Training Programme

Further Quality Improvement for VET, guiding teacher teams in Europe
in strategic planning
Training programme structure and contents

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Introduction

The Training Programme "Further Quality Improvement for VET, guiding teacher teams in Europe in strategic planning" has been developed in the framework of Qual4T2 project and has been pilot run in the framework of the project, in Rome during January 2019 with 10 participants from five different countries.

The objective of the Training programme is to cultivate Quality culture in Teams of VET teachers and trainers and to support teams in their strategic planning. It is addressed to educators of team leaders and quality officers that are involved in Capacity Building of teachers' teams.

The training programme presented here is basically the five-days session that took place in Rome. The training programme, as presented in this document can be delivered as a comprehensive programme in one five-days course or split along a longer period. Alternative, an educator can select learning activities and develop a shorter programme to fit specific learning needs of their teams.

The training programme has been developed and tested to be delivered in participants from different countries. Therefore, in some activities you will read "national teams' or 'mixed teams'. When you implement the course with participants from one country, you need to change these activities according to the synthesis of your group. For example, instead of 'national teams', you may have 'teams from one organisation' that already have a common understanding, or mixed teams that need to develop a common understanding, after the activity.

The Qual4T outputs, i.e. Quality Guide, Quality tools and the Story book accompany and support this Training Programme and both of them can be used either unaltered or adopted and customized to your participants needs.

Description of the overall Training Programme

General information

Course title

Further Quality Improvement for VET, guiding teacher teams in Europe in strategic planning.

Scope

To introduce the teachers to the Quality Guide for Teams, Quality tools and good practices and to provide them the necessary skills and competencies to build a quality culture in the school and use quality instruments in their teams, for strategic planning.

Target group

Teachers' teams' leaders, teachers, quality officers in vocational education and training schools.

Learning Outcomes

Upon completion of the training course, the participants are expected to:
- Understand the benefits of creating a quality culture in vocational education and training organisations
- Motivate teachers to actively participate in teams and engage in teams' planning
- Select the relevant and appropriate tools for strategic planning in their teams
- Design annual team plans using toolkit instruments
- Evaluate teams' performance and provide feedback
- Redesign the toolkit instruments to fit organisational culture and their teams needs

Duration

Indicative time: 5 days / 26 hours in class training
Plus, time for preparation and follow up activities, estimated at 14 hours
Total learning time: 40 hours

However, duration can be adjusted to your needs.

Trainers

Expert in adult training, quality assurance, evaluation and strategic planning

Thematic units

Unit 1 – Quality Culture

Learning objectives
At the end of the thematic unit the participants are expected to:
- Build a common understanding on quality culture
- Describe different terms, such as quality assurance, quality system, quality culture, quality improvement
- Differentiate the elements of a quality cycle
- Acknowledge the importance and benefits of quality
- Develop motivation to actively participate in teams and engage in teams' planning
- Develop motivation amongst team members to get them involved
- Define techniques to promote teamworking
- Analyse own situation and perform SWOT analysis

Learning contents
Quality Culture Concepts and definitions
Benefits of working on a quality culture
Quality Cycle – EQAVET
Teachers' teams, their role in quality
Analyse own situation – self awareness

Quality tools
No 2. Team work cafe
No 3. Lighthouse
No 4. The five elements
No 1. Questionnaire

Unit 2 – Planning in teachers' teams

Learning objectives
At the end of the thematic unit the participants are expected to:
- Assess the organisational and external context and set goals
- Create team strategic visions and connect them to concrete actions

- Establish strategic goals and map the steps that are necessary to develop a team year plan
- Define SMART objectives
- Prioritise objectives and action points
- Analyse and assess risks
- Define risk prevention measures
- Create realistic, functional and effective yearly action plans

Learning contents
Roadmap for team plan
Vision / mission development
Planning
Risk assessment and prevention
Setting priorities
Finalise planning

Quality tools
No 8. Roadmap to effective team planning
No 9. Vision/mission development for teams
No 11. Preventing risks
No 12. Establishing team priorities
Plus
Tool from Qual4T project
No 6. Setting SMART goals as a team
No 13. Team plan model
No 14. Short term improvement plan
No 15. Year plan

