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# QUAL4T

Quality culture through effective instruments for Teachers and trainers

## Research Report SPAIN WP5

Lead partner: Germany  
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## Content

<b>1. Introduction.....</b>	<b>3</b>
<b>2. General situation of Quality Assurance and quality Culture in vocational education and training in SPAIN and the Basque Region .....</b>	<b>4</b>
<b>3. Quality Assurance and Culture in Politeknika Txorierri.....</b>	<b>8</b>
3.1. General information on quality systems and quality approaches in Politeknika Txorierri ....	8
3.2. Quality in teams .....	11
3.3. Inventory of initiatives to use EU quality tools such as Quality cycle, EQAVET, ECVET, EQARF?.....	11
3.4. Best practices/instruments that work for quality improvement in teams.....	11
<b>4. Case Studies .....</b>	<b>12</b>
4.1. Teachers perspective on quality assurance and quality culture of Politeknika Txorierri....	13
4.2. Strengths and Weaknesses of Politeknika Txorierri's Quality Assurance Culture from teachers' perspectives.....	14
4.3. Best practices used by teachers .....	16
4.4. Teachers' recommendations for the Development of Quality in Txorierri. ....	17
<b>5. Recommendations for designing the Toolkit products following the research outcomes in Spain.....</b>	<b>17</b>
<b>References .....</b>	<b>19</b>

# 1. Introduction

The aim of the EU-project QUAL4T is to enhance quality management, assurance and particularly quality culture. Within VET-Institutions quality management is often initiated by the management. Partly teachers, trainer and teams are involved in quality assurance, development and improvement. The quality management system is sometimes not related to the needs of teachers and trainer and leads to the situation that quality management and assurance is seen as a burden or an obstacle to their work and teaching. Therefore, the idea of the project is to develop and test tools that support the development of a culture of quality that reaches and influences the actions of teachers and trainer so that they can improve the quality of learners' experiences in VET.

The aim of the project is to provide a toolkit and a practical guide in partner languages, with ready to use instruments for teachers, trainer, quality staff and mentors, to improve the quality of education. Therefore, we intend to:

- develop a quality improvement culture in line with the recommendations of teachers and trainer in VET
- learn from partners' proven quality culture instruments and adapt them for other consortium organisations
- connect management and teachers through a management brochure
- provide an approach with supporting products that can be used by VET providers across the EU to improve outcomes of learners.

The aim of the report is to get an insight into the different quality approaches of the partner countries and institutions. The report provides basic information on the development of the toolkit products. These products will be based on the needs and best practices that the teachers describe in the case studies.

In the first part of this report the general situation of quality assurance in VET education in the partner country will be described. Different quality approaches used in the VET organisations in the partner country, the initiatives to use EU quality tools and the best practices within the country will be described. In addition to the general description of the situation in the country, the results of the case studies conducted in the partner institutions will be described. These partner institutions are four centres for vocational education, one body responsible for systems and policies, one university and one body providing guidance, counselling and information services relating to lifelong learning. This chapter will contain their perspective on quality assurance in their organisation, the strengths, weaknesses, opportunities and threads of institution's quality assurance/culture by teachers' perspectives, best practices used by teachers and recommendations from teachers' perspective for development of quality. As a conclusion the report will give recommendations on the development of the toolkit products following the results of the report.

The Spanish National Report describes the situation in VET in Spain and more specifically in the Autonomous Basque Region. It describes the Quality Models and Systems implemented and the general direction of National Quality in VET towards European models. In the case study all the teaching staff members of Politeknika Ikastegia Txorierrri (Basque Region) were invited to answer a questionnaire on the quality culture and measures in the centre. They were also asked what they do in their classes to ensure the quality of their teaching practice and most importantly what they would need to improve that quality. The results of the case study give a glimpse of QUALITY in action in VET in Spain.

The questionnaire and interview guide for the data collection consists of questions concerning quality culture of the respective institution, the quality management and assurance within the institution, the trainer or teachers individual methods to assure and develop quality and their recommendations for quality management. Additionally, socio demographical data like gender, age and taught subjects were collected. The findings of case studies conducted between December 2013 and January 2014 will be provided in this report.

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College in the United Kingdom, Stichting ECABO in the Netherlands, Julius-Maximilians-University in Germany, CIOFS-Formazione Professionale in Italy and IDEC SA – Consultants – high technology applications – Training in Greece.

