



Education and Culture DG

Lifelong Learning Programme

Self – Evaluation Manual
and
good practices of QUTE methodology

November 2011



ROQET

1. Table of contents

2.Introduction	3
3.The Common Quality Assurance Framework (CQAF) in vocational education and training. . .	4
4.What is Qute methodology.....	6
5.Creation of QA group in school.....	8
5.1.Forming a group for quality	8
5.2.The structure of group members for quality	8
5.3.The group leader.....	8
5.4.The role of the group members for quality	8
5.5.Definition of the vision and mission	8
5.6.Definition of group goals	9
5.7.Meetings of the group for quality	9
5.8.Designing of the action plan	9
5.9.Tasks for QA group.....	9
6.Implementation of Self-evaluation.....	11
6.1.Self-evaluation meetings.....	11
6.2.Formulating improvement measures and reports.....	12
7.Resources.....	13

2. Introduction

We are all interested in quality in education. Using the framework of quality, we can design roadmaps for continuous improvement. When educators and providers of education understand what continuous improvement is all about, they gain confidence that shape and alter the nature of their schools. Change is possible!

Continuous improvement techniques and tools can raise student achievement, increase accountability and help teachers meet legislated requirements. Schools can also achieve and document increases in teacher, parent and student satisfaction. Continuous improvement methods enhance learning outcomes.

Self-evaluation is one of the methods of quality assurance, which serves a range of differing purposes, not just in education. With the inner improvement of quality on self-evaluation the principle could help the provider to:

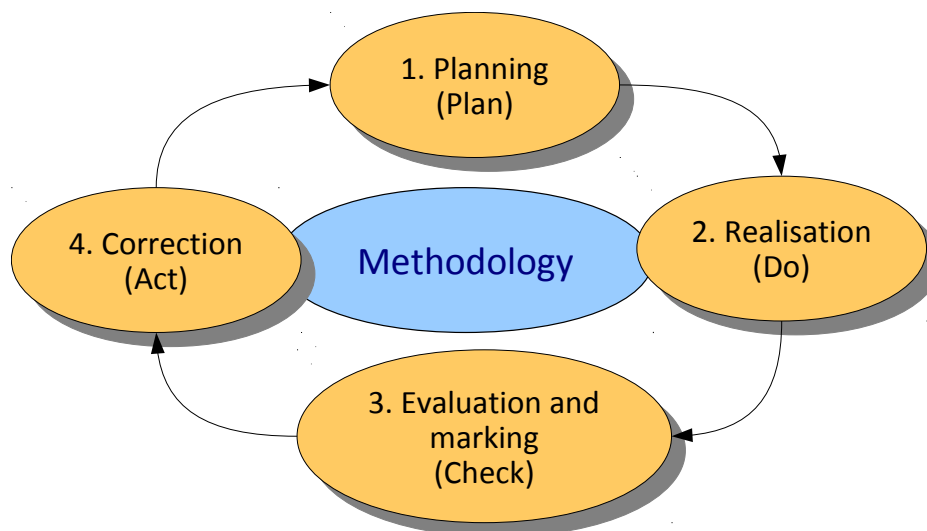
- Find out where they are good.
- Define where they need improvement.
- Define priorities in actions for improvements.
- Compare themselves with other providers.
- Exchange good practice.
- Prepare themselves for external evaluations and use the results of it's findings to a maximum.

3. The Common Quality Assurance Framework (CQAF) in vocational education and training¹

Development of quality management in vocational education and training is more and more strongly influenced by co-operation within the European Union. In order to support quality assurance in vocational education and training, a Common Quality Assurance Framework (CQAF) has been developed as part of the Copenhagen process. The Common Quality Assurance Framework is designed to help develop, monitor, evaluate and improve quality systems and quality management practices at different levels by means of a common reference system and concrete tools. Its key principle is to encourage different parties operating within vocational education and training to share experiences, identify and make use of good practices and learn from each other on a voluntary basis. In addition, the CQAF aims to facilitate comparison of operations and results in different Member States and at different levels of the education and training system.