Unit 3 – Evaluation and feedback

Learning objectives
At the end of the thematic unit the participants are expected to:
- Present the stories from the pilots and reflect on them
- Apply assessment and reflection tools
- Set up plans and actions for collection of evaluation data
- Organise peer to peer feedback
- Organise, gather and use feedback from students
- Readjust strategic goals and Implement changes to team year plan according to feedback

- Measure sustainability of yearly team plans and make corrective amendments when required

Learning contents
Evaluation of the annual planning
Data gathering
Good practices from the pilots
Feedback in teams
Feedback from students
Self-assessment
Individual reflection - Personal plans

Quality tools
No 5. Feedback in teams
No 6. Self-assessment
No 7. Peer to peer feedback
No 10. Data gathering

Overall methodology

Preparation:

The participants will be invited in the course and asked to do some preparatory activities.

1. Materials to read before the training. The participants have to read and get familiar with the Quality Guide and Quality tools and the Story book, before the training.
2. An assessment questionnaire will assess their current level of competences and experience in the fields of quality management and team planning (0-questionnaire).
3. The participants have to deliver two preparatory activities, one associated with the Quality Guide and Quality tools and one associated with the Story Book.

Training methods:

The training course follows the principles of experiential learning and active involvement of participants. For each thematic unit, there will be an overall presentation of the theme and the instruments, followed by group and individual activities, in which the participants will use the instruments, discussion and reflection on their use.
The learning techniques that will be used are:

- Short presentations of the topics
- Use of active learning methods with individual and group activities
- Work on case studies
- Group discussions
- Individual and group reflection

Assessment

Formative evaluation and assessment will be based on learning diaries / portfolios, individual and group reflection and peer review. On day 1, the participants will form pairs and they will do peer review, during the course and after the course. Each participant will keep his/her own diary and learning portfolio. At the end of each day there will be a group reflection of the day. Peer review in groups will be also employed. At the end of the course, there will be individual reflection, development of personal plans and peer review. For the peer review, the participants will form pairs and each one will provide peer review and support to the other.

Follow up - Assessment

The assessment of the acquired learning outcomes will be done, using the same questionnaire that was distributed in the preparatory phase (one questionnaire). The impact of the course on learning outcomes will be measured using indicators/ descriptors that will be measured before and after the training.

Peer to peer support

During the training, the participants will be asked to form peers with the aim to provide peer support as a follow up action.

Certification

Certificate for completion of the training course (Certificate of Attendance) with analytic description of learning outcomes
EQF level: 7
Knowledge: Highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research
Critical awareness of knowledge issues in a field and at the interface between different fields

Skills: Specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields

Competences: Manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams
ECVET points: 3

Preparation

Before running the training programme, it is recommended to send some preparatory tasks to your participants. The first one (Zero questionnaire) is about learning more about your participants' profile.

The following two tasks are about trainees' reading andunderstanding both the Quality Guide and the Story Book and mainly being able either to distinguish the most useful tool according to their needs or realise – based on the Story Book -

Preparatory activities

Zero questionnaire

Preparatory activity 1

Preparatory activity 2

Zero questionnaire

Indicative time
15'

Objectives
To have a clearer view of your trainees' hard and soft skills
To get some information about their professional background.

**Further Quality Improvement for VET, guiding teacher teams in Europe
in strategic planning (QUAL4T2)
Training course (*Place – Date*)**

* Obligatory fields
Full name * _____
Organisation * _____
Country * _____
Role in the organisation (check all that apply) *

Director / manager ☐
Teacher / trainer ☐
Administrative staff ☐
Other: ☐

Years of professional experience in education *

1-5 years ☐
6-15 years ☐
more than 16 years ☐

English language competences *

Basic (A1 - A2) ☐
Intermediate (B1 - B2) ☐
Advanced (C1 - C2) ☐

Digital competences *

Newcomer - explorer (A1 - A2) ☐
Integrator - expert (B1 - B2) ☐

Leader - pioneer (C1 - C2) ☐

Intercultural and team working experience and competences
(check all that apply)

I have experience in working in transnational teams ☐
I am able to effectively contribute in a transnational team ☐
I am open to different opinions and practices ☐

Previous experience in the topic of the training (check all that apply)

I have used a yearly team plan ☐
I have been personally involved in writing this team plan ☐
We evaluated the old team plan before we wrote the new one ☐
There was a dialogue within the team about the content of the year plan ☐
There was a task for me in this team plan ☐

Quality improvement in my team - My teams work on quality improvement subscribe best in the following model of quality culture *

