

# OpenQAsS

**Open** Source **Q**uality **A**ssurance **S**ystem for  
**Vocational Education**

2014-1-HU01-KA202-002356

ERASMUS+ Strategic Partnership

2014-2017



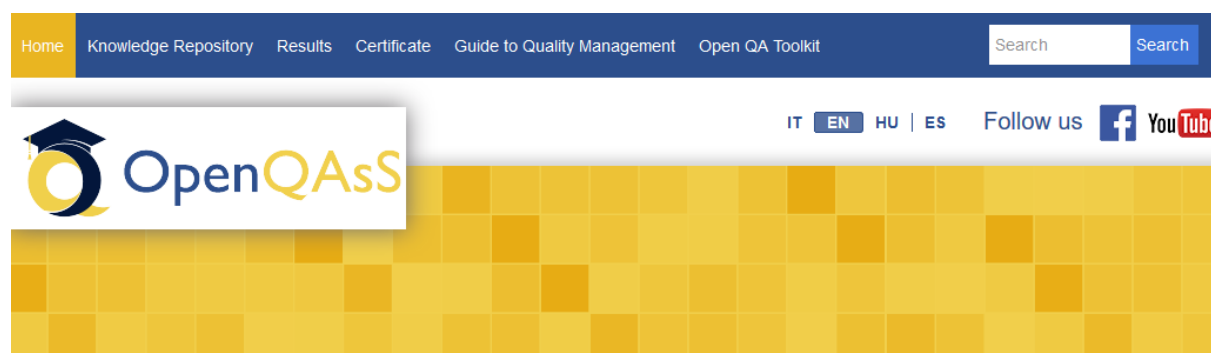
**07 – OpenQAsS Organisation**

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## 1 The OpenQAsS community - OpenQAsS.org

The aim of this document is to draw up a sustainability plan by partner countries for the time after the three years long project will close.

The project partners agreed, that all outcomes of the project **will be freely available at least 5 years** long on the project platform: <http://openqass.itstudy.hu>, the **online space for the OpenQAsS.org community**, who will use the final outcomes of the project. The core of this community has been generated by the multiplier events, meetings and by the intensive dissemination activities of the partnership.



### Open Source Quality Assurance System for European Vocational Education Links



One of the burning issues today is how to improve the quality of learning/teaching in schools. Thousands of studies and scientific research have attempted to identify requirements and best practice in order to effect the transfer of theoretical conclusions into the daily practices of our schools. Particular focus has been given to European Vocational Educational (VET) schools and training centres as the current economical crisis is forcing them to respond to specifically identified demands: *"increasing attractiveness, embedding stronger work based learning, enhancing labour market relevance, developing stronger career and education guidance, implementing teachers and trainers professional development, and improving recognition and transparency of VET learning outcomes between countries and across different education pathway".#1*

EQAVET (European Quality Assurance in Vocational Education and Training) brings together the EU Member States, the Social Partners and the European Commission to develop and improve quality assurance in European VET systems within the context of the implementation of the European Quality Assurance Reference Framework. EQAVET is designed to spread a **quality culture** in VET institutes, claimed as an essential condition for such improvement - *"Participating countries should - by the end of 2015 - establish at national level a common quality assurance framework for VET providers, which also applies to associated workplace learning and which is compatible with the EQAVET framework."* (Bruges Communiqué, EU Commission, 2010).



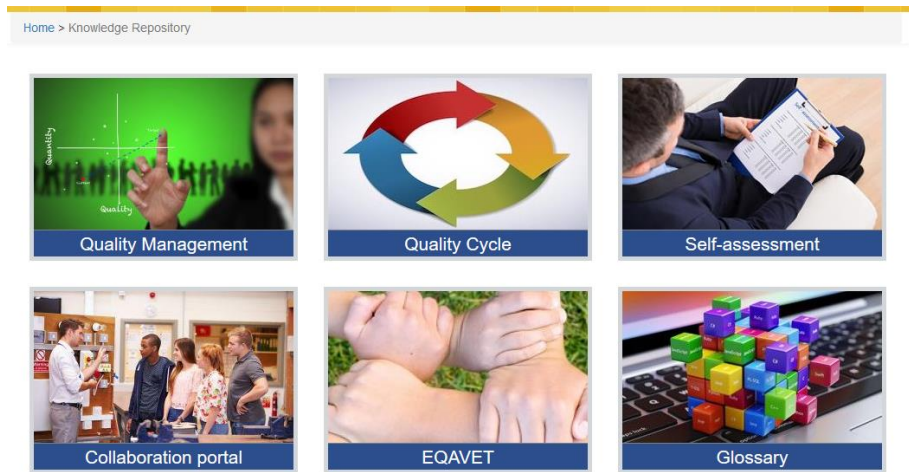
According to the statistics of the dissemination, for about **7000 stakeholders** were reached directly through the dissemination activities at institutional, sectoral, regional, national level, and worldwide by the online publications of the partners.

