products meet our customers' needs (quality, service, effectiveness, partnership, availability, choice, image).

9. Our operations are economical and effective (performance-based funding).

INTERNAL PROCESS PERSPECTIVE

3. Educational provision, teaching and support services meet students' needs (operational processes).

4. We develop and revise educational products, teaching and guidance on the basis of feedback and outcomes (innovation process).

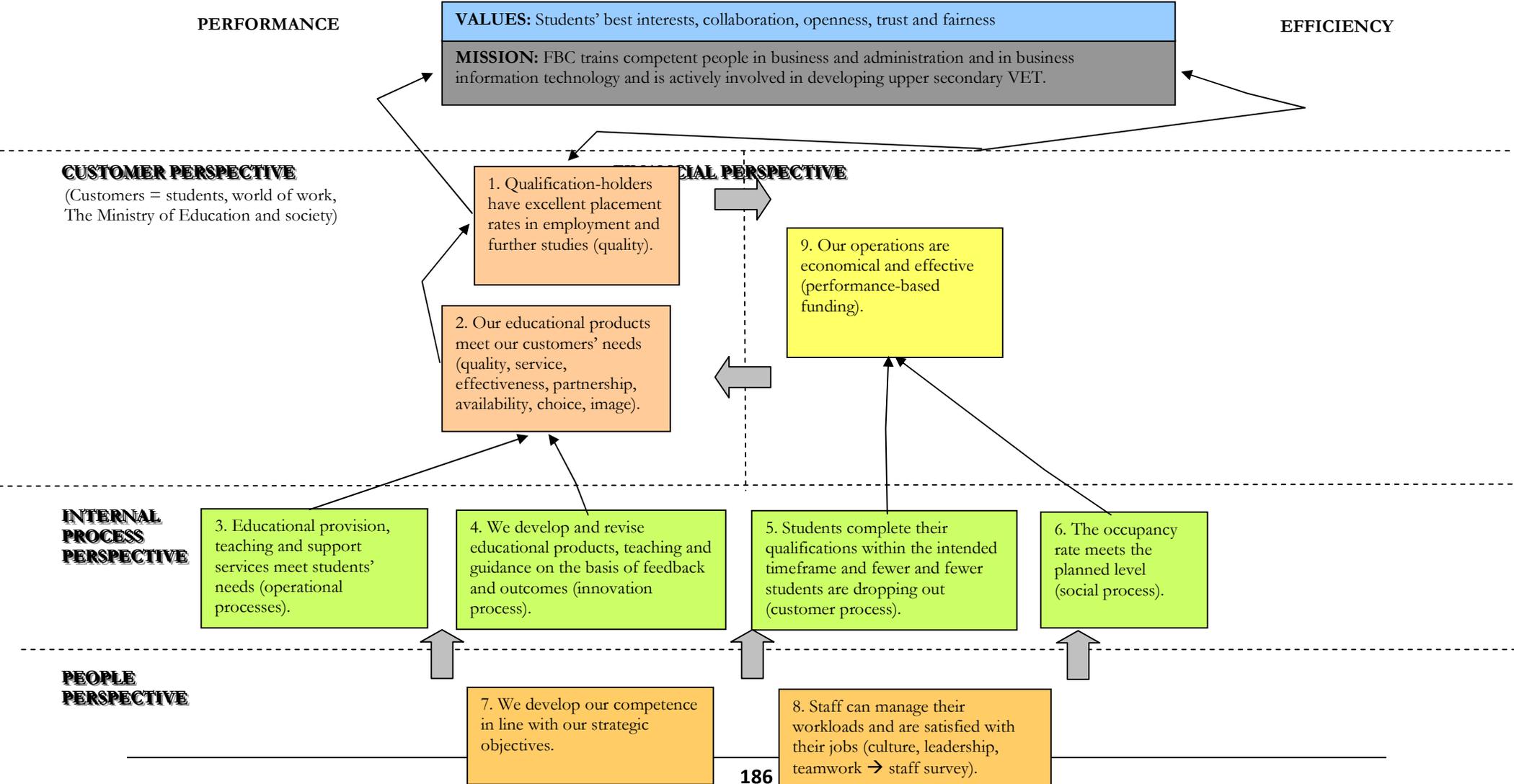
5. Students complete their qualifications within the intended timeframe and fewer and fewer students are dropping out (customer process).

6. The occupancy rate meets the planned level (social process).

PEOPLE PERSPECTIVE

7. We develop our competence in line with our strategic objectives.

8. Staff can manage their workloads and are satisfied with their jobs (culture, leadership, teamwork → staff survey).





STRATEGIC OBJECTIVES

Customer perspective

1. Qualification-holders have excellent placement rates in employment and further studies (quality).
2. Our educational products meet our customers' needs (quality, service, effectiveness, partnership, availability, choice, and image).

Internal process perspective

3. Educational provision, teaching and support services meet students' needs (operational processes).
4. We develop and revise educational products, teaching and guidance on the basis of feedback and outcomes (innovation process).
5. Students complete their qualifications within the intended timeframe and fewer and fewer students are dropping out (customer process).
6. The occupancy rate meets the planned level (social process).

