

Vocational Education and Training in the Financial Services Sector

Quality Assurance Handbook



2014

„Quality does not appear incidentally, it has to be planned!“

JOSEPH M. JURAN¹

Aknowledgements

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¹ Pioneer of quality management: a Romanian-born American engineer and management consultant (1904 – 2008).

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Preface

The QUADRO (QUALity Development ROadmap for training in the FSS) Project aims to support and promote the improvement of the QA approaches for Vocational Education and Training (VET) in the Financial Services Sector (FSS) in coherence with the European QA Reference Framework for Vocational Education and Training (EQAVET).

The Partnership

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 <p>European Banking & Financial Services Training Association - (P8) (www.ebfn-association.eu)</p>	<p>Belgium</p> 	<ul style="list-style-type: none"> • Clemens Spoorenberg • Koen Venekamp

Objectives

1. *Analysis of the status of the implementation of QA and the related instruments within the FSS, across Europe.*

The analysis included information about:

- existing QA methods and instruments in Europe (e.g. previous national and / sectoral projects, initiatives)
- the Quality Development Gap (with focus on “instruments” gap) in VET
- the Roadmap for Quality development in line with EQAVET

2. QUADRO EQAVET Handbook for the FSS

The Handbook includes comprehensive and ready-to-use guidelines, tools and instruments for the establishment of internal management approaches building on practical examples and illustrations stemming from the case studies that have been analyzed in the QUADRO Project.

3. Practical piloting experience regarding the EQAVET Handbook for the FSS in the partner countries

The Consortium involved various VET professionals, Trade Unions and training organizations in collecting feedback and suggestions regarding the Handbook and the Toolkit.

National/Regional and European consultation activities have been implemented in order to test the outcomes produced for ensuring a validated “ready-to-use” Handbook and Toolkit.

4. Increased awareness on the European recommendations regarding QA in VET within the FSS.

By involving various VET stakeholders, including Trade Unions in the consultation and dissemination events, the Consortium promoted the EQAVET requirements, the current state of art of its implementation in various European countries, with a focus on their benefits for the Qualification Systems.

Furthermore, the Consortium promoted a culture of QA both at sectoral level and at organizational level within the FSS. Furthermore, the project outcomes will contribute to the setting up of future National QA Frameworks.

Results

The QUADRO project addresses a particular need of common QA instruments by providing a Handbook for QA for VET in the FSS.

The project papers show amongst others the status of the QA of VET providers in the FSS and their gaps in relation to the recommendations of EQAVET.

It became apparent that QA is an important topic in the VET organizations of the FSS. But the knowledge and application of QA tools and European requirements like EQAVET differs among the individual project countries and the interviewed VET providers.

The content of the Handbook is based on the following important results of the project, which are available on the project website (www.quadroproject.eu):



National consultation Reports

http://www.quadroproject.eu/page_nuovo.php?parent=wp&page=wp_pub&wp=2&del=3

Report on the Quality Development Gap in VET

http://www.quadroproject.eu/page_nuovo.php?parent=wp&page=wp_pub&wp=2&del=4

Roadmap for Quality development in line with EQAVET

http://www.quadroproject.eu/page_nuovo.php?parent=wp&page=wp_pub&wp=2&del=5

Draft Toolkit of Quality Assurance

http://www.quadroproject.eu/page_nuovo.php?parent=wp&page=wp_pub&wp=3&del=1

National Consultation workshops

http://www.quadroproject.eu/page_nuovo.php?parent=wp&page=wp_pub&wp=4&del=2

Piloting Report

http://www.quadroproject.eu/page_nuovo.php?parent=wp&page=wp_pub&wp=4&del=4

1. Introduction

Companies in the FSS are subject to high regulatory and social requirements. Especially since the worldwide financial crisis (2008) the expectations on the service quality of financial services providers have raised dramatically.

These services are generated through direct interaction of staff with the customers, and therefore the competences and qualifications of the employees play an important role for the service quality.

Quality in the FSS is required both socially (directly by customers) but also regulatory, for example by the **MiFID**² guideline and by **Basel III**³.

Highly qualified well-trained employees put high requirements on VET⁴ providers in the FSS.

Additional requirements are stemming from European developments both in the world of VET and Higher Education (HE).

In HE accreditation of education programs to ensure quality has become a European-wide standards; in VET the EU-Member States in cooperation with the European Commission have developed the EQAVET, which is designed to promote better VET by providing authorities with common tools for the management of quality.

In 2009 the Reference Framework has been adopted by the European Parliament and the European Council and is considered nowadays a key

² Qualification of staff, working in investment departments. §5, 1d Markets in Financial Instruments Directive. See: http://www.esma.europa.eu/system/files/2012-387_de.pdf.

³ See: §3, 1 CRD (Capital Requirements Directive) IV. According to CRD IV Institutions shall devote adequate human and financial resources to the induction and training of members of the management body. See: <http://eur-lex.europa.eu/legal-content/EN/TXT/HTML/?uri=CELEX:32013L0036&from=EN>.

⁴ In this Handbook the term "VET" also includes higher education.

element in renewing European education and training systems.⁵Besides the Reference Framework, a variety of literature is available to support the implementation of quality and QA requirements by VET providers operating in the FSS.

However, a systemic and user-oriented guide for the implementation of QA in line with the European Reference Framework for VET providers in the FSS is missing.

This is the starting point of the EU-funded project QUADRO, in which the described partners from European Member States developed the present Handbook for QA for VET in the FSS, complemented by a Toolkit with ready-to-use instruments and tools for QA.

The QUADRO Handbook

The QUADRO Handbook is designed for VET providers in the FSS (private and public VET providers, Universities, education departments in FSS and others) which intend to implement or to improve their QA activities in line with EQAVET

The Handbook starts by answering the question why QA is important for VET providers in the FSS and visualizing the EQAVET framework.

Based on the requirements of these standards, the QUADRO Project formed a process of creating an internal QA System in line with EQAVET which is described in the Handbook as well.

The Handbook furthermore includes comprehensive and ready-to-use guidelines, tools and instruments for ensuring the quality of the learning process of VET programs in the FSS.

⁵ The text of the Recommendation as adopted by the European Parliament and by the Council in 2009 can be found at: <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2009:155:0001:0010:EN:PDF>.

These guidelines and tools are built on practical examples and illustrations stemming from the case studies that have been examined in the QUADRO Project.

The Handbook will contribute to the development of National and Sectoral QA Frameworks, to increase the understanding of Qualification Systems in the FSS, and to enhance their transparency.

Therefore, the Handbook addresses the importance of QA for VET in general (**chapter 2**) and the need to respond to European developments and recommendations stated in the EQAVET framework (**chapter 3**).

Moreover, the Handbook is designed to be used in a practical way: it is focused on the creation of a Quality Management System (**chapter 5**) in line with EQAVET in VET organizations with ready-to-use tools for QA. Interested VET providers are supposed to choose (**chapter 8**) and implement (**chapter 7**) the tools and instruments for QA that fit to their individual needs.

The modular structure of the Handbook allows the reader to go through flexibly and as needed to read it in total, step by step, as well as selecting individual chapters only.

VET providers in the FSS underlie political and social requirements asking for compliant high quality and QA of their services.

The QUADRO Handbook is developed to support VET providers operating in the FSS in implementing QA in line with EQAVET.

2. Why Quality Assurance in VET?

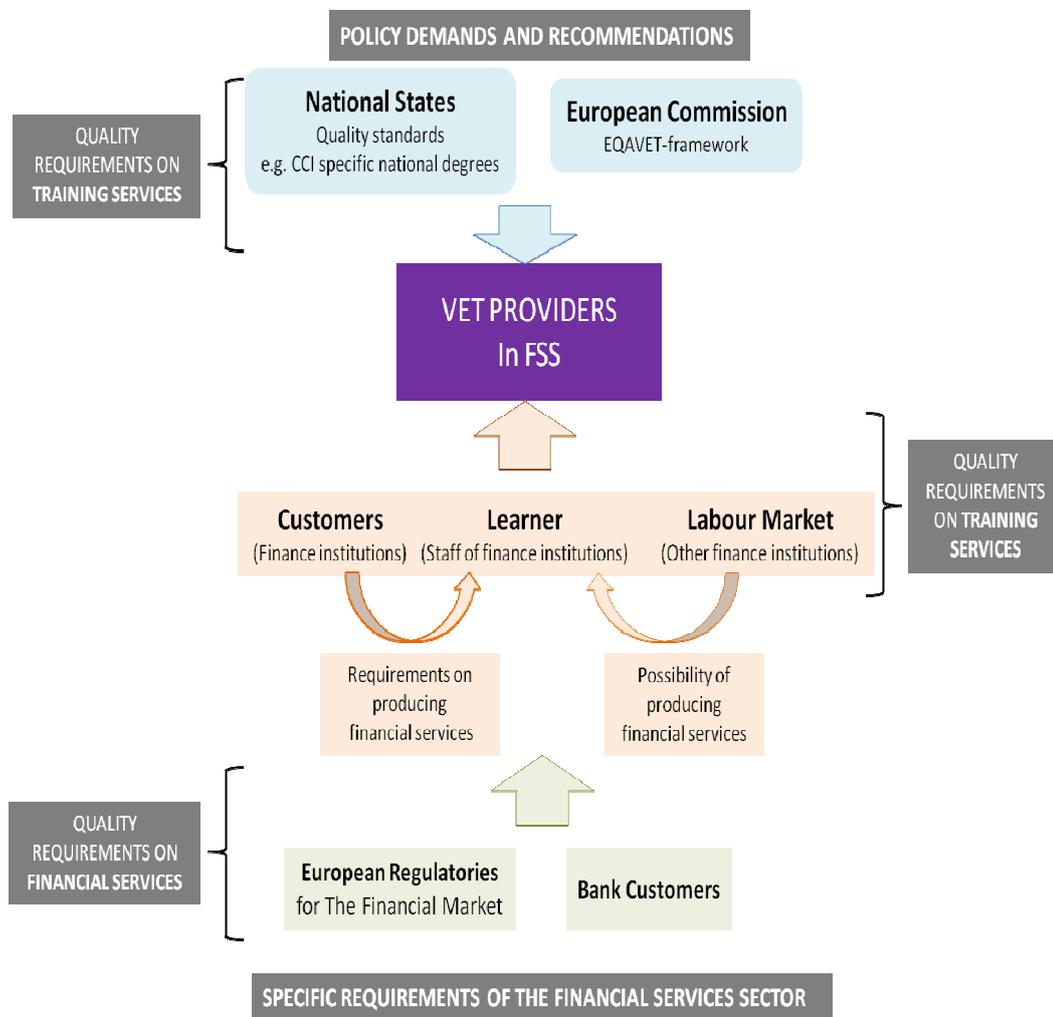
QA in VET is not a new topic, but its importance is continuously growing due to changes in its outer framework conditions.⁶ The following chapter will demonstrate why QA is such an important topic for VET providers in the FSS and the figure below provides a first overview of the various qualitative requirements, demands and recommendations from different stakeholders to VET providers.

QA of Education and Training (ET) services should not be done for its own sake, but with the aim to meet requirements and demands of different groups of stakeholders.

VET providers will maintain and develop their business only by supplying ET programs in line with the needs of customers as well as respecting and acting in accordance with the legal framework provisions. Furthermore, investments and related activities in QA are often a precondition for external evaluations, approvals and accreditation, which are a European-wide standard in HE and increasingly on demand for VET providers across Europe, too.

⁶ See: Ramlow, E. (1999): Qualitätssicherung in der beruflichen Weiterbildung (Quality assurance in vocational further education); in: Qualitätssicherung in der Weiterbildung (Quality assurance in further education); Meisel, K. / von Küchler, F. (Hrsg.); Deutsches Institut für Erwachsenenbildung; p. 156.

Figure 1. Requirements, Demands and Recommendations for QA



2.1 Requirements for QA from the FSS

Usually, VET providers in the FSS have two groups of customers with complementary demands and even further requirements.

The companies of the FSS are one major group of customers. They operate either directly as customers, while sending employees for specific trainings to VET providers or they operate indirectly as customers while employing learners, who are educated in dual education programs independently and regardless of their affiliation to a specific company; in any case, for financial companies QA of ET services is a way to ensure the quality of their own services.

Quality of VET is essential for the companies to sell their banking and financial products and services in the long run to their customers. Beyond, with a quality assured VET of their employees companies of the FSS meet the legal requirements (MiFID, Basel III) and the requirements of stakeholders regarding consumer protection.

The (future) employees of the FSS - the learners - are the second group of customers who have requirements and expectations towards the quality of ET services. For the learner, in contrast to the FSS companies, it is not primarily important that the legal requirements for the sales of products and services are met.

By participating in ET programs the learner is interested to acquire the adequate skills and competences which are essential to accomplish banking and financial services according to the expectations of the customers and the requirements of the employers in the FSS.

These features of the VET services will increase the satisfaction of the learner and the success of learning.

Additionally, the learners have certain expectations regarding the quality of ET services, in particular the quality of the teaching and learning process and the comparability of the final degrees.

This is also an important feature of VET services which promotes through teaching and learning a competence profile that corresponds with a relevant job profile in the sector and thus increases the learners' value as employees in the labour market.

Thus, the quality recommendations for ET services suggested by the European reference framework is of a higher benefit both for the learner than for the FSS companies.

From the customer point of view, VET providers in the FSS are expected to address both the legal requirements (national and European) and to prepare their learners adequately for the labour market.

2.2 Requirements and Recommendations for QA from Policy Makers in VET

Considering the demands and recommendations from policies for QA in ET, VET providers are faced with two levels: specific national regulations and requirements and the recommendations deriving from European level. The national level is mostly defined by national or (additional) regional regulations for VET and is to ensure comparability and approval on national level or to fulfill specific labour market demands within a certain country.

The legal requirements for VET providers to establish and to maintain an internal Quality Management System are varying between EU-Member States. Usually there is a governmental approval for VET programs or the

provision of public financial support is conditional on the fulfillment of certain quality standards.

Going beyond, application of an internal Quality Management System is often a requirement and a precondition to pass an external accreditation. In general, national requirements for Quality Assurance are well-known in the VET organizations of the FSS and are implemented and respected.⁷

Recommendations to Quality Assurance in VET from European level come in addition. At European level, education policy faces the challenge to achieve comparability of education markets, education programs, and last but not least qualifications and degrees across EU-Member States.

The mobility of employees within the European Union seems to be of crucial importance in order to increase economic power, sustainability of growth and wealth in Europe.

Consequently, for VET providers it is important to take these requirements into consideration in order to fulfill the needs and expectations of their customers.