In details the figures are

- The number of teachers involved to the survey (needs-analysis): 266
- Number of stakeholders participated on the events: 216
- Number of organisations, VET schools, training centres, policy makers represented: 147
- The institutes represented in the closing conference in Hungary was: 39.

- The number of teachers who took part in the online consultations and in the pilots: 200
- The number of teachers tested Open QA Toolkit – the new name (EQOS): 120

The openass.org website is a virtual meeting place for interested developers and users. All content, studies, reports and learning materials produced during the project period will be freely available through the site. The anticipated, significant amounts of digital content developed during the project creates a comprehensive knowledge base EQVET and on the methods and tools for developing and running Institutional Quality Management Systems in the vocational educational sector. A very important part of the content is the Interactive CEDEFOP book with glossary, available in four languages.



Supporting internal quality management and quality culture



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Glossary

Search in Glossary

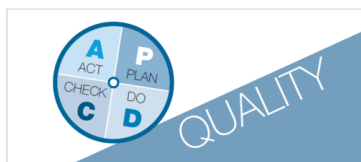
- Accreditation of an education or training programme
- Accreditation of an education or training provider programme
- Assessment of learning outcomes
- Awarding body
- CAF
- Cedefop
- Certificate/diploma/title
- cgo
- Competence
- Compulsory education

Beyond the QMS content, we offer here the possibility for downloading freely the software application: Educational Quality Open System – EQOS. The application is offered for educational institute for use, for developers software under the terms of the GNU General Public License who intend to make further development. The web site will also provide the opportunity for communication and collaboration among potential developers who want to participate in the development and augmentation of the toolkit through the community.

The main idea of this open source software is, that the practical implementation of a Quality Management System in a vocational school or in any educational institute must be focused on the core process of teaching and learning, and a leaving quality culture can be developed only if the teachers get support to do it. The other point: now-a-days an effective QMS is unimaginable without using IT. EQOS 1. was developed to help the school to build a knowledge sharing atmosphere, to facilitate the collaboration among the teachers, and at the same time to reach their individual professional aims as well. The main goal is to support a QMS for learning and teaching better in a community of quality culture.

#### EQOS - Open Quality Assurance Toolkit for VET providers

Even small VET institutions have a complex organisational structure and quality is generally produced in all parts of the institution, although some parts are more important for producing quality than others.



The principle of the PDCA quality cycle is easy to understand, because it applies instinctively in everyday life. However, it is the systematic, continuous and regular use of the cycle that makes the difference when establishing a quality framework.

EQOS (Educational Quality Open System) aims to support the work of teachers, quality representatives and institutional managers, by offering a wide range of functions such as:

#### Links



The main menu includes the functions as follows: *Repository, Forum, Taxonomy, Evaluation, Lesson planner, QMS, Calendar.*

Repository	Forum	Taxonomy	Evaluation
For storing, sharing digital object. The teachers can upload their own teaching, learning materials in a variety of digital formats, and can attach them to their lesson plans.	Discussion among the teachers of the school. Supporting inside collaboration, knowledge sharing among the staff members.	A database of the standard curriculum and lesson planning terms.	Collection of questionnaires for evaluation the teaching process at different level (institution, teachers school manager, students, etc.
Lesson planner	QMS	Calendar	Help
The teachers put together the lesson plan with drag&drop technics, as she/he has all information at-hand.	Supporting creating, editing and sharing QMS documents, strategic planning, and describing processes.	In the calendar the deadlines defined in the QMS Action plans are stored automatically. Good tool of the Quality Managers.	The platform is very is very user-friendly. Here the teachers find a guide to do the first steps.

## 2 Sustainability Plan

This part of the document integrates the individual, specific plans of OpenQAsS project partners for the sustainability of project outcomes.