## 2. General situation of Quality Assurance and quality Culture in vocational education and training in SPAIN and the Basque Region

In Spain the Directorate General within the Ministry of Education, Culture and Sport (MEC) is the department responsible for the Administration of professional training and VET. The first mentions by the MEC to commitment to a Quality culture in Education were made in 1990 at the time of the LOGSE reforms<sup>1</sup>. Since then efforts in Quality initiatives have intensified, often spanning outwards from the Regional Autonomies as a reaction to publication of International innovations in Quality Management in the Business sector. Since 2005, when the European Network on Quality Assurance in Vocational Education and Training (VET) was founded, the public sector. VET in Spain has increasingly been working towards aligning its QUALITY Assurance efforts with European initiatives.

### Steps towards QUALITY in Spanish VET

In 1993 The National Institute for Quality and Evaluation (INCE – Instituto Nacional de Calidad y Evaluación) was officially established under **Decree 928/1993**. The INCE aimed to “consolidate an official system of indicators in Education which would allow public administration, Education and all relevant stakeholders as well as the public access to knowledge about the Quality of the educational system”<sup>2</sup>

The **Organic Law 9/1995** (20<sup>th</sup> Nov) consolidated the new lines of evaluation and quality control in education and professional training by encouraging individual educational managers to undertake steps towards Internationally recognized QUALITY certification following models such as the ISO 9000 and EFQM<sup>3</sup>. This is the case of The Basque Educational Department which invited VET managers from both the public and private sectors to meet, train and generate a TOTAL QUALITY model in their organizations. The Manager and Quality Director of Politeknika Txorierri participated in one such training course on Total Quality in the autumn of that year. Formal actions to implement Quality systems and models in VET Centres in the Basque Region would really get underway after 2000.

In 2000 at centralized state level, the first Indicators in Education (SEIE - Sistema Estatal de Indicadores de la Educación) were published by the then renamed National Institute for Educational Evaluation (INEE – Instituto Nacional de Evaluación Educativa)<sup>4</sup>. These allowed stakeholders from all the educational sectors and levels to get an x-ray of the educational system, evaluate its efficiency and define objectives and adequate policies to achieve those objectives. From an initial 30 indicators in 2000 and a peak of 38 indicators in 2004, the number has fluctuated, falling to 15 priorities in 2006 and 16 in 2010. All indicators now fall under four areas in line with the OECD Guidelines: Educational Environment and Learning, Social and Economic Benefits of Education, Financing and Educational Results.

The tendency in Education to define the current situation, mark indicators, plan and implement strategy and measure results saw further laws passed which impressed the need for Quality

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<sup>1</sup> Article 55 of the LOGSE Reform makes reference to the commitment that Public Educational Authorities should make towards the Improvement of Education and Article 62 directly introduced the topic of evaluation of the Educational System which was entrusted to the National Institute for Quality and Evaluation (INCE). The LOGSE is available in pdf at the URL: <http://www.boe.es/boe/dias/1990/10/04/pdfs/A28927-28942.pdf>

<sup>2</sup> Sistema Estatal de indicadores de la educación. URL: <http://www.mecd.gob.es/inee/estudios/sistema-indicadores.html>

<sup>3</sup> Innovations in Evaluation and Quality Monitoring (2008) p. 43 in *Skills and Competence Development and Innovative Pedagogy: Spain*. \_\_\_\_\_ INEM. \_\_\_\_\_ URL: [http://www.sepe.es/contenido/empleo\\_formacion/formacion/formacion\\_para\\_el\\_empleo/formacion\\_profesional\\_para\\_el\\_empleo/pdf/referNet/Tema\\_7\\_EN\\_PUBLICAR\\_octubre2008.pdf](http://www.sepe.es/contenido/empleo_formacion/formacion/formacion_para_el_empleo/formacion_profesional_para_el_empleo/pdf/referNet/Tema_7_EN_PUBLICAR_octubre2008.pdf)

<sup>4</sup> Ibid. Sistema Estatal de indicadores de la educación.

Management in Spanish VET and set example. In **2002**, Articles 105-107 of the **Organic Law on the Quality of Education** gave the Educational Inspectorate the mandate to supervise and evaluate teaching practice, the continuing improvement of the functioning of educational centres and the processes of educational reform and pedagogical renovation. In the **Organic Law 2/2006**, The Ministry of Education defined its objective for VET as that of “*achieving a Quality Vocational Education which guarantees mobility, supports Innovation and the emergence of new sectors and which is closely linked to local and regional development. The prime aim is to become a catalyst for change, progress and wellbeing*”<sup>5</sup>.

Recognizing VET as the key instrument for economic growth the Ministry of Education planned to establish a network of Quality Assurance in VET in line with European standards.