Like many other existing assessment models (such as the EFQM and CAF), the CQAF model is based on continuous learning and systematic improvement of operations. The approach behind the model is the principle of continuous improvement known as the Deming Quality Cycle (plan, do, check and act). The model guides VET providers to pay attention to aspects that are important in terms of quality, but it does not provide an answer about how providers should operate.

The CQAF model can be applied as a quality management framework for the national VET system and individual VET providers (see Resources). Involvement of stakeholders is of the utmost importance when aiming to improve the quality of systems and operations. The phases of quality assurance used in the model are shown in Figure below.



¹Quality management recommendation for VET, Finland, 2006

The elements of the model are **planning, implementation, evaluation and assessment and review** (feedback and procedures for change), each of which is assigned a set of quality criteria.

Different Member States have made different choices for dealing with quality assurance and improvement in vocational education and training. This is why the model presents the core quality criteria such that they can be applied to different operating environments. The model uses questions to draw attention to critical factors of quality.

Planning refers to setting up clear, appropriate and measurable goals regarding policies, procedures, tasks and human resources and to defining indicators to facilitate monitoring achievement of these goals.

The essential aspect of **implementation** is to establish procedures to ensure and promote achievement of goals and objectives. Procedures may vary considerably at provider level, in terms of the operational system, development of the organisational structure, resource allocation, involvement of stakeholders, or development of partnerships, for example.

Evaluation and assessment cover evaluation of VET provision and assessment of achievement of outcomes at system and individual levels. In general, the evaluation and assessment phase consists of two parts, i.e. collection and processing of data and discussions, evaluation and assessment based on this data. Evaluation requires designing the evaluation mechanism and defining its scope as well as providing information on the findings of evaluation.

Feedback and procedures for change form part of a systematic and goal-oriented process that is used to change plans and develop operations in order to achieve the targeted outcomes and set new objectives. The aim is to learn from information acquired in different ways, such as results, by discussing and analysing these together with key stakeholders, or from good practices by benchmarking the user's own operations with these.

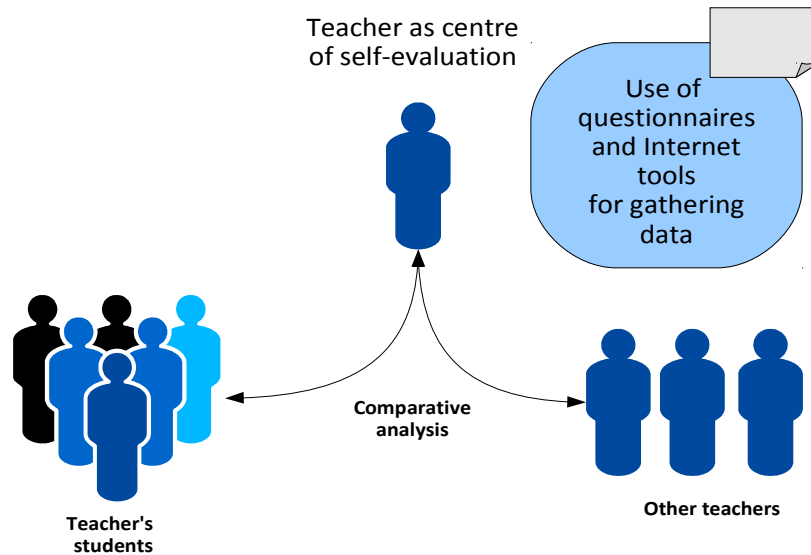
Methodologies may differ. The key is for VET providers to decide what type of methodology will best serve their needs. Quality assurance and management emphasise self-evaluation combined with external evaluation. Other key aspects include how and in what roles customers and stakeholders (such as enterprises, workplaces, students other authorities) participate in evaluation and how they become motivated to take responsibility for evaluation. It is also important to determine the types of methods used to collect and analyse data and draw conclusions.

The CQAF can be applied as a quality management framework for organisations operating in different environments. It is in line with other currently applied quality management and assessment methods and it is possible to make use of other existing methods during the different phases.