### HUNGARY

At present in most of the VET institutions there are no formal quality management systems established and supporting ICT tools are not available. In this context the EQOS software and the IQAM course are very much progressive, valuable, and offer considerable help in setting up and developing Quality Management Systems.

The teachers who tested the software found the Lesson Planning module and the Quality Management Toolkit especially useful. They look forward to the next steps, in fact they cannot wait to start using the software. Feedback from pilot participants shows that there is an articulated need for widespread usage of the project outcomes.

The Hungarian partner organisations will take the following steps to ensure that project results are sustained.

1. At the project closing meeting further talks were encouraged with the **Ministry of Human Capacities**. We will start the negotiations in this field, which will be followed by meetings with **headmasters**. The representative of the the National Education Authority attended the project closing meeting, and she assured us that she will assist in starting these talks about how the IQAM course and the EQOS software could be implemented and used in VET institutions.
2. In Hungary we already received an invitation to deliver a demonstration/presentation in a **Teacher Training course** at the University of Technology. Based on this we are going to contact Teacher Training Colleges and present them the project outcomes, especially the Lesson Planner tool, as for teacher candidates it is mandatory to prepare lesson plans during their studies and practice as well.
3. We submitted the curriculum in the Hungarian Further Training Programme of Teachers for accreditation, and have already received the **approval** for the Institutional Quality Manager Course. A clear added value of the IQAM course is that it does not only provide a **certificate** upon successful completion, but also grants **30 credit points** to the teachers who complete it, which significantly contributes to the credits they need to collect from further trainings during their career.
4. Based on the feedback from teachers, the system could probably be used and would be welcome in primary school education as well. Based on this idea we are going to develop a detailed business plan, in which we outline which target groups to be addressed, and we will formulate an offer for **support services** as well as for further **system development** to ensure that the software is up-to-date and matches the needs of the individual institutions.

5. The Hungarian partners are all active at an **international** level, as well. They are all involved in programmes and projects which are in relation to the topic of quality management and quality assurance and the world of education. The three organizations jointly will carry out courses with the use of the developed tools of the project. Individually they will channel their knowledge and know how gained in the project into forthcoming programmes on general and VET education. Moreover, **Trebag Ltd** is very active in connecting the field of business and the field of education. The results gained in the project could be used in the quality assurance of mentor programmes and other related areas.
6. The partner SZÁMALK considers the following key functions as helpful to their teachers: the breakdown of core curriculum into lesson plans, the flexibility of editing documents and the repository of digital learning objects. Besides teachers, managers will also make use of project products in the future. The available and easily editable webforms are beneficial for them, as well as the possibility to create action plans. They intend to use the expertise they acquired within the project in their own teaching practice and other activities that belong to the pedagogical process.

## ITALY

### Italian situation concerning Quality in School

In 2014, the National Evaluation System (Sistema Nazionale di Valutazione, SNV) was launched in Italy. It is “a strategic resource for orienting school policies and training to the country's cultural, economic and social growth and to foster the full implementation of the autonomy of school institutions”. Four are the phases of the process:

1. **Self-assessment.** From school year 2015/16, school institutions (state and parity) are called upon to promote internal analysis and evaluation by starting from a set of indicators and comparative data provided by MIUR (Ministry of Education). All schools, for the definition of the self-assessment report, adopt a common reference framework through an online format on the evaluation portal (RAV, Rapporto di Auto-Valutazione).
2. **Improvement actions.** From school year 2015/16, in line with what is provided in the RAV, all schools plan and initiate improvement actions, possibly using the support of INDIRE ( a national agency) or other public and private subjects (universities, research organizations, professional associations and cultural).
3. **External evaluation.** Since the school year 2015/16, the external evaluation phase is enacted through visits to schools by external evaluation bodies. Each year, up to 10% of state and parish schools will be involved.
4. **Social Reporting.** Since the school year 2018/19, following the publication of a first reporting report through a common model at national level, public schools will promote public information initiatives for social reporting purposes.

In these years, therefore, all school leaders, their teams and an increasing number of teachers are directly involved on Quality.

## Interest on IQAM course and EQOS

This context raises awareness on the issue of quality and therefore is available for comparison with other experiences but at the same time is not willing to hope for procedures other than those in adoption.