System oriented Q culture – The presence of a quality system improves the mutual work on the educational quality ☐

Behavior oriented Q culture – when acting with a focus towards quality, it is about the behavior of teachers and others, focused on improving the quality of education ☐

People oriented Q culture – In this culture the mutual striving of a group towards quality is shown ☐

Awareness oriented Q culture – Quality awareness is the striving towards quality on individual level based on own values and intentions. These values and intentions are decisive for the behavior of the persons involved. ☐

Assessment of skills and competences - Assess your skills in a scale from 1 (less) to 5 (more) *

Skills	Scale				
	1	2	3	4	5
1) I have a clear understanding of the concepts of quality assurance, quality culture, quality improvement, quality system					
2) I am able to differentiate between the different steps of the Quality Cycle					
3) I acknowledge the importance and benefits of quality assurance and quality improvement					

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Erasmus+ Programme
of the European Union

4) I am motivated to participate actively in my team					
5) I feel engaged in my team planning					
6) I am able to motivate other team members to get involved in team planning					
7) I am able to promote teamworking					
8) I am able to analyse the state of my team and perform SWOT analysis					
9) I am able to assess organizational and external context and set goals					
10) I am able to contribute to the development of team vision and mission					
11) I am able to define SMART goals					
12) I am able to create a plan for the collection of evaluation data					
13) I acknowledge the importance and benefits of quality assurance and quality improvement					
14) I am able to prioritise objectives and action points					
15) I am able to analyse and assess risks					
16) I am able to define risk prevention measures					
17) I am able to create realistic, functional and effective yearly action plan					
18) I am able to apply assessment and reflection tools					
19) I am able to organise peer to peer feedback					
20) I am able to organise, gather and use feedback from students					
21) I am able to readjust strategic goals and Implement changes to team year plan according to feedback					
22) I am able to measure sustainability of yearly team plans and make corrective amendments when required					
23) I have a clear understanding of the concepts of quality assurance, quality culture, quality improvement, quality system					
24) I am able to differentiate between the different steps of the Quality Cycle					
25) I acknowledge the importance and benefits of quality assurance and quality improvement					
26) I am motivated to participate actively in my team					
27) I feel engaged in my team planning					

28) I am able to motivate other team members to get involved in team planning					
29) I am able to promote teamworking					
30) I am able to analyse the state of my team and perform SWOT analysis					
31) I am able to assess organizational and external context and set goals					
32) I am able to contribute to the development of team vision and mission					
33) I am able to define SMART goals					
34) I am able to create a plan for the collection of evaluation data					
35) I am able to prioritise objectives and action points					
36) I am able to analyse and assess risks					
37) I am able to define risk prevention measures					
38) I am able to create realistic, functional and effective yearly action plan					
39) I am able to apply assessment and reflection tools					
40) I am able to organise peer to peer feedback					
41) I am able to organise, gather and use feedback from students					
42) I am able to readjust strategic goals and Implement changes to team year plan according to feedback					
43) I am able to measure sustainability of yearly team plans and make corrective amendments when required					
44) I feel engaged in my team planning					

Preparatory activity 1

Indicative time
1h to read the Quality Guide and Quality tools
10' to complete the activity

Objectives
To have an idea about how your participants perceive Quality Guide and tools.

Quality Guide for Teams – Quality tools

The Quality Guide for Teams and Quality tools is the first Intellectual Output of the QUAL4T2 project. It serves as a quality guide for VET teachers' teams in Europe who want to be involved in strategic planning and improve quality culture in their institutions. Apart from the theoretical background, it proposes 15 toolkit instruments that can be used by teacher teams to design, measure and implement an annual strategic plan.

After reading the Quality Guide, please answer the following question:

Which instrument suggested in the guide you think will prove more useful while developing a strategic plan with your team?

Preparatory activity 2

Indicative time
1h to read the Story Book
10' to complete the activity

Objectives
To mobilise your participants into interfering more to the training.

Story Book, Good Practices of Quality Improvement in Vocational Education and Training teams

The Story Book presents good practices from pilots that were organized by the QUAL4T2 project. These pilots were organized to test the products that had been developed by the project and collected valuable feedback from the teacher teams involved. The story book also shows the impact that the project had on participating organizations.

After reading the Story Book, please answer the following question:

Which one of the good practices did you find more interesting and which one had the largest impact on the organization that hosted it?

