

ANNEX 1

Toolbox supporting implementation of internal quality management based on the PDCA/quality cycle

1.1. Example of strategic planning according to indicators ⁽⁹⁾

Criteria	Approach	Deployment
	RIGHTS AND DUTIES	RIGHTS AND DUTIES
15	Respect for and protection of human dignity is anchored in our corporate philosophy (thesis No 5). Based on this, we have a Charter of Rights.	Information on the Charter of Rights: bulletin boards, discussions, internet, intranet, residents' meetings, elected bodies of the service users, presentation at meetings with relatives, handing out to new employees, further training of the elected bodies, Ombudsman, Charter of Rights is brought up at the familiarisation of new employees and in staff meetings, addressing the topic in the daily life and in everyday work, frequent development discussions on the Charter of Rights.
16	From the first contact onwards, we consider it important to inform people about their rights and duties. We do this in a way they can understand and that is accessible for them. First contact does not only mean personal contact, but also gathering information about Josefsheim via internet, brochures and other media. It also includes contact via phone or in written form as a letter or e-mail. We include our service users in the develop-	Relaunch of the website in March 2011, further development of the printed media (presentation of the new corporate design in June 2012), first contact: free initial consultation, free info line, anonymous advice via the internet (participating in Caritas model project for online counselling), emphasising discussions with the elected bodies, naming the rights and duties in the contracts with the service users, addressing the rights and duties

⁽⁹⁾ Josefsheim gGmbH, Olsberg, Germany, www.josefsheim-bigge.de [accessed 7.7.2014].

Results		
	RIGHTS AND DUTIES	ANNEX No
Indicator 1	Result of periodic evaluation of the Charter of Rights and consequent changes	Charter of Rights
Indicator 2	Level of familiarity of employees with the Charter of Rights (percentage of agreement with the statement: 'I know the Charter of Rights of the Josefsheim')	
Indicator 1	Percentage of agreement of service users with the statement: 'I know my rights and duties'	
Indicator 2	Number and type of publications of the Charter of Rights (bulletin board, internet, intranet, discussions, minutes, events, trainings)	

Criteria	Approach	Deployment
	RIGHTS AND DUTIES	RIGHTS AND DUTIES
16	ment. They are represented by their elected councils.	in the individual planning meetings, implementation of the residential and participatory law (Wohn- und Teilhabege- setz), group 'new here'.
17	We want to develop our company together with people. This is anchored in our corporate philosophy (theses No 9, 10 and 11). We have a complaints management system. Feedback can be given directly, but also via the service users' elected councils. They are collected, processed and evaluated systematically. Every complainant gets feedback to his/her complaint.	Process 3.6.7 complaint management, the elected bodies are the contact points for our service users, regular meetings of these committees with the management about the suggestions and complaints, elected bodies have confidants at the Josefsheim, Ombudsman, additionally the contribution is possible via the suggestion systems, service user surveys on satisfaction, group discussions of the service users, round-table discussions in vocational training centre on current issues.
	SELF DETERMINATION	SELF DETERMINATION
18	In our corporate philosophy (thesis No 6) we determine: 'we facilitate and encourage the involvement and participation of people with disability in society. We support each individual with a disability in developing its prospects. By providing education we enable him to realise his/her vision of life self-determined. By doing so we facilitate and encourage participation and empowerment of people with disability'.	Individual planning meetings, learning opportunities with modules, efforts to peer counselling, involvement of the service users in projects ('we empower uS bH', 'competently mobile', 'getting older together in Olsberg'), personal future planning as a method, functional specification of vocational training in the sheltered workshop is based on the idea of lifelong learning, group 'together we are strong', addressing the topics in the political and religious instruction at the vocational college.
19	In our corporate philosophy (thesis No 5) we determine: 'we assist people with disability in becoming politically and socially active. We establish and maintain contacts to decision-makers in politics, economy and society'. In this context, it is important to know that we	Contacts and activities: county disability advisor, disability advocacy, Ombudsman, consultation hour of the mayor, politicians, president of the Chamber of Commerce as cooperation partner, association of medium-sized businesses, member of north Rhine-Westphalian

Results		
	RIGHTS AND DUTIES	ANNEX No
Indicator 1	Number and type of complaints received, differentiated according to different stakeholders (from annual report?)	
Indicator 2	Number and type of feedback given to the complaints (from annual report?)	
	SELF DETERMINATION	ANNEX No
Indicator 1	Percentage of agreement of service users with the statement: 'I could get involved with my individual planning'	
Indicator 2	Percentage of agreement of service users with the statement: 'I can put my vision of life into effect'	
Indicator 1	Quality of life survey: percentage of agreement of service users with the statement: 'I was enabled to engage myself in the community'	
Indicator 2	Number of offers of the Josefsheim	

Criteria	Approach	Deployment
	SELF DETERMINATION	SELF DETERMINATION
19	understand social engagement as participation in society. We provide our service users with additional contacts apart from our staff and assist in the selection of internal and external trust.	Committee of Sheltered Workshops, involvement of service users in planning the Aqua and the train station in Olsberg, barrier-poor woodland trail, advocacy, organisational support of protest days, placement of external advisory bodies, prevention specialists, spiritual advisor, provision of individual communication assistance.
	INVOLVEMENT OF PERSON SERVED	INVOLVEMENT OF PERSON SERVED
28	In our corporate philosophy we determine: 'we support every single person with disability in developing its prospects'. Furthermore: 'together with the person with disability we constantly adjust our services to his/her individual needs and life planning' (thesis No 6 and 7). Thus we involve the service users individually as well as collective. Our communication system guarantees a constant dialogue. That way we include people with disability actively in the development of our services.	Contribution via: suggestion system, residents' meetings, department conferences, division conferences, company's conference, meetings of the elected bodies, involvement of people with disability in our projects ('we empower uS bH', 'competently mobile'), workshops on service development at JOVITA, peer counselling, service user surveys, deployment on individual level: assessment as a basis for individual planning and review, individual planning meetings, training on inclusion.
29	Based on our corporate philosophy (thesis No 7 and 11) people with disability actively participate in the planning and review of our services. This happens on an individual as well as a collective level. To do this systematically, we regularly evaluate the participation and use the results of the evaluations for the continuous improvement of our services. We employ benchmarking to compare our capability with other service providers.	At individual level: individual planning meetings, evaluation done by rehabilitation moderators, at collective level: evaluation done by the company's conference, head of divisions and executive director, service user surveys, internal benchmarking related to the residential housing and participation law (Wohn- und Teilhabegesetz), business development through service user (for example extension of House Heinrich Sommer).

Results		
	SELF DETERMINATION	ANNEX No
	INVOLVEMENT OF PERSON SERVED	ANNEX No
Indicator 1	Percentage of agreement of service users with the statement: 'I am fully involved in my individual planning'	
Indicator 2	Satisfaction of service users with their involvement in the individual planning, percentage of agreement with the statement: 'I am taken seriously'	
Indicator 1	Evaluation of participation in the development of services (quantitative)	
Indicator 2	Annual evaluation of the participation of service users at collective level (elected bodies)	

Criteria	Approach	Deployment
	EMPOWERMENT OF PERSON SERVED	EMPOWERMENT OF PERSON SERVED
30	<p>At Josefsheim, a culture of empowerment is a core attitude (thesis No 6). We provide both service users and employees with a variety of tools to increase and strengthen their empowerment. We consider the individual service user and his/her environment. We regularly review our tools for empowerment of employees and service users and develop them continuously. We support service users in their participation in society and work towards a society that allows and encourages participation.</p>	<p>At individual level: individual planning meetings, at collective level: Vrijbaan, request, future workshop as a method, projects concerning personal budget, project 'we empower uS bH', personal future planning as a method, phases of practical vocational training in companies, new housing concepts, involvement in accessibility in the community (for instance Aqua Olsberg, barrier-poor woodland trail in Olsberg).</p>
31	<p>In our corporate philosophy we determine: 'we take influence on decisions and shape the change actively' (thesis No 5). The aim is to create an environment that promotes the empowerment of people with disability. Thus we train our staff on empowerment. We also use our contacts at local, regional, national and European level. Our aim is to be a trendsetter (thesis No 11). All our activities undergo scientific monitoring.</p>	<p>Implementation of request as a result of the project Equabench, contacts in politics, economy and society with regular exchange, public naming of hindrances, barriers and risks, disability advocacy in Olsberg and the county (Hochsauerlandkreis), further training, projects, scientific monitoring done by universities, analysis of the environment as a focus of the assessment, Josefsheim as a service provider for other employers to break down barriers at the workplace.</p>

Results		
	EMPOWERMENT OF PERSON SERVED	ANNEX No
Indicator 1	Percentage of agreement of service users with the statement: 'at the Josefsheim, a culture of empowerment is part of the daily life'	
Indicator 2	Evaluation of instruments and their usefulness, regular process monitoring	
Indicator 1	Request: organisational profile and individual profiles	
Indicator 2	Actions of the Josefsheim concerning empowerment	

1.2. Example of QMS-related responsibilities of an administration ⁽¹⁰⁾

Responsibilities of the LMA director with regard to the QMS are to:

- (a) approve policies and quality manager of the LMA;
- (b) take decisions on summaries of evaluative analysis of the quality system;
- (c) preside over meetings of the LMA administration on assessment of the quality system;
- (d) distribute funds for activity development;
- (e) form the LMA administrative services, establish principles of their activities and appoint their heads.

Responsibilities of the LMA vice-director for academic affairs with regard to the QMS are to:

- (a) study organisation and control;
- (b) apply research planning and supervise its operation in departments;
- (c) monitor library activity and its development;
- (d) plan and organise professional development and attestation of the academic staff;
- (e) initiate international cooperation and other projects in the academic field and organisation of their implementation;
- (f) plan, organise and control development of methodological provision of studies;
- (g) ensure requirements of the QMS comply with requirements of standard ISO 9001:2008.

⁽¹⁰⁾ Lithuanian Maritime Academy (LMA) (*Lietuvos aukštoji jūreivystės mokykla*), Klaipėda, Lithuania.

Responsibilities of the LMA vice-director for practical training with regard to the QMS are to:

- (a) organise student practices;
- (b) monitor organisation and development of the Seamen's Training Centre operation and training workshops;
- (c) develop, organise and monitor short-term (specialised) courses for seamen and other interested people;
- (d) plan, organise and monitor development and maintenance of facilities for practical training;
- (e) ensure QMS requirements for practices and specialised courses comply with requirements of standard ISO 9001:2008.

Rights and responsibilities of heads of departments and units are set in respective procedures of process management. Principal responsibilities of heads of departments are to:

- (a) encourage quality policies in everyday activities;
- (b) check how staff observe the procedures, regulations and instructions.

1.3. Questionnaire to teachers for self-reflecting on student's assessment ⁽¹¹⁾

Teachers reflect on how they evaluate students

For the teacher

Subject

The assessment Tick only one choice

Manage time

(a) I consider the time spent on the assessment of tests as:

- | | |
|--|--------------------------|
| (i) a necessary inconvenience; | <input type="checkbox"/> |
| (ii) a task little or not at all repaid; | <input type="checkbox"/> |
| (iii) a part of my duties; | <input type="checkbox"/> |
| (iv) an important step of the learning/teaching process; | <input type="checkbox"/> |
| (v) other. | <input type="checkbox"/> |

(b) Before a test:

- | | |
|---|--------------------------|
| (i) I only tell my students the date and the topic on time; | <input type="checkbox"/> |
| (ii) I never tell them the date; | <input type="checkbox"/> |
| (iii) it is my students' responsibility to study on time; | <input type="checkbox"/> |
| (iv) I prepare exercises and simulations on time; | <input type="checkbox"/> |
| (v) other. | <input type="checkbox"/> |

(c) As regards periodical tests:

- | | |
|--|--------------------------|
| (i) I use materials prepared by myself for other classes/previous years; | <input type="checkbox"/> |
| (ii) I use the materials provided by the textbooks; | <input type="checkbox"/> |

⁽¹¹⁾ Project LLP-LDV-TOI-09-IT-0448 'ValeRIA' 'Assessing the relationship between teaching and learning', Istituto d'Istruzione Superiore Altiero Spinelli, Milan, Italy, www.iisaltierospinelli.it [accessed 7.7.2014].

(iii) I often prepare the tests with my colleagues;	
(iv) I prepare the tests by myself;	
(v) other.	
(d) As regards the types of tests, they are:	
(i) mainly only one type of test (only oral, only written, only graphical);	
(ii) different tests according to the modality, type, structure, length;	
(iii) I prefer written tests for their objectivity;	
(iv) I prefer oral tests as I can see the results immediately;	
(v) other.	
Correction of written tests	
(e) The analysis of results leads me to:	
(i) an immediate feeling of satisfaction/ dissatisfaction;	
(ii) I don't think about it a lot, I start my work again;	
(iii) I use the results for general assessment and I get on with my work;	
(iv) a reflection with my available colleagues (class council, subjects...);	
(v) other.	
(f) When the result is completely negative:	
(i) I take it out on my students;	
(ii) I take it out on myself;	
(iii) I take it out on my colleagues;	
(iv) I reflect about the reasons for failure on my own;	
(v) I reflect about the reasons for failure with the class;	
(vi) other.	
(g) After a test with unsatisfying results I spend time:	
(i) revising the topic;	
(ii) using different types of tests on the same topic;	

(iii) continuing the syllabus without giving importance to the result;	
(iv) discussing with the students the reasons for their failure;	
(v) revising the topic using a different method;	
(vi) other.	
(h) When the test is very positive:	
(i) I have some doubts on the effectiveness of the test;	
(ii) I inform all my students about my satisfaction;	
(iii) I am personally satisfied;	
(iv) I check with other tests and highlight the individual progress;	
(v) other.	
(i) After a test with satisfying results I spend time:	
(i) rewarding my students for the achieved result;	
(ii) enhancing knowledge and skills to plan the next topics;	
(iii) I don't waste time and get on with the syllabus;	
(iv) feeling satisfied;	
(v) other.	
Mark	
(j) As regards the assessment of a single test:	
(i) I am influenced by the results of previous tests;	
(ii) I only correct the single test, then I will work out an arithmetic mean;	
(iii) I don't use the whole range of marks from 1 to 10;	
(iv) I always use the whole range of marks from 1 to 10;	
(v) other.	

Appeal

(k) If the assessment is questioned by a student or his/her parents:

(i) I state my specific competence and I end the conversation;	
(ii) I change my assessment to avoid any argument;	
(iii) I listen to the observations and reflect; if necessary, I change it;	
(iv) I justify clearly my evaluation, if I am convinced;	
(v) I try to get understanding from my colleagues;	
(vi) I go to my principal, I feel offended;	
(vii) other.	

1.4. Questionnaire to assess the teaching process-class observation ⁽¹²⁾

Classroom observation

Class			
Subject			
Date			
The teacher begins the lesson by revising previous topics.	<input type="checkbox"/>	<input type="checkbox"/>	
The teacher uses materials and various teaching aids, such as slides, audiovisuals, boards and text books.	<input type="checkbox"/>	<input type="checkbox"/>	
The teacher does not waste his/her time and begins the lesson immediately.	<input type="checkbox"/>	<input type="checkbox"/>	
The teacher explains clearly and fully.	<input type="checkbox"/>	<input type="checkbox"/>	
The teacher is able to involve all his/her students.	<input type="checkbox"/>	<input type="checkbox"/>	
The teacher encourages his/her students' participation.	<input type="checkbox"/>	<input type="checkbox"/>	
The students are interested in the lesson and take part in it.	<input type="checkbox"/>	<input type="checkbox"/>	
The students listen to their schoolmates' contributions carefully.	<input type="checkbox"/>	<input type="checkbox"/>	
All the students take part in the group work, if scheduled, and cooperate with each other.	<input type="checkbox"/>	<input type="checkbox"/>	
If the teacher questions a student, the others listen carefully and participate.	<input type="checkbox"/>	<input type="checkbox"/>	

⁽¹²⁾ Project LLP-LDV-TOI-09-IT-0448 'ValeRIA' 'Assessing the relationship between teaching and learning', Istituto d'Istruzione Superiore Altiero Spinelli, Milan, Italy, www.iisaltierospinelli.it [accessed 7.7.2014].

1.5. Guidelines to teachers for collecting learners' feedback on their learning experience ⁽¹³⁾

Listening to learners

Discussion themes for learner engagement meetings

The learning process

Learner motivation and engagement	<ul style="list-style-type: none"> ● What makes a good lesson? ● What makes a good teacher? ● What makes a good learner?
Use of resources by learners	<ul style="list-style-type: none"> ● What equipment and facilities help you to learn in class?
Reflection on learning	<ul style="list-style-type: none"> ● How often do you get a chance to talk about your learning/progress with your teacher? How regularly?
Independence in learning	<ul style="list-style-type: none"> ● How much of an opportunity do you get to get on with things yourself or with other learners? ● Do you want more or less of that? ● How much of an opportunity do you get to work in smaller groups or on your own with the teacher?
Progress and outcomes of learning	<ul style="list-style-type: none"> ● Do you feel you could have learned more/made more progress? In what ways? ● What do you think are the main benefits of learning?

The teaching process

Application of professional and subject knowledge	<ul style="list-style-type: none"> ● How interesting and relevant does your teacher make the topics?
Application of good practice in teaching	<ul style="list-style-type: none"> ● Is there anything really good in some classes that never happens in any others?

⁽¹³⁾ Anniesland College, Glasgow, Scotland/UK.

Focus on learners	<ul style="list-style-type: none"> ● Do you always get a chance to say what you want to say in the classroom? ● If there is a class discussion you make a contribution? If not, why not? ● Is there a good atmosphere in the class?
Contextualised learning	<ul style="list-style-type: none"> ● Is your other job experience/life experience helpful? ● Do you get a chance to talk about and use it? ● What have you learned from other learners? How have you learned it?
Use of resources (including information communication technology)	<ul style="list-style-type: none"> ● What do you think of the hand-outs, computers and other resources used in the teaching sessions?
Promotion of achievement	<ul style="list-style-type: none"> ● How is your progress celebrated or recognised in class? ● How does the teacher motivate you to want to achieve more?

Context and planning of learning and teaching

Staff-learner relationships	<ul style="list-style-type: none"> ● Do you always get a chance to say what you want to say in the class? ● If there is a class discussion you make a contribution? If not, why not? ● Is there a good atmosphere in the class?
Planning of learning activities	<ul style="list-style-type: none"> ● How do you know what you will be doing in class from one session/ lesson to the next? ● Are you informed when your assessments will take place? ● Are you given assessment results quickly?

Physical environment	<ul style="list-style-type: none"> ● How does the classroom and all that goes on in it affect your learning?
Standards set by staff	<ul style="list-style-type: none"> ● What makes a good lesson? ● What makes a good teacher? ● What makes a good learner? ● How does your teacher let you know what is expected of you?

Learner progress and achievement

Progress from prior attainment, achievement, learning and experience	<ul style="list-style-type: none"> ● Is your other job experience/life experience helpful? ● Do you get a chance to talk about it? ● Use it?
Skills – personal and learning, core, vocational, employability, citizenship	<ul style="list-style-type: none"> ● What skills do you feel you are gaining? ● Any skills you think relate to work? ● How will these skills help you find the kind of job you want? ● What about the skills for your everyday life?

Learner attainment

Attainment of formal qualifications	<ul style="list-style-type: none"> ● What are the qualifications you can gain from this class? ● How do you know you have succeeded?
Attainment in industry-related awards and tests	<ul style="list-style-type: none"> ● Are you involved in any other qualifications or certificates related to this subject area or the kind of work you are interested in?
Retention	<ul style="list-style-type: none"> ● Has your teacher(s) helped make sure you stay on the course? ● Have there been any times/reasons when you thought about leaving?