Within the OpenQAsS project, AICA has interacted with teaching groups on 4 occasions: two meetings with multiplier events (September 2015), an online course/survey (May-June 2016) and the IQAM course (August 2017). On all these occasions teachers have shown interest in dealing with foreign experiences and willingness to deepen the various themes.

The participants appreciated the IQAM course and provided us many feedbacks for its improvement and adaptation to the Italian context. The presence at the end of the training course of an international certificate is a highly appreciated value added.

Over the next few months, AICA will update the course following such feedbacks and will insert it into our teacher training offer.

New editions of the course will be opportunities to promote EQOS what we did only partially before closing the project.

Pierfranco Ravotto published a very detailed description about the outcomes in the BRICKS - Magazin of Italian teachers (EDUCAZIONE ALLA CITTADINANZA DIGITALE, ALL'USO DELLA RETE E DEI SOCIAL NETWORK): [http://www.rivistabricks.it/wp-content/uploads/2017/09/SET2017\\_16\\_Ravotto.pdf](http://www.rivistabricks.it/wp-content/uploads/2017/09/SET2017_16_Ravotto.pdf)

## SCOTLAND

### 3 An Opportunity for Scottish Colleges

OpenQAsS has exposed various quality assurance needs in European education systems, and offered some ways forward.

In tackling issues such as Lesson Planning and Quality Manuals the project leaves usable tools which could be fully exploited. For example, one target could be to get the Lesson Planner tool adopted and used in teacher training in all states. There would be great benefits to this. Student teachers would become natural users of such tools, templates plans for many curriculum areas could be developed for use and adaptation, and change the culture and uptake of quality management in education. There is also the potential of aligning the work of OpenQAsS to standards-based initiatives such as [ASN](#) (Achievement Standards Network).

Closer to home, OpenQAsS's aims to establish, at national level, a common Quality Assurance framework for VET providers, compatible with the EQAVET framework, are an opportunity for VET institutions in Scotland (and the wider UK) – but are also applicable to associated workplace learning.

CAPDM will invite Scottish colleges to exploit the outcomes of the project, and to join in the development of the OpenQAsS tools, operating manuals and qualifications

## The Interactive College QA and Operating Manual

Colleges have expressed interest the work done on the VET Operating Manual – basically a set of policies, procedures and tools which a VET school would use to operate in a ‘quality’ manner. The work done on the CEDEFOP Handbook is (not surprisingly) entirely consistent with Scottish QA standards and methods. For example, SQA checklists are very similar to many of the toolkits found in the Annexes.

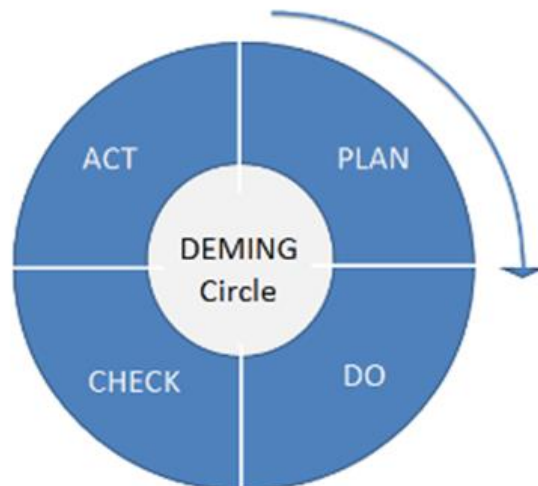
The master source of the manual will support the continuing update of systems and procedures, and an effective delivery will ensure that all staff have access to up to date systems and procedures. The manual will also be extremely valuable as an operating manual for those occasions when colleges/schools may be working with satellite centres, for example with an overseas or virtual centre.

## The QA Qualification Framework for College Staff

### The Institutional Quality Assurance Manger Certificate

Bringing traditional TQM into TVET Schools

- The Deming Cycle
- Standardised self Assessment
- How Good is our College



The QA Certificate being developed by OpenQAsS (IQAM) is based on Total Quality Management Theory and various tools from across the EU, and overlaps Scottish Self-Assessment Tools and local initiatives such as ‘How Good is Our College’.

The Certificate is appropriate for various level of implementation:

- Using the SQA PDA Model
- At an agreed level of level 6 on the EQF
- With modular structure – 5 modules
- Designed for on-line delivery
- Using resources from EU projects
- Assuming learners are qualified teachers with requisite IT skills



The Certificate is a framework, and therefore can be used to deliver support to staff at various levels.