Thematic Unit 1: Quality culture

Learning activities

Learning diaries / portfolios / personal plans

Quality culture - Concepts and definitions

Benefits of working on a quality culture

Quality Cycle – EQAVET

Teachers' teams, their role in quality

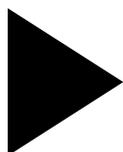## Learning diaries / portfolios / personal plans

Indicative time
30'

Objectives
To demonstrate to the participants the use of personal learning diaries and portfolio as a method to keep track and reflect on their own learning
To form peer groups that will support each other in the learning process.

Method
The participants can use notepads or a digital file to keep a daily learning diary. The google drive (virtual space) has a folder 'Portfolios," where the participants can store their daily work and build their personal learning portfolio.
During this session, the participants are asked to form pairs that will together engage in peer support and review. The participants are expected to develop their personal plans for exploitation and further use of Qual4T2, until the end of the training course. Each one will share his/her personal plan with his/her peer colleague. Peers will provide initial feedback on each other plan.

Quality culture - Concepts and definitions

Indicative time
60'

Objectives
To build a common understanding on quality culture
To describe different terms, such as quality assurance, quality system, quality culture, quality improvement
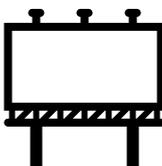
Contents
Awareness on Quality
Quality culture
Quality portraits

Quality tools
No 1. Questionnaire

Method
Activity, group work: What is quality?

a. Group in national teams. List and define the related concepts, what do they mean in your country. Quality culture, quality assurance, quality system, quality improvement.
b. Reorganise and create mix groups. Create definitions for each one of the concepts
c. Present in plenary
d. The facilitator presents definitions and comments on the work of the groups

Benefits of working on a quality culture

Indicative time
45'

Objectives
To acknowledge the importance and benefits of quality
To develop motivation to actively participate in teams and engage in teams' planning
To develop motivation amongst team members to get them involved
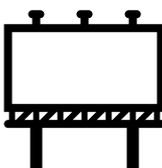
Contents
Different perspectives of Quality

Quality tools
Mentimeter (www.mentimeter.com)

Method
Activity, group work, story-telling: Why do we need quality?
   a. Group of 4: facilitator, rapporteur, time keeper, heart keeper, use of storytelling technique
   b. The facilitator explains the activity and then everybody has 5' to prepare his/her story (5')
   c. Each one takes 3' to tell a story, answering the following questions:

Remember a situation, when an intervention improved the quality of a process. Narrate the story explaining the situation before, the challenges or problems, what was the intervention, how it was implemented and in which way it improved the quality. (ΜΗΠΩΣ ΑΥΤΟ ΝΑ ΠΑΕΙ ΠΡΙΝ ΤΟ a, b, c?)
Which were the benefits of quality?
Which were the costs/resources required?
Did you encounter obstacles? How did you overcome them?
   a. Discuss in your group and list 5 reasons for improving quality.

    b. Write your five reasons in the flipchart, the papers are placed in a wall – then place your papers in the wall

    c. One person from each group presents in plenary

    d. Each person votes the three most important reasons from all papers. Mentimeter can be used for voting
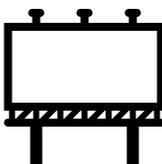
    e. Discuss in plenary

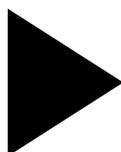## Quality Cycle – EQAVET

Indicative time
45'

Objectives
Differentiate the elements of a quality cycle

Contents
PDCA, EQAVET

Method
Presentation of quality cycle – link with EQAVET
Presentation of EQAVET quality descriptors
Activity, group work, based on EQAVET template
  a. Split in 4 groups, each group gets a worksheet with the quality descriptors of one EQAVET phase (planning, implementation, evaluation review)
  b. Each group discusses and writes down examples, how the school fulfils the requirements of EQAVET
  c. Presentation in the plenary – discussion

Teachers' teams, their role in quality

Indicative time
45'

Objectives
To develop motivation in order to actively participate in teams and engage in teams' planning
To develop motivation amongst team members to get them involved
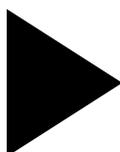To define techniques to promote teamworking
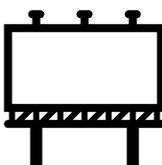
Contents
Quality in team building