Retention	<ul style="list-style-type: none"> ● How are attendance and punctuality concerns picked up in the class?
Post-course success including progression to higher education, relevant area and level of employment	<ul style="list-style-type: none"> ● Have you had any information about how successful this class/programme is? ● Information on what you might progress to once you have finished?
Success in award schemes, competitions, etc.	<ul style="list-style-type: none"> ● Tell me about any extras that you get involved in – any competitions, shows, trips or awards that you have been involved in.

Listening to learners

Sample questions for meetings with learners.

Learning and teaching process:

- are most lessons interesting;
- is the right equipment easily available; do you get help to use it;
- do you get the right resources, such as hand-outs, books, computers, software, Internet access;
- do you often get a chance to talk to your teachers about your learning and progress;
- do you get the opportunity to get on with work yourself, such as searching for information or practising skills;
- do teachers help you if you find the work difficult or if you want to find out more;
- do you and fellow learners get a chance to talk about your job and life experience when this is relevant to your course;
- does the atmosphere in lessons help you to learn;
- is there plenty of opportunity to discuss relevant topics with other learners and the teachers;
- do teachers let you know what work you will be doing throughout your programme;

- (k) are the classrooms suitable for the work you are doing;
- (l) do the teachers make sure that everyone can get down to their work without wasting time;
- (m) are you made aware of what you need to do to pass your assessments and get your qualifications.

Learner progress and outcome:

If you have any previous experience in your college subjects, do you get a chance to use it to progress further or more quickly?

Are you getting a chance to improve your skills in:

- (a) written and spoken communication;
 - (b) ability to work with numbers;
 - (c) ability to work with other people;
 - (d) ability to solve problems (not just numerical);
 - (e) ability to use computers.
-

Do you feel that you have had a chance to:

- (a) develop other personal skills which might improve chances in life;
 - (b) develop the skills or qualifications you wanted;
 - (c) prepare yourself gradually for work or further study after completing your course.
-

Do you know when your assessments will be taking place and in what ways do you receive feedback about your performance in subjects?

Have you ever thought of leaving because the programme or lessons were not well run?

Have you ever thought of leaving because you felt you were not getting enough help?

1.6. Guidelines for a staff appraisal interview ⁽¹⁴⁾

EFQM performance review

Last name, first name	
Position	
Date of meeting	
Date of the previous meeting	
Person conducting the meeting	
Other participants	
(a) Employee's feedback to school directors.	
(b) School director's feedback to employee.	
(c) Suggestions to improve work at school.	
(d) Need for advanced training.	
(e) Agreed goals and activities:	
1.	
2.	
3.	
4.	
To be completed by:	By:
Signature from the school's directors	Employee's signature

⁽¹⁴⁾ Dr Walter Bruch School BBZ (vocational centre), Saarland, Germany.

1.7. Questionnaire to students for self-reflection ⁽¹⁵⁾

Student's self-reflection

For the student

Think carefully and answer sincerely, your opinion is important to us especially to improve the work and also your results.

Male/Female:		Birth year:	
Class:		Date:	/ /

In the month of I received my school report; it seems important to me to reflect and suggest my comments.

Progress at school

1. Am I satisfied with my progress at school? Grade from one (not at all) to four (a lot)	
2. The subjects or activities in which I had difficulties are (put them according to the difficulty):	
2.1.	2.2.
2.3.	2.4.
3. What are the reasons for the negative results? (state, for the two subjects or activities you found most difficult, the possible causes, marking only one answer).	
In 2.1	
3.1.1. I don't understand a lot of the explanations	
3.1.2. I get easily distracted	
3.1.3. I don't feel equal to the tasks	
3.1.4. I try to follow the lecture but then I lose interest	
3.1.5. I study but I do not commit myself enough	
3.1.6. Other	

⁽¹⁵⁾ Project LLP-LDV-TOI-09-IT-0448 'ValeRIA' 'Assessing the relationship between teaching and learning', Istituto d'Istruzione Superiore Altiero Spinelli, Milan, Italy, www.iisaltierospinelli.it [accessed 7.7.2014].

4. The subjects and activities I liked most are:

4.1.		4.2.	
4.3.		4.4.	

5. How much time do you on average spend on studying (including homework) every day?

30 minutes/one hour at the maximum	
Less than two hours	
More than two hours	
I never feel like studying...	

6. Am I aware of the fact that I had problems outside school that adversely influenced my concentration and progress?

Yes		No	
-----	--	----	--

7. How can I close the gaps in my progress? (mark with a cross)

7.1. I will commit myself much more in class	
7.2. I would like help such as assisted studying	
7.3. Through remedial lessons	
7.4. I have to find the will and peace again	
7.5. I will ask for explanations	
7.6. I have to find peace	

Relationships in class

8. The relationship with classmates is:

very good		good		average		not good	
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9. And with teachers/trainers:

very good		good		average		not good	
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1.8. Teacher's self-reflection on assessment ⁽¹⁶⁾

For the teacher	
Subject	
The assessment	Tick only one choice
Manage time	
1. I consider the time spent on the assessment of tests as:	
1.1. a necessary inconvenience;	
1.2. a task little or not at all repaid;	
1.3. a part of my duties;	
1.4. an important step of the learning/teaching process;	
1.5. other.	
2. Before a test:	
2.1. I never tell them the date;	
2.2. It is my student's responsibility to study on time;	
2.3. I prepare exercises and simulations on time;	
2.4. other.	
3. As regards periodical tests:	
3.1. I use materials prepared by myself for other classes/previous years;	
3.2. I use the materials provided by the textbooks;	
3.3. I often prepare the tests with my colleagues;	
3.4. I prepare the tests by myself;	
3.5. other.	

⁽¹⁶⁾ Project LLP-LDV-TOI-09-IT-0448 'ValeRIA' 'Assessing the relationship between teaching and learning', Istituto d'Istruzione Superiore Altiero Spinelli, Milan, Italy, www.iisaltierospinelli.it [accessed 7.7.2014].

4. As regards the types of tests, they are:

- | | |
|---|--|
| 4.1. mainly only one type of test
(only oral, only written, only graphical); | |
| 4.2. different tests according to the modality,
type, structure, length; | |
| 4.3. I prefer written tests for their objectivity; | |
| 4.4. I prefer oral tests as I can see the results
immediately; | |
| 4.5. other. | |

Correction of written tests

5. The analysis of results leads me to:

- | | |
|---|--|
| 5.1. An immediate feeling of satisfaction/
dissatisfaction; | |
| 5.2. I don't think about it a lot, I start my work again; | |
| 5.3. I use the results for general assessment and
I get on with my work; | |
| 5.4. a reflection with my available colleagues
(class council, subjects...); | |
| 5.5. other. | |

6. When the result is completely negative:

- | | |
|---|--|
| 6.1. I take it out on my students; | |
| 6.2. I take it out on myself; | |
| 6.3. I take it out on my colleagues; | |
| 6.4. I reflect about the reasons for failure
on my own; | |
| 6.5. I reflect about the reasons for failure
with the class; | |
| 6.6. other. | |

7. After a test with unsatisfying results I spend time:

- | | |
|--------------------------|--|
| 7.1. revising the topic; | |
|--------------------------|--|
-

7.2. using different types of tests on the same topic;	
7.3. continuing the syllabus without giving importance to the result;	
7.4. discussing with the students the reasons for their failure;	
7.5. revising the topic using a different method;	
7.6. other.	
8. When the test is very positive:	
8.1. I have some doubts on the effectiveness of the test;	
8.2. I inform all my students about my satisfaction;	
8.3. I am personally satisfied;	
8.4. I check with other tests, and highlight the individual progress;	
8.5. other.	
9. After a test with satisfying results I spend time:	
9.1. rewarding my students for the achieved result;	
9.2. enhancing knowledge and skills to plan the next topics;	
9.3. I don't waste time and get on with the syllabus;	
9.4. feeling satisfied;	
9.5. other.	
Mark	
10. As regards the assessment of a single test:	
10.1. I am influenced by the results of previous tests;	
10.2. I only correct the single test, then I will work out an arithmetic mean;	
10.3. I use the test for global assessment of the student/class and of the syllabus as well;	

10.4. I don't use the whole range of marks from 1 to 10;	
10.5. I always use the whole range of marks from 1 to 10;	
10.6. other.	
Appeal	
11. If the assessment is questioned by a student or his/her parents:	
11.1. I state my specific competence and I end the conversation;	
11.2. I change my assessment to avoid any argument;	
11.3. I listen to the observations and reflect; if necessary, I change it;	
11.4. I justify clearly my evaluation, if I am convinced;	
11.5. I try to get understanding from my colleagues;	
11.6. I go to my principal, I feel offended;	
11.7. other.	

1.9. Teacher assessment form ⁽¹⁷⁾

Assessment form for the teacher								
Data sheet to assess the teaching and behaviour of teachers								
Class								
Date								
Criterion	Grade						Assessment	
	1	2	3	4	5	6	Total	Ø
Interesting lesson								
Writing/graphics on the board								
Work instructions (practical/theoretical)								
Ability to explain								
Use of different media (e.g. blackboard, overhead projector, slides)								
Good, alternating methods of teaching								
Expertise								
Is grading understandable?								
Assertiveness								
Fairness towards pupils								
Ability to accept criticism								
Punctuality								
Teacher's readiness								
External appearance								
Sense of humour								
Own sense of wellbeing during the lesson								

⁽¹⁷⁾ Dr Walter Bruch School BBZ (vocational centre), Saarland, Germany.

Comments:	Final grade
Criticism	
Praise	
Improvement	

This survey should be conducted by every teacher in every class towards the end of the school year.

The survey is done anonymously without the teacher monitoring the pupils.

Note: the sum per line divided by the number of pupils results in the average assessment of the individual criterion. The sum of the average assessments divided by 16 results in the summarised final assessment.

1.10. Questionnaire to students for assessing their teachers (second example) – Teachers through students’ eyes ⁽¹⁸⁾

Teachers/trainers in students’ eyes

For the student

Read carefully, answer sincerely and appreciate that you are being asked for your views on your teachers. Insert from one (if you do not agree at all) to four (if you really agree):

- | | |
|---|--|
| (a) he/she makes me want to study the subject he/she teaches, although I know it is very difficult; | |
| (b) at the beginning of the year he/she comes to an agreement with us which is respected by him/her; | |
| (c) he/she rarely loses patience and, if it happens, he/she gives us his/her reasons about his/her complaint and he/she establishes a relationship with us again; | |
| (d) he/she tries to involve everybody and he/she considers us like a working community; | |
| (e) he/she explains clearly and we know what to do; | |
| (f) he/she smiles and works well with the class; | |
| (g) he/she is helpful about discussing his/her decisions, if he/she thinks it is necessary; | |
| (h) he/she helps us and makes us think, face the problems and be responsible for our actions; | |
| (i) he/she worries about teaching us a study and preparation method; | |
| (j) he/she tries not to do boring lessons; | |

⁽¹⁸⁾ Project LLP-LDV-TOI-09-IT-0448 'ValeRIA' 'Assessing the relationship between teaching and learning', Istituto d'Istruzione Superiore Altiero Spinelli, Milan, Italy, www.iisaltierospinelli.it [accessed 7.7.2014].

(k) before setting a test, he/she prepares steps for the tests;	
(l) he/she listens to us;	
(m) he/she does not make fun of those who make mistakes and he/she always respects students;	
(n) the teacher explains always the elements he/she uses for evaluation;	
(o) he/she tells us his/her objectives and reminds us the importance of what he/she teaches;	
(p) when he/she makes a mistake or has a doubt, he/she acknowledges it;	
(q) at the end of the units, we appreciate we have learned something new;	
(r) the activities' timetable is respected;	
(s) he/she explains our mistakes clearly and tells us how we can close any gaps;	
(t) he/she gives back our tests corrected within a reasonable time (maximum 15 days);	

1.11. Questionnaire to teachers for reflecting and assessing teaching ⁽¹⁹⁾

Teaching reflection and assessment		Tick only one answer
For the teacher		
Subject		
(a) How much do I know about my students' personal experiences:		
(i) little or nothing;		
(ii) well enough but it does not change my assessment;		
(iii) well enough and I consider it in the assessment;		
(iv) other.		
(b) I am aware of the different learning styles and times:		
(i) yes, but I do not care about them;		
(ii) no, the students must only study;		
(iii) yes, I often take them into account;		
(iv) no, but I would understand them;		
(v) other.		
(c) The activities I use to get my students to acquire my subject contents:		
(i) they must study at home, completing exercise by themselves;		
(ii) give out exercises in class/in the laboratory;		
(iii) I suggest outlines and mind maps to train their memory;		
(iv) I give them work to do at home and I check it regularly;		

⁽¹⁹⁾ Project LLP-LDV-TOI-09-IT-0448 'ValeRIA' 'Assessing the relationship between teaching and learning', Istituto d'Istruzione Superiore Altiero Spinelli, Milan, Italy, www.iisaltierospinelli.it [accessed 7.7.2014].

(v) I give them work to do at home and I sometimes check it;	
(vi) other.	
(d) How I check the acquisition of the essential contents of my subject:	
(i) I prepare tests similar to the ones my students have done in the classroom;	
(ii) I give surprise tests as it is better;	
(iii) I test my students orally as soon as possible;	
(iv) I test my students at the end of the term, arranging the dates;	
(v) other.	
(e) What importance I give to the basic elements of my work as a teacher (answer grading from one (not at all) to five (very much)):	
(i) mastering my subject contents;	
(ii) knowledge of my students;	
(iii) programming/planning with my colleagues;	
(iv) traditional teaching instruments;	
(v) new technologies such as the interactive whiteboard;	
(vi) e-learning, blog, etc.;	
(vii) subjects updating;	
(viii) pedagogical updating;	
(ix) other.	
(f) My favourite methodologies are (maximum two answers):	
(i) learning by problems;	
(ii) face-to-face lectures;	
(iii) conceptual maps;	
(iv) group work;	

(v) induction;	
(vi) text explanation;	
(vii) practical demonstrations;	
(viii) other.	

(g) Verification of my completed work can be defined as follows (maximum two answers):

(i) I am interested in my colleagues' opinion(s);	
(ii) I am interested in the parents' opinion(s);	
(iii) I am interested in the working atmosphere in the classroom;	
(iv) I ask my students' opinion(s);	
(v) I am not worried, I can work well;	
(vi) I am interested in my principal's opinion;	
(vii) other.	

(h) Relationships with other people. I am interested in the collaboration with:

	not at all	little	enough	very much
h.1. subject colleagues;				
h.2. colleagues of the team or of the class council;				
h.3. all school teachers;				
h.4. the principal;				
h.5. administrative staff;				
h.6. the head administrator;				
h.7. parents;				
h.8. students;				
h.9. the territory/education authority.				

1.12. Campaign protocol for collecting feedback ⁽²⁰⁾

Campaign – consistent activities, implemented in a certain period to find out and assure quality of education.

Phases of campaign:

- (a) preparing the campaign plan (objectives, indicators, areas, associated classes, teachers, subjects, students, time of survey) considering availability of computer science classroom, timetable of class time meant for campaign, survey before or after lesson. An informatics teacher must be in the quality group and be present in the survey. Survey schedule has to be announced on time on bulletin board for students, in staff room, on web pages, and it has to be put into teacher's mailboxes and sent by e-mail;
- (b) introducing campaign plan to teaching staff;
- (c) placement of computer programme for survey (passwords required, questionnaires);
- (d) sending invitations for collective survey to small number of teachers. Invitations have to be put into teachers' mailboxes and sent by e-mail, especially to class teachers of associated classes;
- (e) check working of the e-questionnaire and inform the administrative system manager about implementation of the survey (day before survey);
- (f) preparation of computer science classroom; on day of the survey (before arrival of students) teacher has to prepare the classroom, switch on computers and enter passwords for campaign participants;
- (g) surveying students; every student fills in the questionnaire on his/her computer in the classroom. If there are more students than computers, survey takes place in two groups. While surveying two teachers must be present – supervisors (member of the quality group and informatics teacher) or just an informatics teacher as a member of the quality group. Teacher supervisor takes care that the survey runs without any disturbances (clears up any confusion, ensures correct filling in of questionnaires);

⁽²⁰⁾ Velenje School Centre (*Šolski Center Velenje*).

- (h) after the survey students can compare their answers with other students;
- (i) surveying teachers; while surveying a small group of teachers two members of the quality group have to be present or just one informatics teacher who is also a member of the quality group;
- (j) after the survey teachers are able to see students' survey results, because teachers fulfil it in after students;
- (k) completing minutes of the survey; teachers/supervisors complete the minutes with information required (date, time of survey, class, number of students, survey course);
- (l) after the campaign members of the quality group check results, find out weaknesses and strengths and plan improvement;
- (m) presentation of survey results to whole teaching staff (made by members of the quality group);
- (n) preparation of the final report on implementation of the survey (made by quality group).

1.13. Questionnaire for workplace instructors ⁽²¹⁾

On-the-job learning workplaces

Employer feedback

On-the-job learning questionnaire for workplace instructors

1. Employer sector (select):					
2. Number of staff employed by the work unit:					
3. Number of on-the-job learners at my worksite annually (select):					
4. I have worked as a workplace instructor for (select):					
5. I have received coaching or training for my duties as a workplace instructor (select):					
6. Educational institution being assessed (select):					
7. Students' field of vocational educational and training (select):					
8. Qualification pursued by the students (select):					
Preparation	I fully disagree	I disagree	Neither agree nor disagree	I agree	I fully agree
9. I discussed the practices of working life with the student.					
10. I had sufficient advance knowledge of instructing on-the-job learners.					
11. The goals, contents and duties related to on-the-job learning were agreed between the teacher and the student.					
12. I received sufficient advance information about students coming for on-the-job learning.					

⁽²¹⁾ North Karelia Municipal Education and Training Consortium, Finland.

13. I provided induction for the student into the workplace and his/her duties.					
14. I provided the students with sufficient induction into occupational safety.					
On-the-job learning period	I fully disagree	I disagree	Neither agree nor disagree	I agree	I fully agree
15. The workplace was informed in advance of the arrival of the on-the-job learner.					
16. Students were able to do tasks specified in the on-the-job learning plan in the workplace.					
17. The work community displayed a positive attitude towards the student.					
18. I guided the student adequately.					
19. I provided the student with sufficient feedback.					
20. I received sufficient support from the supervising teacher.					
21. The on-the-job learning period improved the student's vocational skills development.					
Assessment	I fully disagree	I disagree	Neither agree nor disagree	I agree	I fully agree
22. The assessment practice for study-work carried out at the workplace is clear.					
23. I found the assessment and feedback discussions useful.					

24. The student provided me with feedback on my performance as an on-the-job learning instructor.					
25. The teacher provided me with feedback on my performance as an on-the-job learning instructor.					
26. The on-the-job learning period benefitted our organisation.					
27. I have received sufficient induction into the duties of a workplace instructor.					
28. Overall, I was satisfied with the on-the-job learning period.					

Practical demonstrations

Please answer the following questions only if the on-the-job learning period covered practical demonstrations:

	I fully disagree	I disagree	Neither agree nor disagree	I agree	I fully agree
29. I had sufficient professional knowledge of the practical demonstrations' goals, contents and assessment.					
30. I guided the student in drawing up the practical demonstration plan.					
31. The practical demonstration complied with the plan.					
32. The assessment basis for the practical demonstration was clear and comprehensible.					
33. The assessment of the practical demonstration was performed in line with the assessment basis.					

34. The students had prepared for the self-assessment section of the practical demonstration.					
35. The assessment discussion section of the practical demonstration was fair and supported the student's professional growth.					
36. I had sufficient expertise to assess the practical demonstration.					
37. In the practical demonstration, the student was able to utilise the skills learned during his/her on-the-job learning period.					
38. In my opinion, our workplace demonstrated a positive attitude towards the practical demonstration.					
39. The student's self-assessment was taken into account in the assessment of the practical demonstration.					