### **EQAVET in Spain**

Following the founding of the European Network on Quality Assurance in VET in 2005, Spain established a national Reference Point in 2006 to work towards the implementation of the EQAVET Recommendation on the establishment of the European Quality Assurance Reference Framework (EQARF). Conscious of the importance of VET and aware that each Regional Autonomy had opted to implement different Quality models, they saw the need to standardize Quality Initiatives at state level.

Since April 2007, the MEC and the Directorate General of VET in Spain has been promoting a quality Plan with these two key objectives:

- To establish a Spanish Quality Assurance Reference Framework in VET in line with the European framework EQARF
- To launch A Spanish Reference Network for Quality in VET<sup>6</sup>

At present in Spain the guarantee of Quality in VET now extends to all Centres in all regions whether under the mandate of the Ministry of Education or in the private sector. The ANECA (Agencia Nacional de Evaluación de la Calidad y Acreditación) which has its counterparts in all autonomies is an external public agency which guarantees the Quality culture in VET in Spain and which coordinates all regional Quality and Evaluation agencies.

### **QUALITY in VET: The Basque Region.**

In the Basque Autonomous Region the **Agencia Vasca for Evaluation of Competences and Quality** is the corresponding Basque agency responsible for the design and implementation, evaluation and promotion of QUALITY in VET in the Basque Region.<sup>7</sup> The Basque Agency follows the National objective to harmonize the Spanish VET Quality Framework with that of the European Framework.

In 1997 the First Basque Plan for VET stated its Quality objectives were those of “adopting quality measures comparable to those traditionally used by Industry and Services”.<sup>8</sup> The Public Network for VET - SARE (which means network in Basque), generally promoted the implementation of quality systems based on the ISO 9001 model. Financial support was also channelled to the private VET networks which generally developed their systems with the support of EUSKALIT<sup>9</sup> (The Basque Foundation for Excellence) which used the EFQM Model of Excellence as its reference. By 2007 all VET Centres from the Public Network in the Basque Region were to have achieved a minimum of

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<sup>5</sup> See Calidad en España. URL: <http://todofp.es/todofp/profesores/Europa/fp-europa/calidad.html> TodoFP is the official educational website for VET in Spain.

<sup>6</sup> TodoFP. URL: <http://todofp.es/todofp/profesores/Europa/fp-europa/calidad.html>

<sup>7</sup> Agencia Vasca para la Evaluación de la Competencia (2010): Funciones de la Área de la Calidad. Proposal 2010 (pdf) URL: [http://www.hezkuntza.ejgv.euskadi.net/r43-2356/es/contenidos/informacion/agencia\\_calidad/es\\_calidad/mision.html](http://www.hezkuntza.ejgv.euskadi.net/r43-2356/es/contenidos/informacion/agencia_calidad/es_calidad/mision.html)

<sup>8</sup> Estrategia de la Calidad en la FP (2008). Gobierno Vasco, Departamento de Educación, Política Lingüística y Cultura. URL: [http://www.hezkuntza.ejgv.euskadi.net/r43-2356/es/contenidos/informacion/agencia\\_calidad/es\\_calidad/estrategia.html](http://www.hezkuntza.ejgv.euskadi.net/r43-2356/es/contenidos/informacion/agencia_calidad/es_calidad/estrategia.html)

<sup>9</sup> Euskalit. URL: <http://www.euskalit.net/nueva/index.php/es> Euskalit was set up in 1992 with the aim of training quality staff in companies but diversified to train other sectors in sequential steps towards European certification. Euskalit has supported over 170 educational organizations in the Basque Country to achieve the Silver and Golden Q Awards, 4 have been finalists for the Excellence Award and 4 have won the Maximum Award for Quality.

400 points in accordance with the EFQM Model. The difficulties of some public centres which had the ISO 9001 in achieving the 400 points evidenced the differences between the two systems. Nonetheless, considering this improvement to have been generally achieved, the Basque Department of Education for VET initiated an analysis of what had been achieved and how Quality and quality systems in the region could be improved. In this reflection in 2008 it was concluded that each of the main systems implemented so far (ISO9001, ISO 14001, Investors in People and EFQM), had their advantages and disadvantages. **The drawbacks of each model were esteemed by the Basque Government as<sup>10</sup>:**

**The ISO model** was seen to centre on the quality of products and services. This often led to an excessive attention to procedures and not to the processes themselves. Sometimes VET centres also created an image of quality by multiplying the number of secondary services. Likewise the ISO model did not lead centres to question their present services or to plan strategically. In general the ISO also had the difficulty of being very bureaucratic, generating excess paperwork.