Quality tools
No 4. Five elements of teamwork
Mind mapping

Method
Activity, group work, mind mapping. Which are the elements of a good teachers' team?
   a. Split in groups, each group creates a mind map around the concept "Good teachers' team"
   b. One person from each group presents in plenary
   c. Discussion – comparison of the different mind maps
   d. Presentation of tool No 4. Five elements of teamwork

Analyse own situation – self awareness
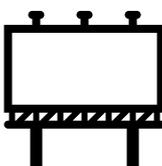
<u>Indicative time</u>
45'

<u>Objectives</u>
To analyse own situation and perform SWOT analysis

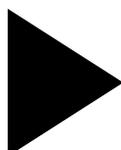<u>Contents</u>
Quality in team planning

<u>Quality tools</u>
No 1. Questionnaire
No 2. Team work cafe
No 3. Lighthouse
SWOT analysis

<u>Method</u>
Activity, group work
   a. Split in 4 groups
   b. Each group reviews one of the tools No 2. Team work cafe, No 3. Lighthouse, No 1. Questionnaire and SWOT analysis
   c. The groups report on the plenary, on the tool that has reviewed, reflecting on the following issues:
Easiness / difficulty to use the tool
How the tool contributed to build a common understanding
How the tool can be used in the processes of motivation, engagement of teachers and teams planning
Possible adaptations, other uses
   d. Discussion – suggestions

Thematic Unit 2: Planning in teachers' teams

Learning activities

Roadmap to effective team planning
Vision/Mission development for teams
Preliminary planning
Risk assessment and prevention
Setting priorities
Finalising planning

Note: All activities of Unit 2 will be performed by national teams. Each national team will appoint a facilitator and they will build their own case study from the definition of vision/mission of the team until the development of the annual team plan. Each team will have a peer team to present their work, discuss and reflect. At the end of this unit, the teams will present their plans in the plenary and they will reflect on the whole process.

Roadmap to effective team planning
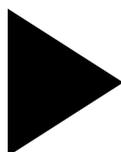
Indicative time
15'

Objectives
To present the roadmap to effective team planning

Quality tools
No 8 Roadmap to effective team planning

Method
Presentation of tool No 8 Roadmap to effective team planning
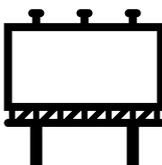Discussion-Suggestions -Reflection

Vision/Mission development for teams

Indicative time
75'

Objectives
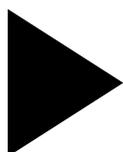To create team strategic visions and connect them to concrete actions

Contents
Distinguish "What" is our Vision from "How" do we get there.

Quality tools
No 9. Vision/mission development for teams

Method
Activity/group work
  a. Presentation of tool No 9 Vision/mission development for teams
  b. Group in national teams, appoint a facilitator.
  c. Write down the team's vision and mission (20')
  d. Compare and link your team vision and mission with the organisation's vision and mission
  e. Create slogans
  f. Present in the peer team (20')
  g. Discussion-Reflection (5')

Preliminary planning
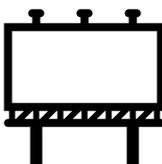
Indicative time
90'

Objectives
To review the organisation objectives, activities, stakeholders, etc and external context and set goals
To establish strategic goals and map the steps that are necessary in order to develop a team year plan
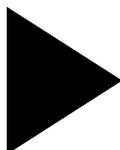To define SMART objectives

Contents
Preparation of planning
Realising the importance of SMART objectives

Quality tools
No 6. SMART objectives (from Qual4T)

Method
Activity/group work
    a. Group in national teams
    b. Based on vision and mission of your team, define your team objectives
    c. Make the objectives SMART (use tool No6 of Qual4T)
    d. For each objective, prepare action points and indicators
    e. Present in the peer team
    f. Discussion-Reflection

Risk assessment and prevention
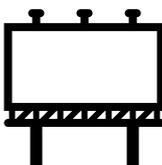
Indicative time
90'