Questions to all respondents

40. From the viewpoint of the organisation, the on-the-job learning period was arranged at a suitable time (select):	
41. The duration of the on-the-job learning period vis-à-vis its goals (select):	
42. What kind of vocational content should be included, or intensified in this education?	
43. Other feedback and ideas for the development of on-the-job learning and practical demonstrations:	

Additional questions for managers and supervisors	I fully disagree	I dis- agree	Neither agree nor disagree	I agree	I fully agree
44. The quality of vocational education/adult training is good in our region.					
45. Vocational education/adult training shows renewal and development potential.					
46. The schools providing vocational education/adult training have competent staff.					
47. The vocational education/adult training meets the competence needs of the labour market in this region.					
48. The vocational education/adult training supports and improves the employment of individuals.					
49. The vocational education/adult training takes account of the changing competence needs of commercial and industrial life.					
50. The vocational education/adult training is tailored to the needs of the individual.					
51. The vocational education/adult training develops competence for international work and activity.					
52. Adequate and relevant information on vocational education/adult training is readily available.					

53. The name of the vocational college/institute for adult education is clear and understandable.					
54. Vocational education is a good alternative to upper secondary school.					
55. Competence-based vocational qualifications are suitable for adults.					
56. The best professionals for our organisation usually come from our own region.					
57. Our region can provide all the necessary fields of vocational education/adult training.					
58. Vocational education/adult training is flexible.					
59. Vocational education/adult training also provides opportunities for further and continuing education.					
60. Vocational colleges/institutes for adult education are reliable partners for collaboration.					
61. How would you describe the vocational skills of persons who have either graduated from, or studied at, our institution?					
62. Any other feedback to the north Karelia municipal education and training consortium:					

1.14. Questionnaire to students for assessing their academic year (first example) ⁽²²⁾

We would be grateful if you could take a few minutes to complete this survey. The information you offer will be used to evaluate and improve the quality of your learning and teaching experience.

Department:				
Course title:				
Type of study:	<input type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input type="checkbox"/> Evening <input type="checkbox"/> Flexible learning <input type="checkbox"/> School pupil			
	Strongly agree	Agree	Strongly disagree	Disagree
I have been motivated and involved in my learning.				
The quality of guidance and support I received was very good.				
I was able to access and use technology and other resources to help me learn.				
Assessment methods and feedback helped me understand my progress.				
Teaching staff took account of my individual learning needs.				
My college experience has helped increase my self-confidence.				
My college course has enabled me to think creatively and show an enterprising attitude.				

⁽²²⁾ End of course survey: 2010/11, Anniesland College, Glasgow, Scotland/UK.

My course has helped me to develop skills for work and employment.				
I have been made aware of the opportunities for further study and/or employment.				
I am satisfied with my experience at Anniesland College and would recommend the college to others.				

Please provide any additional comments on your learning and teaching experience:

1.15. Evaluation of cooperation with companies ⁽²³⁾

Company survey form

How do you assess the following statements:

- (a) collaboration and communication between the school and the company functions smoothly;

excellent 1 2 3 4 5 6 inadequate

- (b) the company receives information about the apprentice/intern when needed;

excellent 1 2 3 4 5 6 inadequate

- (c) the school's organisation of instruction days is well managed;

excellent 1 2 3 4 5 6 inadequate

- (d) the school schedule is coordinated with the company's needs;

excellent 1 2 3 4 5 6 inadequate

- (e) theoretical and practical instruction is adapted to new content.

excellent 1 2 3 4 5 6 inadequate

Please mark only one box

- (f) Are you interested in presenting your company to our pupils, e.g. to recruit apprentices.

Yes No No answer

- (g) To maintain the dialogue between the school and the company, do you prefer;

round table events questionnaires other forms of communication (which?)

⁽²³⁾ Dr. Walter Bruch School BBZ (vocational centre), Saarland, Germany.

(h) In your view, how important is a vocational centre's certification in selecting a vocational school.

- Very important Of little importance since other criteria are more important Not important

(i) Our school has school partnerships with foreign schools, for example in France. Is your company willing to release your apprentices for exchange programmes (for up to approximately three weeks)?

- Yes No No answer

(j) In the event of a student exchange, would you be willing to employ and support apprentices from the foreign partner schools at your company?

- Yes No No answer
-

1.16. Questionnaire to assess the school climate ⁽²⁴⁾

Area	Student	Teacher
Wellbeing	(a) I feel good in my class.	(a) I feel good in my class.
	(b) There is tension between particular groups in class.	(b) There is tension between particular groups in class.
	(c) I try to make a creative atmosphere during lessons.	(c) I try to make a creative atmosphere during lessons.
	(d) I try to succeed.	(d) I try to get my students to succeed.
	(e) My schoolmates are my friends and we often meet after school.	(e) Students are friends with one another.
Relations between students	(a) Students help one another with problems.	(a) Students help one another with problems.
	(b) We respect one another.	(b) Students respect one another.
	(c) We eliminate problematic classmates.	(c) Students eliminate problematic classmates.
	(d) Classmates also abide my suggestions.	(d) Students abide suggestions of their classmates.
	(e) We are tolerant to diversity and we do not discriminate.	(e) Students are tolerant to diversity and they don't discriminate.

⁽²⁴⁾ Republic of Slovenia, Ministry of Education and Sport: a consortium of school centres (*Republika Slovenija, Ministrstvo za solstvo in Sport: konzorcij šolskih centrov*).

Area	Student	Teacher
Relation student-teacher	(a) Teacher helps every student with school problems.	(a) I help every student with school problems.
	(b) If I don't understand something I don't hesitate to ask teacher.	(b) If a student doesn't understand something he/she doesn't hesitate to ask me.
	(c) Teacher accepts my problems with understanding.	(c) I accept their problems with understanding.
	(d) We get along well with teacher.	(d) I get along well with students.
	(e) Teacher knows how to maintain order and discipline.	(e) I can maintain order and discipline in class.
	(f) Students and teacher argue.	(f) I and students argue.
	(g) Teacher's behaviour is a good example to me.	(g) I am a good example to students with my behaviour.
	(h) Teacher assesses students fairly.	(h) I assess students fairly.
	(i) Teacher often congratulates me.	(i) I often congratulate students.
	(j) Teacher respects me.	(j) I respect students.
(k) I respect the teacher.	(k) Students respect me.	
Taking care of sense of belonging to class	(a) Success of the class means a lot to me.	(a) Success of the class means a lot to students.
	(b) I try for unity in class.	(b) Students try for unity in class.
	(c) There is a lot of positivity in class.	(c) There is a lot of positivity in class.
	(d) I am proud of my school.	(d) I am proud of my school.

1.17. Questionnaire to students for assessing their academic year (second example) ⁽²⁵⁾

Student end of the year

For the student

Think carefully and answer sincerely, your opinion is important to us especially to improve work and also your results.

Male/female		Birth year	
Class		Date	/ /

Progress at school

Am I satisfied with my progress at school:

(Grade from one (not at all) to four (very much))

(a) in case of negative results: what are the reasons for the most negative ones? Choose the possible reasons for two subjects or activities where you had many difficulties, marking only one answer.

(b) In:

(i) I didn't understand the explanations very much;

(ii) my attention was easily diverted;

(iii) I didn't feel equal to the tasks;

(iv) there was too much noise in the classroom;

(v) I wasn't interested in what we were doing;

(vi) I tried to follow the lessons, but then I lost interest;

(vii) I studied and applied myself to study very little;

(viii) other.

⁽²⁵⁾ Project LLP-LDV-TOI-09-IT-0448 'ValeRIA' 'Assessing the relationship between teaching and learning', Istituto d'Istruzione Superiore Altiero Spinelli, Milan, Italy, www.iisaltierospinelli.it [accessed 7.7.2014].

(c) In:

- (i) I didn't understand the explanations very much;
 - (ii) my attention was easily diverted;
 - (iii) I didn't feel equal to the tasks;
 - (iv) there was too much noise in the classroom;
 - (v) I wasn't interested in what we were doing;
 - (vi) I tried to follow the lessons, but then I lost interest;
 - (vii) I studied and applied myself to study very little;
 - (viii) other.
-

1.18. Questionnaire to students for feedback on their academic experience, studies and life ⁽²⁶⁾

Dear student of Võrumaa Vocational Education Centre, this is our feedback questionnaire. Please select a suitable response for each statement and mark it with a cross.

(a) General questions

Gender Male Female

Curriculum

Why did you decide to study in Võrumaa Vocational Education Centre?

Reasons of school choice	Certainly not	Rather not	Certainly	This too
Võrumaa Vocational Education Centre teaches the profession that interests me				
High reputation of Võrumaa Vocational Education Centre				
Good quality of the education				
Recommendation of friends or acquaintances				
Closeness to home				
Was not admitted to the preferred university				
Easy acquisition of the diploma				
Future career considerations				
Financial circumstances did not permit studies far from home				
Recommendation of parents				
It was largely a chance choice				

⁽²⁶⁾ Võrumaa Vocational Education Centre (*Võrumaa Kutsehariduskeskus*), Väimela, Estonia, www.vkhk.ee/en [accessed 8.7.2014].

Why did you choose this profession?

Reasons of profession choice	Certainly not	Rather not	Certainly	This too
Family traditions				
Interest in this profession				
Possibility to study in the native tongue				
Low competition for student places				
Good reputation of the profession				
Positive accreditation of the profession				
Recommendation of friends or acquaintances				
Recommendation of parents				
Was not admitted to the studies in preferred profession				
Easy acquisition of the diploma				
Future career considerations				
It was largely a chance choice				

Have you considered discontinuation of your studies?

- Yes
 No

If yes, what would be the reasons for discontinuing the studies?

Reasons for discontinuing the studies	Certainly not	Rather not	Certainly	This too
I wanted to go to work				
I wanted to start a family				
I wanted to go to another school				
The higher education provided does not meet my expectations				
I am disappointed in the professions				
I have changed my place of residence				

Have you used academic leave?

- Yes
 No
 No but I plan to

If yes, what would be the reasons for taking the academic leave?

Reasons for taking academic leave	Certainly not	Rather not	Certainly	This too
Difficulty to keep up with the study programme				
Family reasons				
Studies abroad				
Military service				
Pregnancy/maternity leave				
Financial situation				
Work to earn income				
Work to find a good practice location or employment				
Health reasons				
Need for variety				

(b) Student life

What are your plans for the future after graduation?

Plans after graduation	Certainly not	Rather not	Certainly	This too
Military service				
Start employment				
Continue studies at an Estonian university				
Continue studies abroad				

Your place of residence during the study period?

Dormitory	
Rented apartment room	
My own apartment	
My own house	
With my parents	
With relatives/acquaintances	
Elsewhere	

Reasons for the choice of the place of residence

Reasons	Certainly not	Rather not	Certainly	This too
Low rent				
No expenses for rent				
Smaller fees for utility services				
No expenses for utility services				
Close to the school				
Good access to public transport lines				
Close to a store				
Location (beautiful, secure)				
General orderliness of the place of residence				
Privacy				
Comforts				
Low rent				
Lager living area				
Internet connection				
Opportunity to communicate with fellow students				
Easy access to study aids				
Opportunity to live with my family				
Neighbours				
Lower expenses on food				
Lack of alternatives				

Availability of comforts at your place of residence

Laundry facilities	
Private room	
Kitchen	
TV set	
Internet	
Computer	
Washing opportunity	
Warm water	

Please assess your expenses on the place of residence during the study period

Reasons of school choice	Certainly not	Rather not	Certainly	This too
I pay much more than I would like to				
I pay slightly more than I would like to				
I am satisfied				
I would be able to pay slightly more				
I would be willing to pay much more				

Please assess your selection of nutrition

- Not satisfied at all Rather not satisfied
 Rather satisfied Completely satisfied

Alcohol consumption

I frequently drink hard liquor	
I frequently drink beer and/or wine	
I sometimes drink hard liquor	
I sometimes drink beer/wine	
I drink a few glasses in company	
I do not drink alcohol	

In my leisure time

I participate in the work of various organisations	
I am member of several organisations: fraternity/sorority;	
choir;	
sports team;	
student organisation.	
I belong to some other organisation	

**Use of the Internet in connection with the studies;
I use the Internet at least:**

once a day;	
a few times per week;	
a few times per month;	
less frequently than once a month;	
not at all.	

(c) Infrastructure

Are you satisfied with the study premises at the school?

	Not satisfied at all	Rather not satisfied	Rather satisfied	Completely satisfied	No opinion
Capacity of lecture rooms					
Equipment in lecture rooms					
Lighting of lecture rooms					
Capacity of practice rooms					
Equipment in practice rooms					
Lighting of practice rooms					

Are you satisfied with the computer classes at the school?

	Not satisfied at all	Rather not satisfied	Rather satisfied	Completely satisfied	No opinion
Capacity of computer classes					
Equipment of computer classes					
Lighting of computer classes					
Opening hours of the computer classes					
Convenience of computer classes					

Are you satisfied with the school library?

Convenience of the library					
Literature selection in the library					
Lighting of the library					
Opening hours of the library					
Copying/printing opportunities in the library					
Service in the library					

I visit the library:

- daily
 once a week
 once a month

Please give your general assessment of the school infrastructure

	Not satisfied at all	Rather not satisfied	Rather satisfied	Completely satisfied	No opinion
Cleanliness					
Toilets					
Hygiene					
Ventilation					
Heating					
General order					
Parking					
Smoking					
Access for the disabled					
Cloakrooms					
Catering					

Your proposals and recommendations

1.19. Questionnaire to students on their time-spending ⁽²⁷⁾

Student time

For the student

Male/female		Birth year	
Class		Date	/ /

Think of a typical day in the classroom and answer sincerely; it is important to us to understand what happens in class and how you would like to work.

(a) What do you usually do in class?

Actions	Never	Sometimes	Often
(i) I follow the explanations and I take notes.			
(ii) During the explanation, I make observations on the topics.			
(iii) I work in a group.			
(iv) I use the textbook.			
(v) I do activities.			
(vi) I get distracted and think about my own business.			
(viii) I chat with my classmates.			

(b) How important do you think the following activities are?

Actions	Not important	A little important	Important	Very important
(i) Follow the explanations and take notes.				
(ii) Use the computer.				
(iii) During explanations, make observations on the topics.				

⁽²⁷⁾ Project LLP-LDV-TOI-09-IT-0448 'ValeRIA' 'Assessing the relationship between teaching and learning', Istituto d'Istruzione Superiore Altiero Spinelli, Milan, Italy, www.iisaltierospinelli.it [accessed 7.7.2014].

Actions	Not important	A little important	Important	Very important
(iv) Work in a group.				
(v) Use the textbook.				
(vi) Do activities.				
(vii) Get distracted and think about my own business.				
(viii) Discuss with classmates.				
(c) In classroom, if there is too much noise... (only one choice)				
(i) I join the ones who disturb.				
(ii) I isolate myself as much as possible.				
(iii) I try to intervene to stop the confusion.				
(iv) I wait for the teacher to intervene.				

1.20. Questionnaire to parents on students' progress ⁽²⁸⁾

For parents or tutors responsible for the students

Think carefully and answer sincerely, your opinion is important to us, above all, to help improve our work as well as our/your students' results.

Male/female		Birth year	
Class		Date	/ /

In the month of you received your son's/ daughter's school report; it is important to us to have your observations.

⁽²¹⁾ Project LLP-LDV-TOI-09-IT-0448 'ValeRIA' 'Assessing the relationship between teaching and learning', Istituto d'Istruzione Superiore Altiero Spinelli, Milan, Italy, www.iisaltierospinelli.it [accessed 7.7.2014].

Progress at school

- (a) Are you satisfied with your son's/daughter's progress at school?
Answer and choose from one (no, not at all) to four (yes, a lot)
-
- (b) Difficulties, your son/daughter has had in the several subjects, can be overcome through school helps such as aided studying and remedial lessons (extra lessons); do you know about them?
 Yes No
-
- (c) Difficulties, your son/daughter has had in the several subjects, can be overcome through school helps such as aided studying and remedial lessons (extra lessons); do you know about them?
-
- (d) If your answer is yes, do you think your son/daughter will attend them?
 Yes No
-
- (e) Does your son/daughter talk about his/her school?
 A lot, spontaneously and about his/her difficulties too
 Only if we ask about it and we think he/she tells us everything
 A little and with difficulty
 He/she doesn't want to discuss it at all
-
- (f) What would you like to have from your son's/daughter's school?
(only one choice)
 To have more frequent communication
 More individual conversations with the teachers
 To be informed by SMS or e-mails
 Nothing in particular, everything is fine
-
- (g) Your son's/daughter's relationship with his/her schoolmates, according to what you know, is:
 good satisfying not very satisfying not good at all
-
- (h) Your son's/daughter's relationship with his/her teachers, according to what you know, is:
 good satisfying not very satisfying not good at all
-

1.21. The Dutch framework for curricula evaluation/supervision of the Adult and Vocational Education Act (Wet Educatie en Beroepsonderwijs) (WEB) ⁽²⁹⁾

Frame of reference

Use of portraits

This section presents portraits for all the indicators. The portraits outline the standards for each indicator. The situation observed is considered to satisfy the indicator if, across the board, the situation meets the description of the portrait. In each case, the assessment pertains to the aggregate factors.

Frame of reference for adult education and distance learning

The modified portraits relating to Domain 1 for adult education programmes and curricula and non-subsidised distance learning and the portraits relating to adult education Domain 2 still need to be fleshed out in more detail.

DOMAIN 1: **instructional process**

Curriculum

Aspect 1.1: **cohesion**

The programme's curriculum is geared to attainment targets, document/qualifications dossier and other national guidelines; it is coherent and appropriately structured.

Indicator	Portrait
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1.1.1.	
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Content	
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	The overall curriculum of the programme is well-structured in terms of content, with regard to teaching and examinations within the institution as well as practical training. The curricula for the vocational subjects, languages, arithmetic and career/citizenship tie in with the qualifications dossier (or attainment targets document) and other guidelines that apply across the board. To that end, the cohesion between the tasks
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⁽²⁹⁾ Dutch Inspectorate of Education: Ministry of Education, Culture and Science (*Inspectie van het Onderwijs: Ministerie van Onderwijs, Cultuur en Wetenschap*).

and working processes in the qualifications dossier has been adapted to the institution's course programme and professional practice. The practical experience gained by the students is expanded and coordinated in the theoretical curriculum. The curriculum demonstrates a proper balance between elements of knowledge, skills and attitude.

1.1.2. **Scheduling** The various components of the curriculum are scheduled in an appropriate and timely manner with respect to teaching and examinations within the institution; this scheduling also applies to practical training.

Aspect 1.2: tailoring

The curriculum takes into account differences between students as regards prior education, capabilities, progress and intended further education.

Indicator	Portrait
1.2.1. Differentiation	Wherever necessary, the curriculum deviates from the standard choice of subjects offered in order to create opportunities for individuals and/or groups which allow optimum gearing to feeder schools and subsequent education or the labour market, remediation, enhancement, deepening and wherever possible deceleration or acceleration. Acceleration preferably leads to an actual shortening of the duration of studies.

Learning in the educational establishment

Aspect 1.3: teaching strategy

The programme offers sufficient structuring of learning activities, instruction, supervision of learning activities, practical exercises and feedback regarding progress made.

Indicator	Portrait
1.3.1. Interaction	The learning activities in a teaching situation are sufficiently structured. The goal, purpose and cohesion of these learning activities are clear to the students. There is effective interaction between teachers and students and among students, aimed at the transfer and development of knowledge, attitudes and skills.

1.3.2. **Support and supervision of the learning activities** The support and supervision of learning activities is aimed at the teaching-learning process and development of students. It addresses current learning issues and individual requests for help or support, arising, for example from intake interviews, special needs provision or guidance activities. The students are encouraged to actually learn.

This is demonstrated by students practising with subject matter, processing assignments and being given sufficient opportunity to ask questions. Questions are addressed in an appropriate and timely manner.