4. What is Qute methodology

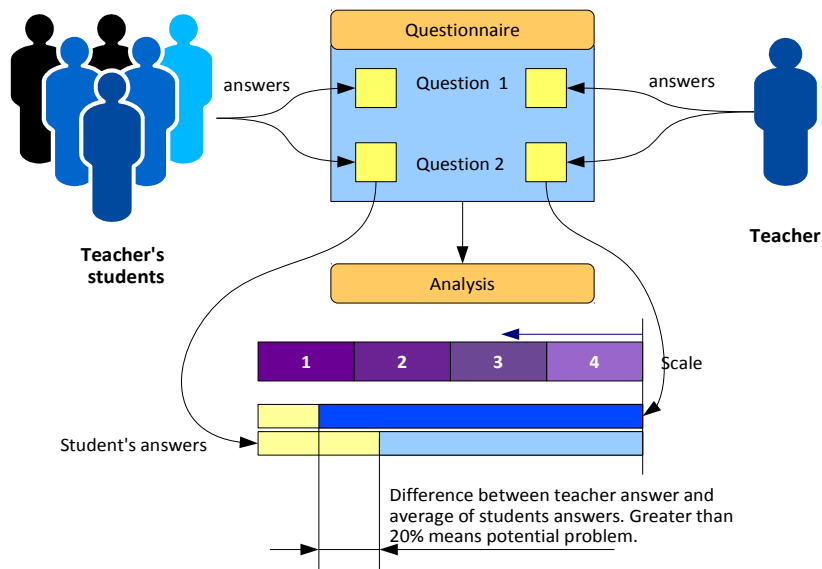
Qute methodology consists of a set of methods for performing of self-evaluation with help of web based application. Qute methodology is focused on the teacher as the teacher is at the heart of quality development. Qute methodology helps the teacher to perform 3 steps of quality circle, step 4 is in the hands of the teacher.

The QUTE approach to self-evaluation is presented in following figure.



The teacher is the centre of self-evaluation and QUTE is the tool for measurement of opinions and the creation of possibilities for improvements in his/her methods.

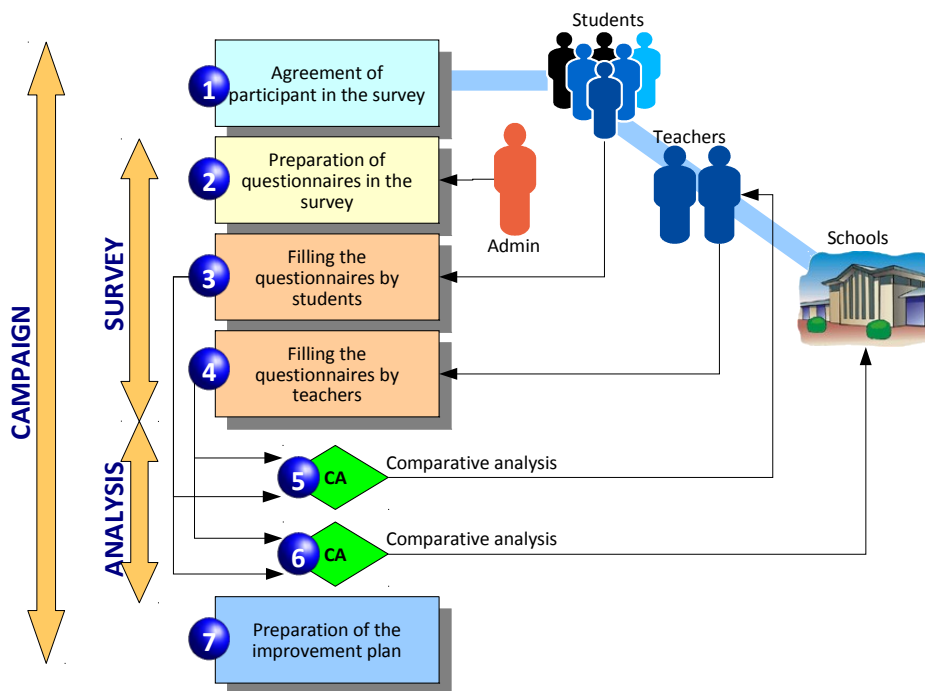
The use of questionnaires gives us insight into different opinions between teachers and students. The greater this difference shows the greater the potential problems regarding a particular area. The next figure shows the QUTE methodology for comparing different opinions with questionnaires.