The opportunity for Scottish Colleges is to use the certificate to provide CPD as follows:

- a. Introduction Level for all staff, but new staff in particular, via short CPD events
- b. Intermediate Level for staff intending to have responsibility in Curriculum areas
- c. Higher Level for staff wishing to gain expertise at a college wide level

## IRELAND

### Training and Certification Opportunities

The OpenQAsS project can definitely make an impact on quality assurance in Vocational and Further Education and Training in Ireland (VET and FET). A high level of interest was aroused from the initial distribution of the survey among teachers in these sectors to find out about their attitudes to and experience of quality assurance in the system in general and their schools in particular. It was clear that while there was an appreciation of the criticality of quality in education, there was a lack of formal and rigorous procedures and systems, and where they existed, of knowledge and skill in their use.

As the project progressed and reported on via ICS Skills communication channels, newsletters, website and social media, the interest was maintained, and regular updates were welcomed. The multiplier event, which took place alongside a regular quality management seminar for ICS Skills accredited training and testing centres, reinforced our impression of the positive reception in wait for the outputs of the OpenQAsS project.

The research and theoretical background information on the importance of QA is of limited interest to teachers, but the training and certification opportunities that could provide practical assistance across all of their curricular areas was certainly an attractive proposition. Equally, and apart from the qualification, the Interactive Manual was welcomed and the EQOS toolkit was of interest, and warranted further investigation.

Of course, the teachers are different in all countries and it is difficult to provide a single uniform system to suit all scenarios. Therefore, the sustainability of the project will depend on the willingness and perhaps funding, of localisation of the products. Some parts of the EQOS tool, for example are more attractive for Irish teachers than others, with the resources repository being popular, but not so much the lesson planning part. They were unsure about how the Taxonomy part would be of help.

Of most promise in Ireland will be training course and certification, but with only with some further information on how to access it, and how it might be paid for, and whether it could be done during term time with appropriate release time and substitute cover.

Overall with the increased emphasis on accountability in teaching and learning, the project is certainly relevant in Ireland. Providing that the course syllabus could reflect the particular requirements of the Irish Qualification and Quality Authority, and be aligned to the Irish National Framework of Qualifications to facilitate progression and minor award procedures, there should be a good uptake of the certification programme.

## SPAIN

### Training and Certification Opportunities

Quality assurance is playing an increasingly important role in VET education in Spain. Some regional authorities started to work with adaptation of classical QA models and promoted its adoption by educational centers in the last years. This has led to an increasing awareness of teachers on the topic of quality and quality assurance. The interest of teachers was already observed from the beginning of the projects and especially through the results of the online survey as they expressed their interest as well as their implications in some activities related to quality in education. In fact, they expressed a clear appreciation of the criticality of quality in education as well as their feeling that they do not get support from authorities in the promotion of these activities (mostly developed in a voluntary basis rather than organized schemes and absence of recognition of this activity in their workload). Moreover, they told that there is a lack of formal and rigorous procedures and systems promoted by authorities and the absence of training related to QA.

The interest was maintained and was confirmed through the different meetings in VET centers organized as multiplier events and the expectation of a training course was an incentive for them. The research and theoretical work on QA is of limited interest to teachers, headmasters or center managers, but the training opportunities (with a possible certification) was considered a good contribution for them. The Interactive Manual and the EQOS toolkit arose some interest from managers although they are cautious on the role these tools may represent within the scheme that authorities may impose in the future. Of course, they all would like a system directly totally and specifically customized for their centers even if they still have not clear ideas on how to organize their QA systems but all of them highlight the lack of tools and resources for reducing to the minimum the extra workload to be devoted to QA is a critical point for them.

The most promising option for the exploitation of results of OpenQAsS in short term is the IQAM training course. We hope that the regional centers for teachers training would like to add it to their portfolio of training courses for public VET centers teachers and also the option of promoting the IQAM course among the private VET Centers. Recent contacts with the General Subdirector of Teachers

Training of the Region of Madrid and the invitation to teachers to explore the course is an additional factor to attract interest.

## 4 Business Modell

The partnership agreed in using the results for business in the future as well under the conditions as follows:

The final outcomes, documents, studies, IQAM course, EQOS application will be freely available all over EUROPE.