1.3.3. **Feedback regarding the learning activities and the learning outcomes** Individual learning progress is carefully monitored at times befitting the teaching method, learning phase and (target) group. In addition to examinations, development-oriented tests are administered to establish systematically study progress. Feedback is always provided regarding interim results. Deviant learning outcomes prompt diagnostic and corrective measures. Feedback focuses on the student's individual performance. Wherever necessary, feedback is followed up with revision, additional explanation, additional exercises or improvement assignments, etc.

Aspect 1.4: learning time

The programme utilises its formal annual load in an adequate manner, with effective timetables and a balanced workload.

Indicator	Portrait
1.4.1. Utilisation	Teaching time is not wasted. The teaching-learning process is organised such that in teaching situations each student is learning. This means that lessons are underpinned by a feasible, balanced timetable, with as few free periods and as little relocation time as possible. In addition, the timetable is geared to the characteristics and level of the target group. In the event of authorised absences and cancellation of lessons, steps are taken to make up any arrears incurred.
1.4.2. Workload	The workload is well-balanced and experienced by the students as feasible when putting in a normal effort across the entire programme or components of the programme, with regard to lessons, practical training and the corresponding examinations.

Aspect 1.5: learning environment

The learning environment is sufficiently safe, encourages respect and offers a positive working climate for teachers. The programme has sufficient facilities.

Indicator	Portrait
1.5.1. School climate	<p>Students and staff feel safe and taken seriously within the school buildings and beyond. Conventions and rules for personal interaction are actively communicated. Everyone acts in accordance with the conventions and corrective action is taken if the rules are disregarded or broken. Intimidation and bullying among students are actively combated, as is discrimination on the basis of differences in cultural/ethnic origin or sexual orientation.</p> <p>Students are aware of a complaints procedure which is easily accessible. Complaints are registered and handled with care. The institution maintains a positive working climate in which teachers feel encouraged to work in a professional manner.</p>
1.5.2. Facilities	<p>In terms of quality and quantity, facilities such as classrooms, exam rooms, equipment, practice situations, etc. are in keeping with the nature and scope of the programme and its teaching formats; they promote a proper implementation of the programme.</p>

Guidance and supervision

Aspect 1.6: intake and placement

The information provided on the programme prior to enrolment is specific and realistic. The intake procedure is thorough and results in an appropriate placement.

Indicator	Portrait
1.6.1. Information	<p>The information provided on the programme prior to enrolment is in keeping with the qualifications dossier (or attainment targets document) and the professional profile. It comprises current and realistic details regarding the admission requirements, curriculum components including practical training, examinations, exit differentiations, transfer options, labour market prospects, costs and voluntary contributions, if any.</p>

1.6.2. **Intake and placement** Insofar as relevant to the programme, the student's starting situation has been portrayed in a systematic, reliable, complete and transferable manner. This means that the institution has at least looked into the special needs care provided to the student in the feeder school and required by the student in MBO. Students are placed in a programme in accordance with the agreed procedures. The institution has carefully ascertained whether the chosen programme ties in with the wishes and capabilities of the students. If this is not the case, the student is referred to alternatives, either within or outside the institution.

Aspect 1.7: educational career guidance

Educational career guidance provides accurate and timely information regarding the delivery of the programmes, is systematic and proactive, and takes into account differences between students with respect to guidance needs.

Indicator	Portrait
1.7.1. Information provision	The information provides the student with full and adequate information as required, in a timely and accessible manner. This includes, for example timetables, exam schedules, course curricula and examination requirements including changes, if any, the organisation of the practical training, assessment of learning outcomes, the students' charter, complaints procedure, possibilities for participation in decision-making, guidance provisions, etc. At relevant times, the programme actively discusses the information with the students.
1.7.2. Educational career guidance	Educational career guidance focuses on monitoring developments in students' studies and providing support in the choices they make during and following their studies. This ensures an optimum education career, from intake to graduation, and contributes in a proactive manner to the prevention of early school-leaving. Educational career guidance ties in with the information on the student provided during the intake procedure, the placement procedure, the student's development, the educational achievement and the intended final goal.

The nature and intensity of the education career guidance is geared to the student’s development and study progress. Agreements made within the framework of education career guidance are laid down in a transferable manner and their observance is secured.

Aspect 1.8: special needs provision

Sufficient primary and secondary care is available for students with specific special needs. Structural cooperation is in place with tertiary care agencies outside the institution.

Indicator	Portrait
1.8.1. Primary and secondary care	The primary and secondary care focuses on both socioemotional aspects and cognitive development. The care provided ties in with the special needs identified during the intake procedure and any special needs identified during the course of the studies, such as being behind in language and arithmetic, fear of failure and dyslexia. The effect of the care provided is assessed on a regular basis and if need be, is adjusted.
1.8.2. Tertiary care	The institution engages in structural cooperation with tertiary care institutions for the implementation of interventions at the student level beyond the scope of primary and secondary care. The institution collects relevant, transferable information regarding the progress and effects of the care provided, for the purpose of both internal and external cooperation. It informs the student in question and other relevant stakeholders accordingly, upon request and of its own accord. Furthermore, the care is provided in accordance with responsibilities and a division of roles agreed upon beforehand.

Learning in the professional practice

Aspect 1.9: practical training

The programme ensures that the students and the companies offering training places are adequately prepared for practical training; it ensures that students are placed in an appropriate position with appropriate job content; it makes sufficient arrangements with the company offering the training place regarding

their supervision; it monitors the observance of the arrangements and expects students to reflect on their learning experiences.

Indicator	Portrait
1.9.1. Preparation of students and companies	Prior to their practical training, the students know the timeframe and the scope of their training, the assignments they are required to carry out, how they are supervised by the institution and the company and how they are assessed. The companies offering practical training places are clear on the object of the practical training, in terms of organisation, assignments, supervision and assessment.
1.9.2. Placement	The programme is responsible for finding a practical training place. Students carry out their practical training in a recognised position corresponding to the programme, their learning wishes and their learning potential. In this company, they engage in activities and carry out assignments that are appropriate to the nature and the level of the programme and the student's individual development and wishes.
1.9.3. Supervision by the company	The company supervises the student in the manner agreed upon with the programme. The supervision is geared to the level of independence of the student and aimed at a gradual transition to a level of independent working appropriate to the level of the programme. The supervision encompasses regular feedback regarding the work and the student's achievement. The programme is aware of the feedback provided by the company regarding the student's individual performance.
1.9.4. Supervision by the programme	The programme provides sufficient distance supervision and monitoring regarding the progress of students' learning outcomes. Any problems are identified and resolved in a timely fashion. Programme supervisors keep in touch with the company regarding the content of the practical training and the student's progress. The institution is available in case the company has questions or if problems arise. The programme organises opportunities for reflection on the student's experiences in order to expand learning experiences,

coordinate them with the theoretical component of the programme and gain more insight into the development of its own professional achievement. The learning activities in the professional practice may be adjusted based on the feedback provided.

DOMAIN 2: **examination and certification**

Aspect 2.1: **examination instruments**

Examination standard 1: the examination instruments are geared to the exit requirements and meet the testing requirements.

Indicator	Portrait
2.1.1. Distinction between development-oriented tests and examinations	The institution has made a clear distinction between the programme – and the development-oriented tests it comprises – and examinations. This transition is clearly marked. The examinations board has explicitly formulated the examination and other requirements that constitute the basis for awarding the diploma. The students know which assessments are taken into consideration for earning the diploma.
2.1.2. Coverage of the qualifications dossier	The examinations that lead to a qualification are structured in a comprehensive and appropriately complex manner in order to test whether the students have mastered their professional duties at the required level, as outlined in the qualifications dossier. This means that: <ul style="list-style-type: none"> (a) for programmes aimed at occupational qualifications structure, the qualification requirements have been incorporated into the examinations, which cover more than three quarters of the working processes for each core task – including the essence of the occupation. The content and test format are geared to the requirements such that knowledge, skills and attitude are assessed in a well-balanced and appropriate manner; (b) for programmes aimed at the attainment targets, the qualification requirements have been incorporated into the examinations, which cover more than three-fourths of the attainment targets for each subqualification – including the

essence of the occupation. The content and test format are geared to the requirements such that knowledge, skills and attitude are assessed in a well-balanced and appropriate manner;

- (c) statutory occupational requirements – if applicable – are tested in their entirety with examinations that are appropriate in terms of content and test format;
- (d) the examination instruments cover the generic qualification requirements for languages and arithmetic in such a manner that the ‘common European framework for languages’ level or, as the case may be, the reference level are accounted.

2.1.3.
Cut-off score

The institution has followed a proper procedure to determine the cut-off score, for examination components as well as for the examination as a whole.

In the examination instruments, the cut-off score has been set at the level at which the students satisfies the requirements. The cut-off score has been formulated in such a manner that the overall score (i.e. including the assessment of the student’s knowledge, skills and attitude) will not turn out lower than what is required for the occupation and for the generic language and arithmetic requirements.

The institution awards marks in a balanced, proper manner that does justice to the significance of attainment targets or core tasks and working processes.

The examination assignments/tests are mutually weighted in a manner that does not devalue the cut-off score mentioned above.

2.1.4.
Assessment method

The examination instruments carry assessment instructions that guarantee optimum objectivity in the assessment. This means that:

- (a) the assessment instructions include guidelines leading to an independent assessment;
- (b) the performance indicators (or similar assessment criteria) have been incorporated into the assessment instructions in a traceable manner and a correct answer model or assessment chart is available;

- (c) the instructions allow the ratter to determine which (sub)score must be awarded to a student's performance;
- (d) the instructions allow the ratter to determine which final score must be awarded;
- (e) the ratter can underpin the scores awarded in a traceable manner in accordance with the assessment instructions. The assessment guidelines show that the assessment is carried out at the level of the attainment targets per training to the subqualifications or core tasks and working processes. The assessment is based on the performance indicators (or similar assessment criteria) outlined in the qualifications dossier. If a student fails to pass an examination (component), the reason for such a failure is accounted for at the level of the performance indicator (or similar assessment criterion).

2.1.5. **Transparency** All stakeholders have a clear picture of how the examination has been set up, how it is administered and how it is marked. Students and ratters have been informed as to the assessment criteria and the manner in which the examination will be administered and marked. The examination instruments include conditions for administration and instructions for ratters and students regarding the design of the examination.

Aspect 2.2: administration and rating

Examination standard 2: the processes in place for the administration and rating of examinations are reliable.

Indicator	Portrait
2.2.1. Authentic administration	The examination comprises at least the activities to be carried out by the student as a junior worker in his future occupation, geared to the qualifications dossier (or attainment targets document). The working conditions and social context to be observed in the rating of the examination correspond to those in the future occupation as far as possible; components of the examination are administered in actual professional practice. The occupational field is involved in the examinations and judges the administration and rating as realistic.

2.2.2. **Certification decisions** The administration and rating are reliable and proceed as intended. Similar cases are rated similarly. The rating is as objective as possible. Provisions in place to guarantee maximum objectivity are utilised adequately.

Examination assignments, administration conditions and ratings have been set up and are applied for all students in a manner that neither detracts from the reliability of the outcomes of the examination assignment or the examination curriculum as a whole, nor from their level.

Students are rated in an expert manner, focused on a correct assessment of their required knowledge, attitude and skills in terms of subject matter.

Aspect 2.3: **certification**

Examination standard 3: the certification is reliable and guaranteed.

Indicator	Portrait
2.3.1. Interaction	<p>The examinations board decides to grant exemptions for components of the examination and to award diplomas and (if applicable) certificates on the basis of the student's examination results, compared to the examination requirements outlined in the qualifications dossier (or attainment targets document) and the examinations decree. The examinations board makes sound decisions based on the assessment of the examination components and gives an accounting based on its recording of the decision-making.</p>
2.3.2. Responsibility of the examinations board	<p>The examinations board verifies, with due thoroughness and frequency, the quality of the examination instruments, the administration, the rating, the decision-making regarding certification and the expertise of those involved in the examinations.</p> <p>The examinations board uses, for example output analyses, student satisfaction evaluations and data from (random) double ratings to determine whether the examinations are marked in an adequate manner. The examinations board records any adjustment of rating results and the improvement measures that will result or have resulted from these adjustments. The examinations board</p>

analyses the possible causes of any irregularities observed in the rating procedures.

DOMAIN 3: **output**

Aspect 3.1: **success rates**

Indicators The assessment should make use of the indicators provided by the system.

DOMAIN 4: **quality assurance**

Aspect 4.1: **steering**

Sufficient specific and measurable goals have been formulated for the programme in a structural manner, based on the institution’s mission and strategic policy and supported by the programme. There is sufficient continuity in teaching and management staff.

Indicator	Portrait
4.1.1. Plans	The institution has drawn up overall multi-year plans and annual plans at various organisational levels, based on its mission and strategic policy. These plans are supported by the organisation. They may include plans for the improvement of any quality deficiencies that are identified. A plan provides a sufficient framework for the underlying organisational level. At any rate, it comprises goals relating to the education quality (instructional process, examinations and output), compliance with statutory regulations and the quality of teachers, as well as activities to achieve this quality. The goals set down in annual plans are sufficiently ‘smart’ (specific, measurable, accepted, feasible and concrete in terms of time). Plans pertain to all steering layers of the organisation and are interrelated.
4.1.2. Information	The steering information on the education quality is available and accessible at the level at which it is to be used.
4.1.3. Continuity	Adequate care is taken that vacancies on the board, an in management and teaching staff are filled in a timely manner.

Aspect 4.2: **assessment**

The programme regularly assesses, in a reliable manner, the progress and achievement of the goals set and involving independent experts and stakeholders.

Indicator	Portrait
4.2.1. Monitoring	The education quality is monitored on a regular basis. The monitor or monitoring instruments comprise clear quality requirements and cover the key elements of the education provided (instructional process, examinations and output). Monitoring takes place in a manner that produces reliable, valid and sufficient representative outcomes.
4.2.2. Evaluation	The outcomes of the monitoring are demonstrably used to assess the quality of the education provided (on a regular basis, in accordance with statutory requirements), to analyse risks and to identify any deficiencies. The programme explicitly evaluates the education quality by reference to predetermined standards. These cover, at a minimum, the instructional process, the quality of examination (by reference to the examination standards and corresponding marking system) and the output; they are sufficiently concrete. Independent experts and stakeholders are involved in the evaluation of the education quality (in accordance with statutory requirements).

Aspect 4.3: **improvement and anchoring**

If need be, the programme takes measures for improvement geared to the outcomes of the assessments in light of the goals set, in particular regarding staff expertise. The quality assurance and attendant tasks, authorities and responsibilities are clearly defined, sufficiently communicated and embedded in the organisation.

Indicator	Portrait
4.3.1. Measures for improvement	The outcomes of the assessment of the education quality (instructional process, examinations and output) are used to draw up a coherent plan for improvement if deficiencies are found. Measures for improvement are tailored to the deficiencies identified in terms of content, they address the causes of the

quality deficiencies and pertain to the appropriate level in the organisation.

4.3.2.
**Staff
 development**

Plans are in place for staff development at the various levels of the organisation, as well as measures and instruments to warrant that staff maintains their competence (in accordance with statutory requirements).

Staff development takes place in a demonstrable manner and, at a minimum, ties in with any shortcomings in the education quality. The institution expressly involves the expertise of those who construct, establish and rate the examinations.

4.3.3.
Anchoring

A system has been laid down providing a structure for planning, monitoring, evaluation, improvement and accountability. Quality assurance is clearly embedded in the organisation. The system identifies the external stakeholders, the organisational level at which dialogue takes place, the topics to be discussed and the timeframe to be observed.

The examinations board is responsible for assuring the quality of examinations.

Aspect 4.4: dialogue and accountability

A sufficiently functioning dialogue regarding the quality is maintained with internal stakeholders and persons responsible as well as with external stakeholders. This dialogue comprises accountability regarding the quality provided and its improvement.

Indicator Portrait

4.4.1.
Internally

A working internal dialogue is maintained with students and staff in accordance with the law, in progress meetings and possibly in other bodies such as student panels. This dialogue addresses at least the education quality and its assessment.

A periodic accounting is given to the executive board, upper management and stakeholders. Accountability at least covers the outcomes of the assessment of the education quality, as well as the approach to and the effects of measures for improvement.

4.4.2. **Externally** A working dialogue is maintained at an appropriate level in the organisation, at any rate, with the business community. This dialogue addresses at least the development of the education provided and examinations, and the assessment of their quality and the programme portfolio.

The annual report is in keeping with the applicable legislation and regulations. An accounting is given to external stakeholders, at any rate regarding the ways in which their input has been put into effect, possibly supplementary to the accountability in the annual report.

DOMAIN 5: **compliance with statutory requirements**

Aspect 5.1: **compliance with statutory requirements. The programme satisfies all the statutory requirements.**

Indicator	Portrait
5.1.1. Compliance with statutory requirements	The programme satisfies all the statutory requirements. The inspectorate periodically determines which statutory requirements will receive additional attention.

DOMAIN 6: **quality of teaching**

Aspect 6.1: **teaching strategy**

The programme provides sufficient structure in the learning activities, instruction, supervision of the learning activities, practical exercises and feedback regarding the progress made.

Indicator	Portrait
6.1.1. Interaction	<p>The educational activities are sufficiently structured. The object, purpose and cohesion of the educational activities are clear to the students.</p> <p>Knowledge, attitudes and skills are transferred in an effective manner. This means that the curriculum content is clearly communicated to the students. The teachers are capable of effective communication. This pertains to interactions between teacher and student(s) as well as</p>

interactions among students. The interactions foster students' involvement in the instructional process. In addition, the interactions provide teachers with insight into learning impediments.

6.1.2. **Support and supervision of learning activities**
 The support and supervision of the learning activities is geared to the needs of students. On the one hand, these needs involve current learning issues, on the other, individual requests for help or support, arising, for example from intake interviews, special needs provision or guidance activities. The students are encouraged to actually learn. This is demonstrated by students practicing with subject matter, processing assignments and being given sufficient opportunity to ask questions. Questions are addressed in an appropriate and timely manner.

6.1.3. **Feedback regarding the learning activities and learning outcomes**
 Learning activities are carefully monitored at times befitting the teaching method, learning phase and (target) group. In addition to summative tests, formative tests are administered to systematically establish study progress. Deviant learning outcomes prompt diagnostic and corrective measures through feedback. The feedback focuses on the student's individual performance. Wherever necessary, the feedback is followed up with revision, additional explanation, additional exercises or enhancement assignments, etc.

Aspect 6.2: staff commitment (professional scope for and by teachers)

The institution allows the teachers room for a personal interpretation of the view of the institution and the teachers actually use this room in a professional manner, based on reflection and feedback.

Indicator Portrait

6.2.1. **Scope for teachers**
 The institution or, as the case may be, the department offers teachers professional room to properly fulfil their tasks. This is demonstrated by teachers receiving sufficient support from the educational organisation of the institution, as professionals and in terms of facilities such as time, materials and training, in order to properly fulfil their tasks. In addition, they use the available room to realise their own professional

expertise. This room also includes the autonomy to make substantive decisions regarding the individual practice of an occupation within the frameworks of the institution.

6.2.2.
**Interpretation
by teachers**

Teachers actually use the professional scope with which they are provided. Their work (in particular, learning situations) demonstrates that teachers give their personal interpretation to the school's (education) vision. This is demonstrated by a recognisable and adequate substantiation of the educational agreements made at the institution/department level.

6.2.3.
**Monitoring
and
improvement
by teachers**

The work of teachers demonstrates that they engage in their work in a professional manner. This is reflected in the fact that teachers have insight into the progress and quality of their own work, as individuals and as a team. It also means that in their work, teachers (mutually) reflect on the available competences (as a team) and learning environments appropriate to the content and level of the programme and student characteristics. This reflection may also be conducted by or with students. Teachers are interested in the results of reflection. They encourage one another on the basis of these results and demonstrate a professional willingness to improve their actions by engaging in the required professional development.