**The EFQM model** of Total Quality was considered more complete as it contemplates services, people management, leadership, resources, processes, strategy and results. However, sometimes it could be poorly adapted to the educational setting as the interpretation of the contents is complicated. Another drawback as esteemed by the Basque Government was that the management of the system is based on processes but the evaluation carried out by criteria (some of which span multiple processes). Moreover, EFQM external evaluators often gave quite different evaluations to the internal ones carried out by a Centre as the concepts are difficult for Centres to interpret. Reporting is complex and difficult to achieve without external help and the Dept of Education could not align the indicators of results. It was also considered that the “comparing” of one’s centre to the best ones sometimes made VET centres feel alienated from the system when they wished for all centres to feel they were “contributing” to the VET system.

The **ISO 14001, Health and Safety Certification** and **Investors in People** Models were all considered positive quality actions in VET centres but they all added to the proliferation of systems.

The present Basque Strategy for Quality in VET is summed up as:

*“Quality belongs to everyone ... In the future we want quality to be linked to behaviour, a way of behaving, of working: quality is not an extra to our work ... quality is not filling out forms; it represents a way of working, a way of managing our work better, of improving the service we provide – in all situations at all times, to all the people who can expect to obtain some reasonable benefit from our service”.<sup>11</sup>*

Taking past experience into account and the overall objective of quality orientation at the core of VET services, the post 2008 strategy focuses on three areas:

**The SGP:** A sole Management System: System of Management by Processes

The aim is to create ONE quality management system based on processes, the processes being those that each centre esteems necessary. To this effect a proposal was made available based on the processes identified by the vice ministry for VET. The proposal recommends creating processes with owners (a process leader) and teams who are responsible for the process in a decentralized system.

The vision for the future is that under this one system of processes, centres should be able to pass external environmental and health and safety audits: this would be known as SIGP – an **integrated** management system based on processes.

A further aim of the SGP is to computerize the management system as far as possible to make the system more agile.

**HOBBIDE:** A shared, aligned Quality Management MODEL

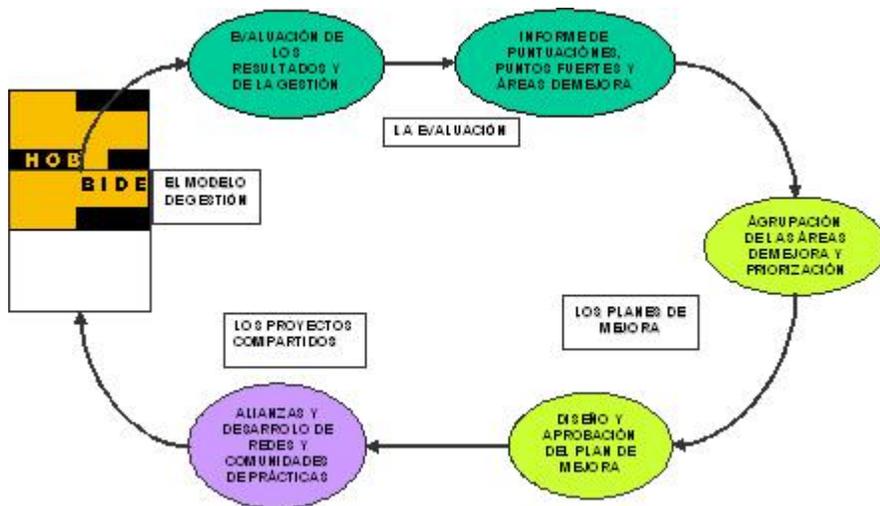
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<sup>10</sup> Op cit. Estrategia de la Calidad en la FP (2008) p. 2 (II) Reflexionando Sobre Nuestra Experiencia—pp. 2-4

<sup>11</sup> Ibid. p.4 (III) La Estrategia de Calidad para el próximo periodo.

HOBBIDE was envisioned in 2005 and is the name given to the **Basque model of quality management in VET**. HOBBIDE in Basque means on the way to improvement. It bases itself on the EFQM model while being better aligned to the needs of education. There is still an emphasis on achieving the 400 points in the EFQM external evaluation but the desire is to simplify the reporting and to align the evaluation to the SGP and the processes involved in each centre, not to criteria. The systematic self evaluation is based on questionnaires which are managed by computer applications. The points valuations obtained are linked and comparable to the EFQM measurements. After a training period from 2005 onwards, of authorised HOBBIDE evaluators, in 2010 all VET schools were obliged to have carried out a complete evaluation of their centre with HOBBIDE.

