

# OpenQAsS

**Open** Source **Q**uality **A**ssurance **S**ystem for  
**V**ocational Education

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## Questionnaire for VET teachers

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OpenQAsS team

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## I. The aim of the questionnaire

As a part of the requirement analysis, we invite teachers and managers to take part in a survey to explore their needs in making their schools' quality assurance system more effective.

### Assumptions

- Based on the national studies we assume that there is some kind of Quality Assurance System (QAS) in all vocational schools in the partner countries, at least related to the external evaluation processes, which are obligatory for them.
- Our hypothesis is that the IT tools of the 21<sup>st</sup> century could improve the effectiveness of Quality Management not only in companies but in schools as well.

With the planned survey we want to recognise the present situation by getting answers to the questions:

- What is the level of IT infrastructure in schools and IT skills of the teachers?
- How far are the teachers involved and how far are they interested in running the institutional Quality Assurance Systems?
- What are the factors that hinder the effective operation of QAS, including making teachers reluctant to use the system?
- Are teachers familiar with using IT tools/systems in their pedagogical and administrative work?
- Specifically, what tools do they currently use?
- Which QAS activities could be more effectively supported by IT tools?

## II. Invitation text

A team of educational and research institutes in five countries is developing open source online tools, to support the Quality Assurance work of school teachers, managers and their Quality Management teams. We kindly ask your assistance in filling out the following questionnaire. All school and personal data gathered will be confidential, and only aggregated data from all questionnaires will be made public.

### III. Questionnaire

#### 1 Personal Details

##### 1.1 Country

- Austria
- Belgium
- Bulgaria
- Cyprus
- Czech Republic
- Denmark
- Finland
- France
- Germany
- Greece
- Hungary
- Ireland
- Italy
- Latvia
- Lithuania
- Luxembourg
- Malta
- Netherlands
- Poland
- Portugal
- Romania
- Slovakia
- Slovenia
- Spain
- Sweden
- United Kingdom
- Turkey

##### 1.2 Age

- 22-25
- 26-30
- 31-35
- 36-40
- 41-45
- 46-50
- 51-55
- 56-60
- 60-65
- 65-70

##### 1.3 Gender

- Male
- Female

## 1.4 Teaching experience (years)

A first popup menu will propose the following choices:

- Student, teacher, teacher, principal, manager

A second popup menu will propose the years of training, from 1 to 20+

## 1.5 What do you teach?

(separate subjects with commas)

## 1.6 Do you use a computer in your everyday work?

- Yes/No.
- I'm able to use office-like applications
- I'm able to communicate via e-mail, chat, social network, and so on
- I'm able to use a Learning Management System (e.g. Moodle; Ilias; Blackboard; WebCT)
- I'm able to write a simple programme for computer

## 1.7 Are you involved into the schools' Quality Assurance activities?

- Yes, I am a member of the Quality Management Team.
- Yes, I am a member of the school's Management Team.
- Only as far as all teachers are involved.
- Not at all.

## 2 Working environment

### 2.1 Type of your school

### 2.2 In what type of school do you teach? (More choices)

*Note for partners: Translation depending on the countries but keeping the same categories*

- Initial education and training (IVET, Secondary schools)
- Further education and training (CVET)
- A private training enterprise (IVET, CVET)
- Higher education

### 2.3 Number of students

### 2.4 Number of teachers

## 3 IT infrastructure and IT skills

### 3.1 Internet access

- In every classroom
- In most classrooms
- In computer labs
- In the library
- In the staff room

- In the administration/headmaster's office
- Other:

### 3.2 Other Internet services in your school

- E-mail
- School Website
- Learning Management System (e.g. Moodle; Ilias; Blackboard; WebCT)
- Other:

### 3.3 Number of computers for students only:

This detail is important. If you are unsure, please ask the relevant person most able to answer this.

### 3.4 Number of computers for teachers only:

### 3.5 Technical support in school

- System administrator (not a teacher)
- No staff support, just basic protocols and guidelines for using ICT
- ICT coordinator/system administrator (a teacher)

### 3.6 How often do you connect to the Internet

- At home
- In your school

The answer may be: Never, Rarely, Sometimes, Several times a week, Everyday

### 3.7 Do you communicate through Internet services and with whom:

	Students	Students' parents	Friends	Colleagues
E-mail				
Social media				
Forums				

The answer may be: Never, Rarely, Sometimes, Several times a week, Everyday

### 3.8 Do you use any of the following tools to promote your pedagogical work?

- Presentation software
- Software to create graphs and tables
- Internet browser
- Wikipedia
- Facebook
- Twitter
- E-portfolio tools (e.g. Mahara, Folio-ePortaro, RCampus , and so on)
- eLearning system (e.g. Moodle, Ilias, ... )
- Online presentation tools (e.g. Prezi, ....)
- Online questionnaire editors
- Online shared content repositories (e.g. Dropbox)
- Online collaborative editing tools (e.g. Google Drive)