Aspect 6.3: staff development (teachers working in the school)

The institution has a view on the professional development of its staff and encourages this on the basis of the training needs of the institution and its teachers. The competences and qualifications of teachers are guaranteed.

Indicator

Portrait

6.3.1.
**Staff
development
concept**

The staff development plan of the institution or, as the case may be, the department shows that the professional development of teachers matches the student population. Staff development is organised and set up in a manner that justifies the expectation that students will be or are benefiting from it.

- 6.3.2. **Insight into quality of teachers** In principle, the institution evaluates and assesses the quality of the work of teachers on an annual basis and in a systematic fashion; the assessment covers teaching, developing and administering tests and tutoring. The management assesses the quality of teaching at least on the basis of its own lesson observations or lessons observed by others. Teachers are encouraged to focus on quality, in keeping with the view of the institution and the programme. The institution expressly involves the expertise of those who construct, establish and rate the examinations in this.
- 6.3.3. **Insight into training requirements** Its evaluations provide the institution with insight into the training needs of teachers, which ensue from personal needs and the requirements of the programme and the institution.
- 6.3.4. **Capable and qualified teachers** In the assessment of teachers, the institution enforces the competences requirements for teachers as laid down in the order in Council of 2003, under the Professions in Education Act. The teachers have a command of occupational and subject-specific competences, in addition to educational skills, that sufficiently prepare them for a position in vocational education with practical training and for working with qualifications dossiers.
- 6.3.5. **Improvement and assurance of the quality of the teachers** The institution sets down measures for improvement on the basis of deficiencies identified in teachers' competences. At some moment in time, it determines whether these deficiencies have actually been resolved and sees to it that the deficiencies resolved do not recur.

DOMAIN 7: financial continuity

Aspect 7.1: financial position

Indicator	Portrait
7.1.1. Solvency	The boards are able to meet their long-term financial obligations. Solvency (equity and provisions divided by total liabilities) is considered healthy if its value ranges between 0.2 and 0.6.

7.1.2. Liquidity	The boards are able to meet their short-term (<one year) obligations. Liquidity (short-term receivables and liquid assets divided by short-term debts) is considered healthy if its value is 0.5 or more.
7.1.3. Profitability	The boards balance out assets and liabilities. Profitability (result from ordinary operations divided by total assets from ordinary operations) is considered healthy if it has maintained a value of zero for a number of consecutive years.
7.1.4. Quality of annual accounts	The annual accounts meet the applicable guidelines and the policy objectives have been set down according to the key activities of the institution.

Aspect 7.2: financial management

Indicator	Portrait
7.2.1. Multi-year budget and annual budget	<p>The institution has a multi-year budget or estimate for the years ahead which is in keeping with the policy objectives formulated. It is based on a realistic estimate of output and expenditure and composed such that the financial position in terms of liquidity, financial buffer and solvency will remain healthy or be restored to a healthy state. Furthermore, financial reserves will not be increased unnecessarily.</p> <p>The institution has annual budgets for the current and coming year. The budgets meet the following requirements:</p> <ul style="list-style-type: none"> (a) they have been drawn up in accordance with the internal articles of association and regulations; (b) they comprise all the relevant types of expenditure and cost centres and are sufficiently detailed to provide proper insight into the expected output and expenditure; the selection of cost centres is based on a distinction of at least the main individual activities such as sites, school types and private activities; (c) they are in keeping with the statement of assets and liabilities model in the institution's annual accounts; the estimated government grants are based on a sound forecast of the parameters relevant to funding (such as student numbers, diplomas, success rates) and the funding to be granted on that basis;

- (d) the types of expenditure whose nature may cause them to fluctuate are underpinned with plans, such as for maintenance, accommodation, teaching materials. Staff costs are in keeping with a multi-year staff establishment plan;
- (e) they comprise an outline of the main risks with regard to operational management and the measures these call for; the main differences from the previous budget and the most recent annual accounts have been properly explained (annual budget);
- (f) the main expected trends in expenditure and output have been properly explained (multi-year budget).

7.2.2.
Quality of
financial
management

The institution monitors the implementation of the annual budget and the multi-year budget by means of sound financial management including proper liquidity and asset management; the institution is capable of making timely adjustments if the need arises. The annual accounts are drawn up, set down and submitted in a timely fashion; they meet the applicable guidelines.

Towards a broader interpretation of the returns

In the future the inspectorate wants a broader interpretation of the term 'returns' for the adult and vocational education sector. The inspectorate means both social returns, internal and external recognition as well as learning returns of adult and vocational education.

The law ⁽³⁰⁾ has resulted in the following broad social assignments for funded adult and vocational education institutions on:

- (a) accessibility for disadvantaged groups;
- (b) getting a diploma and/or starting qualification;
- (c) which leads to getting sufficient internal return;
- (d) delivery of satisfactory learning returns;
- (e) diploma value and satisfactory external return;
- (f) fulfilment of requirements on regional and national employment markets.

For non-funded institutions only the assignments concerning certification and related required levels of qualification apply.

In its assessment, the inspectorate wants to do justice to the performance delivered in light of the broader assignment.

Accessibility for disadvantaged groups

The inspectorate assesses the degree to which institutions offer admission to – still to be defined – disadvantaged groups in the market relevant to the institution. In cases of marked deviation of intake respective to these groups in the relevant market, we request the institution to justify itself. If institutions have a lot of students from disadvantaged groups, course assessments will be placed in this context in the explanation section of the reports.

Teaching returns

In contrast to other sectors, until now it has not been possible to determine teaching returns of graduates in the adult and vocational education sector, in part due to decentralised examination. The inspectorate considers the following to be future possibilities for secondary vocational education:

⁽³⁰⁾ This is in line with what is determined in the WEB with respect to:

- (a) tasks of funded institutions (Article 1.3.5), including taking responsibility for accessibility to education, particularly for disadvantaged groups;
- (b) the qualification structure goal as expressed in Article 7.2.4, namely the match between the curriculum for professional training and society's requirements, also in light of the employment market outlook for graduates; also in relation to the employment market outlook duty of care in Article 6.1.3;
- (c) combating early school-leaving in Chapter 8 of the WEB.

- (a) once central examination has been introduced for Dutch and numeracy/mathematics the inspectorate will include the performance data for these subjects in a returns indicator;
- (b) the inspectorate is going to inspect the degree to which it is possible to determine (or have determined) and/or verify the aptitude of graduates, for example with random evaluation examination assignments ⁽³¹⁾. This is comparable to the working procedure of visitation panels within the accreditation system of the Dutch and Flemish Accreditation Organisation. A complication is that in secondary vocational education, in contrast to higher professional education, examination is done less with written papers, but more with skills testing. Obviously experts are involved in this.

Employment market requirements

The inspectorate wants to develop indicators for the degree to which institutions provide a sufficiently qualitative supply for the regional and sometimes the national employment market. Use can be made of employment market information, including the Research Centre for Education and the Labour Market and the Association of National Centres of Expertise on VET and the Labour Market. For now this has no consequences for assessment of returns. Here too, where there is a marked deviation in the balance of supply and demand, the institution must justify itself.

The inspectorate does consider these data in inspection of compliance with the employment market outlook duty of care in Article 6.1.3 of the WEB.

The inspectorate recognises the tension between the different expected returns. Therefore it wants to compare components of this (and specifically the return component) to other expectations the institution has to satisfy. This does not lead to a different assessment, as this would undermine the rights of all students to education at an equal level. The performance delivered will be described in light of this context in the reports.

⁽³¹⁾ See the advice 'a certificate of value' (*een diploma van waarde*), education board, 2010.

Inspection objects and institution rights

Inspection object

The inspection object is what we inspect for quality. That is usually the entire training programme that a group of students follows, from the first to the last academic year.

Basic programme of the qualification record (course code)	exit programme
	exit programme
	exit programme

The inspection object differs per inspection theme:

- (a) for the teaching process we review the student's entire training programme. This is the basic programme from the course code, plus a selected exit, learning path and location;
- (b) for examination we review the exams of the selected exit, learning path, examination type and location;
- (c) for the returns we review the entire cluster from the course code with all corresponding exit codes.

Relation to the central register of vocational courses (crebo) codes

At the final attainment stage the course and *crebo* code are the same.

At the stage of competence-based learning (*cgo*) the training programme always comprises several *crebo* codes, in every case a course code and exit code.

Moreover, in the transition phase several codes can be involved (including the so-called 'mid-codes') as can old final attainment codes.

With examination the object of research is the same as the *crebo* codes for the selected exit.

With the teaching process we include not only the *crebo* course code and the exit code, but also *crebo* predecessors. Our starting point for inspection is the clustering as applied by the institution.

For returns we use the same *crebo* codes, and also all exit codes, even if inspection of the teaching process and examination is restricted to one exit. All these *crebo* codes are taken together to determine the returns. The subsequent result applies to each individual exit and therefore also for the inspection selection of exit and location.

Reporting

We report on the inspected course, meaning the selected course programme: the basic programme and the selected exit at the inspected location, examination type and learning path. In reporting we always use the cluster of *crebo* codes the way the institution uses them as a complete system of courses.

Domains

By introducing domains, the possibility of setting up shared domain programmes for several qualification records is created. The diagram is then as follows:

Domain programme	Basic programme of course code A	exit programme A1
		exit programme A2
		exit programme A3
	Basic programme of course code B	exit programme B1
		exit programme B2
		exit programme B3

The inspection object for the teaching process is the programme of the selected course code with exit and the corresponding domain programme (where available). The object of inspection of returns must be determined more closely. For inspection of examination the domains have no consequences: this remains focused on exits.

Formal rights

The law awards rights to qualifications. At the final attainment stage that is the entire course and one *crebo*. The formal inspection object here is the course/*crebo*.

In *cgo* this is exits. If, after a course of intervention as an ultimate solution – rights are taken away, this also counts for an exit. This means that the formal inspection object for *cgo* is always exit. This means that judgements on quality of an inspected course (with a cluster of *crebo* codes) only has consequences regarding the rights for the one selected exit *crebo*. Only for that exit can rights be taken away from the institution, after a period of recovery. This applies both to the right to provide education and the right to examine.

Flow diagram

Quality inspection for one to five courses:

- (a) part system inspection;
- (b) inspection quality assurance;
- (c) verification risk analysis.

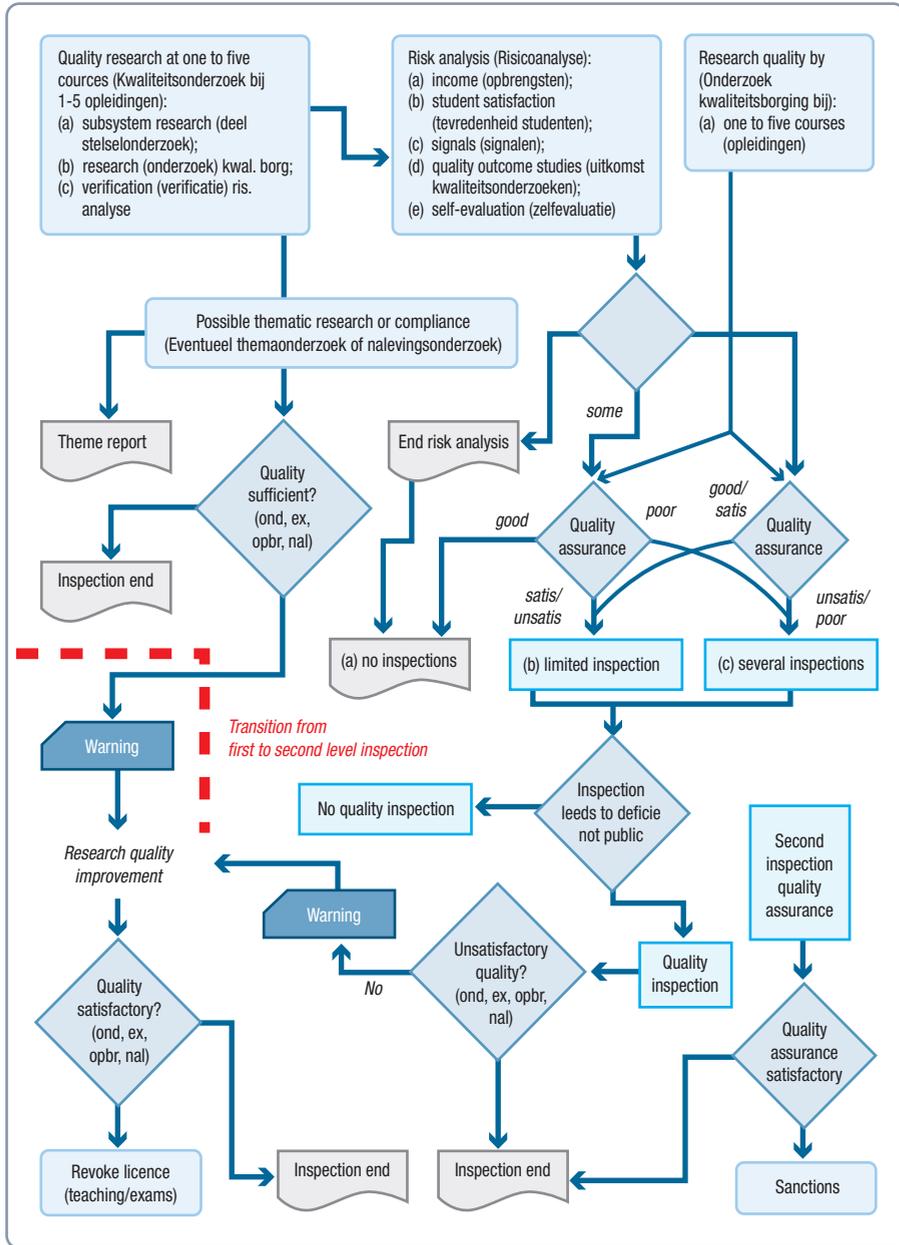
If required theme or compliance inspection. Risk analysis:

- (a) returns;
- (b) satisfaction students;
- (c) signals;
- (d) quality inspection outcome;
- (e) self-evaluation;
- (f) annual reporting.

Inspection quality assurance in:

- (a) one to five courses;
- (b) institution.

Triennial institution analysis



Source: Inspectorate of Education: Ministry of Education, Culture and Science
 (Inspectie van het Onderwijs: Ministerie van Onderwijs, Cultuur en Wetenschap).

1.22. Questionnaire to students for evaluating and ameliorating learning and teaching ⁽³²⁾

Evaluation of learning and teaching

Course: _____

Instructor: _____

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

5	4	3	2	1	0
strongly agree	agree	more or less	disagree	strongly disagree	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 instructor 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) parts formed an integral whole.	5	4	3	2	1	0
8. The course contributed to achievement of the aims of the curriculum and learning the selected profession.	5	4	3	2	1	0

(b) Evaluation of the instructor

9. Presentation of the course was clear and logical.	5	4	3	2	1	0
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⁽³²⁾ Võrumaa Vocational Education Centre (*Võrumaa Kutsehariduskeskus*), Väimela, Estonia, www.vkhk.ee/en [accessed 8.7.2014].

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 instructor followed the course programme.	5	4	3	2	1	0
13. The prerequisites and conditions for admission to the exam were known at the beginning of the course.	5	4	3	2	1	0
14. The instructor gave clear and explicit answers to the questions of students/trainees.	5	4	3	2	1	0
15. The instructor encouraged and counselled students/trainees in their independent work.	5	4	3	2	1	0
16. The instructor had good contact with the class.	5	4	3	2	1	0
17. The instructor was kind and tactful towards the students/trainees.	5	4	3	2	1	0
18. Opportunities to contact the instructor were very good.	5	4	3	2	1	0
19. The instructor was punctual, observed the times and deadlines.	5	4	3	2	1	0
20. All planned lectures/workshops took place.	5	4	3	2	1	0

(c) Information on the respondent

21. Study year.	5	4	3	2	1	0
22. First and last name of the student/trainee (not mandatory).	5	4	3	2	1	0
23. Prior knowledge was sufficient for passing this course.	5	4	3	2	1	0
24. Consulted with the instructor.	5	4	3	2	1	0
25. Participated in all classes.	5	4	3	2	1	0

(d) Your proposals for improving the level of teaching

Your evaluation has been very valuable. Thank you.

1.23. Guide for using the focus group technique in education and training ⁽³³⁾

The focus group

What is the focus group and what is it used for

The focus group is 'a qualitative technique of data collection, used in social research, which is based on information emerging from a group discussion on an issue or topic that the researcher wishes to investigate in depth' (Zammuner, 2003).

It is used in various fields and for many purposes that are not important in this context and for this reason are omitted.

In recent times use of this method has found wide acceptance in schools and social and educational settings, involving different members of the school and education, particularly students, teachers, parents, to investigate in depth some sensitive issues present in schools and education such as: bullying, family violence, use of drug and alcohol, sexual behaviour, school problems on the relationship with teachers, schoolmates, family and other particular situations, that are omitted because they do not concern the project's context.

The focus group is used mainly to:

- (a) obtain general information about a topic of interest, poorly dealt with in the literature;
- (b) generate hypotheses of research that can be checked during a quantitative phase of the research;
- (c) stimulate new ideas and creative concepts;
- (d) generate opinions and impressions relating to particular interesting topics;
- (e) know how to express a phenomenon of interest. This can be useful in creation of questionnaires for a quantitative phase of research;
- (f) deepen interpretation of data previously collected with quantitative instruments such as questionnaires, etc.

⁽³³⁾ Project LLP-LDV-TOI-09-IT-0448 'ValeRIA' 'Assessing the relationship between teaching and learning', Istituto d'Istruzione Superiore Altiero Spinelli, Milan, Italy, www.iisaltierospinelli.it [accessed 7.7.2014].

Methodology

The methodology consists of stimulation, with appropriate questions, of genuine opinions of participants on a particular topic, opinions that come into interaction with one another and give rise to discussions that often lead to generation of new ideas and opinions.

The focus group's peculiarity lies in its ability to generate reflections among those present and elicit previously unspoken opinions that sometimes the participating people did not think they had.

Important elements for effectiveness of focus groups are:

- (a) composition of the group;
- (b) setting (e.g. the environment in which the focus group takes place);
- (c) atmosphere;
- (d) communicative/relational skills of the leader;
- (e) cooperation of the assistant(s);
- (f) management of time;
- (g) type and sequence of questions.

The group can consist of a variable number of participants depending on the objectives to be achieved (number considered optimal: eight), selected according to predetermined criteria.

The setting must be appropriate to encourage group interaction, so the choice should be a classroom with good acoustics for recording with adequate lighting and large enough to have the chairs in a circle, so all participants and the facilitator can see one another; the observer should occupy a marginal position.

The time to devote to focus will be between 90 and 120 minutes, depending on the situation.

The questions and their order should be modulated according to the objectives and reactions of those present 'to give voice to participants' and understand their world and their experiences 'through their own words' (Rubin and Rubin, 1995).

Important for a successful focus group, as previously said, is formulation and sequence of the questions, in addition to the estimated time for answers and discussion.

How to use the focus group with different targets

Focus groups, in the school, can be used with different targets, for example teachers, students, parents; they can be homogeneous, constituted only of teachers, students or parents, or they can be heterogeneous, for example a focus group with teachers and students together; with teachers and parents together; with teachers, students and parents together.

Homogenous groups have an advantage of having a greater openness to discussion and an easier communicative stream, but they have a risk of conformism in the answers.

Heterogeneous groups have an advantage of providing richer and more various data, but they have a risk that comparison and discussion could slide into open conflict of little use to data gathering.

Focus groups on the same topic are used very much; they have both heterogeneous and homogeneous targets with data coming from different points of view in a peaceful, conversational climate/atmosphere.

Important for smooth running of the focus group

To create a good focus group the planning phase is important.