Objectives
To analyse and assess risks
To define risk prevention measures

Contents
Risks prevention and management

Quality tools
No 11. Preventing risks

Method
Brief presentation of tool No 11 Preventing risks. Presentation of definitions of risks and risk prevention measures.
Activity/group work
    a. Group in national teams
    b. Use a large risk assessment chart and put it on the wall
    c. Give to participants post-it notes and ask them to identify potential risks for the achievement of the team's objectives
    d. Ask from the participants to assess probability and impact of risks and stick them on the chart
    e. Ask from participants to reflect on the risks and adjust if necessary
    f. Ask from participants to write down existing preventive measures along with new ones through brainstorming
    g. Re-assess the risks probability and impact change after preventive measure
    h. Present in the peer team
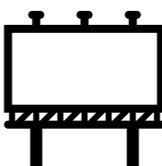   i. Discussion – reflection

Setting priorities

Indicative time
90'

Objectives
To prioritise objectives and action points

Contents
Setting team's goals and realising what is important for the benefit of the team

Quality tools
No 12. Establishing team priorities

Method
Presentation of tool No 12 Establishing team priorities
Activity/group work/ case study
   a. Group in national teams.
   b. Each group is given a blank template and the members of the team write down the identified objectives and action points identified in previous steps
   c. The group assess the time, resources and effort needed for each action point and the expected impact
   d. Based on the available information the team prioritises objectives and action points
   e. Present in the peer team
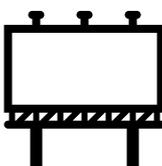   f. Discussion – reflection

Finalising planning

Indicative time
180'

Objectives
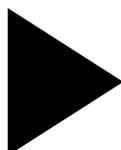To create realistic, functional and effective yearly action plans

Contents
Revision of what has been done so far about planning, in order to design the best possible plan for the team

Quality tools
No 13. Model team year plan,
No 14. Short term improvement plan,
No 15. Year plan

Method
Presentation of tools 13) Model team year plan, 14) Short term improvement plan, 15) Year plan
Activity/group work
  a. Group in national teams.
  b. Each team will be given a different template
  c. Each team will have to prepare a year plan following the template they received (with limited activities)
  d. One person from each team will present in plenary the team's year plan.
  e. Each team has to reflect on the whole process and on the usability of the template within their teams
  f. Discussion, reflection in plenary

Co-funded by the
Erasmus+ Programme
of the European Union

Thematic Unit 3: Evaluation and feedback

Learning activities

Evaluation of the annual planning

Data gathering

Feedback in a team

Good practices from the pilots

Activity, circle time: Peer to peer feedback

Feedback from students

Self-assessment of teachers / trainers

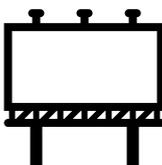## Evaluation of the annual planning

Indicative time
45'

Objectives
To readjust strategic goals and implement changes to team year plan according to feedback
To measure sustainability of yearly team plans and make corrective amendments when required

Contents
Ste by step approach of the year plan

Quality tools
No 7. SWOT analysis
No 5. Feedback in teams
No 9. Vision / mission for teams

Method
- Group in national teams.
- Each team reviews the annual plan and assess it with the following criteria:
    - Is the plan relevant to the team vision and mission?
    - Is it based on SMART objectives?
    - Does the plan reflect the risk prevention measures?
    - Does the plan reflect the prioritisation of the objectives and action points?
- If necessary, the teams will adjust their annual team plans
- Present in the peer team
- Discussion – reflection

Data gathering

Indicative time
45'

Objectives
To set up plans and actions for collection of evaluation data

Quality tools
No 10 Data gathering

Method
Activity/group work
- Presentation of tool No 10 Data gathering
- Group in national teams, agree on 2-3 indicators to measure
- Each group is given a blank template and they are given time to fill in columns 1 to 4
- Present in the peer team
- Peer review – reflection
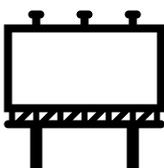- Groups makes adaptations to the plan and fills in columns 6 and 7

Feedback in a team

Indicative time
45'

Objectives
To organise peer to peer feedback
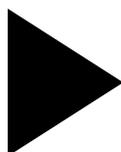
Contents
Feedback methods (Hattie, Flashlight)

Quality tools
No 5. Feedback in teams
No 7. Peer to peer feedback

Method
Presentation of Feedback methods (Hattie, Flashlight) by facilitator
Group activity

- Participants form national groups
- Each group will provide feedback to its peer group, based on Hattie method, on the activities performed during the whole week of the training. Before providing feedback, there is a need to consider the following:
  - What is the aim for giving this feedback? To improve team work, to improve the annual plan?
  - Do the given tasks fit with the motivation of your colleagues?
  - Are your colleagues skilled enough to perform the tasks?
  - Is this environment emotionally and physically safe enough for effective feedback to your colleagues?
- Discussion – reflection