VET providers intending to make their services responsive to European trends and demands will therefore endeavour to apply the European Reference Framework for QA (EQARF) in VET.

The EQARF forms part of a series of European initiatives which aim to recognise qualifications and competences received by learners across different countries, thereby promoting better access to employment opportunities in different countries and encourage greater mobility – for individuals, businesses and other organisations.

For VET providers, besides the QA framework the other most important European initiatives in the field of VET are the following:

⁷ See: Hanft, A. (2008): Bildungs- und Wissenschaftsmanagement (Management in education and science); Verlag Franz Vahlen GmbH; p. 264.

- The *European Qualification Framework (EQF)* for lifelong learning – aims to better link different National Qualifications Systems, acting as a translation device for employers and individuals to better understand qualifications from different EU countries, thus making it easier to work, study or hire staff abroad. The EQF adopted in April 2008, by the European Parliament and Council, comprises general, Higher and Vocational Education and Training, and should lead to better transparency, comparability and portability of citizens' qualifications (e.g. diplomas, certificates etc.)⁸
- The *European Credit System for Vocational Education and Training (ECVET)* – is a common methodological framework that facilitates the accumulation and transfer of credits for learning outcomes from one Qualification System to another. Adopted by the European Parliament and the Council in June 2009, the ECVET recommendation aims to promote transnational mobility and access to lifelong learning. It is not intended to replace national Qualification Systems, but to achieve better comparability and compatibility among them. ECVET applies to all outcomes obtained by an individual from various ET pathways that are then transferred, recognised and accumulated in view of achieving a qualification. This initiative makes it easier for European citizens to gain recognition of their training, skills and knowledge in another Member State.⁹
- The *European Credit Transfer and Accumulation System (ECTS)* – facilitates the appreciation of HE study programs and awards. By describing study programs with the outcome-based qualification

⁸ For further information on EQF see:

<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2008:111:0001:0007:EN:PDF>.

⁹ For further information on ECVET see:

[http://eur-lex.europa.eu/legal-content/EN/ALL/?uri=CELEX:32009H0708\(02\)](http://eur-lex.europa.eu/legal-content/EN/ALL/?uri=CELEX:32009H0708(02)).

framework, it promotes the transparency and so the Europe-wide acceptance and educational mobility.¹⁰

- The *Europass* – is a framework of five documents (amongst others: Europass CV and Europass language passport) which facilitates European citizens to move to the place where they work or study in Europe.¹¹

Specific national quality requirements are mostly linked with accreditation and the possibility to finance ET programs.

European policies and markets ask for the comparability of education and the consideration of quality standards by the VET providers.

3. A European approach for QA in VET

Creating an internal Quality Management System in a VET organization means more than the application of specific tools and instruments.

And to add, much more than just to run through evaluations of courses and programs, which indeed are a widespread practice in the VET organizations of the FSS.

Even when using further tools and instruments for QA it is often without knowing exactly how to exploit the data and information that has been gained for improving the quality in the provision of one's education and training services.

¹⁰ For further information on ECTS see:
http://ec.europa.eu/education/tools/ects_en.htm.

¹¹ For further information on Europass see:
<http://europass.cedefop.europa.eu/en/home>.

To implement a coherent internal Quality Management System VET providers can rely on a number of quality frameworks, like for instance ISO 9000xx, LQW (Learner oriented quality attestation in VET), the EFQM model (European Foundation for Quality Management) and the TQM (Total Quality Model).

Most of these frameworks are known in VET organizations of the FSS in EU-Member States and partially they are in use, too.

EQAVET and its quality cycle, however, are less known in this field, as revealed by the results of a relevant survey undertaken within the QUADRO-project¹².

Therefore quality Management Systems in VET organizations of the FSS might sometimes not be fully in line with the recommendations of EQAVET and the QUADRO Handbook can support further alignment.

To start with, the following figure (see next page) demonstrates the main steps towards quality according to EQAVET and their relationship to QA at the governmental level, at the organizational level of the VET provider and at the level of service provision. Subsequently, a guide for implementing QA in line with EQAVET is provided in the following chapter. The following quality cycle of EQAVET consists of four steps, which in detail are Planning, Implementation, Evaluation and Review.¹³

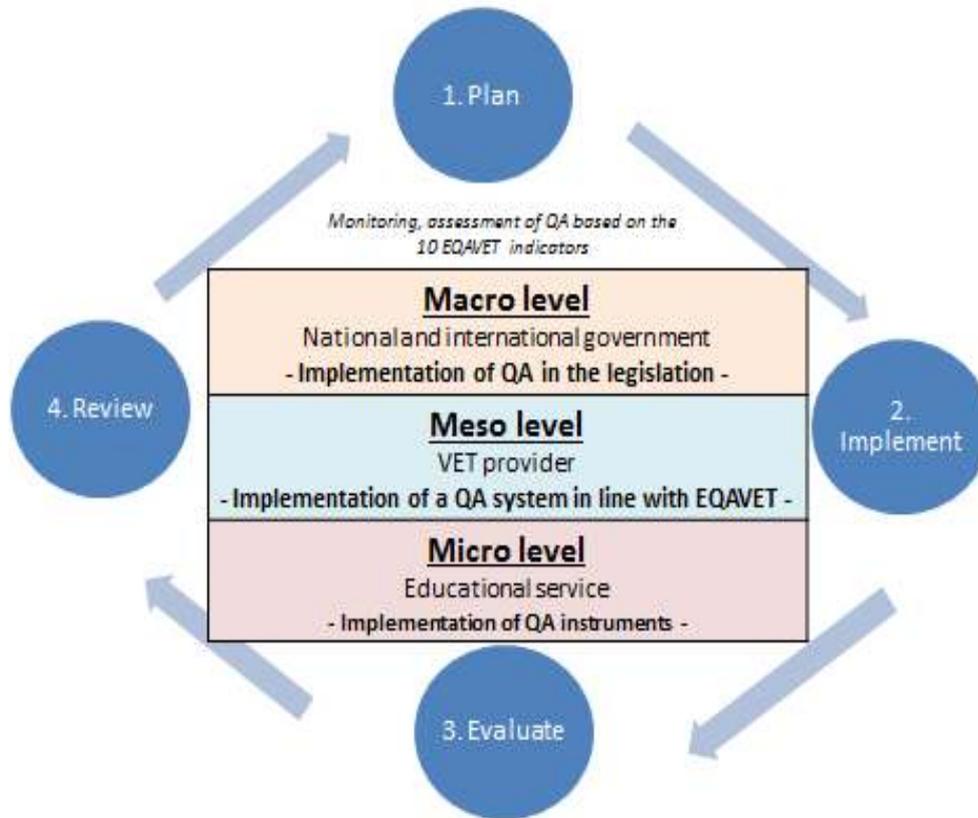
The origin of the EQAVET cycle can be found in the PDCA (Plan-Do-Check-Act) cycle, which is acknowledged for quality management in many companies since a long time. The PDCA cycle describes the four phases of a continuous quality improvement process.¹⁴

¹² http://www.quadroproject.eu/page_nuovo.php?parent=wp&page=wps&id=2#.

¹³ See: <http://www.eqavet.eu/gns/library/promotional-materials/quality-cycle-poster.aspx>.

¹⁴ See: Koch, S. (2011): Einführung in das Management von Geschäftsprozessen (Introduction into Business Process Management). Springer-Verlag. p. 118.

Figure 2. Quality Assurance in line with EQAVET



For the QA in the FSS, the EQAVET-cycle is applicable at the level of the European nations (macro level), at the level of the VET provider (meso level), and also for individual ET services like teaching and learning (micro level).

The relevant levels (meso level/micro level) for QA in the VET provider organization are located in the center of the illustration: QA needs to take place at the management level of the organization, but in particular at the level of all services which are directly related to teaching and learning.

By applying the related EQAVET indicators the VET provider can measure effects and impacts that have been achieved following the implementation of its QA activities.¹⁵ The EQAVET indicators serve to monitor and assess the quality of processes and results and thus will support a continuous improvement process.¹⁶



¹⁵ Information on the 10 EQAVET indicators can be found in the appendix, p. I.

¹⁶ See:

http://www.deqavet.de/media/PDF_allgemein/Quality_Assurance_Framework_brochure_German.pdf.

4. Coherence between tools and instruments of QA and EQAVET indicators

Beyond the “Cycle” that defines the main steps of the quality process, the other constitutive element of the EQAVET Framework are the following 10 Quality Indicators:

- 1** Relevance of QA Systems for VET providers
- 2** Investment in training of teachers and trainers
- 3** Participation rate in VET programmes
- 4** Completion rate in VET programmes
- 5** Placement rate in VET programmes
- 6** Utilization of acquired skills at the work place
- 7** Unemployment rate
- 8** Prevalence of vulnerable groups
- 9** Mechanisms to identify training needs in the labour market
- 10** Schemes used to promote better access to VET

These Indicators provide a useful reference for any quality development and QA initiative undertaken in the field of VET, but are not a «ready-to-use” instruments immediately fitting any context and situation and, most importantly, they do not automatically cover all the needs of a specific VET provider organization or a company providing training for its employees.

The ten indicators have been conceived for both the macro-institutional (national/regional VET systems) and the organizational (VET provider organization) levels, and to refer to the four phases of the cycle, but have some limitations in their usability at the organizational level, that have been identified in recent times and, specifically, in the exercise of evaluation of EQAVET implementation conducted in 2013:¹⁷

- They are mostly conceived for initial VET and are not specifically addressing continuing VET and particularly the training activities that are conducted in the workplace and are work-based;
- They are not specifically addressing the many areas of innovation identified, for example, by the Bruges Communiqué, including permeability among ET subsystems, mobility, recognition of learning outcomes achieved through informal learning;
- They leave other important areas of change, such as the use of ICT for learning and open education, out of the spectrum of analysis;

¹⁷ European Commission: Report from the Commission to the European Parliament and the Council on the implementation of the Recommendation of the European Parliament and of the Council of 18 June 2009 on the establishment of a European Quality Assurance Reference Framework for Vocational Education and Training. Brussels, 28.1.2014, COM(2014) 30 final. http://ec.europa.eu/education/policy/vocational-policy/doc/eqavet_en.pdf

- and – most important for the purpose of this Handbook: The 10 EQAVET Indicators lack specific relevance to the micro-dimension of quality, where the teaching and learning processes take place and where the “real” quality of VET for the customers is produced.

The following section of the QUADRO Handbook explained the creation of an internal QA System in a VET organization that is in line with EQAVET.

It should be noted, however, that the creation of a QA System should not be seen as a stand-alone project. It should be understood as a process of continuous organizational development across the whole VET organization. The guidelines stemming from EQAVET intend to provide a general orientation; by no means should they be seen as mandatory.

In doing so, the QUADRO Handbook, well aware of the reference value of the 10 EQAVET Indicators, but also of the need to update and integrate them as emerging from the EQAVET evaluation and from suggestions coming from different stakeholders, will adopt the concept of Action Fields, that have an implicit but solid relationship with the EQAVET Indicators as they are originally proposed.¹⁸

The Action Fields include some integrative elements to make them more immediately operational, also following the results of the sectorial Road Mapping exercise conducted by the QUADRO Project itself, that suggested to specifically address some identified quality gaps in the training provision and needs of supporting instruments.

¹⁸ For example the Action Field “Approaches are customized” relates to EQAVET indicators 3, 4, 8 and 10; the Action Field “Involvement of stakeholders groups” relates to EQAVET indicators 1, 5, 6, 7 and 9).

5. Creating an internal QA System in line with EQAVET

When preparing for the creation of an internal QA System in line with EQAVET in a VET organization the Action Fields shown in the following figure 3 may be helpful. In the EQAVET framework these are key criteria for quality.¹⁹

Figure 3. Action Fields to create an internal QA System in line with EQAVET

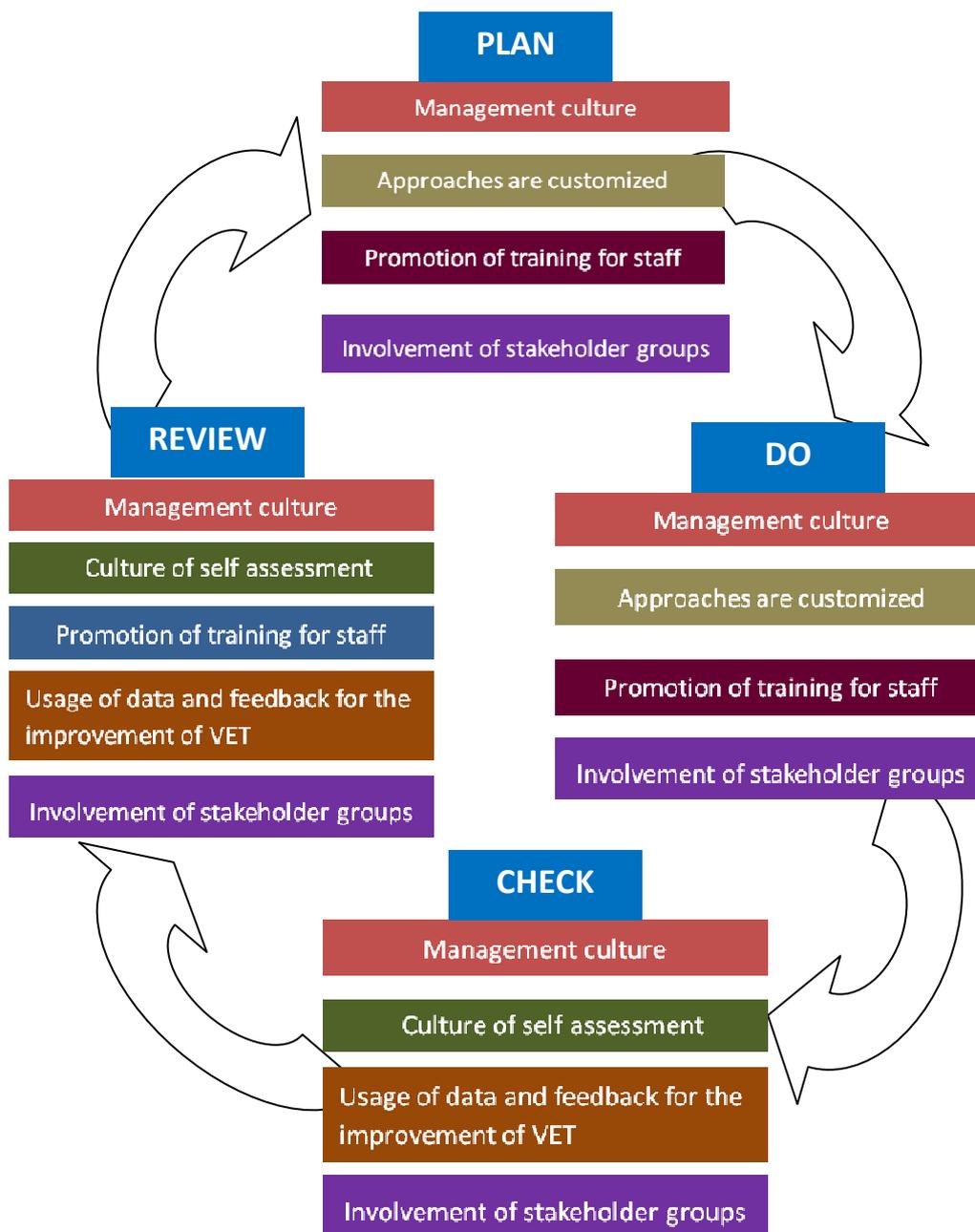


The Action Fields are of different importance in the process of establishing an EQAVET QA System. Some of the Action Fields will matter in individual phases only, others such as the establishment of a management culture being dedicated to quality are worth to be considered during the whole process.