The key points to consider are the following:

- (a) objectives of the survey and methodological consistency:
 - (i) what are the reasons for launching this survey;
 - (ii) what is the information you want to obtain;
 - (iii) who will use the information;
 - (iv) how will the information be used;
 - (v) who can provide the information we need;
- (b) reference population:
 - (i) who is best placed to take the survey (they should be defined according to the object of study);
 - (ii) how many participants;
- (c) leader:
 - (i) determine how many and who;
 - (ii) decide presence/role of the assistant(s) (observer/co-host);
- (d) setting:
 - (i) determine the best place for group interactions;
- (e) questions:
 - (i) discussion grid;
 - (ii) type of questions that help to produce data and at the same time promote group conversation.

Particular attention must be paid to the atmosphere in which the focus group operates, because quantity and quality of the generated data depends on it.

In particular, a nervous and judgemental atmosphere will block genuine opinions and communicative stream of the conversation. A welcoming and non-judgemental atmosphere will encourage thoughts and encourage communication and discussion.

The leader's task is to create and preserve a positive atmosphere during the discussion, skilfully using communicative/relational competences, and observing and listening to participants to clarify, intervene and steer the conversation where necessary.

It is also important the leader monitors his/her own communicative behaviour in relation to the group dynamics.

Data analysis

Data analysis consists of examining, classifying, tabulating, recombining and interpreting information from the focus group, to be able to answer questions put by research and transfer the results into a report.

The analysis is a complex process because the information derives from many sources: notes of the leader, notes of observers on communications of participants, transcript of the recordings, and oral information from the leader.

Regardless of the method of analysis used, it is advisable to take some principles into account.

The analysis must:

- (a) be systematic, it must handle data in an organised and sequential way;
- (b) be focused, it must not take all the data into account, but focus on data on substantial questions;
- (c) allow a process of comparison between participants of the same focus group;
- (d) compare results of many focus groups on the same topic;
- (e) explain the investigated problem.

Report

For drafting the final report the following points should be considered:

- (a) describe carefully and logically the work carried out, paying particular attention to the reason for the survey, its object, criteria and methods;
- (b) communicate the results;
- (c) provide suggestions for further action.

In-depth examinations

Conducting a focus group – Some definitions

A focus group is:

- (a) a carefully planned discussion where participants can explain their own opinions more easily than in an individual interview, in a permissive and non-threatening environment (Krueger, 1994);

- (b) a research technique in soft evaluation approaches, qualitative, when it is considered convenient to turn to assessments, judgements, opinions expressed by experts or users/customers, to gather different points of view on a topic, to approve outcome, or product broadly speaking (Bertin, 1996);
- (c) a particular kind of group interview, based on explorative potential of interactive communication, verbal and non-verbal, that allows the researcher to receive feedback from his/her reference population (Bovina, 1998);
- (d) a qualitative technique for data collection, used in social research, based on information emerging from a group discussion on an issue or topic that the researcher wishes to investigate in-depth (Zammuner, 2003).

In short, a focus group is a planned discussion among a group of carefully selected people facilitated by a leader, that, with targeted questions, creates communicative interaction among participants and a favourable environment for genuine opinions and explanations to emerge on a specific topic investigated in depth ⁽³⁴⁾.

Peculiarity of the focus group lies in its ability to generate reflections and elicit previously unspoken opinions that sometimes participants were unaware they had.

Application areas

- (a) Academic research.
- (b) Community research.
- (c) Organisational research.
- (d) Educational research.
- (e) Health research.
- (f) Marketing research.
- (g) School research.

Focus group on school research

Participants: students, teachers, parents

Aims: investigate sensitive topics: bullying, family violence, use of drugs and alcohol, sexual behaviour, school problems on the relationship with teachers, schoolmates and family.

⁽³⁴⁾ The elements that characterise the focus group are In bold.

Planning the focus group

- (a) Reasons for the survey:
 - (i) what are the reasons for launching this survey.
- (b) Objectives of the survey:
 - (i) what is the information you want to obtain.
- (c) Reference population:
 - (i) who is best placed to take the survey;
 - (ii) how many participants.
- (d) Group:
 - (i) homogeneous;
 - (ii) heterogeneous;
 - (iii) how many groups.
- (e) Leader/moderator/facilitator:
 - (i) how many;
 - (ii) who;
- (f) Observer:
 - (i) how many;
 - (ii) who;
 - (iii) what function.
- (g) Setting:
 - (i) where is the best place;
 - (ii) where to position the participants.
- (h) Questions:
 - (i) what approach for conducting the focus group;
 - (ii) what approach for the discussion grid;
 - (iii) what approach for the observation grid.

Approaches for conducting the focus group

Guide by topic (made up of a list of topics to suggest to participants; it is little used).

Structured grid (made up of a series of questions – incentive-built according to determined criteria; it is often used because it creates a sensation of confidence in the leader and allows comparison of results of many focus groups).

Feature of questions

- (a) Short.
- (b) Clear.
- (c) Adapted to the language level of the participants.

Type of questions

- (a) Open.
- (b) That do not give the answer.
- (c) Retrospective.
- (d) Non-intrusive.
- (e) Yes/no questions (when there is a risk of bias) ⁽³⁵⁾.

Categories of questions

- (a) Opening question.
- (b) Introductory question.
- (c) Transition question.
- (d) Key question.
- (e) Final question.

Phases of the focus group

- (a) Opening phase (opening question, introductory question, transition question).
- (b) Essential phase (key questions).
- (c) Closing phase (questions, summary, forms of reflection, etc.)

Atmosphere of the focus

- (a) A nervous and judgemental atmosphere blocks the stream of communication and expression of genuine opinions.
- (b) A welcoming and non-judgemental atmosphere encourages emergence of thoughts and promotes communicative interaction.

Categories of messages that block communication

- (a) Evaluate/judge/criticise.
- (b) Give orders.
- (c) Interpret.
- (d) Reassure.
- (e) Investigate.
- (f) Solve.

Professional figures of the focus group

- (a) The leader/moderator/facilitator.
- (b) The assistant (observer, secretary, co-host).

⁽³⁵⁾ The word bias (from Greek bias, violence) means distortions in the answers due to influence of those present or to reasons of social desirability.

Role of the leader/moderator/facilitator

Activate and manage communicative interaction and group discussions to get useful information for the survey.

Role of the observer in ValeRIA

Help the leader manage the focus group as:

- (a) observer of verbal communication;
- (b) observer of non-verbal communication.

Features of the leader

- (a) He/she has communicative/relational skills.
- (b) He/she develops skills of group scanning that consist of looking at the group as a whole and at the same time paying attention to each member individually.
- (c) He/she can observe, for example non-verbal signals of disagreement; it is good that he/she intervenes to help participants explain their opinions, using interpretational questions as: did I understand correctly if I say that...
- (d) He/she can listen using, for example the active listening technique that consists of restitution to a person of what they said, rephrased in his/her own words, without removing or adding.

The paraphrase is introduced by sentences such as:

- (i) it seems to me to understand that ...;
- (ii) in other words ...;
- (iii) you mean that ...;
- (iv) therefore ...
- (e) He/she is able to monitor his/her own communicative behaviour, using non-verbal behaviour that encourages conversation.
 For example:
 - (i) avoid any gestures in agreement or disagreement through head movements or facial expressions;
 - (ii) signal someone to continue;
 - (iii) control anything that could be perceived as judgemental.
- (f) He/she is able to encourage group interaction by avoiding, for example, an authoritarian attitude, and making the group feel more important than him/her.

He/she is able to moderate interventions using assertive communication techniques. For example, if participants monopolise the conversation and do not let others talk, the leader, when they have finished

talking, makes them understand that although their intervention is important, others' interventions are also important.

To stop the communicative stream he/she can use a sentence such as: thank you for your intervention. Is there anyone who has a different point of view?

Leader's behaviour that encourage the communicative stream

- (a) Do not give personal opinions.
- (b) Do not fill a silent pause promptly: they are useful to mark passing from one topic to another.
- (c) Direct a discussion that wanders off the topic.
- (d) Moderate interventions adequately.
- (e) Do not focus attention on more interesting or interested participants.

Conducting techniques: questions to deepen the topic

The leader can clarify and/or deepen the topic, by asking participants:

- (a) specification questions; for example what did you do next? What happened next;
- (b) follow-up questions; for example, if ...(facts, problems, situations) so what... (opinions, causes, solutions);
- (c) probing questions; for example, have you got anything else in mind;
- (d) other questions; for example could you explain better? Give an example, I did not understand correctly ... could you tell me anything in addition.

Conducting techniques: funnelling technique

The funnelling technique is asking questions according to order of importance, putting key topics in central position, when levels of reflection and interaction are greater.

This technique uses the following strategies:

- (a) ask questions from general to specific;
- (b) reflect on positive and negative aspects of the topic (asking first the negative and then the positive questions);
- (c) allow pauses (to give possibilities to reflect and rouse further comments).

Some strategies for the discussion

- (a) 'Focus' on the topic in case of digressions (interrupt persons who wander from the topic, diplomatically).
- (b) For example, we are more interested in your opinion about... rather than...
Deepen group comments (for example, with questions, above all when all participants agree).

Conclusions

To conduct a successful focus group use your personal communicative/relational skills consciously, acquire or improve some specific competences, to encourage moments of individual reflection and create an atmosphere of positive interaction among participants so they provide useful opinions for the survey.

1.24. Example of an improvement action plan and its explanation note (first example) ⁽³⁶⁾

Explanation why this improvement action was selected

The subject ‘teaching to learn’ was selected for an improvement action because our students do not know how to learn. Our primary aim is to develop and use methods which help to involve our students in the learning process and improve their activity thus also strengthening their motivation. Students should be taught how to learn! In this process the (new) methods to teach students to learn will play an important role. We would like to expand and enrich collection of the methods and tools used to support the students’ learning, namely acquisition of knowledge by students on their own (helping acquisition of learning techniques, supporting independent performance of learning tasks, etc.) so that the methods related to modular training and project method will be emphasised.

This subject was also chosen because this topic is closely related to our school’s strategic objectives and the teaching staff identified it as a number one priority. Efficiency of the process will be assessed and evaluated by using questionnaire-based surveys for parents, students and teachers. Our objectives will be attained if there is a 5% increase in the satisfaction rate of our partners compared to the previous year.

⁽³⁶⁾ Nándor Handler vocational school, Sopron, Hungary.

Improvement action plan of the Nándor Handler vocational school, Hungary

Objective of the improvement action

Teaching students how to learn by using methods encouraging students' active participation in the learning process.

Category of the objective

Short-term objective.

Target

The satisfaction rate of parents and students with the support provided for learning should increase by 5% and the number of teachers using each of these methods by 5%.

How to measure the attainment of the target set?

By conducting questionnaire-based surveys.

Project leader

Quality manager.

Start of the project

15 April 2011.

End of the project

30 April 2012.

Improvement action plan

Methodology of learning – to teach the students how to learn

Task	Person responsible	Participants, contributors	Resources
1. Establishment of the improvement team	Quality manager	Teaching staff members	
2. Assessment of the current state	Quality manager	Improvement team members	<ul style="list-style-type: none"> • Documents • Computer
3. Collection of existing methods	Improvement team leader	Improvement team members	<ul style="list-style-type: none"> • Documents • Computer
4. Document analysis, surveying methodological requirements of curricula. Summarising results (kinds of teaching-learning methods and procedures in use)	Improvement team leader	Improvement team members	<ul style="list-style-type: none"> • Documents • Computer
5. Definition of potential trainers and participants of training. Definition of the place and time of training	Improvement team leader	<ul style="list-style-type: none"> • Headmaster • Teaching team leaders 	
6. Delivering training in the subject 'teaching students how to learn' (milestone)	Trainers	Teaching staff in six groups	<ul style="list-style-type: none"> • Training room • Computer • Beamer
7. Integration of new methods into syllabi of the related subjects (with special regard to grade 9)	Deputy headmaster responsible for education and organisational matters	Teaching staff	<ul style="list-style-type: none"> • Computer
8. Application of the new methods in education and training	Deputy headmaster responsible for education and organisational matters	Teachers completed the training	
9. Partners' needs and satisfaction survey in the subject 'development/improvement of the methodological culture'	Quality manager	<ul style="list-style-type: none"> • Quality improvement team • Headmaster 	

Duration	Deadline	Method(s) used	Expected result
One hour	15 April 2011	<ul style="list-style-type: none"> • Meeting • Discussion 	Improvement team established
Four hours	20 April 2011	<ul style="list-style-type: none"> • Analysis of documents • Discussion 	Mapping the current situation
Four hours	1 May 2011	<ul style="list-style-type: none"> • Collection of the methods and tools used by the teaching teams 	Cumulative list of the methods applied
Four hours	10 May 2011	<ul style="list-style-type: none"> • Brainstorming • Collection of the needs for new methods of the teaching teams • Summing up 	<ul style="list-style-type: none"> • List of the needs for new methods • Finalised list
One hour	12 May 2011		List of trainers and participants of training
Three hours	19 May 2011	<ul style="list-style-type: none"> • Training 	Expanding the set of methods and tools used in support for teaching students to learn
	16 September 2011	<ul style="list-style-type: none"> • Pedagogical planning 	The new methodology should appear in planning pedagogical activities (e.g. when designing the lessons)
	From September 2011 onwards	<ul style="list-style-type: none"> • Methodology of teaching students how to learn 	Application and professional control of the new methods
Four hours	30 April 2012	<ul style="list-style-type: none"> • Partners' surveys and evaluation of results 	The satisfaction rate of parents and students with support provided for learning should increase by 5% and the number of teachers using each of these methods by 5%

1.25. Example of an improvement action plan (second example) ⁽³⁷⁾

Area of improvement/weakness found

Activity	Objective
Prior knowledge testing	Lesson adjustment to abilities and prior knowledge of students
Use of movies and computer simulations	Increase motivation, abilities of students, design resource base for demonstration of procedure and make it accessible to every teacher
Stimulate students to use professional literature and autonomously search for solutions	Students use professional literature and autonomously search for solutions
Career guidance for students	Professional more competent students, connection with companies with modern equipment
Professional seminars – good practice in school centres and connection with companies	More competent teachers

Source: Head of quality commission.

⁽³⁷⁾ Republic of Slovenia, Ministry of Education and Sport: a consortium of school centres (*Republika Slovenija, Ministrstvo za solstvo in Sport: konzorcij šolskih centrov*).

Expected result	Person in charge	Time	Monitoring implementation of action
Better academic success, better understanding of subject and shortening of preface explanation	Every teacher	At marking period	Headmaster
More successful students, better job guidance for students	<ul style="list-style-type: none"> • Director • Headmaster 	Next school year	Headmaster
Higher level of knowledge, diversification of lessons, achievement of professional literature – magazines	<ul style="list-style-type: none"> • Teachers • Headmaster 	Next school year	Headmaster
More active students at work, higher self-esteem of students	<ul style="list-style-type: none"> • Teachers 	Continuously	Headmaster
Professional seminars	<ul style="list-style-type: none"> • Headmaster • Heads of teachers' working group (in the same area) 	Once a year	Headmaster

1.26. Student questionnaire ⁽³⁸⁾

(Assessment by grade: one to six; one = agree completely, six = do not agree at all)

PART I: the school environment						
Question	How do you assess the following statements?					
	1	2	3	4	5	6
1. The school building and schoolyard are clean						
2. The classroom offers a pleasant working environment						
3. The workshops and functional rooms (e.g. chemistry, physics, IT, lab, kitchen) are well equipped						
4. The classrooms have good equipment (e.g. overhead projector)						
5. The equipment (e.g. computers, machines) is always ready to use						
PART II: organisation and information						
Question	How do you assess the following statements?					
	1	2	3	4	5	6
1. I receive information about schedules, block schedules and substitutions in a timely manner						
2. Problems with the building (e.g. heating, windows, toilets, lighting, etc.) are promptly resolved						
3. Other than teachers, there are other contacts for us at the school (liaison teachers, social workers, pupil representatives, counsellors, or similar)						
4. The school's website is up to date and informative						
5. The signs are understandable and the room identification is clear						

⁽³⁸⁾ Dr Walter Bruch School BBZ (vocational centre), Saarland, Germany.

PART III: lessons at school

Question	How do you assess the following statements?	1	2	3	4	5	6
1.	Lessons begin and end on time						
2.	The assigned textbooks are appropriately used						
3.	We can often work on the content of lessons ourselves (worksheets, content from books and the Internet, etc.)						
4.	Homework is regularly assigned and discussed						
5.	The instructional materials used are up to date and have an appealing design						

PART IV: performance assessment for the school

Question	How do you assess the following statements?	1	2	3	4	5	6
1.	Tests are announced in a timely manner						
2.	The grading of tests is always understandable						
3.	Tests are corrected and returned in a timely manner						
4.	Final grades (on report cards) are not just determined from test grades (presentations, participation, homework, etc. are also taken into consideration)						
5.	A sufficient number of tests are given						

Would you recommend this type of school?

Yes No

Comments and suggestions for improvement:

1.27. Teaching reflection ⁽³⁹⁾

Reflection on teaching

1. Formal data

Teacher		Colleague	
---------	--	-----------	--

Date		Time		Class	
------	--	------	--	-------	--

Subject/subject area/academic area

Topic of the lesson

2. How is the lesson structured?

(e.g. introduction, execution, reinforcement)

3. How is pupil autonomy encouraged?

(e.g. are they easy to understand, legible, up to date)

4. Which materials does the teacher use during the lesson?

5. Which suggestions are given for future lessons?

The teacher must file this form in their personal records.

⁽³⁹⁾ Dr Walter Bruch School BBZ (vocational centre), Saarland, Germany.

1.28. Checklist for school action plan (SAP) development ⁽⁴⁰⁾

No	Component completed:	yes	no
1	Is the plan complete (have all the sections from the attached content been filled in)?		
2	The plan has a professional appearance: (a) it is a single document with a cover/title page mentioning the name of the school and the fact that this is a SAP for 2007-13; (b) it includes a contents page; (c) it has no spelling or printing mistakes; (d) the layout is clear and allows an easy reading of the document.		
3	The plan is written in a clear and accessible style for people who do not work in education and/or includes a glossary explaining any specialised terms or terms from the educational field.		
4	Do the first two parts reflect the fact that the plan adopts a long-term perspective until 2010, as well as the fact that it includes an operational plan for one year: (a) the needs analysis refers to the situation until 2010 and it includes conclusions drawn on anticipation data as well as on historical data; (b) it refers to the regional education action plan (REAP) ⁽⁴¹⁾ and to the local education action plan (LEAP) ⁽⁴²⁾ with regard to the long-term requirements and priorities; (c) the objectives and targets are provided for the time period until 2013 or at least beyond 2011.		

⁽⁴⁰⁾ Airinei Telecommunications Technical College, Bucharest, Romania, <http://airinei.omad.ro> [accessed 9.7.2014].

⁽⁴¹⁾ REAP – provides an overview on the regional context – demographic, labour market and economic trends and Pentru forecasts.

⁽⁴²⁾ LEAP – analysis of the county context, with focus on specific issues of the TVET system at county level.

5	<p>The plan contains a substantial needs analysis from an external perspective including:</p> <ul style="list-style-type: none"> (a) labour market demand and final users' needs, including students' needs; (b) relevant information on the technical and vocational education and training (TVET) development and especially the skills needs for the fields/sectors for which the school provides vocational training; (c) clear conclusions on the implications for the future of TVET. <p>Note that the needs analysis should not repeat the information found in the needs analysis within REAP and LEAP, but it must include relevant conclusions on the future plans of the school.</p>		
6	<p>The plan comprises a self-assessment of the internal environment and of the strengths and weaknesses of the actual educational provision for each of the headings specified in the guide for SAP development:</p> <ul style="list-style-type: none"> (a) teaching and learning; (b) teaching materials and resources; (c) students' outcomes; (d) guidance and counselling services for students; (e) qualifications and curriculum; (f) physical and human resources; (g) partnership and collaboration. <p>Note that at this stage only resource centres are fully implementing the quality assurance standards and self-assessment procedures, but all other schools were required to pilot some form of self-assessment.</p> <p>Have clear conclusions, and not only a set of statements, been formulated?</p>		
7	<p>There is a summary (preferably maximum two pages) of SWOT that regards mainly the following aspects:</p> <ul style="list-style-type: none"> (a) presents the main conclusions; (b) helps identify elements that need to be developed and priorities; (c) creates links between the proof collected during the internal analysis and those collected during the external analysis. 		