The answer may be: Never, Rarely, Sometimes, Several times a week, Everyday

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## 4 Quality Assurance Experiences

### 4.1 Which of these quality approaches do you take in your school and why?

Approach		
	I do it because it is valuable and useful for the school	I do it only because is compulsory
Self-assessment of quality: the school assesses processes and indicators to inspire further improvement		
Self-assessment of quality: the school assesses processes and indicators in preparation for possible external audits by a third-party		

The answer may be: Yes, No

### 4.2 What kind of Quality Assurance System is used in your school?

- No special QAS.
- The school has developed its own Quality Assurance System.
- We use a standard QA System recommended by the Ministry responsible for VET/Education.
- I do not know.

### 4.3 Do you participate in any of the following activities in your school?

- Self-assessment questionnaire compilation
- Filling of paper based self-assessment questionnaires
- Filling of online self-assessment questionnaires
- Determining school performance indicators, eg exam results, assessment rubrics, pre and post instruction tests.
- Compiling satisfaction questionnaires for students
- Evaluation of aggregated results of student's questionnaire
- Compiling satisfaction questionnaire for parents
- Evaluation the results of satisfaction questionnaires
- Discussion on the school's self-evaluation report
- Studying of student feedbacks on the school's interactive website

The answer may be: No such activity in my school; Yes I do; No I don't'.

### 4.4 Do you participate in any of the following Quality Management activities in your school?

*Note for partners: This question will be shown only to people who responded they were involved in QA in question 1.7*

- Preparation of school quality strategy
- Definition of school quality goals
- Setting of targets, aligned to the quality indicators
- Elaborating of quality assurance manual
- Establishing quality assurance team
- Meetings on quality assurance issues
- Using quality assurance indicators
- Participation in internal further training on school quality assurance
- Participation in external further training on school quality assurance

The answer may be: No such activity in my school; Yes I do; No I don't'.

I participate in other QA activities (specify):

#### 4.5 To what extent do you agree with the following statements?

- QAS involves extensive paper work, without any guarantee of improved learning outcomes
- Running QAS requires additional work that is not necessarily recognised by the school management.
- Teachers are reluctant to take part in running QAS, due to work overload.
- Teachers are not convinced of the value of implementing Quality Assurance Systems.
- Schools must prepare for external assessment, but such evaluations are often onerous and overly formal.

The answer may be: Strongly disagree; Disagree; Neither agree or disagree; Agree; Strongly Agree

#### 4.6 Do you agree that a well-managed QAS:

- Has a positive effect on the quality of teaching/learning
- Increases student satisfaction with teaching/learning and services/facilities
- Improves the reputation of the school and its attractiveness for prospective students
- Improves internal communication
- Promotes further professional development of staff
- Facilitates adaptation and individualisation of training programmes to students' needs

The answer may be: Strongly disagree; Disagree; Neither agree or disagree; Agree; Strongly Agree

#### 4.7 Do you use the following tools/methods?

- Brainstorming
- Flow charts
- Cause/effect diagrams
- SWOT- analysis
- PDCA (Plan-Do-Check-Act)- cycles
- Force field analysis
- Using idea cards

The answer may be: Never, Rarely, Sometimes, Regularly, I do not know what this is;

#### 4.8 Do you know of/use:

- Integrated process management software
- Quality control software
- Process analysis and process modelling software

The answer may be: Yes, No, I don't know what it is;

##### 4.8.1 If your answer was 'yes, please specify how you use it:

## 5 Requirements

Data obtained from the following questions are necessary to define the requirements of the system we propose to develop.

### 5.1 QAS main characteristics in your school

Which of these quality approaches is considered most suitable for your school?	<p>Self-assessment of quality: the school assesses processes and indicators to inspire further improvement</p> <p>Self-assessment of quality: the school assesses processes and indicators to prepare for possible external audits by a third-party</p> <p>Both</p>
Do you consider it important that the QA system supports uploading evidence (documents, reports, lesson plans etc.) to justify each assessment item?	<p>Yes</p> <p>No</p>

### 5.2 Which activities could be supported by a IT-based Quality Assurance System?

Below is a list of activities and processes related to Quality Assurance in a school.