The following figure provides an overview in how far the above-mentioned Action Fields could be considered in the different steps of the implementation process.

¹⁹ See: <http://www.eqavet.eu/gns/library/promotional-materials/building-blocks-brochure.aspx>.

Figure 4. Role of the Action Fields in the Steps of the Quality Cycle



5a. Planning

The first step of the quality cycle, the planning phase, it is to define clear, suitable and measurable goals regarding the main quality strategies and to link them with detailed activities, tasks and responsibilities for the staff of the provider organization.

The following exploratory questions may help to identify suitable activities in the planning phase of the quality cycle:

PLANNING STEP

Exploratory questions

- a) How important is QA in the management approach of the VET provider organization?
- b) To what extend is the existing Quality Management System in the VET provider organization coherent with the recommendations of the EQAVET framework?
- c) What kind and which degree of knowledge in quality management issues are needed by the staff of the VET provider?
- d) To what extend should internal and external stakeholders get involved in the planning activities related to quality management?

5b. Implementation (Do)

In the second step of the quality cycle, the implementation phase, it is needed to define the procedures which allow meeting the quality goals that had been agreed in the previous planning step.

IMPLEMENTATION STEP

Exploratory questions

- a) How to establish a management culture in the VET provider organization that promotes QA and continuous improvement of quality?**
- b) How to adapt the existing QA System to the recommendations of the EQAVET framework?**
- c) How to achieve the intended level of staff competence in quality management issues?**
- d) How to involve internal and external stakeholders?**

5c. Evaluation (Check)

The third step, the assessment and evaluation phase, is about defining the methodology, instruments and procedures to collect quality-related data and information as well as to agree on criteria and procedures for analyzing and evaluating the collected information.

Assessment and evaluation phase

Exploratory questions

- a) What kind of data needs to be collected to assess the quality of the provided services?**
- b) How to ensure that the collected data and feedback is analyzed systematically in order to draw the right conclusions for improvement of quality?**
- c) In how far the different groups of internal and external stakeholders have been / are involved to a satisfactory degree?**

5d. Review (Act)

In the fourth and final step of the quality cycle, the review phase, adequate procedure will be developed to overcome identified quality gaps, to define innovative quality goals for newly emerging challenges and to adapt existing practices accordingly.

Review and adaptation phase

Exploratory questions

- a) What needs to be done, to enhance a culture of quality in the management approach of the VET provider organization?**
- b) Is the knowledge/competence level of staff in quality management sufficient? Should the knowledge/competence level of certain groups of staff be upgraded?**
- c) Which kind of quality goals should be adapted or re-formulated? Which new quality goals should be set in order to respond to newly emerging challenges?**
- d) How to make sure that staff is ready to face the newly emerging challenges?**
- e) How to improve the procedures for data collection and evaluation of achieved results?**
- f) Where and how to increase the involvement of internal and external stakeholders?**

Example:

Adaptation of an existing QA System to the EQAVET Framework

The following section describes, by exemplifying, how a private VET provider offering programs for the FSS is aligning its internal QA System with the EQAVET framework.

On their customers' demand, the VET provider organization aims to grant its ET programs with ECTS/ECVET points in the future.

To start the quality process, the management board organizes a meeting with the quality manager to analyze the six Action Fields described above.

The current implementation process is reviewed and adapted to the EQAVET quality cycle. The following description will seize on relevant activities in the Action Field "involvement of stakeholders" to illustrate how the quality cycle is implemented.

Step 1: Planning

The planning phase is divided into two sub-stages. The responsibility for the first sub-stage belongs to the management board, whereas the quality manager is responsible for the implementation of the second sub-stage.

1. Defining the target values (target) for the involvement of stakeholders into QA of the VET provider and the offered VET programs;
2. Analyzing the current state of affairs concerning the involvement of stakeholders into QA of the VET provider and the proposed VET programs.

In the first sub-stage the internal and external groups of stakeholders must be defined in order to be further involved in the QA activities within the VET provider.

Subsequently, it has to be determined in which quality areas and to what extent the different stakeholders should be involved. The following table could serve as a tool to determine the degree of involvement for the different groups of stakeholders in the crucial areas of QA within the VET provider.

The table presented below is also helpful to analyze the currently existing degree of involvement of the different groups of stakeholders.

It is up to the quality manager to apply adequate procedures for collecting objective information, for example, by interviewing stakeholders' representatives from each group or by making use of a questionnaire that interrogates the information of the stakeholders feeling regarding involvement.

The management board will analyze the collected data and compare it with the targeted degree of involvement. The difference between the current degree and the targeted degree of involvement will make clear where action for improvement is needed.

In the planning step, it must be agreed the degree of involvement of different groups of stakeholders into QA within the VET provider organisation.

In addition, information on the current state of involvement must be collected.

The demand for action to increase the involvement of stakeholders can be defined when comparing the two results.

Table 2. Degree of involvement of stakeholders in QA

Defining target values per working space Stakeholders	Qualitative further development of ET institutes	Operative QA in the learning / teaching process	Optimization of QA in the ET institutes
	Level of Involvement	Level of Involvement	Level of Involvement
Internal stakeholders			
Administration staff	<input type="radio"/> Not necessary <input type="radio"/> Slight <input type="radio"/> Medium <input type="radio"/> Strong	<input type="radio"/> Not necessary <input type="radio"/> Slight <input type="radio"/> Medium <input type="radio"/> Strong	<input type="radio"/> Not necessary <input type="radio"/> Slight <input type="radio"/> Medium <input type="radio"/> Strong
Internal teaching staff	<input type="radio"/> Not necessary <input type="radio"/> Slight <input type="radio"/> Medium <input type="radio"/> Strong	<input type="radio"/> Not necessary <input type="radio"/> Slight <input type="radio"/> Medium <input type="radio"/> Strong	<input type="radio"/> Not necessary <input type="radio"/> Slight <input type="radio"/> Medium <input type="radio"/> Strong
Learners	<input type="radio"/> Not necessary <input type="radio"/> Slight <input type="radio"/> Medium <input type="radio"/> Strong	<input type="radio"/> Not necessary <input type="radio"/> Slight <input type="radio"/> Medium <input type="radio"/> Strong	<input type="radio"/> Not necessary <input type="radio"/> Slight <input type="radio"/> Medium <input type="radio"/> Strong
External stakeholders			
External trainers	<input type="radio"/> Not necessary <input type="radio"/> Slight <input type="radio"/> Medium <input type="radio"/> Strong	<input type="radio"/> Not necessary <input type="radio"/> Slight <input type="radio"/> Medium <input type="radio"/> Strong	<input type="radio"/> Not necessary <input type="radio"/> Slight <input type="radio"/> Medium <input type="radio"/> Strong
Alumni	<input type="radio"/> Not necessary <input type="radio"/> Slight <input type="radio"/> Medium <input type="radio"/> Strong	<input type="radio"/> Not necessary <input type="radio"/> Slight <input type="radio"/> Medium <input type="radio"/> Strong	<input type="radio"/> Not necessary <input type="radio"/> Slight <input type="radio"/> Medium <input type="radio"/> Strong
FSS Institutions	<input type="radio"/> Not necessary <input type="radio"/> Slight <input type="radio"/> Medium <input type="radio"/> Strong	<input type="radio"/> Not necessary <input type="radio"/> Slight <input type="radio"/> Medium <input type="radio"/> Strong	<input type="radio"/> Not necessary <input type="radio"/> Slight <input type="radio"/> Medium <input type="radio"/> Strong
FSS Associations	<input type="radio"/> Not necessary <input type="radio"/> Slight <input type="radio"/> Medium <input type="radio"/> Strong	<input type="radio"/> Not necessary <input type="radio"/> Slight <input type="radio"/> Medium <input type="radio"/> Strong	<input type="radio"/> Not necessary <input type="radio"/> Slight <input type="radio"/> Medium <input type="radio"/> Strong

Step 2: Implementation

After having identified the areas where improvement is sought, appropriate activities to increase the involvement of stakeholders have to be defined. Simultaneously, it has to be considered who is responsible for which activities and when the envisaged actions should be accomplished.

A GANTT-chart might be a supportive instrument for scheduling activities, responsibilities, and deadlines for milestones in chronological sequence.

Personal responsibilities can be marked by using different colors or symbols. If many or very different activities are planned for the various groups of stakeholders, a particular GANTT-chart might be created for each group.

The quality manager of the VET provider is responsible for monitoring the implementation process. As an example, the following figure demonstrates how activities for increased stakeholders' involvement could be operationalized in a chart representing the first eight weeks of operation.

In the implementation phase it is decided which are the envisaged activities for increased stakeholders' involvement.

In addition, the responsibilities of individual staff members together with a schedule for accomplishment of their tasks are determined.

The quality manager monitors the actual implementation process.

Figure 5. GANTT – chart: Instrument for monitoring Activities, Responsibilities and Deadlines

Involvement of stakeholder group "xy"				
Project manager:	Ms Schulz			
Implementation of activities:	Ms Schulz			
	Ms Schmidt			
project period:	01.10.2014 - 30.09.2015			
Activities	Development of a quality newsletter for stakeholders	Planning a stakeholder panel for quality assurance	Planning online information on quality assurance for the website of the VET provider	Development of an online based feedback tool
Start - End	01.10.-31.10.	16.10.-15.11.	01.11.-30.11.	15.11.-30.11.
Week: 01.10.-07.10.				
Week: 08.10.-15.10.				
Week: 16.10.-23.10.				
Week: 24.10.-31.10.				
Week: 01.11.-08.11.				
Week: 09.11.-16.11.				
Week: 17.11.-24.11.				
Week: 25.11.-30.11.				

Table 3. Action plan to increase the involvement of stakeholders

Activities Evaluation instruments	Creation of a committee of stakeholders with regularly meetings	Implementation of evaluation of activities by the stakeholders (e.g. once per year)
Collection of number of active participants / responses	Counting the participants attending the meetings; Calculation of the difference between participants invited and those who attended; Gathering the reason for non-attendance	Collecting the number of response rate in percent per group of stakeholders (Feedback)
Evaluation: feeling of involvement of stakeholder groups	First survey (e.g. by questionnaire) with group of stakeholders before implementation of activities; Further surveys in regularly rotation (e.g. once per year)	

It should always be clarified when, how often, by whom and from whom the data will be collected.

Moreover the selection and planning of the evaluation instruments for QA should be clear and concise.

Step 4: Review and Change

In this process step the data collected during evaluation will be analyzed. The current status after implementation of the activities - current (new) - will be compared with the defined targets from the planning step - target - and with the old current status - current (old).

For this purpose, the analysis table from the planning step might be used again.

Further activities for quality improvement might be planned according to the results of the analysis.

Table 4. Detecting activities for further improvement

Results of the analysis		Possible further activities
Current (new) < Current (old) < target	Activities seemed to lead to a decline in the extent of involvement	Activities need a complete reconsideration (possibly external consulting is needed)
Current (new) = current (old) < target	Activities seemed to have no impact to the extent of involvement	Activities need a complete reconsideration (possibly external consulting is needed)
Current (new) > current (old) < target	Activities seemed to have an impact but not to the desired extent	Activities need to be intensified Possibly the targets need to be adapted
Current (new) > current (old) => target	Activities seemed to have the desired impact	Maintaining or increasing Activities

After reviewing and determining the further approaches, the process starts again with the planning step. The time needed for a run-through of the whole quality cycle depends on the conditions of the VET provider as well as on the Action Field.

Based on the evaluation data, the new current status regarding the involvement of stakeholders to QA will be determined and compared with the target status and the old current status.

Further activities will be derived from this comparison.



6. A systemic approach to QA and quality improvement

VET providers in the FSS use a variety of instruments for QA. The challenge is to integrate them in a systemic approach. The following chapter introduces a systemic approach and identifies existing gaps in QA in the FSS; in addition, it describes appropriate instruments and methods for their use.

In VET two different approaches for the systematization evolved. One of them is the *level model*, which has been already described (figure 2).²⁰ This model differentiates between macro level, meso level (quality of the VET provider) and micro level (quality of the teaching and learning process).

QA for the teaching and learning process is focused on the micro level. For this level *the process oriented model* would be recommended for further systemization. In the process oriented approach prevails²¹ the input-output-orientation.

In the last decade *the process oriented model* changed. When discussing quality, the opinion established is that the learning success should be less measured by the output but even more by its outcome. Therefore, the learned knowledge is not in the center of the assessment of the teaching

²⁰ See: [DEQA-VET http://www.deqa-vet.de/de/450.php](http://www.deqa-vet.de/de/450.php)

²¹ In Germany this model is based on the final report of the commission of experts „Costs and financing of vocational education”, created in 1974. This was the first time when a division of input and output quality took place. In the 1990s this division was further developed. So the three dimensional model by ARNOLD arose. He distinguishes in his model the quality field and the corresponding quality criteria of input quality (conception, planning, input), throughput quality (infrastructure, professionalism, didactics) and output quality (degree, satisfaction, development of personality).

and learning quality but the usage of the learned.²²

The micro level, the teaching and learning process itself, is divided into three quality categories: the Supply Quality, the Process Quality and the Outcome Quality.

The Supply Quality, also named Input Quality, deals with the QA of the framework conditions. To this point belong the fields of staff, infrastructure as well as teaching and learning materials. The quality of that should be secured beforehand.