8	<p>The plan identifies a set of priorities which:</p> <ul style="list-style-type: none"> (a) are based on the needs analysis; (b) are correlated with the priorities within REAP and LEAP; (c) are adapted to the school profile and its mission; (d) are correlated with the TVET reform programme as identified by the training sessions within the current PHARE project; (e) focus on the key interventions (it is better to have less than more such interventions that cannot be performed). <p>Note that the plans should not include any priority goal to which the school cannot contribute, for example the establishment of a regional or local observatory.</p>		
9	<p>Does the plan include a clear set of objectives and targets that are correlated to the priorities? These:</p> <ul style="list-style-type: none"> (a) contribute to coherent local planning that ensures existence of a coordinated training offer in a certain geographical area; (b) improve and modernise teaching and learning by adopting new student-centred methods and satisfy students with special needs; (c) fulfil the need to provide continuous adult training. 		
10	<p>SMART objectives and targets:</p> <ul style="list-style-type: none"> (a) refer to a specific development aspect, but with a view to 2010 (these objectives should not cover only one year); (b) include a measurable target (ideally a target that can be measured simply); (c) is the measurement method clear; (d) are the objectives achievable during the specified period of time and with estimated available resources, being at the same time sufficiently ambitious and demanding for the school to encourage actions for improvement; (e) are the objectives relevant for the future school mission and profile (considering other schools in the area); (f) do the targets to be achieved specify the period 2013. 		

11	<p>Is each objective accompanied by a corresponding set</p> <ul style="list-style-type: none"> (a) established for the next school year; (b) included in the school activity and responsibility area, taking into account its mission and profile (namely you should specify the activities the school can perform). 		
12	<p>Are the actions directly connected to achievement of the specified objectives?</p>		
13	<p>Are these actions based on the principle of collaboration and partnership:</p> <ul style="list-style-type: none"> (a) between members of the school staff; (b) with other schools from the geographical area; (c) with other schools that provide qualifications in the same field or in similar fields; (d) with psychopedagogical services; (e) with employment agencies; (f) with employers and employers' associations. 		
14	<p>Do the actions support the decision to increase and improve school networks and work in partnership:</p> <ul style="list-style-type: none"> (a) is the partnership plan included in the SAP. 		
15	<p>Actions:</p> <ul style="list-style-type: none"> (a) are the actions realistic and achievable, but at the same time ambitious; (b) are they clearly and unambiguously formulated; (c) have partners been identified; (d) has the leader/person in charge been nominated for each action as well as duration of the action; (e) have the implications been analysed from the resources perspective. 		
16	<p>Is there evidence that SAP development has been completed through a collaboration and consultation process (this aspect should be included in the fourth part of the plan). Is there proof that the following have been consulted when developing the plan:</p> <ul style="list-style-type: none"> (a) employers, employees, SME owners and employers' associations; (b) employment agencies; (c) parents; (d) students; (e) school staff; 		

	<ul style="list-style-type: none"> (f) teachers and directors from other schools; (g) school managing board (not only for approval, but also as a source of guidance and counselling); (h) inspectors/TVET inspectors. 		
17	<p>Does the plan contain proper mechanisms for monitoring and analysis by people responsible for action:</p> <ul style="list-style-type: none"> (a) managers; (b) school director; (c) school board. 		
18	<p>Have the vocational development needs of staff members been identified?</p>		
19	<p>The enrolment plan is logically correlated with SAP:</p> <ul style="list-style-type: none"> (a) it supports the priorities, objectives and targets; (b) does it take into account offers of other schools in the city and other factors such as future numbers of young people in the area and future demand for such qualifications. 		

1.29. Example of a SWOT analysis ⁽⁴³⁾

Verdigris Valley Electric Cooperative SWOT analysis

Internal strengths	<ul style="list-style-type: none">• Longstanding experience (traditions) in teaching certain professions.• Fanaticism about teaching.• Practice facilities (wood, metal).• Internal development activities.• Participation in external projects.• Participation of teachers in training and practice courses.• Good location.• Evaluation of subjects, feedback.• Good competitive ability of graduates on the labour market.• Success of students in professional competitions.• Created motivation for learning.• Organisational division.
Internal weaknesses	<ul style="list-style-type: none">• Lack of textbooks.• Insufficient cooperation between different specialities.• Weak know-how in new specialities.• Insufficient motivation among students.• Few leisure time opportunities for students, lack of rooms for independent work.• Cooperation with employers.• Insufficient opportunities for practice organisation (too few, instructors, motivation).• Mediocre reputation.• Few opportunities for exchanging experience with colleagues.• Lack of vision (where do we want to go?).• Recruitment of staff.• Weak traditions.• Lacking room for teachers.• Condition of the main building.• Catering.• Slow work of the administrative department.• Movement of information.• Lack of unified collective.

<p>External threats</p>	<ul style="list-style-type: none"> • Low reputation of vocational education. • Movement of youth into large cities. • Varying level of graduates. • Uncertainties in legislation. • Lack of education policy. • Decreasing population numbers. • Discipline at school, in the company. • Insufficiently developed infrastructure (communication, information, transport). • Dispersed placement of study buildings. • Weak regional policy. • Outflow of qualified employees. • Insufficient financial support from the State.
<p>External opportunities</p>	<ul style="list-style-type: none"> • Interest of entrepreneurs. • Development of entrepreneurship, financial situation. • Practice motivation (compensation for the school). • Education policy (vocational education reform). • Demand on the labour market. • Improved reputation of Võrumaa Vocational Education Centre. • State subscription. • Higher value of professionals in society. • Support from local government and the State. • Amendments of legislation (provision of vocational education at several levels). • In-service training opportunities for teachers outside the school. • Traditions connected to agriculture. • Development of vocational education. • Various programmes and projects. • Development of infrastructure. • Increased cooperation between professional associations.

⁽⁴³⁾ Võrumaa Vocational Education Centre (*Võrumaa Kutsehariduskeskus*), Väimela, Estonia, www.vkhk.ee/en [accessed 8.7.2014].

Identification of target groups

- (a) Students pursuing qualifications (vocational secondary education, included after basic school, applied higher education).
- (b) Students with special needs.
- (c) Adults:
 - (i) staff of companies and organisations, including own school staff;
 - (ii) practice supervisors in companies, etc.
- (d) Youth without basic education:
 - (i) preliminary training for pupils in basic school;
 - (ii) vocational training for students who have passed the minimum school-leaving age (17+).
- (e) Students in a speciality (for people with varying educational backgrounds).
- (f) Unemployed persons (retraining and rehabilitation).
- (g) Foreign students.
- (h) Students from adult gymnasium.
- (i) Dropouts from vocational schools and potential dropouts.

Mission

Training a competitive labour force at EU level.

Good schooling for entire life.

Vision 2012

Võrumaa Vocational Education Centre in south-eastern Estonia is a multifunctional school based on a network of vocational education institutions, offering competence-based training, which is flexible in responding to changes in the labour market, considers individual development and abilities of students and supports development of the region through its support services.

1.30. Example of an organisational structure ⁽⁴⁴⁾

Organisational structure of a VET school

To achieve the school's objectives, the school has a study department, an administrative department and an organisational division.

Structural units formed by the head of the school may be part of the study department: chairs, library, adult education division, consultation division. The study department is managed by a deputy head for learning.

The study department:

- (a) guarantees quality of education based on established standards;
- (b) observes and fulfils requirements applied to implementation of higher education curricula;
- (c) fulfils the school's development plan;
- (d) directs, organises, analyses and evaluates the educational work;
- (e) manages development of curricula;
- (f) coordinates applied research;
- (g) coordinates fee-charging professional training;
- (h) plans for teaching staff needs, analyses and evaluates their work;
- (i) plans for teaching aids' needs optimising their use;
- (j) manages the study information system;
- (k) ensures cooperation with pupils' and students' self-government;
- (l) maintains and promotes public and foreign relations;
- (m) organises fulfilment of the school's activity plan and keeps records;
- (n) develops the library;
- (o) launches and coordinates projects;
- (p) coordinates in-service training for staff;
- (q) organises pupil and student exchange and foreign exchange of teachers;
- (r) looks for sponsorship opportunities.

The administrative department is managed by the head of the administrative department.

The administrative department:

- (a) financially supports provision of education;
- (b) ensures functioning of school infrastructure as required;
- (c) provides the necessary technical materials for the study process;

⁽⁴⁴⁾ Võrumaa Vocational Education Centre (*Võrumaa Kutsehariduskeskus*), Väimela, Estonia, www.vkhk.ee/en [accessed 8.7.2014].

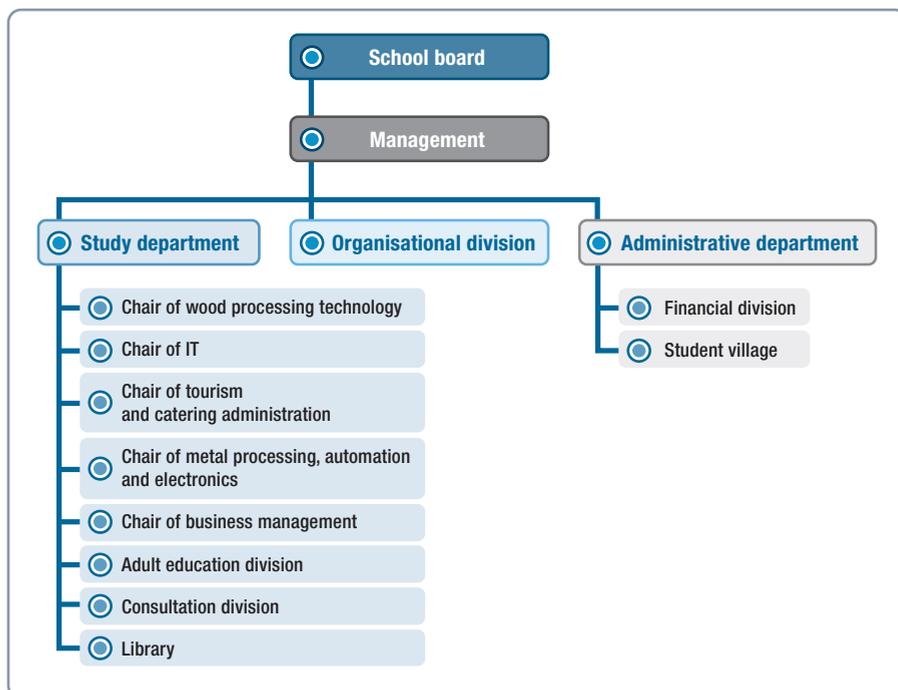
- (d) maintains State assets and keeps their value;
- (e) organises public procurement;
- (f) ensures self-sufficiency of the dormitory;
- (g) plans for staff needs in the administrative department, analyses and evaluates their work.

The organisational division is managed by the quality director.

The organisational division:

- (a) collects and analyses information necessary for school management;
- (b) strategically plans activities of the school and develops school regulations and strategies;
- (c) organises document administration and circulation;
- (d) develops and administers information systems;
- (e) develops and implements a quality control and evaluation system for the school's activities;
- (f) plans for staff needs, analyses and evaluates their work;
- (g) organises accounting.

Figure 23. **Structure of Võrumaa Vocational Education Centre**



1.31. Description of staff responsibilities with regard to quality ⁽⁴⁵⁾

To ensure interaction between departments, divisions and the administration in the institution's everyday activities.

Structure of the QMS

The quality manager

The quality manager at the Lithuanian Maritime Academy (LMA) is head of the personnel and quality system. The quality manager:

- (a) is responsible for the functioning and improvement of the quality system;
- (b) designs, approves and issues documents of the quality system;
- (c) holds annual meetings of LMA administration to assess the functioning of the quality system;
- (d) plans and organises internal audits of quality and revision and preventive actions;
- (e) encourages the staff to observe the quality system and submit proposals for its improvement;
- (f) manages activities of internal auditors and quality representatives in departments and divisions.

Quality representatives

Quality representatives in departments and divisions are heads of departments, the Seamen's Training Centre and divisions.

Quality representatives:

- (a) check how subordinates meet quality requirements;
- (b) ensure observation of quality system requirements in departments and divisions;
- (c) register non-compliance;
- (d) seek removal of shortcomings or non-compliance at work.

⁽⁴⁵⁾ Lithuanian Maritime Academy (*Lietuvos aukštoji jūreivystės mokykla*), Klaipėda, Lithuania.

The staff

The staff (academic, administrative, department and division staff) record shortcomings or non-compliance with requirements of LMA's internal regulations and procedures and report them to their intermediate authorities.

All LMA staff are responsible for:

- (a) accumulation, documentation and storage of records of the quality system;
- (b) precise and transparent identification of records kept in e-media.

Internal auditors

At the LMA, internal auditors are the assistant director and head of the personnel and quality system. Internal auditors:

- (a) plan and execute the quality internal audit;
- (b) identify non-compliances and to prepare statements;
- (c) report results of quality internal audits;
- (d) check removal of non-compliances and report to the administration.

1.32. Example of staff responsibility with regard to quality ⁽⁴⁶⁾

The IT lab plans, designs, and uses IT and promotes opportunities for its use in the study process.

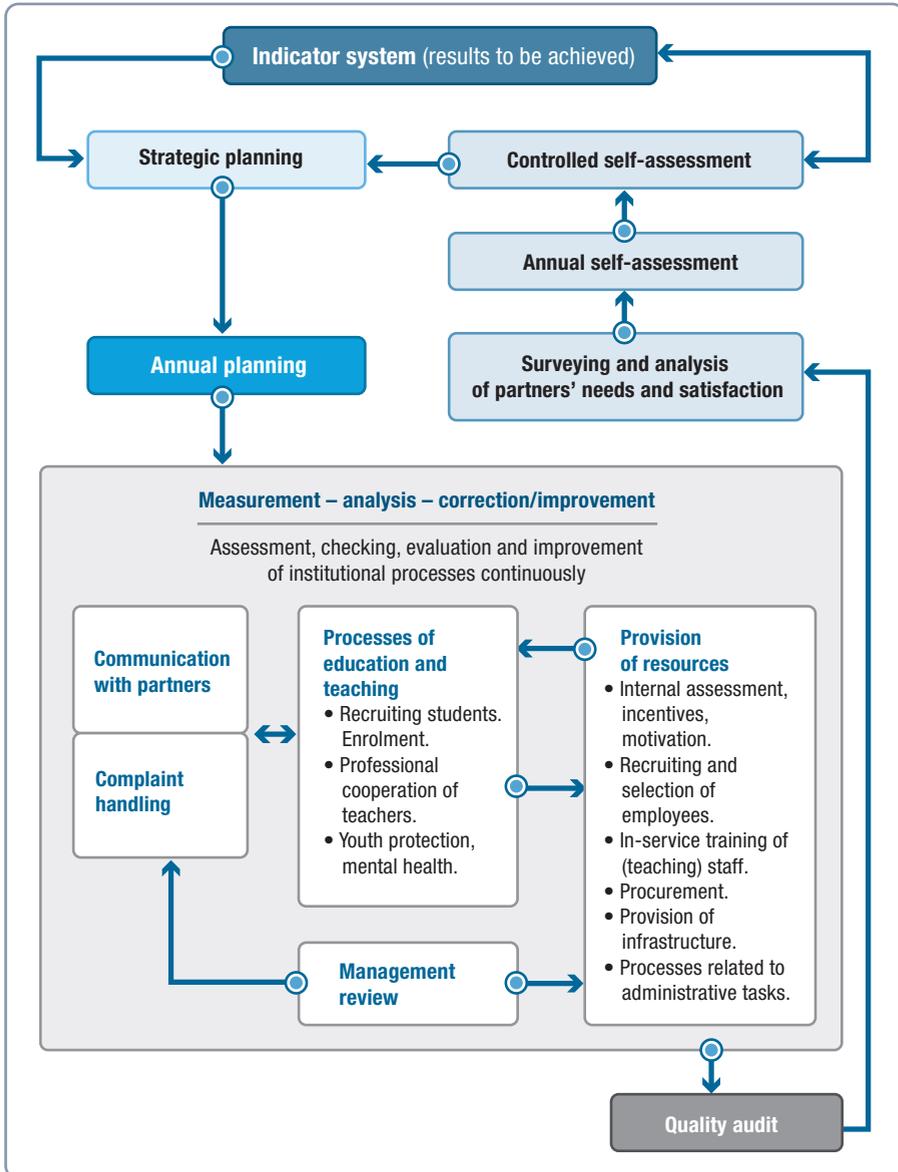
The library ensures provision of LMA study fields with information; creates conditions for using internal and external information resources; provides services that meet LMA students' and academic and administrative staff needs and supports implementation of the LMA strategic action plan.

The department of studies is in charge of planning, organising, coordinating and restructuring studies, assurance and improvement of quality of the study process and formation and presentation of data on studies and students for applicants to the LMA.

The department of international relations and project activities develops international relations, initiates and coordinates LMA project activities, and disseminates information on the activities.

⁽⁴⁶⁾ Lithuanian Maritime Academy (*Lietuvos aukštoji jūreivystės mokykla*), Klaipėda, Lithuania.

1.33. Example of a process map ⁽⁴⁷⁾



⁽⁴⁷⁾ Nándor Handler vocational school, Sopron, Hungary.

1.34. Questionnaire to students for assessing training completed ⁽⁴⁸⁾

Assessment of the training by the trainee

You have just finished a training course. We hope it will be of great benefit for you. By filling in this questionnaire you will help us to assess the quality of our service. Your remarks and comments will contribute to improving future sessions. These sheets are systematically read and analysed. Analysis leads to remedial actions, as necessary. Thank you for taking a few minutes to complete this form.

Date of the end of training

Title of the training

Name, first name (optional)

Overall appreciation of the service

--

-

+

++

What did you like

What did you not like

What did you miss

Welcome, information

--

-

+

++

Comments

At your initial welcome the staff were available

The information provided was clear and relevant

The time delay between your first contact with GRETA and the proposal for your training was reasonable

⁽⁴⁸⁾ Academic delegation to the continuing education (*Délégation académique à la formation continue*) (DAFCO)/national network of public and adult education centres (*groupements d'établissements*) (GRETA) (Region Basse-Normandie), Caen, France, www.ac-caen.fr [accessed 8.7.2014].

Training project	--	-	+	++	Comments
Your personal constraints were taken into consideration when designing your training plan					
The objectives and contents corresponded to your expectations					
You received all information and explanations necessary to start your training					
Implementation of training	--	-	+	++	Comments
The premises were appropriate					
The material at your disposal was satisfactory					
The educational materials provided were clear and useful					
The guidance was dynamic and efficient					
The trainers' teaching methods satisfied you					
The balance between theory and practice was satisfactory					
The trainers were competent in their professional sectors					
The trainers were available and receptive					
The training fostered development of your autonomy					
You could easily follow up your progress					
Your training objectives were reached					
Recognition of your acquired competences increased your training's value					

1.35. Example of a cooperation agreement between a VET provider and a company ⁽⁴⁹⁾

Cooperation agreement No (organisation of professional traineeship)

This agreement has been concluded on, in Väimela between the Võru County Vocational Education Centre, represented by Tanel Linnus (hereinafter the 'school'), represented by (hereinafter the 'company'), and(hereinafter the 'student'), who have agreed to the following terms and conditions:

- (a) within the scope of this agreement, the parties shall develop mutual cooperation in the organisation of professional traineeship for the students;
- (b) Võru County Vocational Education Centre undertakes:
 - (i) to send the student ... to professional traineeship from ... to ...;
 - (ii) duration of the traineeship: ... hours;
 - (iii) to appoint ... as the school's supervisor of the traineeship;
 - (iv) to provide the student with traineeship guidelines;
- (c) the company undertakes to:
 - (i) enable the student to carry out the traineeship according to the programme;
 - (ii) appoint a supervisor of traineeship from the company in order to ensure efficient completion of traineeship;
 - (iii) provide safety instructions pursuant to valid legislation;
 - (iv) assess the traineeship of the student;
- (d) the student undertakes to:
 - (i) appear at the location of traineeship at the start of traineeship;
 - (ii) follow the internal work and safety procedures established in the company;
 - (iii) follow correctly the instructions given by the supervisor from the company;

⁽⁴⁹⁾ Võrumaa Vocational Education Centre (*Võrumaa Kutsehariduskeskus*), Väimela, Estonia, www.vkhk.ee/en [accessed 8.7.2014].