For each activity and process, you should indicate how important would be to have a IT-based system to support it: 1 Low priority (IT support would not be helpful) - 5 High priority (IT support would be extremely effective)

Please indicate also the top 7 activities/processes that you consider to be most important to implement a Quality Assurance process in a school.

List of activities/processes	Priority for implementation (1 lowest - 5 highest)	Top 7 ranked activities (1-7)
Planning of learning activities	1 – 2 – 3 – 4 - 5	<input type="checkbox"/>
Reception/welcoming of students	1 – 2 – 3 – 4 - 5	<input type="checkbox"/>
Learning activity	1 – 2 – 3 – 4 - 5	<input type="checkbox"/>
Attainment of learning objectives, exam results, individual student progress relative to their baseline standard.	1 – 2 – 3 – 4 - 5	<input type="checkbox"/>
Student certification and transfer to further education	1 – 2 – 3 – 4 - 5	<input type="checkbox"/>
Teachers' reflection on progress and the effectiveness of their approach	1 – 2 – 3 – 4 - 5	<input type="checkbox"/>
Admission and enrolment of students	1 – 2 – 3 – 4 - 5	<input type="checkbox"/>
Induction of new staff	1 – 2 – 3 – 4 - 5	<input type="checkbox"/>
Appointment of managers or other relevant positions	1 – 2 – 3 – 4 - 5	<input type="checkbox"/>
Professional development and motivation of staff	1 – 2 – 3 – 4 - 5	<input type="checkbox"/>
Strategic direction, leadership and planning	1 – 2 – 3 – 4 - 5	<input type="checkbox"/>
Setting and reviewing quality policy	1 – 2 – 3 – 4 - 5	<input type="checkbox"/>
Determining policy and quality objectives	1 – 2 – 3 – 4 - 5	<input type="checkbox"/>

Documentation of the quality management system	1 – 2 – 3 – 4 - 5	<input type="checkbox"/>
Risk identification and management	1 – 2 – 3 – 4 - 5	<input type="checkbox"/>
Control of quality records	1 – 2 – 3 – 4 - 5	<input type="checkbox"/>
Internal audits	1 – 2 – 3 – 4 - 5	<input type="checkbox"/>
Maintenance of facilities and services	1 – 2 – 3 – 4 - 5	<input type="checkbox"/>
Other activities related to school organization (Timetable, tutoring, managing spaces and resources, internal committees, internal communication, etc.)	1 – 2 – 3 – 4 - 5	<input type="checkbox"/>
Measurement of teachers satisfaction	1 – 2 – 3 – 4 - 5	<input type="checkbox"/>
Measurement of students satisfaction	1 – 2 – 3 – 4 - 5	<input type="checkbox"/>
Measurement of parents satisfaction	1 – 2 – 3 – 4 - 5	<input type="checkbox"/>
Measurement of other stakeholders satisfaction	1 – 2 – 3 – 4 - 5	<input type="checkbox"/>

### 5.3 Do you use any other IT tool for QAS? Please specify:

Activity:

Tool:

### 5.4 What would help you in your QA work?

*Note for partners: open question*

### 5.5 Have you heard of the European quality assurance initiative, called EQAVET?

*“EU member countries should establish quality assurance frameworks in accordance with the EQAVET Recommendation. In this respect participating countries should – by the end of 2015 – establish at national level a common quality assurance framework for VET providers.” (Bruges Communiqué, 2010).*

- No, I have not heard about it
- Yes, I heard about it, but I do not have detailed information on this system
- Yes, I am aware of the EQAVET principles, defining quality criteria and indicators for vocational education
- I am fully aware of EQAVET, and implement the quality criteria and indicators it defines.

## 6 IQAM course

As part of the OpenQAsS project, a 20 hours online training program will be developed for teachers. On successful completion of the course and passing the assessment, participants may be awarded the “Institutional Quality Manager” certificate accredited by the OpenQAsS Consortium.

Would you be interested in participating in this course at your school or local venue, and obtaining the international IQAM qualification? If yes, please provide an e-mail address in order to receive further information about the course:

Thanks for your contribution. For any information or clarification do not hesitate to contact us at :  
Maria email

## IV. Bibliography

- RECOMMENDATION OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 18 June 2009 on the establishment of a European Quality Assurance Reference Framework for Vocational Education and Training (2009/C 155/01)
- The Bruges Communiqué on enhanced European Cooperation in Vocational Education and Training for the period 2011-2020. Communiqué of the European Ministers for Vocational Education and Training, the European Social Partners and the European Commission, meeting in Bruges on 7 December 2010 to review the strategic approach and priorities of the Copenhagen process for 2011-2020

Links:

<http://www.cedefop.europa.eu/>