Good practices from the pilots

Indicative time
45'

Objectives
To present the stories from the pilots and reflect on them
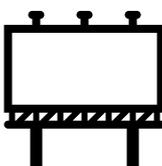
Contents
Story book
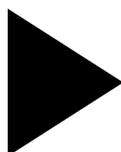
Method
 The facilitator presents the story book and gives a brief description of the pilots

- Participants form national groups.
- All groups are given questions, for which they have to prepare a short presentation
- Questions: What did the practice offer to you personally? To your team? To your organisation? What did you learn from this practice? How did it affect your professional competences?
- Presentations in plenary - reflection

Activity, circle time: Peer to peer feedback

Indicative time
45'

Objectives
To apply assessment and reflection tools
To organise peer to peer feedback

Quality tools
No 7. Peer to peer feedback
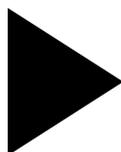
Method
- Participants sit in a circle
- A facilitator explains the ground rules and invites participants to speak on their learning experience and asks specific questions regarding the training (e.g. How did you like the training so far? What would you change? etc)
- Participants reflect on their experience in turns
- At the end, the facilitator summarises the ideas expressed by the group
- Participants reflect on the process of circle time and present ideas, how it can be used in the context of teamwork.

Feedback from students

Indicative time
45'

Objectives
To organise, gather and use feedback from students

Quality tools
No 2. Teamwork café
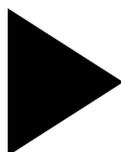
Method
- The participants form mixed groups
- In each group, the participants describe ways that are used in their organisation to get feedback from students
- Ideas are written down in a mindmap
- Brainstorming- new ideas are written down
- Participants discuss and each group selects and proposes two methods of getting feedback from students.
- Discussion – reflection in the plenary

Self-assessment of teachers / trainers

Indicative time
45'

Objectives
To apply self-assessment and reflection tools

Quality tools
No 6. Self-assessment
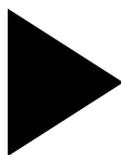
Method
Self-assessment tool for teachers, presentation and use
- Individual exercise, each participant will evaluate their own practice
- Fill-in the tool No 6. Self-assessment
- Discussion – reflection in the plenary

Individual reflection – personal plan

Indicative time
45'

Objectives
To reflect on their own learning
To finalise their personal plans
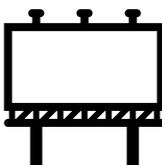
Contents
Learning diary and the importance of keeping everyday notes

Quality tools
No 1. Questionnaire
No 7. Peer to peer feedback
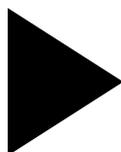
Method
At the beginning of the training, each participant will receive a learning diary. Participants will be asked to fill in the learning diary every day and keep a portfolio of what they learned – concepts, tools, exercises, assignments etc.

At the end of the training, participants will be asked to prepare a personal plan where they will have to write down how they plan to transfer their experience in their team's year plan and how they will become ambassadors of Qual4T2.

The participants will share their plans with their peers and together, they will develop a roadmap for follow up of their plans.

Follow up

Follow up activities

One questionnaire

Peer to peer support

One questionnaire

Indicative time
15'

Objectives
To assess participants skills and competences after the course
and to calculate the impact of the course on participants

Further Quality Improvement for VET, guiding teacher teams in Europe in strategic planning (QUAL4T2) Training course (*Place – Date*)

* Obligatory fields

Full name * _____

Assessment of skills and competences - Assess your skills in a scale from 1 (less) to 5 (more) *

Skills	Scale				
	1	2	3	4	5
45) I have a clear understanding of the concepts of quality assurance, quality culture, quality improvement, quality system					
46) I am able to differentiate between the different steps of the Quality Cycle					
47) I acknowledge the importance and benefits of quality assurance and quality improvement					
48) I am motivated to participate actively in my team					
49) I feel engaged in my team planning					
50) I am able to motivate other team members to get involved in team planning					
51) I am able to promote teamworking					
52) I am able to analyse the state of my team and perform SWOT analysis					