The Process Quality focuses on activities that protect the implementation of the ET programs. Quality aspects such as teaching and learning methods and the support of teachers and learners play an important role. The QA activities in this step show their effects directly in the process of teaching and learning.

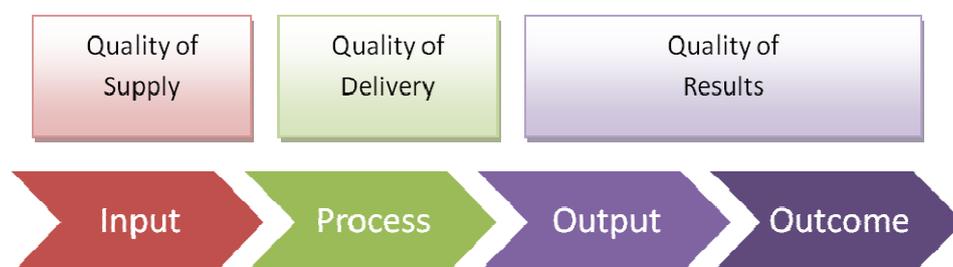
The Outcome Quality takes the Output and the Outcome of the teaching and learning process into account. The Output Quality comprises, among other things, a regularly controlling of the competencies acquired by the learner, especially by appropriate examination.

The protection of Outcome Quality focuses on the impact of the training activity. First of all, the protection of the usage and the practice of the learned competencies are in the focus.²³ In the following figure, the phases of the teaching and learning process and the corresponding quality field are shown.

²² See: Hanft, A. (2008): Bildungs- und Wissenschaftsmanagement (Management of education and science), Verlag Franz Vahlen, München, S.274-275.

²³ See: Rau, T. et al (2011): Qualitätsmanagement in der Aus- und Weiterbildung (Quality management in initial and further training and education), Beuth Verlag GmbH, Berlin, S.9-10.

Figure 6. Quality phases in the teaching and learning process



The single quality phases might be specified by further categories and criteria (see chart below). The more precise the quality categories and criteria are, the more likely the suitable instruments for Quality Assurance will be chosen.

Table 5. Quality criteria for the teaching and learning process

Input	Process	Output	Outcome
Quality of infrastructure			
Quality of trainers			
Quality of structure in the ET program	QA of the support of teachers and learners	Knowledge, skills and competences	Usage of the acquired competencies

Quality of content in the ET program	QA during the implementation	Quality management after implementation	Quality management after finishing the complete program
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The following overview illustrates the assignment of the QA instruments to the corresponding categories and criteria. For an easy usage of the instruments they are marked with colours, like a traffic light system.

Figure 7. Traffic light system to indicate the availability of easy-to-use QA instruments

	The instrument is known, but no example is documented
	An example is available (without adaption for the FSS)
	An example from the FSS is available

Step	Quality category	Criteria	Concrete instruments
Input	Content of the program	Coordination of the content along the program	Coordination of the content for similar education programs
Process	Support of teachers and learners	Support of teachers	Guidelines for teachers
Output	Quality management during implementation	Quality of the course / teaching	Evaluation of education

Outcome	Usage of the competencies acquired	Companies	Survey among companies
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The complete table with the instruments for a systematic QA may be found in the appendix (page IV).

For a systematic usage of QA in the teaching and learning process (input, process, output, outcome) the necessary instruments can be chosen from the appendix as needed to accomplish the own existing approach.



7. Guidelines for Implementation

In the following chapter it will be explained how to apply a systemic usage of instruments for QA.

Guidelines for the adoption of EQAVET to the FSS developed in the EUROBANQUA-project²⁴ are the basis for this systematization.

These guidelines were created for the organizational level (meso level) of VET providers.

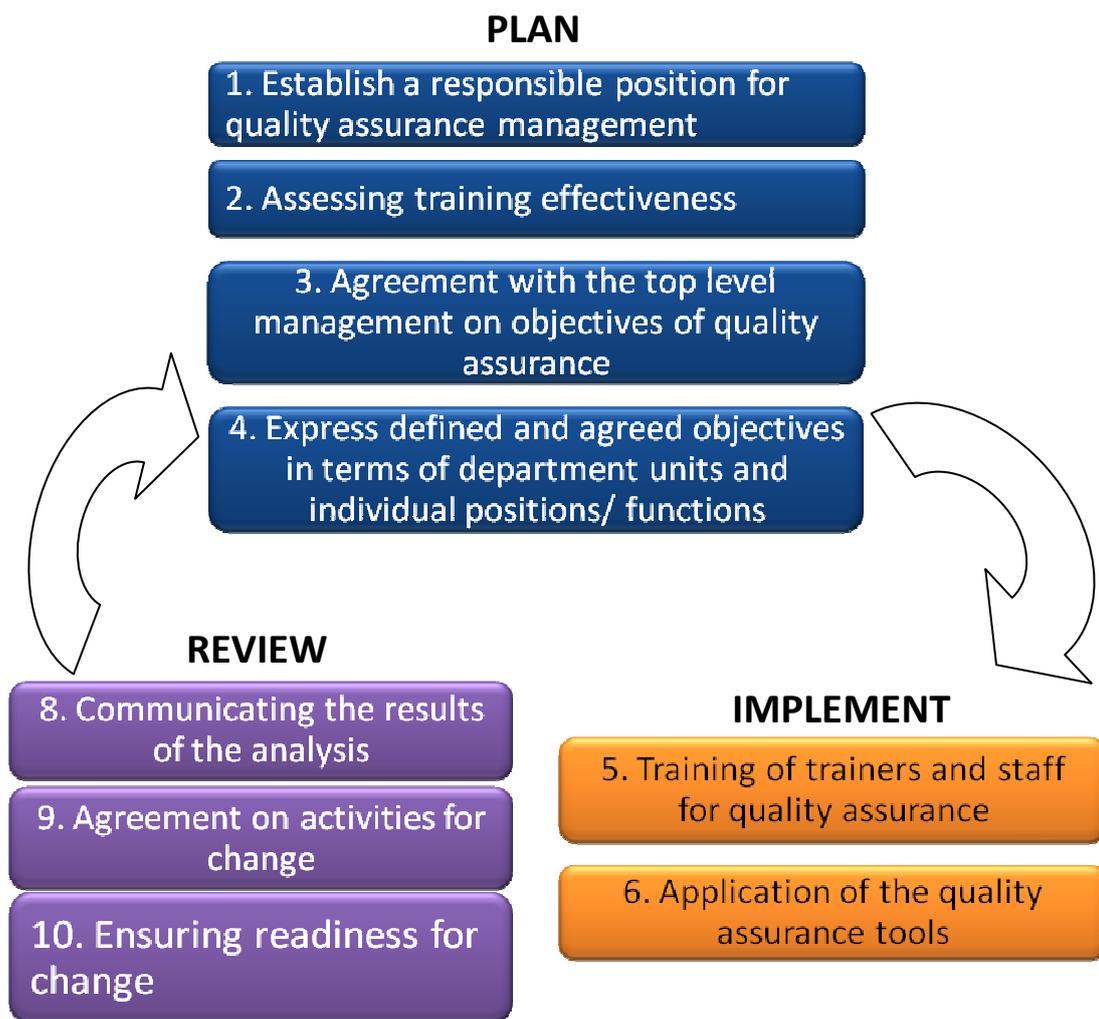


Building on this achievement, an adoption of the QA steps to the teaching and learning process (micro level) will take place. The figure below

²⁴ The EUROBANQUA-project took place from 2007 to 2008 and was financed from the European Leonardo da Vinci Program.

demonstrates the ten EUROBANQUA-steps corresponding to the four steps of the EQAVET quality cycle.

Figure 8. Steps towards systemic QA in the teaching and learning process





How may QA of the teaching and learning process in line with EQAVET look like?

It will be demonstrated by using the following example: a VET provider in the FSS got feedback from its learners that they are not satisfied with the quality of the training program “Financial consulting for wealthy customers”. The VET provider receives the feedback and wants to improve the quality of the training program.

7.1. Establish a responsible position for QA management

In the first step the management designates a quality manager for the improvement of the training program. The task of the quality manager is to lead the improvement process and to control it.

For the implementation of the activities the quality manager can call for external as well as internal support.

It is important to communicate the name and the contact data of the quality manager to all teachers and trainers in the program “Financial consulting for wealthy customers”, as well as to the affected external stakeholders.

7.2. Assessing training effectiveness

Within the second step the training program needing quality improvement has to be analyzed and the appropriate instrument has to be selected.

A selection of instruments is described in the chapter 8.

It is necessary to find out what is the reason for the dissatisfaction of the learners with the training program. A questionnaire could be used to do so, but interviews with the learners based on guidelines might be even more effective.

Hereby, it may be determined in what step of the teaching and learning process weaknesses exist and which quality categories and criteria are affected. Starting with these results, the quality manager (possibly in coordination with the involved stakeholders and the management of the VET provider) can select activities for quality improvement and specify them.

Considering the interview of the training program “Financial consulting for wealthy customers”, the result obtained was that the learners were not satisfied with some trainers (“not enough experience”, “didactical weaknesses”).

The quality manager decided to implement the instruments “team teaching” and “didactical training” to eliminate these weaknesses.

7.3. Agreement with the top level management on objectives of QA

(including establishment of processes for monitoring and auditing results)

After selecting the activities for quality improvement, the quality manager has to give answers to the following questions:

- Which targets should be met with the implementation of the activities?
- Where, how, when, and who should implement the activities?
- How can the effects of the activities be measured?

It is important that they match with the quality targets of the whole ET institute. Furthermore, they should correspond with the SMART-rule²⁵.

Example of a target

The teachers of the VET program “Financial consulting for wealthy customers” have participated in a didactical training in an approved VET organization by the end of the year.

The acquired skills and competencies have to be verified with a successfully passed examination.

The necessary process to improve the teaching can be illustrated (as described in chapter 5) with a GANTT-chart. The figure below describes the process of implementing activities to increase the quality of “team teaching”.

Figure 8. Action Plan to improve the quality of team teaching

Qualitative improvement of the VET program "Financial consulting for wealthy customers"						
Project manager:	Ms Schulz					
Implementation of activities:	Ms Schmidt					
project period:	01.10. - 30.11.2014					
Activities for instrument "Team Teaching"	Selection of trainers to undergo development	Selection of expert trainers	Building Team Teaching Teams	Scheduling Team Teaching Action	Performing Team Teachings	Evaluation Team Teachings
Start-End	01.10.-07.10.	08.10.-15.10.	16.10.-23.10.	16.10.-31.10.	01.11.-16.11.	17.11.-30.11.
SMART-means: Sustainable, Accepted, Realistic and Timely.						
Week: 08.10.-15.10.						
Week: 16.10.-23.10.						
Week: 24.10.-31.10.						
Week: 01.11.-08.11.						
Week: 09.11.-16.11.						
Week: 17.11.-24.11.						
Week: 25.11.-30.11.						

A selection of assessment instruments is necessary to measure the success of activities (here the “team teaching”), which can give a statement about the effectiveness of the action.

Besides the selection of assessment instruments, the schedule and the responsibilities for the inquiry have to be planned.

As the learners gave the feedback about the weakness of their teachers, it would be useful to gain a feedback from new learners, to check if the quality has improved and the appropriate activities (team teaching) show effects.

For this purpose questionnaires can be used for the evaluation of teaching (e.g. instrument number 24, see appendix page IV).

7.4. Express defined and agreed objectives in terms of department units and individual positions/ functions

Besides planning, involving the affected stakeholders’ groups is necessary for QA.

The targets, as well as the single activities need to be communicated. The communication should not only explain the necessity of the activities but it should also motivate the affected persons.

Due to this reason, it is important to communicate the targets and very concrete activities, adjusted to the persons’ working fields.

7.5. Training of trainers and staff for QA

The competencies for a correct usage of QA instruments will be taught in training of the trainers and staff.

It needs to be clarified to what extent methodological foreknowledge and technical know-how already exists and where does it still appear a need for training.

The best way to communicate the targets (step 4) is having conversations regarding the activities. When performing a team teaching it is advisable to support the pair of trainers with good-practice-methods.

7.6. Application of the QA tools and instruments

When using the instruments, it is necessary to stick timely and methodological with the planned schedule and to provide good operative framework conditions. Many tools may be used in parallel, at the same time.

7.7. Evaluation and analysis regarding the effectiveness of a tool/instrument

The teaching and learning process should be evaluated immediately after the completion of the module or the program and the relevant feedback from learners should be collected.

Learners should be informed about the importance of a qualitative and honest feedback for improving the quality of the study program.

They should also be informed about the further usage of their data. These activities increase the response rate of significant data.

After collecting the feedback, the data has to be analyzed. Numeric feedback on questionnaires may be analyzed directly.

Learners' verbally feedback should be summarized to comprehensive common statements (content analysis).

The quality manager should create a report summarizing the results of the analysis and assess the effectiveness of the implemented instruments. The report should provide guidance and recommendations for further activities.

7.8. Communicating the results of the analysis

The report on quality and the relevant guidance should be introduced to the management first.

It is important that the management appreciates the results of the analysis officially and communicates them to the stakeholders' groups. This leads to a higher level of acceptance for further activities regarding QA.

7.9. Agreement on activities for change

The management needs to discuss the recommendations on activities for changes and afterwards they have to make decisions.

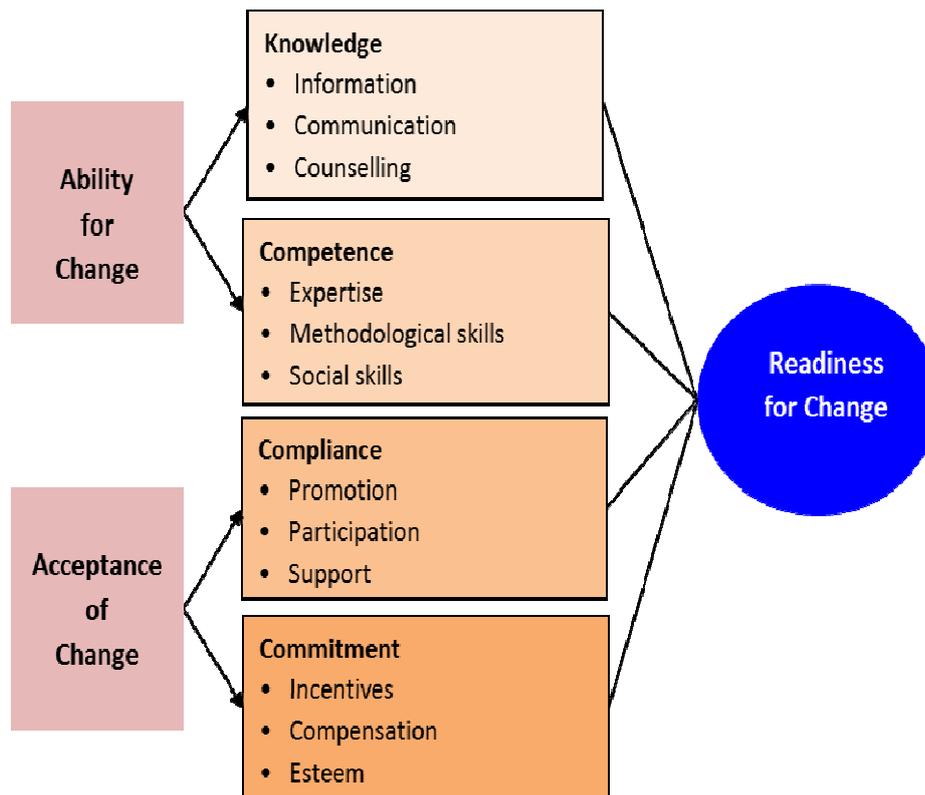
As an example – if the team teaching did not lead to a sufficient improvement of the teaching quality and therefore to an increase of learners' satisfaction with the educational program "Financial consulting for wealthy customers", it has to be decided whether this instrument needs to be used in a more intensive way or if other instruments should be selected to improve the quality.