With this approach we can use computer software to gather and analyse information which makes complex problems very easy to understand and maintain. The beginning to the end of the campaign should not take more than one day and teachers get the results instantly. This ensures the teachers focus on a particular campaign since s/he will not have to wait for the answers for weeks as in more traditional methods.

The QUTE self-evaluation process consists of following steps:

1. agreement who will participate in the campaign (teachers of specific subjects from school, teachers from different schools in region ...) and what will be topic of survey;
2. preparation of questionnaires (survey). VET providers can use pre-prepared questionnaires or prepare new ones;
3. questionnaires are answered by students;
4. the same questionnaires are answered by the teacher;
5. the teacher compares his/her answers to the aggregation of students' answers;
6. the teacher compares his/her answers to the aggregation of other teachers in the campaign;
7. the headmaster / QA (Quality Assessment) group of the VET provider get the aggregation of students and teacher's answers and prepare plan for improvements.



5. Creation of QA group in school

5.1. Forming a group for quality

The proposal or initiative for forming a group must give the headmaster of the school or school centre director. The headmaster invites interested teachers to cooperate in the project group. The number of members in the group is optional, but from the view of efficiency for operating it's recommended, that the group consists of 5 till most 15 members. The school group for quality should (possibly) consist by teachers, who want on their own to cooperate by the process of comprehensive management with the quality in the school (the principle of voluntary).

5.2. The structure of group members for quality

The group's structure for quality should be heterogeneous. In the group there should be representatives of professional teacher's collectives, it can be also a representative of the parent's council, or student community... Different members have different views, values and aims, which can be welcome by efficient group work.

5.3. The group leader

The first group meetings must be lead by the headmaster. When the first main tasks of the group are presented and set, the group has to choose a leader of the group. The group leader has to be a person, who comprehensively masters and knows the operation of the school in all of its dimensions. It's important that the group leader has a good overview at the operation of the school. It's not important that the group leader is the headmaster. The role of the headmaster in the group is not guiding, but cooperating of the management by the process of findings and provision of quality in the school. The group leader takes care for the operating of the group for quality, transmission of information between the group members, takes care for preparation of meetings, for preparation of reports and for cooperation with the school leadership.

5.4. The role of the group members for quality

Each group member should have his own task. This role means a concrete assignment for an individual, who performs it through the whole school year (leader, archivist, registrar, recorder, webmaster, survey contractor...). Through the year the group members perform also other tasks.

5.5. Definition of the vision and mission

From the view of the group work, the vision and the mission of the school are those guidelines, which guide the operation of the group. The group for quality has to identify out of the vision and mission of the school the vision and the mission for the quality group. The vision and the mission of the group present the starting point for their planning and working.

5.6. Definition of group goals

At the beginning of the work the group should set goals for operation. They have to come out of the vision and mission of the school and the group for quality. Concrete goals are need to be set (till 5 goals), like, to present to each employee the needs and the advantages of assessment and provision of quality in the school, making the atmosphere in the school better... The goals determine also the operating, the way and the methods of the group work. The course of the work in the group needs to be submitted to goals so, that the goals will be realized also in practice. The group for quality first presents common goals at the teaching panel of the school, because most of the professionals at the school have to identify with the defined goals. We obtain also the consent from the parent's council and the school's council.

5.7. Meetings of the group for quality

The group has to set a date for a regular meeting. At the beginning the meetings should be held each week, later (when the work is divided and runs), the meetings can be held every 14 days or if necessary.

It needs to be determined the way of calling and informing the group. The informing takes place with the help of the e-mail, so that each member of the group is informed with every event, changes and tasks.

5.8. Designing of the action plan

The action plan defines basic tasks of the group for quality through the school year. By designing of the action plan do co-operate all members of the group for quality. Basic activities result from the vision and mission of the group for quality.

The action plan of the group for quality has to be included in the annual working plan of the school.

5.9. Tasks for QA group

Basic tasks of the commission for quality are that it takes care for comprehensive management of educational services quality, encourages the employees and the participants of education in integration of processes of mastering quality in the educational work area, and executes different activities, values results of individual activities and recommends actions for raising the educational services quality. The work of the commission for quality leans on executing the self-evaluation of teachers and participants of education with the help of web tools and survey questionnaire.