People perspective

7. We develop our competence in line with our strategic objectives.
8. Staff can manage their workloads and are satisfied with their jobs (culture, leadership, teamwork → staff survey).

Financial perspective

9. Our operations are economical and effective (performance-based funding).

Conversation: principal - advisor



1. Review to the last conversation	
Which objectives were defined?	
Present success	
What succeeded exceptionally?	
What could be improved?	
2. What objectives are going to be defined in future?	
Work steps in the future, which are going to be done or delegated.	
Q-HUM – my opinion – what is it like?	
Second topic:	
Possibilities of improvement in the pedagogical tasks	
Result assessment - actual status – my request?	
Autonomous timetable – What works well? What could be changed?	
Analysis of resources?	
Planning of human resources?	
Public relations at the school.	

APPENDIX 4 – TOOLS USED BY VET PROVIDERS

Further education for principal and teaching staff.	
Expectations of the advisor	
3. Contribution to the development of quality and quality assurance at the school and for the region	
A P P R A I S A L I N T E R V I E W S	
SQPM (school quality project managers)	
LQPM (provincial quality project managers)	
Visits	
Projects	
International certificate	
Participation at competitions	
Service	
Mission statement	
School programme	
Partnerships with schools	
Website	
Budget	
What do I like in my work as principal?	
What succeeds very well?	
WHAT WOULD FACILITATE MY WORK AS PRINCIPAL?	
What do I contribute to the improvement of quality at my school?	

APPENDIX 4 - TOOLS USED BY VET PROVIDERS

How kind of support would I need from the advisor?	
4. Evaluation	
What steps have been done so far?	
What can be improved?	
Aims of evaluation?	
Future steps of evaluation?	
Written declaration in the minutes	



Appendix 4.15 Questionnaire for students

Questionnaire for students

1. Has the teacher/tutor presented your rights and responsibilities as student??
 - a. yes
 - b. no

2. Are these rights clear now?
 - a. Yes
 - b.No

3. What are the main issues which you hold against teachers (chose 5 options, the most important for you)?
 - a. They have too much requirements;
 - b. they are too authoritarian;
 - c. they always give us small grades;
 - d. They do not do their job with passion;
 - e. they are not certain on their explanations and they give too many details;
 - f. they are too tough;
 - g. they do not allow us to tell our opinion;
 - h. they get mad quickly and from minor reasons and we are afraid of them;
 - i. they offend us;
 - j. they cannot tame us;
 - k. something else _____

4. Which is the teacher who you appreciate more and why. Please explain.

5. Which is the teacher you do not like and why? Please explain.

6. Please give grades to the qualities which you appreciate in our teachers (at least 7)
 - a. Communication and open minded
 - b. professionalism
 - c. persistent in working with students;
 - d. humour;
 - e. warm, friendly, close to the students;
 - f. balanced, calm, patient;
 - g. Flexible
 - h. good organiser;

APPENDIX 4 – TOOLS USED BY VET PROVIDERS

- i. creativeness;
- j. self confident;
- k. sensitive and understanding students' problems;
- l. controlling his emotions and behaviour;
- m. responsible
- n. demanding from himself and students;
- o. Understanding on students mistakes;
- p. Others: _____

7. You would like that, during the classes to have an atmosphere:
- a. serious and quiet
 - b. calm, relaxed, joy, communication, dialogue;
 - c. moderated

8. Are there disciplines for which you do not keep up with the work no matter how much you try? Which are these and which are the reasons for your struggle?

9. How would you like the relation with the teachers? Please describe

10. Are there teachers with whom you have a warm and close relation? Which ones? But distant relations? Please indicate the teacher's subject.

11. Are there teachers which are too authoritarian and use tough methods (words, screaming, violence)? Please name the subjects.

12. You think that the school success is based on the relation with the teachers??
- a. yes, mainly;
 - b. somewhat the success or failure depends on the student as well;
 - c. not really, there are other important factors;
 - d. not at all, the student is the only one responsible.

13. How do you consider the personality of the teacher, his communication are influencing your school performances?

- a. positive;
- b. negative
- c. indifferent

14. Which are the disciplines where the topics are too difficult and you do not put up with your homework?

APPENDIX 4 - TOOLS USED BY VET PROVIDERS

15. Which are the disciplines where you fill you progress with every lesson and which are the topics where you feel that you go backwards? Why you think this happens?

16. How you like to work in your class?

- a. individual;
- b. on small groups;
- c. with everybody

17. Are teachers interested in your personal problems? Are they involved in their solving? Do you think this is a good thing?

18. Your parents and teachers told you that school:

- a. is mandatory. Without it you fail in life;
- b. is needed for getting a good job;
- c. optional; you learn for yourself;
- d. not useful, they do not teach you how to manage in life;
- e. a waste of time

Grade: IX X XI XII

gender: M/F Provenience: Urban / Rural