7.10. Ensuring readiness for change

Implementing change is not an easy task. Some people need to be motivated to overcome their well-known routines, whereas others might be afraid of change and even react with resistance.

To ensure readiness for change, two main approaches for action are at hand: one approach is to improve the **ability of people** in the organization, the second approach is to increase **acceptance of change**. For an overview, see the following figure 9.

Figure 9. Ensuring readiness for change within the organization



Communication with affected department and persons by providing information on what is intended and what is expected should help to increase their knowledge and ability to face new demands.

Special attention should be paid to people severely affected by the envisaged change; for some, offering individual counselling might be the appropriate tool to choose.

Usually, change and improvement put new and different demands on people and therefore one should ensure that they have the necessary competences, skills and expertise at their command in order to cope with their new assignments and changing tasks.

Providing opportunities for participation in all stages of QA is probably the most favourable method to create acceptance of change and compliance towards upcoming new demands.

Moreover, it is a general precondition for compliance towards quality that people feel promoted and supported, not only in their extraordinary efforts for better quality, but in their daily activities, too.

Finally, encouraging people's self-esteem and valuing them is another important key to create readiness for change, as well as promoting commitment and motivation through incentives and compensation for extraordinary efforts towards better quality.



8. Selected tools and instruments for QA

The literature for QA often gives only general descriptions for the usage of tools and instruments. Examples for the instruments shown in the following table 6 are enclosed in the appendix.

Table 6. Selected tools and instruments for Systemic QA



The instrument is known, but no example is documented



An example is available (without adaption for the FSS)



An example from the FSS is available

Step	Quality category	Criteria	Specific instruments
Input	Content of the ET program	Coordination of the content in theory / praxis	Standard training plan for the practical phases of education
	Quality of trainers	Assurance of the pedagogical and professional quality of trainers	Qualification profile for Expert Adult Trainer (EAT) and Adult Learning Professional (ALP)
Process	Quality management during realization	Course/Teaching quality	Survey to learning climate
Output	Quality management after realization	Course/Teaching quality	Evaluation of the education
			Evaluation of teaching and learning
	Results of learning	Self-assessment	Evaluation of E-Learning modules
Outcome	Usage of the acquired skills	For companies	Student's self-reflection
			Survey among companies

We have chosen a range of tools and instruments which have proved to be especially successful. Taken together, they represent a systemic approach for QA in a compact form.

The instruments shown above (representing the individual steps of the teaching and learning process) are described in detail on the following pages.

8.1. Standard training plan for work-based phases of education&training

A standard training plan for the work-based phases of the ET supports the coordination of the content especially in theory and praxis. Particularly the last point is important when the practical education takes place in a cooperating company.

The content of a theoretical / practical coordination should be fixed in the standard training plan, a document with 1 to 2 pages.

The plan should not be developed only from the VET provider's perspective but in cooperation with the company.

The subjects need to be set, as well as the chronological order for teaching these subjects, to ensure the dovetailing of theory and practice. An example for the standard training plan in a dual bachelor degree course in banking is available in the appendix (page VII).

8.2. Qualification profiles in adult VET

As part of the EU-financed project QUADULTRAINERS (2008-2010), *qualification profiles for trainers in adult VET* of the FSS were developed and appropriate ways of certification were established.²⁶

These qualification profiles describe the requirements on education and lecturing in VET organizations of the FSS.

They might be used as instruments for selection and development for trainers who are already employed in the institute or should be recruited.

Two types of trainer profiles were developed for adult VET in the FSS:

- **The Expert Adult Trainer (EAT)** – who has a deep professional expert knowledge as well as pedagogical, communicative and social competencies. He works as a lecturer in the teaching and learning process and is able to develop training modules on financial content, to teach and to evaluate. The EAT trainers have special skills in specific financial sections, in media (E-learning) and in target-group-specific topics.
- **The Adult Learning Professional (ALP)** – works on a superior organizational level. They plan, implement and coordinate ET programs for VET providers in the FSS. They focus on the general requirements of the courses (requirements of the stakeholders, requirements from policy). Beyond that, they are also able to teach. Their profile includes the EAT competencies.

The qualification profiles of both trainer categories in the FSS are included in the appendix (page XI).

²⁶ The „Quadultrainers“ project was financed by the European Leonardo-da- Vinci program and realized under the aegis of EBTN.

8.3. Survey on learning climate

The survey on the learning climate helps to gather information about the quality of the relationship between learners and trainers.

This is important because the learning climate has a great influence on the learning success.

The learning climate is based on three aspects:

- Relationship quality among learners;
- Relationship quality between learners and trainers;
- Feeling of belonging to the course.

The perception about these three aspects slips into the overall evaluation of the learning climate. Not only learners will be surveyed, but also trainers.

To assess the learning climate, the perceptions of both protagonists participating in the teaching and learning process is important.

An example for surveying the learning climate in a course is given in the appendix (page XVII).

8.4. Evaluation of education process & evaluation of teaching and learning

One of the best-known QA instruments is *the evaluation of the course and teaching* quality by the end of a course or module. Usually, the survey of the learners is done with a paper-based or online-based questionnaire.

The items in the survey show an influence on the perception of quality course and on the learners' satisfaction.

The instrument “Evaluation of Education” (see appendix, page XIX) is a questionnaire used for ET programs in the FSS. The satisfaction with the ET program (materials, didactics, organization, and teaching) is gathered.

It is enquired which practical and theoretical competencies the learners acquired and to what extent the acquired knowledge is usable for their professional context.

The last items are necessary to face eventual dissatisfaction of the learners with the quality of the ET program.

The instrument “Evaluation of Teaching and Learning” was tested as part of the QUADRO project in two different ways (as a questionnaire and as group discussion based on a guideline) with a banking class²⁷ at the BSEL.

By comparing the results of the survey, it became obvious that the purpose of the feedback was similar. Nevertheless, there were nearly no free comments for the improvement of the course or explanations for the dissatisfaction given in the questionnaires.

The necessary information for the quality improvement of the course was gained in the group discussion.

When assessing the instruments, the learners preferred the group discussion (maximum 10 participants), as it allows to give more detailed information for possible improvements.

It is important for the evaluation by group discussion to have an external person conducting it and not the teacher himself.

This is necessary to ensure objectivity and openness of the learners. The tested questionnaire, as well as the guidelines for the group discussion can be found in the appendix (page XXIII).

²⁷ One part of the students filled in the questionnaire, the other part had a group discussion, guided by the questions on the questionnaire.

8.5. Evaluation of E-learning

E-Learning plays an increasing role in VET. Teaching and learning does not solely take place in classroom settings, but it happens in electronic modes (e.g. via learning platforms).

So, the quality of E-learning media contributes to the quality of the ET program.

The instrument *Evaluation of E-learning Modules* serves the assessment of quality. It is applied after finishing a distance learning and/or blended learning²⁸ course.

The instrument surveys the satisfaction of learners with E-learning modules and gives detailed evaluation on two main aspects of E-learning – navigation and content.

The questionnaire for the evaluation of E-learning module is shown in the appendix (page XXVII).

8.6. Learner's self-reflection

The instrument *student's self-reflection* may contribute to the QA of a course in two ways: first it gives the learner the opportunity to examine his own learning progress and to gain insights on himself and his own learning behavior.

This might lead to self-sufficient activities. If a learner realizes missing self-motivation during the self-reflection process he might implement his recognition: he could enter the teaching and learning process with more motivation to have a positive influence on his own learning progress.

The second point is to find the learners' needs, that is, where do they need support in the learning process.

²⁸ Blended-learning- courses consist of parts with physical attendance and E-learning based distance learning.

If the data shows – when analyzing the anonymous self-reflection questionnaires - that the learners need more tutorial support and explanations on the content, the trainer can consider it and improve the quality of the course.

To improve the quality of a continuing course (from the trainers and learners side), the self-reflection should take place after reaching half of the training program.

During testing and piloting the instrument within the QUADRO project, the results showed that some of the learners benefitted in the ongoing course from the self-reflection and the activities trainers undertook to meet the requirements of the learners.

The self-reflection tool for a financial course can be found in the appendix (page XXIX) as an example.

8.7. Survey among banks/companies

The instrument *survey among companies* is suitable to measure the outcomes. As the companies are also students' employers, they are an important group of customers and their level of satisfaction with the education program should be evaluated.

The survey should be conducted in a three-year rhythm. This ensures that the participants do not get tired of the surveys and the changes implemented due to past surveys can be evaluated from the companies' perspective.

A survey among companies has, among inquiring satisfaction aspects, the following main themes:

- Quality of content of the ET program and acquired competencies of the graduates;
- Employability of graduates;

- Structural quality of the cooperation between the VET provider and the companies;
- Transfer between theory and practice.

The implementation of this instrument makes it possible to survey the strengths and weaknesses of the ET program from the companies' point of view. It is also an expression of appreciation towards the companies being an important group of stakeholders and might increase the satisfaction with the VET provider.

In the appendix (page XXXIII) is presented an example for a survey among companies from cooperative study programs. All instruments of QA serve to collect information about the quality of ET programs. Therewith, quality improvement is not accomplished yet. The question is how to deal with the gained data in order to improve quality.

9. The human factors to achieve Quality

The QUADRO Handbook has taken the EQAVET quality cycle as a starting point. It presented its various steps and elements by adjusting them to VET in the FSS and by focusing on the teaching and learning process.

The Handbook demonstrated how to build up an internal QA System that is in line with EQAVET and based on the evidence of data and feedback from relevant stakeholders. Consequently, the Handbook has given guidance to apply tools and instruments that are useful for data collection and helpful, in particular, to improve the quality of teaching and learning. Improvement needs critical review, analysis and, finally, the organization of change, which is, undoubtedly, both the most crucial and critical step.

In practice, it is often seen that the last step of the PDCA-cycle, which is about organizing review and change is not consequently implemented. Therefore, special emphasis has been laid to the question how to ensure that organizational change is going to happen: one approach is to improve

the abilities and competences of teachers and staff, the other one is to increase acceptance of change amongst people.

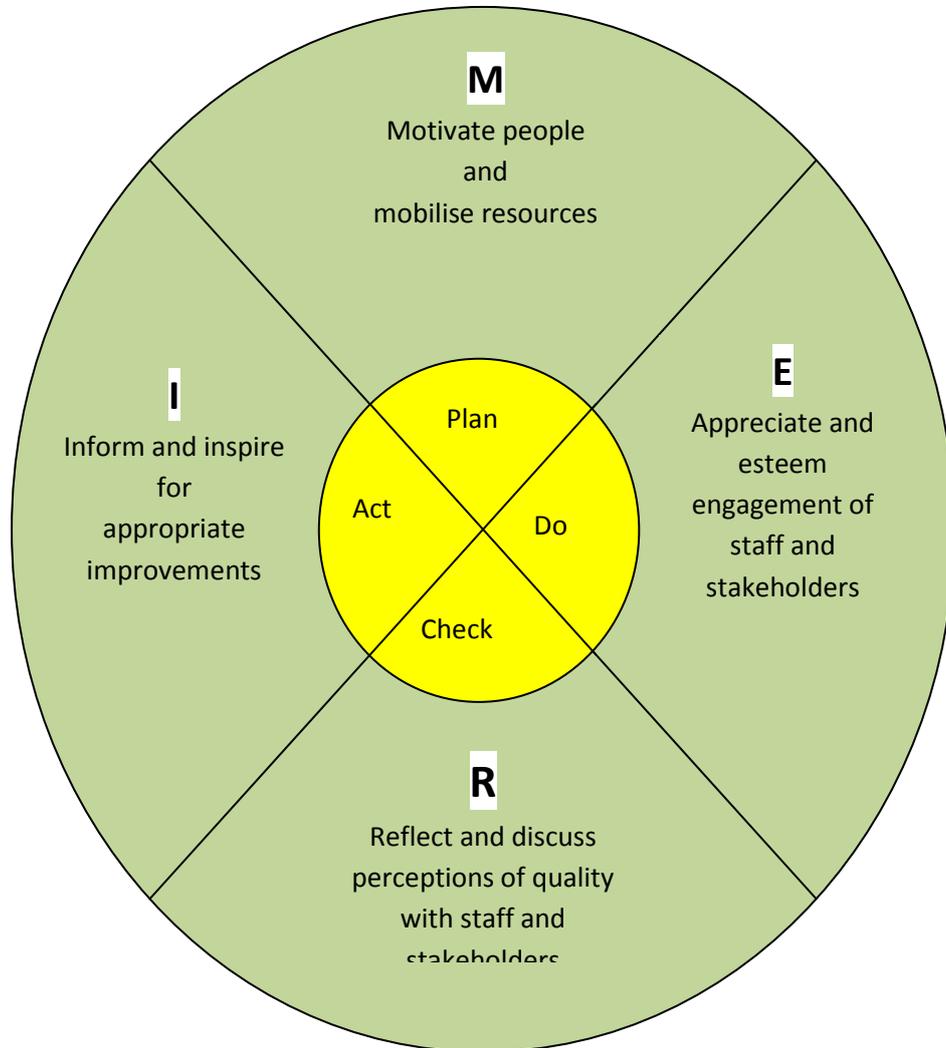
The final question is: how can a culture of change be achieved in the VET organization, and improvement of quality become self-evident? Of course, it is important to make sure that teachers, trainers and other staff of the VET provider know about and understand the logic of the PDCA-cycle. This way of thinking and acting should be integrated into the everyday life of the VET provider and used systematically in all its areas of operation. Beyond embedding this attitude and behaviour in the institution, the development of a quality culture is mainly influenced by human factors, which are supported and encouraged by making use of appropriate soft skills, as explained in the following figure 10 (MERI-cycle).