Implementation of self-evaluation at school is placed into a framework of the comprehensive quality management system. As is the case with every school process, self-evaluation has to be registered in such a way to commit the school management and personnel to regularly implementing it as well as taking into consideration resultant findings in their subsequent work.

Setting up the comprehensive quality management system is a highly demanding and time consuming process. It is recommended that the quality assurance commission formulates the entire programme progressively, and in so doing, takes into consideration the recommendation provided in this text and other development projects. By implementing the recommended self-evaluation methodology, the quality assurance commission will

encourage all personnel to monitor and evaluate their own performance in a planned manner. The quality assurance commission plans in these efforts to progressively engage various actors, appropriately register procedures applied, encourage the school management to participate in those projects that support self-evaluation development. What is more, it would also encourage the school management to join the school networks aimed at developing quality, and sometimes invite external experts and institutions to participate in evaluation.

6. Implementation of Self-evaluation

The quality assurance commission is an initiator and coordinator of self-evaluation activities. The annual self-evaluation plan defines areas, timeframe and responsibilities for implementing self-evaluation. When deciding on appropriate areas, the commission takes into account the principle of gradual approach whereby it should meet the requirements of various stakeholders (the school council, ministry, parents, and students etc). Recommended indicators with described guidelines are used as evaluation criteria. It is also desirable that schools formulate their own indicators with their own objectives and criteria. When devising questionnaires, the commission shall add to individual areas and indicators some additional questions to help it formulate individual assessments and collect evidence for them. The commission in charge of implementing self-evaluation should be composed of the representatives of various school groups.

When it comes to teacher self-evaluation, the commission shall select and formulate appropriate questionnaires as well as providing electronic support for implementing teacher self-evaluation. In doing so, it can avail itself of existing tools.

6.1. Self-evaluation meetings

The quality assurance commission makes sure that the timeframe for self-evaluation has been carefully chosen. It is highly likely that self-evaluation will take place in the second half of the year, however, it should not be conducted too late (including planning of improvement measures and report publication) in order for the entire process to come to an end prior to the conclusion of the school year. Of course it goes without saying that individual self-evaluation activities take place throughout the year. The commission in charge of implementing self-evaluation should be appropriately familiarised with all above mentioned areas and indicators.

It is crucial that each individual participant first makes his/her own assessment, and the commission produces a joint assessment based on these individual ones. Each assessment should be based on appropriate evidence. The commission should formulate a common position regarding positive aspects, strengths of each area, and should together identify activities that need improvement.

Similarly, we recommend that when it comes to implementing self-evaluation, both by individual teachers and principals, two groups should be engaged in this process, with each group assessing the situation from their own perspective.

This means that the teacher should put the same questions that he/she has considered to pupils as well. The principal, on the other hand, should invite into “the second group” teachers, other personnel, as well as pupils and their parents. When implementing self-evaluation at school level, 2 groups could also be formulated, with the first group featuring the representatives of the school management and teachers, while the second group includes the representatives of pupils and other users.

It is crucial that the results and views of all groups engaged are reflected in the final assessment.

6.2. Formulating improvement measures and reports

The quality assurance commission organises a wide discussion on evaluation results at school. Based on these findings, responsible persons or groups devise measures and activities that will result in improvements.

The quality assurance commission appropriately describes self-evaluation procedure and results in its report, with special emphasis on findings and planned improvement measures.

Presenting the work of the group for quality to the public.

The operation of the group for quality should be transparent and public. It must be known to every employee at school.

In the school the operation of the group can be presented and monitored with the help of publishing on the message board, on the webpages and with regular presentations of work of the group for quality on the teaching panels.

7. Resources

European Peer Review Manual for initial VET, Österreichisches Institut für Berufsbildungsforschung, Wien, 2007

Quality Development Framework, Nationale Agentur beim Bundesinstitut für Berufsbildung, Bremen, 2007

Quality management approaches for vocational education and training, European Forum on Quality in VET, The Technical Group, 2002

Mali, D. et al, Recommendations to schools for implementing self-evaluation, National Institute for VET, Ljubljana, 2007.

http://community.asq.org/post/edu/preparing_for_a_new_school_year__why_quality_continuous_im.html