- (iv) participate in the daily work of the company pursuant to the traineeship programme;
- (e) the school shall have the right to:
 - (i) recall the student if it will be impossible to carry out the traineeship pursuant to the traineeship programme;
- (f) the company shall have the right to:
 - (i) remove the student from traineeship due to unauthorised absence from work, infringement of internal work or safety procedures and to notify the school;
- (g) the student shall have the right to:
 - (i) apply for a new location of traineeship if the company is unable to ensure compliance with the traineeship programme;
- (h) this agreement has been concluded and signed in three identical English copies of which each party shall receive one copy;
- (i) any questions and disputes arising from this contract shall be solved through negotiations;
- (j) requisite information and signatures of the parties:

Võru County Vocational Education Centre	Company:
Reg. No: 70005542	Registration No:
Väimela, Võru County	Address:
65501 Võru County	Phone:
Phone: 782 8649	Fax:
Signature	Signature

Võru County Vocational Education Centre	
Name of the student:	Specialty:
Study year:	
Address:	
Phone:	
Signature	

1.36. Questionnaire for evaluation of work-based learning ⁽⁵⁰⁾

Course end date:	
Course title:	
Last name, first name (optional):	

Trainee's evaluation of course

We hope the course you just completed will prove useful to you. By filling in this questionnaire you can help us assess the quality of the training we provide and to improve future sessions. These sheets are systematically analysed and used to take any necessary corrective steps.

Thank you for taking a few moments to fill in this form.

Key:	++	Very satisfactory
	+	Satisfactory
	-	Unsatisfactory
	--	Very unsatisfactory

Overall appreciation of the service	--	-	+	++
--	----	---	---	----

What you liked

What you did not like

What you would have liked

⁽⁵⁰⁾ DAFCO/GRETA (Region Basse-Normandie), Caen, France, www.ac-caen.fr [accessed 8.7.2014].

First contact/information	--	-	+	++	Comments
(a) At first contact you found staff approachable					
(b) You received clear and relevant information					
(c) The time between your first contact and your training proposal was reasonable					
Course design	--	-	+	++	Comments
(a) Your particular constraints were taken into account in the development of your training plan					
(b) The aims and content of the course met your expectations					
(c) You received all necessary information and clarifications to get your training off to a good start					
Course delivery	--	-	+	++	Comments
(a) The premises were suitable					
(b) Materials provided were satisfactory					
(c) Training documents supplied were clear and useful					
(d) Course delivery was dynamic and effective					
(e) You found the trainers' teaching methods suitable					
(f) The balance between theory and practice was satisfactory					
(g) Trainers displayed a good command of their professional field					
(h) Trainers were approachable and listened to the students					
(i) The course enabled you to become more independent					
(j) It was easy for you to monitor your progress					
(k) The aims of your course were achieved					
(l) Recognition of your previous skills added value to your training					

1.37. An example of internship guidelines

Objective of internship

The main objective is to reinforce and deepen knowledge acquired in the main and special subjects through practical work and prepare the student for work in a professional environment, as well as continuing education after practical training and studies.

Internship location

Decided by the internship supervisor at the school:

- (a) achievement of the internship objective;
- (b) general description of the company;
- (c) review and analysis of the company's operations;
- (d) review of customer service;
- (e) requirements for professional assignments.

Professional assignments during the internship should correspond to the specific nature of the speciality studied in the curriculum framework.

The student's specific duties depend on the specific profile of the internship company.

Any deviations and exceptions should be agreed in writing with the senior instructor of the chair of specialisation.

Professional assignments should be appropriate for a student without prior professional experience.

Office work and routine work (data input, sale of computers, etc.) does not constitute an internship.

Rules of conduct for the trainee

The trainee is required to:

- (a) report at the location of internship at the start of internship;
- (b) follow any legal instructions of the internship supervisor and those authorised to manage the work of others with diligence and accuracy, and be responsible for results of his/her actions equally with regular employees of the internship company;
- (c) keep business and trade secrets of the internship company and maintain its good reputation.

The trainee may not:

- (a) use any property or information from the internship location for purposes conflicting with the internship company business or internship objectives;
- (b) take independent management decisions, except in cases where immediate interference is required to prevent material damage.

Study portfolio required for passing an internship

The internship report should include:

- (a) individual internship objectives;
- (b) required documents for internship – CV, application, agreement, list of skills, official letter of introduction to the employer, etc.;
- (c) contacts with the company during internship planning, means of communication used;
- (d) explanations, descriptions and analysis;
- (e) assessment of the knowledge acquired during internship;
- (f) assessment of own performance;
- (g) opinion on achievement of individual objectives;
- (h) assessment of coping with problematic situations (conflicts, criticism, new people);
- (i) assessment of ability to cooperate with the supervisor, colleagues, customers;
- (j) assessment of employment opportunities, based on the internship experience;
- (k) a general part, which does not depend on the specific position;
- (l) if some of the required information is confidential in a particular company, the student should accept it and include a respective note in the report;
- (m) recommended structure of the report:
 - (i) title page;
 - (ii) table of contents;
 - (iii) introduction (justification for selection of internship company and position, definition of internship objectives, overview of the report's structure);
 - (iv) general description of the company (brief overview of the history, areas of company business, etc.);
 - (v) overview of work assignments completed during internship;
 - (vi) conclusion;
 - (vii) references;
 - (viii) annexes.

Evaluation sheet

The owner or executive manager of the company provides an opinion and evaluation of the trainee's professional development. Where favourable, this could be a letter of recommendation (this would help the trainee find better internship companies in the future and possibly a better position after graduation).

Defence of internship

The study portfolio required for passing the internship should be submitted within one week after the end of internship.

1.38. Example of a sectoral partnership agreement between a VET provider and an employers' association

Partnership agreement

between

and

The signatories agree as follows:

Axis of collaboration

Evolution of jobs, training and diplomas

..... and mutually to inform each other of necessary adaptation of training to qualification needs brought about by economic, organisational and technological developments in employment in the sector in

..... will inform and consult on development of sector activities and training relevant to this sector.

Exchange of information can feed into reflections on elaborating academic patterns for training of the also using field-related studies carried out by the profession.

These efforts will equally enrich consultations with the, which is responsible for the regional plan for development of vocational training

The VET provider ... and the employers' association will discuss training in the sector, its needs, and with the regional council :

- (a) development of sector training, especially in departments of vocational education schools, apprentice training centres or different structures set up to develop learning, if necessary;
- (b) conclusion of agreements between these establishments and the of the branch, if there are qualified and quantified needs;
- (c) setting up a network of training structures for employment areas of concern.

Common actions of an educational nature

The association agrees to favour acceptance of pupils and apprentices in companies from the sector of concern.

Representatives of the profession will assess training periods of young people at the company and be present in the examination board.

Common actions to improve pedagogy will be undertaken as follows:

- (a) elaborating documents and pedagogical methods to improve pedagogical continuity of training at vocational education schools and in companies; use of a database for internships in companies;
- (b) integrating a reciprocal link between websites of the VET provider and the profession;
- (c) smoothing the relationship between school and company.

Material and documentation

The employers' association and the VET provider reinforce their cooperation in developing professional and/or educational documents (CD-ROM, brochure, DVD, etc.) supporting training and education.

Validation of knowledge acquired through experience (validation des acquis de l'expérience (VAE))

The employers' association and the VET provider wish to ease access to VAE certification for employees of sector companies.

To this end, the two parties agree to:

- (a) carry out collective action managed jointly by the employers' association and the educational system in place for VAE to develop validation to benefit sector employees wishing to obtain a diploma pertaining to a second degree;
- (b) rely on liaison offices for counselling set up by the regional council concerning individual information (professional titles, professional diplomas and certificates, finances, etc.);

Monitoring the academic partnership agreement and assessment of activities

The steering committee will meet at least once a year to monitor ongoing actions and review effective collaboration between the partners.

On this occasion, assessment of the previous year and an academic partnership plan for the coming year will be formalised. The documents will be broadly circulated by the parties to this agreement.

Confidentiality and security

The information gathered at sector companies are of a confidential nature. Interns and teachers are bound by professional secrecy not to divulge any confidential information which could be brought to their knowledge during their presence in a company of the sector.

The board of education where the VET provider operates is obliged to inform its personnel, pupils and students of this confidentiality clause. This applies equally to all information gathered within national education.

Settlement of a dispute

The co-signatories agree to meet if a serious dispute arises and to examine carefully all the terms, before resorting to a termination procedure foreseen within the framework of this agreement.

1.39. Example of a partnership agreement between VET providers in a network ⁽⁵¹⁾

Partnership agreement

Article 1. Partners

This partnership is agreed between:

- (a) NCDVET, headquartered in, represented for the purpose of signature of this agreement by, director and;
- (b) technical college one..., located at ..., hereinafter referred to as 'resource centre', represented for the purpose of signature of this agreement by, director;
- (c) technical college two, located at, hereinafter referred to as 'member school' represented for the purpose of signature of this agreement by, director;
- (d) technical college three, located at, hereinafter referred to as 'member school', represented for the purpose of signature of this agreement by, director;
- (e) technical college four, located at, hereinafter referred to as 'member school', represented for the purpose of signature of this agreement by, director;
- (f) technical college five, located at, hereinafter referred to as 'member school', represented for the purpose of signature of this agreement by, director;
- (g) technical college six, located at, hereinafter referred to as 'member school', represented for the purpose of signature of this agreement by, director.

⁽⁵¹⁾ Centre for the Development of Vocational Education and Training (NCDVET), (*Centrul Național de Dezvoltare a Învățământului Profesional și Tehnic*), Bucharest, Romania.

Article 2. Purpose of the partnership agreement

The purpose of this partnership agreement is to improve quality of IVET in...
by:

- (a) piloting the methodology for implementation of EQAVET;
- (b) developing a common database on labour market needs concerning the qualifications offered by the resource centre and member schools, to increase the correlation between the VET offer and labour market demand;
- (c) cooperating and disseminating good practice within the network set up by the resource centre and member schools, hereinafter referred to as 'the network';
- (d) providing common support within the network, to improve quality of VET;
- (e) creating and managing an efficient communication system within the network;
- (f) regularly collecting information on the staff's continuous professional development needs and organising or supporting organisation of continuous staff training;
- (g) promoting innovative activities within the network.

Article 3. Network activities will:

- (a) integrate goals/objectives of European, national and regional VET into schools' targets;
- (b) establish and monitor common targets for schools;
- (c) organise further consultation with relevant stakeholders to identify local/individual specific training needs according to local/regional labour market needs;
- (d) plan and develop cooperation with other providers of education and training;
- (e) ensure participation of relevant stakeholders in analysing local training needs;
- (f) design and implement management and quality assurance systems;
- (g) distribute responsibilities for development of the management and quality assurance system;
- (h) involve human resources in planning and development of the management and quality assurance system;
- (i) support strategic planning of human resources skills development;
- (j) stimulate participation of human resources in training activities for their continuous professional development;
- (k) carry out regular self-assessments at school and network level;

- (l) assess the process and results, including student satisfaction evaluation, student performance and satisfaction of human resources (teachers/auxiliary teaching and non-teaching staff);
- (m) develop adequate and effective mechanisms to involve internal and external stakeholders in the self-assessment process/student and institutional assessment;
- (n) develop a system to record students' and teachers' feedback on the learning environment and experiences, and use it to set up future actions/activities;
- (o) revise the teaching and learning process within schools, based on feedback results.

Article 4. Activities of schools in the network shall be according to an annual working plan, which will include at least:

- (a) minimum three meetings/year of the network's coordination committee, comprising six members: a member nominated by the resource centre as network coordinator and five people nominated as 'reference points' by each school member;
- (b) a total of six peer learning activities ('peer learning') – one organised by the resource centre and one organised by each member school;
- (c) a peer review activity ('peer review') to assess fulfilment of EQAVET requirements by the resource centre.

Article 5. Roles and responsibilities

- (a) NCDVET provides methodological support and expertise in piloting the methodology for implementation of EQAVET in the resource centre and member schools.
- (b) NCDVET has the right to monitor the network's activities, making at least one monitoring visit for each year of the agreement, including spot checks.
- (c) The resource centre provides, through the information system, support for:
 - (i) internal and external communication of the network;
 - (ii) informing relevant stakeholders of timing and type of planned activities;
 - (iii) promotion of activities and of examples of good practice;
 - (iv) a common database on labour market needs and the education and training offer of the resource centre and member schools.
- (d) Each school (resource centre or member) is responsible for organising their own partnership activities as agreed in the working plan; the school

shall: provide resources and logistics, invite participants and inform them in good time of all aspects including accommodation facilities (if applicable), carry out the activity and promote the event through specific information and publicity means.

- (e) Advancing and deferring certain activities can only be achieved by common agreement.

Article 6. Duration of this partnership agreement

The term of this agreement shall be for 24 months, commencing on the date of the last signature and may be renewed until ..., by common agreement based on a written addendum to the partnership agreement, duly signed by each partner.

Article 7. Force majeure

- (a) Force majeure is established by a competent authority.
- (b) Force majeure relieves contracting parties of the obligations assumed under this partnership agreement.
- (c) Application of the partnership agreement will be suspended during force majeure, but without prejudice to the rights of the parties that were due to its appearance.
- (d) The party prevented from carrying out its obligations hereunder shall give notice to the other parties immediately and completely and shall take any measures at its disposal to limit the consequences.
- (e) If force majeure occurs and its effect continues for a period of six months, each party may give to the other parties a notice of termination, without either party being entitled to claim damages from the other parties.

Article 8. Final terms

- (a) Any amendments to this partnership agreement, including those caused by changes in national and European legislation, shall be made with the common consent of all the partners. Such amendments should be in writing and signed by all the partners.
- (b) This partnership agreement is the intention of the partners and eliminates any other verbal agreement, before or after its conclusion.
- (c) This partnership agreement was drawn up in seven copies, one original for each partner.

NCDVET,
Name and surname of
the legal representative

School-resource centre

Name and surname of
the legal representative

School-network member

Name and surname of
the legal representative

School-network member

Name and surname of
the legal representative

School-network member

Name and surname of
the legal representative

School-network member

Name and surname of
the legal representative

School-network member

Name and surname of
the legal representative

1.40. Example of a VET college's quality mission ⁽⁵²⁾

LMA quality policies

LMA's vision

The LMA, a contemporary high school, is an educational institution open to society and an integral part of the national and European system of higher education which meets the needs of Lithuania as a maritime State, observes requirements of EU directives, and provides the community with educational and different social services.

LMA's mission

It educates and trains specialists in technological and social sciences and provides them with higher college education; ensures a contemporary study process that meets requirements for maritime professions set by the European space of higher education and national and international legal acts and actively cooperates with stakeholders; trains students' general abilities and civic value-based attitudes necessary for their work after graduation and for lifelong learning.

Aims and objectives of LMA

- (a) Implement studies providing a person with higher non-university education and higher education qualifications that meet needs of the Lithuanian State, society, economy and maritime transport, and comply with contemporary research and technologies and requirements of national and international legal acts for maritime professions.
- (b) Develop applied science activities and research necessary for Lithuanian maritime transport and Klaipeda region and advise municipal institutions, economic subjects and individuals.
- (c) Disseminate the idea of Lithuania as a maritime State, seek to implement it, promote value-based attitudes and encourage young people to choose maritime specialities.
- (d) Provide conditions for development of acquired knowledge and abilities and assist economic subjects in organising professional development and retraining processes.

⁽⁵²⁾ Lithuanian Maritime Academy (*Lietuvos aukštoji jūreivystės mokykla*), Klaipeda, Lithuania.

- (e) Establish a level playing field for individuals seeking higher non-university education regardless of their gender, age, ethnicity, religion, political views, or social status.
- (f) Develop modern contemporary training facilities in compliance with requirements of national and international legal acts for maritime professions and new technologies beneficial for shipping, the port and Klaipeda region.
- (g) Implement applied research and counselling activities, as well as activities for improving quality of studies.
- (h) Implement adult training and professional development activities.
- (i) Assure smooth running of the QMS at LMA and its development.
- (j) Participate in international, national, and regional programmes of economic, social, educational and cultural development.

Aims in the quality field

- (a) Educate and train specialists open to education and culture, able to work under conditions of fast technological change and prepared to integrate into the international community.
- (b) Develop young people's personal qualities necessary for work at sea (punctuality, discipline, responsibility, initiative, etc.).
- (c) Create a transparent structure of the organisation and identify responsibilities and functions of each staff member.
- (d) Form the staff and accumulate necessary technical equipment for implementation of their functions.
- (e) Draft documents necessary for organising LMA management, study, teaching and infrastructure processes.
- (f) Know and apply the laws and other normative documents.
- (g) Regularly improve LMA's QMS.

1.41. An example of a mission statement ⁽⁵³⁾

<ul style="list-style-type: none"> (a) Pupils are the core focus of our work. (b) Within the scope of our pedagogical work we are committed to performance and a culture of effort. (c) Performance assessments are transparent and are clearly defined thanks to internal and external agreements. (d) Pedagogical responsibility means reflecting upon the quality of our work and subjecting ourselves to evaluation. 	<ul style="list-style-type: none"> (a) The Adolf Kolping School considers itself an innovative provider of education. It reflects the current state of the art in education as far as is needed. (b) It is open to people of the region and develops contemporary educational offers. (c) Cultural offers and options are being expanded. (d) The school habitat is being adapted according to the expanded educational mandate.
<p>The core process of teaching is improved continuously.</p>	<p>The Adolf Kolping School has a comprehensive offer for 'lifelong learning'.</p>

(⁵³) Adolf-Kolping School, Lohne, Niedersachsen, Germany.

The Adolf Kolping School is the regional competence centre for technical and vocational training.

<p>Personal development focuses on the school objectives as a competence centre.</p>	<p>Decision-making processes and opportunities to get involved are transparent.</p>
<ul style="list-style-type: none"> (a) Employees are assigned to classes based on their qualifications. (b) Practical advanced training is geared towards teaching and individual skills and focus areas of the teachers. (c) Teamwork is a basic component of staff development. (d) Collaboration between colleagues is cultivated in the interests of staff development. 	<ul style="list-style-type: none"> (a) The school fosters a high degree of shared responsibility and a culture of responsibility through involvement in committees and the staff representative body. All staff identify strongly with the school objectives in all areas they are involved in. (b) Pupils, parents/guardians and teachers all play an active role. (c) The school’s directors and administrators set an example for work of departments and teams through their leadership style.

This mission statement’s significance for pupils, parents and companies is seen in the following:

- (a) we regularly survey pupils, parents and companies and results of these surveys are incorporated into further work at the school;
- (b) we have a suggestion and complaint management system (a form can be downloaded from our website);
- (c) we have trainer and parent conference days in November. All teachers are instructed to maintain regular contact with parents and companies;
- (d) they can be reached at the following e-mail address: nachname@berufsschule-lohne.de;
- (e) we have an active council of pupils and parents;
- (f)