The soft skills inherent in the MERI-cycle are the complement and counterpart to the hard skills addressed in the PDCA-cycle. While the technical activities of the PDCA-cycle are a pre-requisite for establishing an internal Quality Management System, the MERI-cycle articulates the ingredients of creating an internal quality culture. A quality culture requires more than the technical activities described in the PDCA-cycle; it is mainly produced by human relationships that are characterised by mutual respect and encouragement.

In detail, the MERI-cycle illuminates the following activities for strengthening the people and their interpersonal relationships within the organisation:

- ❖ **motivate people and mobilise resources for improvement;**
- ❖ **appreciate and esteem the engagement of staff and stakeholders;**
- ❖ **reflect and discuss the assessments, evaluations and opinions of staff and stakeholders;**
- ❖ **inform and inspire appropriate improvement.**

Figure 10 The MERI cycle



10. Conclusion

As suggested by EQAVET, the QUADRO Handbook builds on the principles of the PDCA-cycle (Plan, Do, Check, Act), although with slight modifications and adaptations, considering the prerequisites and peculiarities for QA in VET in the FSS .

It is a key priority of this Handbook to promote and support high quality in teaching and learning. At the level of the VET institution this can be integrated through anticipating new professional trends in the labour market, adapting the content of existing training programs accordingly, introducing innovation in curricula, updating of occupational standards, and developing new programs for continuous training.

In the process of teaching and learning itself quality can be achieved by promoting the capacities of teachers and other staff to recognize and to respond appropriately to the individual needs of the students, by strengthening individualised training, targeted support and personal advice, individual consulting and work-based learning.

Quality-related activities directly linked with the teaching and learning process are mainly oriented to train and motivate teachers and trainers, and providing esteem for their strong engagement. Teachers and trainers play a vital role in the production of quality, in particular when it comes to the customisation of services and elaboration of individual learning plans for the trainees. Quite frequently, the dynamics for quality are pushed by the enthusiasm of teachers and trainers and their commitment to improve their performance. Quality development is inconceivable without the personal engagement of staff.

In the QUADRO partnership, the EQAVET framework has proven its capacity to serve as a common language that gave the opportunity to understand the peculiar approaches of each partner in assuring quality within its particular context in terms of equipment, staff and customers.

Based on common ground and on the shared spirit to understand each other; there is always a chance to gain good ideas and new knowledge, being worth to take them up; think them further and build on them.



APPENDIX

The ten EQAVET indicators²⁹

- 1. Relevance of Quality Assurance Systems for VET providers**
 - a. Share of providers applying internal Quality Assurance Systems defined by law/at own initiative
 - b. Share of accredited VET providers
- 2. Investment in training of teachers and trainers**
 - a. Share of teachers and trainers participating in further training
 - b. Amount of funds invested
- 3. Participation rate in VET programmes**
 - a. Percentage of annual cohort completing lower secondary school/compulsory education participating in IVET programmes at upper secondary level (which lead to a formal qualification)
 - b. Percentage of active population (15-74 years old) entering Continuing VET (CVET) programmes (which lead to recognition)

²⁹See:http://www.eqavet.eu/qc/tns/monitoring-your-system/evaluation/EQAVET_indicators.aspx.

4. Completion rate in VET programmes

- a. Percentage of those completing (i.e. attaining a formal qualification)Initial VET (IVET) programme(s) (which lead to a formal qualification), compared to those entering IVET programme(s)
- b. Percentage of those completing (i.e. attaining a formal qualification)Continuing VET (CVET) programme(s) (which lead to recognition), compared to those entering CVET programme(s)

5. Placement rate in VET programmes

- a. Destination of VET learners at designated point in time after completion of training, according to the type of programme and the individual criteria (1)
- b. Share of employed learners at designated point in time after completion of training, according to the type of programme and the individual criteria

6. Utilization of acquired skills at the workplace

- a. Information on occupation obtained by individuals after completion of training, according to type of training and individual criteria
- b. Satisfaction rate of individuals and employers with acquired skills/competences

7. Unemployment rate

8. Prevalence of vulnerable groups

- a. Percentage of participants in VET classified as disadvantaged groups (in a defined region or catchment area) according to age and gender
- b. Success rate of disadvantaged groups according to age and gender

9. Mechanisms to identify training needs in the labour market

- a. Information on mechanisms set up to identify changing demands at different levels
- b. Evidence of their effectiveness.

10. Schemes used to promote better access to VET

- a. Information on existing schemes at different levels
- b. Evidence of their effectiveness.

Instruments/ tools for a systemic QA

(Contents of the QUADRO instruments can be visualized on the project website www.quadroproject.eu)



The instrument is known, but no example is documented



An example is available (without adaption for the FSS)



An example from the FSS is available

Phase	Categories of quality	Criteria	Nr.	Tools and instruments	References
Input (defaults)	Structure of the course	Coordination Theory/ Praxis	1	Cooperation agreements (partnership agreement)	elaborated in the QUADRO project by BSEL
			2	Meetings with representatives of the companies	
		EQF-description of the modules	3	FSS EQF TRANSLATOR	FIRST: EU-funded LLL-Project 167148-LLP-1-2009-1-LU-KA1-KA1EQF
		Workload	4	Workload-Inquiry	BSEL/ Department of cooperative studies

	Content of the course	<u>Coordination of the content:</u>	5	Trainer meeting		
		- Along the course:	6	Pre-event questionnaire	Institute of Banking Education NBS, n.o.	
		- transnational	7	Fixation of content for similiar study programs		
		- in theory/ praxis:	8	Standard training plan for the praxis/ practical phases of education	BSEL/Department of cooperative studies	
	Quality of trainers	Assurance of the pedagogical and professional quality of trainers		9	Team teaching	
				10	Qualification profile for Expert Adult Trainer (EAT) and Adult Learning Professional (ALP)	QUADULTRAINERS:EU-funded LLL-Project 142592-LLP-1-2008-1-NL-Leonardo-LMP

	Quality of infrastructure	Building, media, teaching material, library	11	Feedback from Students on the Training Institution	Anniesland College, Glasgow, Scotland
Process (company and school)	QA of the support for teaching and learning	Support for teachers and trainers	12	Guidelines for teachers and trainers	BSEL/ Department of cooperative studies
		Vocational education for teachers and trainers	13	In-house training for the usage of learning platforms in teaching	
			14	Didactical education programs	
			15	Sitting in on lectures	
		Support for learners (motivation)	16	Student time	Project LLP-LDV-TOI-09-IT-0448 "ValeRIA" Valutare la relazione tra insegnamenti e apprendimenti
			17	Target agreements with learners	

	Quality management during realization	Course/Teaching quality	18	Mentoring Program	
			19	Survey to learning climate (school climate)	Konczorcij Solskih Centrov, Slovenia
			20	Meetings with course representatives	
Output (learning results)	Quality management after realization	Quality of the course / teaching	21	Evaluation of teaching and learning	Anniesland College, Glasgow, Scotland - adapted by BSEL
			22	Assessment of the training by the trainee	Evaluation sheet – work group ‘evaluation training’ GRETA of 19-01-2007
			23	Training evaluation questionnaire	IFB, Lisbon
			24	Evaluation of the education	Institute of Banking Education NBS, n.o.
			25	Assessment plan & survey guideline	Solski Center Velenje, Slovenia
			26	Themes for common reflections of teachers and learners (for example in	Anniesland College, Glasgow, UK

				Focus Groups)	
			27	Teaching reflection and assessment	Project LLP-LDV-TOI-09-IT-0448 “ ValeRIA” Valutare la relazione tra insegnamenti e apprendimenti
			28	Teacher/trainer in the student’s eyes	Project LLP-LDV-TOI-09-IT-0448 “ ValeRIA” Valutare la relazione tra insegnamenti e apprendimenti
			29	Evaluation of work-based-learning	Evaluation sheet – work group ‘evaluation training’ GRETA of 19-01-2007
			30	Evaluation of E-Learning modules	IFB, Lisbon
	Results of learning	Self assessment	31	Student end of the year	Project LLP-LDV-TOI-09-IT-0448 “ ValeRIA” Valutare la relazione tra insegnamenti e apprendimenti

			32	Student's self-reflection	Project LLP-LDV-TOI-09-IT-0448 "ValeRIA" Valutare la relazione tra insegnamenti e apprendimenti
		External assessment	33	Structure of exams	
Outcome (impact)	Quality management after the realization of the complete training course	Quality of training / satisfaction	34	Survey among graduates	BSEL/ Department of cooperative studies
	Usage of the acquired skills	For learners / for companies	35	Survey among graduates after "x" years	BSEL/ Department of cooperative studies
			36	Survey among companies	BSEL/ Department of cooperative studies

Input - Standard training plan for the work-based phases of education

The practical education in the financial institutes cooperating as training company is the second mainstay in the dual study program Business Administration / Banking. During the practical phases the students gain branch and company related knowledge and corresponding practical experience. They learn how to transfer the acquired theoretical knowledge and how to solve practical tasks with the help of the existing competencies and qualifications. But it works not only in a one-way direction – the practical experience, gained in the financial institute, contributes to the following theoretical semester and enriches the corresponding courses.

To guarantee the intended connection of theoretical knowledge and practice, the following standard training plan was created. It strives to link the fields of activity and the tasks during the practical phases with the content of the corresponding theoretical courses.

Accordingly the focus of the assignments during the two practical phases in the first academic year in the study program Banking is dedicated to the business areas of payments and account management, deposit banking as well as transaction in securities, including investment and financial consulting. The point in the named areas is, to apply the gained knowledge and to gather practical experience in a direct contact with customers and in sales activities as well as in production, clearing and settlement.

Simultaneously the students get the possibility to deal with general and banking specific economically problems. Corresponding to the content of the modules, that can be areas

such as marketing, banking law and banking supervisory authority as well as economics questions in security research.

At the end of the phases the students have to write a project report to proof their performance. The subject of these project reports result from the combination of the existing knowledge gains during the theoretical and practical phases with the involvement and supervision of the financial institute. The supervision and assessment of the project reports is done by the universities teaching staff.

The practical phases during the second academic year are dedicated to the credit and foreign business, whereby the students have to complete apprenticeships in corporate and private banking first, because financing is the main business of all private and mutual saving banks. Besides sales and customer care this practical phase distinguishes between clearing / settlement and administration. The risk management in this content gets a special importance. The banking specific experience is completed by the possibility to get to know further business segments such as the insurance business which get even more important for banks following a strategy of one-stop-finance.

In the partner companies students also gain further knowledge about the other functional areas of the company corresponding to the content of the theoretical phase. The key qualifications enable the students to be deployed in even more complex questions in the credit business.

The conclusion of the third practical phase is again a written project report, the fourth practical phase is completed by the seminar paper, being more comprehensive than the project report.

The third academic year also comprises two practical phases, which are marked by a specialization and by the creation of the bachelor thesis as the final paper.

The specialization during the fifth practical phases aims to design the assignment regarding to the wishes and main competencies of the student in consultation with all parties involved and to deepen the corresponding knowledge. Additionally the existing management skills should be used and possibly transregional stays realized (e.g. apprenticeship in a key department in Frankfurt or abroad).

The gained knowledge and the professional experience are documented by an oral examination, where bank practical issues under consideration of theoretical aspects are addressed. The members of the examining board are academic teachers of the university as well as competent representatives from practice.

The practical phase after the sixth theoretical phases focuses on the creation of the written bachelor thesis and the preparation of the following colloquium. The topic of the bachelor thesis is defined consensually between all involved parties. It deals with a practical of the finance industry and should ideally correspond to the specifically gained experiences of the students.

The respective practical phases of the students in the financial institutes mostly concentrate on tasks in the regional branches, besides that stays in selected functional areas of the key departments are foreseen. The described standard training plan is a guideline for the study program Banking, but may vary due to different business models in the cooperating financial institutes. Advanced variations are possible but need a tight consultation with the study program manager.

Input - Qualification profiles in adult VET

Competence Profile – Expert Adult Trainer

DESCRIPTION

The Expert Adult Trainer is the professional who is:

- A specialist, specialised in a certain scientific, technical or/and technological area/content
- Able to establish a pedagogical relation with the trainees during a training event/process, promoting the acquisition of knowledge and competences as well as the development of attitudes and behaviours in accordance with the professional profile required

Though being a content expert, as main identity, the Expert Adult Trainer is a facilitator in the learning process, able to prepare the setting for new environments, for specific learning contexts and methodologies (e-learning and other ICT – based learning, training in the workplace, coach and mentoring, etc.) and capable of supporting and guiding to adult learners, in their professional learning; he should be able to respect and valorise social diversity in the group of trainers and manage the different cultures and social backgrounds.

AIM

This professional should be able to diagnosis, prepare, develop and evaluate specific training activities/ events/ processes/ courses/ sessions in a professional training context.

Organizational CONTEXTS

- Vocational, Education and Training centres
- Professional (full-time) training or part-time/occasional training (in-company or externally)
- Business schools

Organizational ROLES

- Expert classroom trainer
- Expert e-trainer/b-trainer
- Expert workplace (on the job) trainer

Core Competences

1. Adapt the body of content/knowledge and expertise to the different organisational contexts and target groups
2. Plan, prepare and conduct specific training activities/events/ processes/sessions/courses
3. Establish a pedagogical and andragogical relation with each group of trainees by providing support, facilitating and encouraging the learning process
4. Adapt the learning processes/activities to individual learning pace and preferences
5. Evaluate the training efficiency and efficacy at a specific training event

Specialised /Additional Competences

By Specific Sectors:

- Banking and Financial Sector

(...)

By Learning Contexts:

- E- learning/B-learning (Web) Context
- ICT learning
- Workplace Context

(...)

By Target-group:

- Training the trainers (...)