53) I am able to assess organizational and external context and set goals					
54) I am able to contribute to the development of team vision and mission					
55) I am able to define SMART goals					
56) I am able to create a plan for the collection of evaluation data					
57) I acknowledge the importance and benefits of quality assurance and quality improvement					
58) I am able to prioritise objectives and action points					
59) I am able to analyse and assess risks					
60) I am able to define risk prevention measures					
61) I am able to create realistic, functional and effective yearly action plan					
62) I am able to apply assessment and reflection tools					
63) I am able to organise peer to peer feedback					
64) I am able to organise, gather and use feedback from students					
65) I am able to readjust strategic goals and Implement changes to team year plan according to feedback					
66) I am able to measure sustainability of yearly team plans and make corrective amendments when required					
67) I have a clear understanding of the concepts of quality assurance, quality culture, quality improvement, quality system					
68) I am able to differentiate between the different steps of the Quality Cycle					
69) I acknowledge the importance and benefits of quality assurance and quality improvement					
70) I am motivated to participate actively in my team					
71) I feel engaged in my team planning					
72) I am able to motivate other team members to get involved in team planning					
73) I am able to promote teamworking					
74) I am able to analyse the state of my team and perform SWOT analysis					
75) I am able to assess organizational and external context and set goals					

76) I am able to contribute to the development of team vision and mission					
77) I am able to define SMART goals					
78) I am able to create a plan for the collection of evaluation data					
79) I am able to prioritise objectives and action points					
80) I am able to analyse and assess risks					
81) I am able to define risk prevention measures					
82) I am able to create realistic, functional and effective yearly action plan					
83) I am able to apply assessment and reflection tools					
84) I am able to organise peer to peer feedback					
85) I am able to organise, gather and use feedback from students					
86) I am able to readjust strategic goals and Implement changes to team year plan according to feedback					
87) I am able to measure sustainability of yearly team plans and make corrective amendments when required					
88) I feel engaged in my team planning					

Peer to peer support

<u>Indicative time</u>
Depending on individual participants

<u>Objectives</u>
To provide peer review and support after the training course, as follow up action.

Before finishing the training, it is suggested to share your personal goals with your peer, regarding the benefits of the training's attendance.

For example, three months later, you can have a follow up of the training and get feedback from your peer. It is recommended to have a Skype meeting or an e-mail exchange and discuss your progress about achieving your goals. At this stage, the best thing to do, is to give support to your peer about his/her effort and try to encourage him/her to continue.
Basically, the question is: what are the peer support and peer review activities that you did, after the end of the training.

Indicative training programme

Note: The training programme presented below was tested during a training session in Rome in January 2019 with 10 participants from five different countries.

Monday	
9.00 – 10.30	Presentation of participants / organisations / ice breaker Select your peer Learning diaries / portfolios / personal plans Quality Culture Concepts and definitions
10.30 – 10.45	Coffee break
10.45 – 12.30	Benefits of working on a quality culture Quality Cycle – EQAVET
12.30 – 13.30	Lunch Break
13.30 – 15.00	Teachers' teams, their role in quality Analyse own situation – self awareness Reflection of the day
15.00	End of the day
19:00	Common dinner

Tuesday	
9.00 – 10.30	Planning in teachers team – Introduction – Roadmap to effective team planning Vision/mission development for teams
10.30 – 10.45	Coffee break
10.45 – 12.00	Preliminary planning
12.00 – 12.10	Coffee break
12.10 – 13.00	Preliminary planning (cont) Reflection of the day
13.00	End of the day

Wednesday	
9.00 – 10.30	Risk assessment and prevention
10.30 – 10.45	Coffee break
10.45 – 12.30	Setting priorities
12.30 – 13.30	Lunch break
13.30 – 15.00	Finalise planning Reflection of the day
15.00	End of the day

Thursday	
9.00 – 10.30	Short summary of days 2 and 3 Finalise planning (continue)
10.30 – 10.45	Coffee break
10.45 – 12.30	Evaluation of the annual planning Data gathering
12.30 – 13.30	Lunch break
13.30 – 15.00	Feedback in a team Good practices from the pilots Reflection of the day
15.00	End of the day
19.00	Common dinner

Friday	
9.00 – 10.30	Peer to peer feedback Feedback from students
10.30 – 10.45	Coffee break
10.45 – 12.15	Self-assessment Reflection activities – personal plans
12.15 – 12.25	Coffee break
12.25 – 13.00	Participants assessment Evaluation of the course Certificates Closure
13.00	End of the day
	Departure