There are two different methods to distribute freely the final outcomes:

- (1) The project portal will work at least for five years, and the knowledge repository, the interactive handbook and the glossary remains accessible. We will use the website as a platform for OpenQAsS community.
- (2) The main platform to access EQOS software will be the OpenQAsS website where all information will be published about its components, functions, etc. iTStudy will manage the software distribution, by giving the option for downloading it. An open version of the application will be available as well, for anybody who want to try it, or use it. It will be controlled after asking for account.
- (3) The IQAM certificate can be offered in every partner country. However, on the Moodle platform we will offer the whole content of it.

Finally, the partners are allowed to use the present outcomes as a base of further development. The updated and renewed versions may be used for business, if the Partner add some kind of extra services to it.

For instance:

- (1) The Hungarian EQOS will be offered freely for the Hungarian teachers and schools as well. However, if a school needs more certificates (not included in the original version) to implement under the software, the Hungarian partners can offer it for charge.
- (2) The present version of IQAM course is freely available for everybody. In case of providing online course in any partner country supported by tutors, the partner can offer this services for fee.

Gödöllő, September 30. 2017-

Maria Hartyányi

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## Annex - availability of products

The freely available project portal of OpenQAsS is accessible via a Drupal-based framework, in 4 languages (with a language choice option), or directly via the following links:

<http://openqass.itstudy.hu/> - Hungarian

<http://openqass.itstudy.hu/en> - English

<http://openqass.itstudy.hu/it> - Italian

<http://openqass.itstudy.hu/es> - Spanish

**The handbook supporting institutional quality management and the development of quality culture** (the original English and the translated versions of the CEDEFOP Handbook (EN, IT, HU, ES)) – interactive manual can be accessed in the Menu of the portal, within under Guide to Quality Management.

<http://openqass.itstudy.hu/en/bookcover>

**Interactive glossary** – collection of terms and expressions related to quality assurance

[http://openqass.itstudy.hu/en/knowledge-repository/quality\\_management/supporting-internal-quality-management-and-quality-culture](http://openqass.itstudy.hu/en/knowledge-repository/quality_management/supporting-internal-quality-management-and-quality-culture)

After registration and login to the portal, more interactive functions are available

Login information:

user: **tempus**

password: **tempus-**

about the quality manual:

- Public or private comments can be made related to sections
- At the end of sections there are interactive self-assessment questions

for the project partners:

- Forum - <http://openqass.itstudy.hu/en/forum>
- Documents - [http://openqass.itstudy.hu/en/elfinder#elf\\_l1\\_Lw](http://openqass.itstudy.hu/en/elfinder#elf_l1_Lw)
- Webforms - <http://openqass.itstudy.hu/en/forms>

### Open QAsS learning portal

The IQAM – Institutional Quality Assurance Manager online course (developed on the basis of the EQAVET framework) can be accessed in a Moodle learning environment via the following link:

<http://ogacourse.itstudy.hu>

The portal can be presented in 4 languages, according to the settings (EN, HU, IT, ES). This portal contains the IQAM course in 3 languages, within 3 separate courses:

The portal requires login:

user: tempus

password: tempus-

<http://ogacourse.itstudy.hu/course/view.php?id=12> - English course

<http://ogacourse.itstudy.hu/course/view.php?id=14> - Italian course

<http://ogacourse.itstudy.hu/course/view.php?id=13> - Spanish course

There is a repository of videos related to the course, both from Hungarian and foreign education researchers:

<http://ogacourse.itstudy.hu/course/view.php?id=8> - Hungarian

<http://ogacourse.itstudy.hu/course/view.php?id=9> - English

(videos are subtitled in the language of the specific course)

In the initial phase of the project, the Hungarian vocational training teachers a one-week online education has been consulted on the factors determining the quality. The consultation material is available via the following link:

<http://ogacourse.itstudy.hu/course/view.php?id=4>

Due to technical reasons the materials of Hungarian IQAM course are in another Moodle site.

The portal requires login:

user: tempus

password: tempus-

<http://educatio.itstudy.hu/course/view.php?id=3>

**Open Quality Assurance Toolkit**

The portal requires login:

user: tempus

password: tempus-

<http://eqos.itstudy.hu/> - Hungarian

<http://eqosen.itstudy.hu/> - English

<http://eqosit.itstudy.hu/> - Italian

<http://eqoses.itstudy.hu/> - Spanish