Core Attitudes

- Autonomy (as lifelong learner)
- Integrity
- Flexibility
- Empathy
- Active listening
- Pro-activity
- Encourage participation and interaction

- Creativeness
- Self-control
- Openness to criticisms and to auto-criticism
- Openness to change

PREREQUISITES

Candidates for this qualification are assumed to have:

- Bachelor degree (in the field of expertise)

and / or

- 2 years of professional experience (in the field of expertise)

PREREQUIRED Competences

- Strong communication skills

EQF LEVEL 4

Competence Profile Adult Learning Professional

DESCRIPTION

The “Adult Learning Professional” (ALP) is a professional who has appropriate competences (relating to the professional and organizational role, as well as to the relationship with people inside and outside the organization) in order:

- “to design, manage and supervise training and learning patterns and initiatives according to different organizational context and training settings”⁸, having a full awareness of “the developments occurring with reference to main variables as processes, methods, technology, communication”⁹.
- to evaluate and monitor the results and the quality of the training activities compared to the desired objectives and the existing quality standards.

AIM

To set a professional profile -referring to different organizational functions/roles- with specific competences and responsibility in order to:

- manage and coordinate
- plan and design,
- evaluate and monitor

general and/or specific training activities and learning processes within an organizational context, according to a systemic approach and in a “stakeholders’ perspective”.

The ALP is oriented toward the learning approaches related to Life Long Learning Vision and Policies (based on the blending of formal, non formal and informal learning).

Organizational CONTEXTS

Professional/organizational contexts as:

- Private/Public companies and No-profit Sectors);
- Corporate Universities/Business Schools;
- Educational V.E.T. Training Institutions.

Organizational ROLES³⁰

As, for example:

- (Training) Project Manager;
- (Training) Project Leader;
- (Training) Methodologies and Contents Design(er);
- (Training) Process Tutor...

Core Competences³¹

1. Plan, implement and coordinate learning Programmes in a training organizational context

³⁰ The ALP Profile includes competencies required –in the organizational contexts to different adult learning positions/roles.

³¹ See “Core Competences Grids” for details on: Key Activities, Performance-Key Indicators, Knowledge/Skills/Attitudes for each core competency).

2. Design - working in teams - adult training and learning processes, through blending and integration of different methods, techniques and tools (including new media)³²
3. Support and facilitate ICT and new media experts in the construction of effective learning processes and environment for adult learners³³
4. Monitor and Evaluate the adult training activities and learning process and assess results with respect to the pre-defined objectives
5. Manage, improve and assure the quality of training and learning processes.

Specialised / Additional Competences

(For/By Specific Sector Or Specific Learning Context/Target Groups)

By Specific Sectors:

- Banking and Financial Sector (...)
- By Learning Contexts, e.g.:
- E- learning/B-learning (Web) Context
- ICT learning

³² This competence requires knowledge and skills related to the blending of methodologies appropriate at an organizational level (and not merely from a didactical effectiveness perspective, as in the case for the Expert Adult Trainer Profile).

³³ Includes activities like cost-benefit analysis on the use of technologies; “cooperation with IT experts” on their impact and adaptability to the organization, as in the case of e-learning investments, etc.

- Workplace Context
-

By Target-group, e.g.:

- Training the trainers
- Training of adults (...)

CORE ATTITUDES

- Integrity³⁴
- Empathic Approach
- Active Listening
- Leadership xxx
- Team working/People integration
- Reliability/Result orientation
- Systemic vision and approach³⁵ XXX
- Proactivity
- Flexibility/Creativity
- Open mindedness to change factors
- Synthetic thinking

³⁴ To be considered as a personal and professional consistency and transparency.

³⁵ Awareness to social dimensions of adult learning.

PREREQUISITES³⁶

- Higher educational degree
- Working experience in the field of adult training (mainly in planning, managing and supervise training initiatives).

PREREQUIRED Competences

- Effectively working in and with teams;
- Communicate, coordinate and collaborate (especially in teams) with adult learners, colleagues and other internal/external stakeholders; negotiate with heterogeneous groups of people and different professional/social and economic stakeholders;
- Identify problems, find solutions together and anticipate change factors within the society, the profession, the organization;
- General Management and marketing/customer orientation competences as: awareness of financial and budget constraints, fund-raising skills, internal/external markets analysis skills, etc.

EQF LEVEL From 5 to 6³⁷

³⁶ These factors could vary according to the different profiles and to specific Core Competences.

³⁷ Level 5 is referred to the Adult Learning professional competences (not to the overall working capacities and experience of the ALP).

Process - Survey on learning climate

INTERACTIONS and RELATIONSHIPS (indicator School climate)

Area	Student	Teacher
WELL-BEING	<p>I feel good in my class. There is a tension between particular groups in class. I try to make creative atmosphere during lessons. I try to reach good success. My schoolmates are my friends and we often meet after school.</p>	<p>I feel good in my class. There is a tension between particular groups in class. I try to make creative atmosphere during lessons. I try to reach good success of my students. Students are friends to each other.</p>
RELATIONS BETWEEN STUDENTS	<p>Students help each other with problems. We respect each other. We eliminate problematic classmates. Classmates also abide my suggestions. We are tolerant to diversity and we don't discriminate.</p>	<p>Students help each other with problems. Students respect each other. Students eliminate problematic classmates. Students abide suggestions of their classmates. Students are tolerant to diversity and they don't discriminate.</p>

<p>RELATION STUDENT – TEACHER</p>	<p>Teacher helps every student with school problems. If I don't understand something I don't hesitate to ask teacher. Teacher accepts my problems with understanding. We get along well with teacher. Teacher knows how to maintain order and discipline. Students and teacher argue. Teacher's behavior is a good example to me. Teacher assesses students fairly. Teacher often congratulates me. Teacher respects me. I respect teacher.</p>	<p>I help every student with school problems. If student doesn't understand something he/she doesn't hesitate to ask me. I accept their problems with understanding . I get along well with students. I can maintain order and discipline in class. I and students argue. I am a good example to students with my behavior. I assess students fairly. I often congratulate students. I respect students. Students respect me.</p>
<p>TAKING CARE OF SENSE OF BELONGING TO CLASS</p>	<p>Success of class means a lot to me. I try for unity of class. There is a lot of positiveness in a class. I'm proud of my school.</p>	<p>Success of class means a lot to students. Students try for unity of class. There is a lot of positiveness in a class. I'm proud of my school.</p>

Output - Evaluation of Education

Course title:

Date:

Please complete this evaluation form. Thank you.

1. Length of your experience in banking and finance:

less than 1 year 1 – 5 years
more than 5 years

2. The most advanced level of education you have reached:

secondary economic secondary non-economic
tertiary economic tertiary non-economic

3. Did the course fulfill the stated objectives?

fully to a large extent
to some extent to a very limited extent

4. In your opinion, the relevance of the subject matter to your national context was:

very good good average
poor no at all

5. As far as your work is concerned the course was:

of high importance important
neutral of low importance
of no importance at all

6. The amount of knowledge you have acquired during the course can be assessed as:

very large large average
limited very limited

7. I suggest the following topics would be included in the course in future:

.....
.....
.....

8. How did you find the quality of the materials handed out during the seminar?

very good good average
poor very poor

9. How would you evaluate the quality and the intelligibility of the methods and the techniques used by the lecturer? – THEORY

very good good average
poor very poor

10. How would you evaluate the quality and the intelligibility of the methods and the techniques used by the lecturer? -

EXAMPLES

very good good average
poor very poor

11. How would you evaluate the quality and the intelligibility of the methods and the techniques used by the lecturer? – CASE

STUDIES

very good good average

poor very poor

12. How would you evaluate the quality and the intelligibility of the methods and the techniques used by the lecturer? –

DISCUSSION

very good good average
poor very poor

13. Duration of the course was:

excessive adequate too short

14. How would you assess the standard of the interpreter's performance?

very good good average
poor very poor

15. If you were to use a scale 1 – 5 (1 for the best), how would you evaluate the lecturer's performance?

Expertise	Educational approach	Integration of theory and practice
1 2 3 4 5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1 2 3 4 5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1 2 3 4 5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

16. How would you evaluate the organization of the course from the point of premises where sessions took place?

very good good average
poor very poor

17. How would you evaluate the organization of the course from the point of the quality of board?

very good good average
poor very poor

18. How would you evaluate the organization of the course from the point of the quality of accommodation?

very good good average
poor very poor

19. What are you further training needs in terms of banking, psychology, and foreign languages?

.....
.....
.....

20. Any other comments, remarks and standpoints (please mention both positive and negative aspect of the course):

.....
.....

Output - Evaluation of Teaching and Learning

Evaluation Practice Workshop „Foreign Business“

Please indicate your level of agreement by marking the respective number with a cross:

5 – strongly agree 4 – agree 3 – more or less 2 – disagree 1 – strongly disagree 0 – not applicable to this course

A Evaluation of the course

1	The course significantly improved my level of knowledge and skills	5	4	3	2	1	0
2	The course was very interesting to me	5	4	3	2	1	0
3	The course was very difficult	5	4	3	2	1	0
4	Study materials for the course were available	5	4	3	2	1	0
5	The level of study materials recommended by the teacher was very good	5	4	3	2	1	0
6	All resources required for the learning process were available	5	4	3	2	1	0
7	Theoretical (lectures) and practical (seminars, workshops) part formed an integral whole	5	4	3	2	1	0
8	The course contributed to the achievement of the aims of the curriculum and learning of the foreign business	5	4	3	2	1	0

B Evaluation of the teacher

9	Presentation of the course was clear and logical	5	4	3	2	1	0
10	Classes were engaging	5	4	3	2	1	0
11	The pace of the classes was acceptable to me	5	4	3	2	1	0
12	The teacher followed the course programme	5	4	3	2	1	0
13	The teacher gave clear and explicit answers to the questions of students/trainees	5	4	3	2	1	0
14	The teacher encouraged and counselled students/trainees in their independent work	5	4	3	2	1	0
15	The teacher had a good contact with the class	5	4	3	2	1	0
16	The teacher was kind and tactful towards the students/trainees	5	4	3	2	1	0
17	The teacher was punctual, observed the times and deadlines	5	4	3	2	1	0
18	All planned lectures/workshops took place	5	4	3	2	1	0

C Your proposals for improving the level of teaching:

Evaluation Practice Workshop „Foreign Business”

Questionnaire with questions for group discussion

Guideline:

1. Explanation of the background and the procedure of the workshop evaluation
 - a. Scientific project QUADRO
 - b. Procedure:
 - i. Evaluation of the course
 - ii. Evaluation of teachers and trainers
 - iii. Further comments and suggestions for the course
 - iv. Assessment of the instrument

2. Evaluation of the workshop
 - a. **General evaluation of the workshop** (was it interesting (2)/ did it meet the expectations / was it difficult (3))
 - b. **Evaluation of the workshops content** (improved level of knowledge and skills (1)/ integration of theoretical and practical parts (7)/ contributed to the achievement of the aims of the curriculum / preparation for the theoretical semester (8))
 - c. **Evaluation of the learning conditions** (study materials (4,5), availability of resources required for the learning process (6))

3. Evaluation of teachers

- a. **Evaluation of procedure and methods** (content is logically structured (1) / speed (3) / time management (9) / workshop was conducted to the full extend (10))
- b. **Evaluation of relationship teachers & students** (involvement of participants (2)/ answering questions (5)/ support with autonomous work (6)/ learning climate / relation teachers & students (7, 8))

4. Other comments / suggestions

- a. Which themes regarding the evaluation of the workshop and the teachers were not yet considered in the discussion? Which suggestions for the improvement do you have?

Output - Evaluation of E-learning

In order to continually improve our e-learning modules, we ask you to fill in this evaluation questionnaire.

Classify your opinion as follows: 1 – Totally Disagree; 2 – Disagree; 3 – Neutral; 4 – Agree; 5 – Totally Agree; n.a. – not applicable
(The boxes are automatically selected by clicking in it.)

Overall view	1	2	3	4	5	
1) The module downloads easily	<input type="checkbox"/>					
2) The font size is large enough and the colors are appropriate	<input type="checkbox"/>					
3) The module's objectives are clearly stated	<input type="checkbox"/>					
4) Relevant information about the module is available (e.g. tutorial)	<input type="checkbox"/>					
Navigation	1	2	3	4	5	
1) The navigation system is intuitive and easy to use	<input type="checkbox"/>					
2) The module's structure is available (e.g. map)	<input type="checkbox"/>					
3) The system allows tracking student's progression	<input type="checkbox"/>					
Content	1	2	3	4	5	n.a.
1) The content is of the highest quality	<input type="checkbox"/>	...				
2) The content is up-to-date	<input type="checkbox"/>	...				
3) The content has an adequate	<input type="checkbox"/>	...				

sequence

4) The content design is adequate to the proposed methodology ...

5) There are useful resources available to complement the study ...

6) The content provides appropriate interactivity ...

7) The evaluation is adequate to the module's content and objectives

8) The Tutor provided guidance and assistance

Comments or suggestions:

Thank you!

Output - Student's self-reflection

Self-reflection I

To the Module BK-501 simulation game TOPSIM Banking

Please think carefully and answer honestly. Your opinion is important to improve the course simulation game TOPSIM Banking and with it your learning result.

General Data

Male

Year of Course _____

Female

Birth _____

Reflection of the learning progress

1. **After finishing the module I am satisfied with my learning progress.**

(1 – I am not satisfied at all / 4 – I am very satisfied)

1 -

2 -

3 -

4 -

2. **The following content / tasks during the course are difficult for me:**

2.1. _____

2.2. _____

2.3. _____

2.4. _____

3. **The named themes / tasks from point 2 are difficult for me due to these reasons:**

to „2.1.“ _____

- 3.1. I did not understand a main part of the explanations
- 3.2. I was distracted
- 3.3. I did not feel up to the tasks
- 3.4. It was too loud in the room
- 3.5. I was not interested in the content of the simulation game
- 3.6. I tried to follow the content but lost my interest
- 3.7. I did not exert myself enough
- 3.8. Other reasons: _____

4. **The following themes / tasks of the course I like the most:**

- 4.1. _____
- 4.2. _____
- 4.3. _____
- 4.4. _____

5. **There are circumstances besides the course, which have an influence on my concentration and my learning progress in the simulation game module.**

Yes No

6. **How can catch up with my learning progress?**

- 6.1. I will contribute more actively to the course
- 6.2. I would like to be supported by my classmates

- 6.3. By the support of tutors or teachers
- 6.4. I have to get motivation for the course
- 6.5. I will ask for contentual explanations
- 6.6. I have to get more calmness for learning

Reflection of the learning climate

7. **The personal relations in the class are:**

- Very good good average
 not good

8. **The relation with the teacher is:**

- Very good good average
 not good

2. Self-reflection

To the Module BK-501 simulation game TOPSIM Banking

Please think carefully and answer honestly. Your opinion is important to improve the course simulation game TOPSIM Banking and with it your learning result.

General Data

Male Year of Course _____
 Female Birth _____

2. Reflection of the learning progress

1. ***After finishing the module I am satisfied with my learning progress.***

(1 – I am not satisfied at all / 4 – I am very satisfied)

- 1 - 2 - 3 - 4 -

2. **Since the last survey my perceived (felt) learning progress got:**

better- the same - worse -

3. **The feedback and the consideration of the first self-reflection findings increased the quality of the course:**

(5 – I strongly agree / 4 – I agree / 3 – neutral / 2 – I disagree / 1 – I strongly disagree / 0 – no comment)

5 - 4 - 3 - 2 - 1 - 0 -

4. **ther comments** **0**

Outcome - Survey among bank/ companies

This questionnaire will be automatically read. For an optimal collection of data please follow the directions for completion.

Use a ballpen, avoid red color under all circumstances.

Mark it this way:

Correction:

1. Quality of education

1.1 Please give your evaluation about how important the following skills / competencies are for your company und to what extent our graduates (if applicable) gained these competencies during their theoretical phase.

Important competencies						Level of competencies					
very important			not			high		low			
<input type="checkbox"/>	Fundamental knowledge	<input type="checkbox"/>									
<input type="checkbox"/>	Expert knowledge	<input type="checkbox"/>									
<input type="checkbox"/>	Working independently	<input type="checkbox"/>									
<input type="checkbox"/>	Communication skills	<input type="checkbox"/>									
<input type="checkbox"/>	Problem solving skills	<input type="checkbox"/>									
<input type="checkbox"/>	Organisational skills	<input type="checkbox"/>									
<input type="checkbox"/>	Computer skills	<input type="checkbox"/>									
<input type="checkbox"/>	Written expression	<input type="checkbox"/>									
<input type="checkbox"/>	Oral expression	<input type="checkbox"/>									
<input type="checkbox"/>	Cooperative skills	<input type="checkbox"/>									
<input type="checkbox"/>	Skills to transfer existing	<input type="checkbox"/>									
<input type="checkbox"/>	Interdisciplinary	<input type="checkbox"/>									
<input type="checkbox"/>	Skills to accept	<input type="checkbox"/>									
<input type="checkbox"/>	Analytical skills	<input type="checkbox"/>									
<input type="checkbox"/>	Learning skills	<input type="checkbox"/>									
<input type="checkbox"/>	Skills to present facts in	<input type="checkbox"/>									
<input type="checkbox"/>	Decision making skills	<input type="checkbox"/>									
<input type="checkbox"/>	Critical thinking	<input type="checkbox"/>									
<input type="checkbox"/>	Skills to solve conflicts	<input type="checkbox"/>									
<input type="checkbox"/>	Assertiveness	<input type="checkbox"/>									
<input type="checkbox"/>	Intercultural competence	<input type="checkbox"/>									
<input type="checkbox"/>	Competence in gender	<input type="checkbox"/>									
<input type="checkbox"/>	English skills	<input type="checkbox"/>									
<input type="checkbox"/>	Other foreign languages?	<input type="checkbox"/>									

1.2 What do you like the most about our study plan?

1.3 From your point of view, which content / aspect is missing in the study plan?

2. Organisation, information and communication

- | | Very good |
|--|---|
| 2.1 How good do you feel informed about the latest development at the Department of | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2.2 How do assess the possibility to realize your suggestions at the Department of Cooperative | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| | That's fully true |
| 2.3 The standard training plan is designed | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2.4 The standard training plan realizable in our | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

2.5 Which main difficulties do you see when realizing the standard training plan?

- | | Very good | very bad | Not relevant |
|---|---|----------|--------------------------|
| 2.6 How do you assess the approachability of... | | | |
| ... the study department office | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | | <input type="checkbox"/> |
| ... the head of study department | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | | <input type="checkbox"/> |
| ... the professor(s) | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | | <input type="checkbox"/> |
| ...the dean's office | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | | <input type="checkbox"/> |

2.7 What wishes do you have to the Department of Cooperative Studies regarding service and support?

3. Transfer to praxis

- | | That's fully true | Not true at |
|---|---|---|
| 3.1 We take care that all activities have clear relation to the content of at least one module from the past or the following theoretical phase. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> |
| 3.2 The seminar papers (praxis transfer report) are helpful for a theoretically based preparation of current praxis problems. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> |
| 3.3 Intermediate results and final results of the seminar papers were discussed within the company with more than one person (e.g. in team meetings). | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> |
| 3.4 Get the seminar papers and the Bachelor thesis used in your company (e.g. for knowledge management)? | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> |

3.5 What other suggestions for the transfer between theory and praxis do you have?

4. Image and competitive position

4.1 How do you assess the position of the Department of Cooperative Studies in comparison to other alternative study offers?

... national

leading important equal-ranking irrelevant

... regional (Berlin and Brandenburg)

leading important equal-ranking irrelevant

4.2 Which attributes would you assign to the Department of Cooperative Studies?

administrative	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	service providing
dynamic	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	static
traditional	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	innovative
friendly	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	ignorant
big	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	small
integrated	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	heterogeneous
average	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	especial
professional	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	unprofessional

4.3 Which is the most important qualification goal of the dual study?

The education of:

- qualified specialists
- group leader / project manager
- executives for the middle management
- executives for the top management

5. Overall impression and future

5.1 How much are you satisfied with the dual study at the Department of Cooperative Studies at the Berlin School of Economics and Law Berlin?

Very satisfied Not satisfied

5.2. What kind of development do you prefer in future for the Department of Cooperative Studies (e.g. what kind of bachelor and master programs, what further education offers, part-time programs?)

6. Special section – Knowledge exchange

In this part of the survey, which was integrated in the “survey among companies when undertaking the research project about knowledge transfer, the openness to exchange knowledge within an organization should be analyzed. All questions are aiming at the general circumstances in the company and not only at the dual students.

- I totally agree - 1
- I rather agree - 2
- Partly agree - 3
- I rather not agree - 4
- I absolutely disagree - 5

	1	2	3	4	5
6.1 Employees are valued for their individual competencies and experiences.	<input type="checkbox"/>				
6.2 Employees know the importance of knowledge for their company.	<input type="checkbox"/>				
6.3 Employees get encouraged to interact with other groups.	<input type="checkbox"/>				
6.4 .The benefit of knowledge exchange exceeds the costs.	<input type="checkbox"/>				
6.5. We got special bonus schemes for knowledge exchange.	<input type="checkbox"/>				
6.6 Our company structure simplifies the discovery of new knowledge.	<input type="checkbox"/>				
6.7 Our company structure simplifies the production of new knowledge.	<input type="checkbox"/>				

- | | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 6.8 Our company structure simplifies the knowledge exchange across functional borders. | <input type="checkbox"/> |
| 6.9 Employees use internal technologies (intranet, wikis, blogs, databases) to look specifically for new knowledge. | <input type="checkbox"/> |
| 6.10 Employees use internal technologies (intranet, wikis, blogs, databases) to get informed about new products and processes. | <input type="checkbox"/> |
| 6.11 Employees use internal technologies (intranet, wikis, blogs, databases) to get informed about markets and competitors. | <input type="checkbox"/> |
| 6.12 Employees use internal technologies (intranet, wikis, blogs, databases) to swap ideas with other | <input type="checkbox"/> |

7. Basic statistics

In this survey we are asking you for your opinion as decision maker in your company.

Therefore we are interested in general information about your company as well as your function.

7.1 To which business area might your company be assigned?
(Please mark only one field)

<input type="checkbox"/>	Agriculture, hunting and forestry	<input type="checkbox"/>	Transport, warehousing and communication
<input type="checkbox"/>	Fisheries and fish farming	<input type="checkbox"/>	Banking and finance
<input type="checkbox"/>	Mining and mining of ore	<input type="checkbox"/>	Real estate industry
<input type="checkbox"/>	Manufacturing / producing industry	<input type="checkbox"/>	Public administration, social insurance
<input type="checkbox"/>	Energy and water supply	<input type="checkbox"/>	Education
<input type="checkbox"/>	Building industry	<input type="checkbox"/>	Health and social work
<input type="checkbox"/>	Wholesale and retail industry	<input type="checkbox"/>	Other public, social and personal services
<input type="checkbox"/>	Catering and hotel industry		

7.2 How many employees are working within your company?

Worldwide: up to 10 > 50 > 500 > 1000 < 1000

In Germany: up to 10 > 50 > 500 > 1000 < 1000

7.3. In what branch do you educate students at the Berlin School of Economics and Law - Department of Cooperative Studies?
(Please mark only one field.)

<input type="checkbox"/>	Banking	<input type="checkbox"/>	Real estate management	<input type="checkbox"/>	Logistics and transportation
<input type="checkbox"/>	Civil Engineering	<input type="checkbox"/>	Industry	<input type="checkbox"/>	Taxation and auditing
<input type="checkbox"/>	Services	<input type="checkbox"/>	Computer Science	<input type="checkbox"/>	Tourism

<input type="checkbox"/>	Electrical Engineering	<input type="checkbox"/>	International Business Administration	<input type="checkbox"/>	Process and project management
<input type="checkbox"/>	Facility Management	<input type="checkbox"/>	Mechanical Engineering	<input type="checkbox"/>	Insurance
<input type="checkbox"/>	Wholesale and retail	<input type="checkbox"/>	Business information systems		

7.4 In what professional capacity are you felling in this survey?
(Multiple answers are possible.)

- Managing Director / Bearer
 Head of Department / Manager
 Head of Personnel Department
 Training officer

7.4 Name (and subsidiary) of the company (statements are voluntary).

Additional contact information for in-depth conversations

The Department of Cooperative Studies intends to contact a number of participants after finishing this survey. The results of this questionnaire should be discussed in-depth. If you are principally interested, we kindly ask you to provide your name and your telephone number. Your information will be only applied for internal use.

Name, first name:

Telephone number or E-mail address for contact:

**Thank you very much indeed for your cooperation with the
Department of Cooperative Studies at BSEL.**

Glossary: Key terms

Action Field – activities in a certain area that can support VET providers in the development of a quality assurance approach, which corresponds to the EQAVET framework.

BASEL III - a comprehensive set of reform measures, developed by the Basel Committee on Banking Supervision, to strengthen the regulation, supervision and risk management of the banking sector.

Competence - ability to apply learning outcomes adequately in a defined context (education, work, personal or professional development).³⁸

EFQM Model - a non-prescriptive framework for organisational quality management promoted by the European Foundation for Quality Management.

EQAVET - a community of practice bringing together Member States, Social Partners and the European Commission to promote European collaboration in developing and improving quality assurance in VET by using the European Quality Assurance Reference Framework

Formal/Informal/Not Formal Learning - formal learning is learning that occurs in an organised and structured environment and leads to validation and certification; non-formal learning is embedded in

³⁸ Terminology of European education and training policy, CEDEFOP, 2014

planned activities containing an important learning element; informal learning results from daily activities related to work, family or leisure.

Gantt Chart - a tool that illustrates a project schedule

Higher Education – education or learning beyond the secondary level, at college or university

Knowledge - outcome of assimilation of information through learning. Knowledge is the body of facts, principles, theories and practices related to a field of study or work

Instrument - a device to be used for a particular purpose in assuring quality, which needs to be applied skilfully and carefully.

ISO - International Organization for Standardization; develops and publish international standards (amongst others) for various aspects of quality management.

Learner – a person intending to gain competences, knowledge and/or skills by studying, practicing, being taught, or experiencing something.

Learning outcomes - set of knowledge, skills and/or competences an individual has learning attainments acquired and/or is able to demonstrate after completion of a learning process, either formal, non-formal or informal.

LQW - learner oriented quality attestation in continuous education – a system for external quality assurance adapted to training and education

MERI Cycle – a four-step method focussing on the soft skills (motivate- esteem-reflect-inspire) that are needed to operate an internal quality management system, complementing the technical steps of the PDCA cycle.

MiFID: Markets in Financial Instruments Directive - directive of the European Union on the harmonization of financial markets in the European internal market.

PDCA Cycle - (plan–do–check–act) is an iterative four-step quality management method which is used for the measurement and continuous improvement of processes and results.

QA (Quality Assurance) - encompasses any activity that is concerned with assessing and improving the merit or the worth of a development intervention or its compliance with given standards³⁹.

Qualification – a title, a professional degree or an attribute gained in education or training, through examination or by certification.

Quality Assurance (QA) System - the administrative and procedural activities for quality assurance implemented in an organisation

Skills - ability to apply knowledge and use know-how to complete tasks and solve problems.

³⁹ Glossary of Key Terms in Evaluation and Results Based Management. OECD, Paris, 2010.

Stakeholder - a person or an organisation that has a particular stake (interest) in a certain issue because of being involved in or affected by a course of action

Tool - a ready-to-use device (a questionnaire; a check-list) that aids to accomplish a specific task in assuring quality

TQM – (Total Quality Management) is an organisational philosophy in which the promotion of quality and services in all parts of the organisation is a central value.

(VET) Vocational Education and Training - Education and training which aims to equip people with knowledge, know-how, skills and/or competences required in particular occupations or more broadly on the labour market.⁴⁰

VET Provider - public or private entity providing vocational training and/or education.

⁴⁰ Terminology of European education and training policy, CEDEFOP, 2014

Abbreviations

ALP:	Adult Learning Professional
CVET:	Continuing Vocational Education and Training
EAT:	Expert Adult Training Adult Learning Professional
ECTS:	European Credit Transfer System
ECVET:	European Credit System for Vocational Education and Training
EQARF:	European Quality Assurance Reference Framework for VET
EQAVET:	European Quality Assurance in Vocational Education and Training
EQF:	European Qualifications Framework
EFQM:	European Foundation for Quality Management
ET:	Education and Training
EUROBANQUA:	Project took place from 2007 to 2008 and was financed from the European Leonardo da Vinci Program.
FSS:	Financial Services Sector
HE:	Higher Education

ICT:	Information Communication Technology
ISO 9000xx:	A series of standards, developed and published by the International Organization for Standardization (ISO)
IVET:	Initial VET (IVET) programme(s) which lead to a formal qualification
LQW:	Learner oriented quality attestation in VET
MiFID:	Markets in Financial Instruments Directive
PDCA:	Plan-Do-Check-Act
MERI:	Motivate-Esteem-Reflect-Inspire
QA:	Quality Assurance
QUADULTRAINERS:	Project financed by the European Leonardo-da-Vinci program and realized under the aegis of EBTN
SMART:	Specific, Measurable, Accepted, Realistic and Timely.
TQM:	Total Quality Management
VET:	Vocational Education and Training

PARTNERSHIP



www.quadroproject.eu

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