Figure 1: **The HOBBIDE MODEL OF MANAGEMENT**<sup>12</sup>



- Evaluation:** Evaluation of management results
- Plans for Improvement** Report Results: Strengths and Areas for Improvement
- Shared Projects** Group areas for improvement and prioritise
- Shared Projects** Design and Approve Plan for improvement
- Shared Projects** Alliances and Development of Networks and Communities of Practice

HOBBIDE encourages centres to group results in areas for improvement and to prioritise as necessary. The result of the evaluation is a plan for improvement. HOBBIDE offers a series of best practices to aid in this part of the strategy building and encourages centres to share initiatives, projects and to form networks of mutual support. The core areas of quality management on which HOBBIDE is based are the following:

Figure 2: HOBBIDE Core Quality Management Areas<sup>13</sup>

Core Quality Management Areas	
Centre Management	Strategic Positioning Processes Economic Planning and Financing

<sup>12</sup> URL: [http://www.hezkuntza.ejgv.euskadi.net/r43-2356/es/contenidos/informacion/agencia\\_calidad/es\\_calidad/hobbide1.html](http://www.hezkuntza.ejgv.euskadi.net/r43-2356/es/contenidos/informacion/agencia_calidad/es_calidad/hobbide1.html)

<sup>13</sup> [http://www.hezkuntza.ejgv.euskadi.net/r43-2356/es/contenidos/informacion/agencia\\_calidad/es\\_calidad/hobbide3.html](http://www.hezkuntza.ejgv.euskadi.net/r43-2356/es/contenidos/informacion/agencia_calidad/es_calidad/hobbide3.html)

	Resource Management Change Management
Stakeholders	Positioning in the Market Alliances and Collaboration Orientation to Interest Groups Services
Personnel	Human Resource Management Framework Leaders as People Managers Training and Development
Communication and Knowledge	Information and Knowledge Communication Management
Creativity and Improvement	Creativity and Learning Innovation and Improvement

All areas of management include a cycle of analysis of the information, planning, action and evaluation and each area has its list of result and performance indicators.

Closer Personal Intervention and Implication in Quality

The third aim of the Basque Plan for Quality Improvement in VET is to involve more people in the quality system. "Quality depends on or belongs to everyone". The aim is to widen the circle of people involved in the process teams and that are responsible for the development of that process. Traditional networks normally involved Directors and quality managers but now quality has to be linked to the protagonists in a centre who know the needs within the planned strategies.

This can be achieved by encouraging the network method such as joining 6-7 centres from the public and private networks together. The continued training of quality managers in modules which can help them work in line with HOBIDE is also a key part of the strategy, as is stimulating the creation of plans for improvement within centres by making best practices (from within or without HOBIDE) widely known at Excellence Encounters and showcased at Quality Fairs where Centres have the opportunity to meet and create alliances with other VET centres.

### 3. Quality Assurance and Culture in Politeknika Txorierrri

Politeknika Txorierrri has been active in QUALITY Assurance and continuing improvement for almost twenty years. In 1995 the Education Dept of the Basque Government in line with national priorities in Education were promoting the generation of Total Quality Models in Education and invited VET managers to attend a course on Total Quality in San Sebastian in the autumn of 1995. Following this introduction the participants from the public sector increasingly opted to pursue Quality through implementation of the ISO 9000 model and those from the Private sector aligned with the EFQM model. Euskalit<sup>14</sup>, the Basque Foundation for Excellence which promotes and supports the implementation of the EFQM, established a protocol which allowed smaller institutions from different sectors to scale the gap in Quality by accumulating points on a scale of 0-1000 and achieving recognition at certain thresholds. These thresholds were the Silver Q which is awarded when an Institution achieves 400 points on the EFQM scale and the Golden Q award for 500 points. Higher recognition is achievable on the scale with European competitions for excellence awards.

#### 3.1. General information on quality systems and quality approaches in Politeknika Txorierrri

In 2002 Txorierrri made the commitment to working towards the Silver Q Award which involved preparing to achieve 400 points in the period of one year after external evaluation of the nine EFQM

<sup>14</sup> Op. cit. Euskalit.

criteria which were established in 1991 by the European Commission<sup>15</sup>. They achieved the award with an evaluation of 440 points in 2003 and went on to become the first VET centre in the Bizkaia province to achieve the Golden Q Award in 2005. In the same period (2003-2005) the school gained the ISO 14001 certification in environmental management. Since gaining the Silver Q, Txorierri has acted as a Reference Centre in the Basque Region to serve other VET centres who are working towards Total Quality.

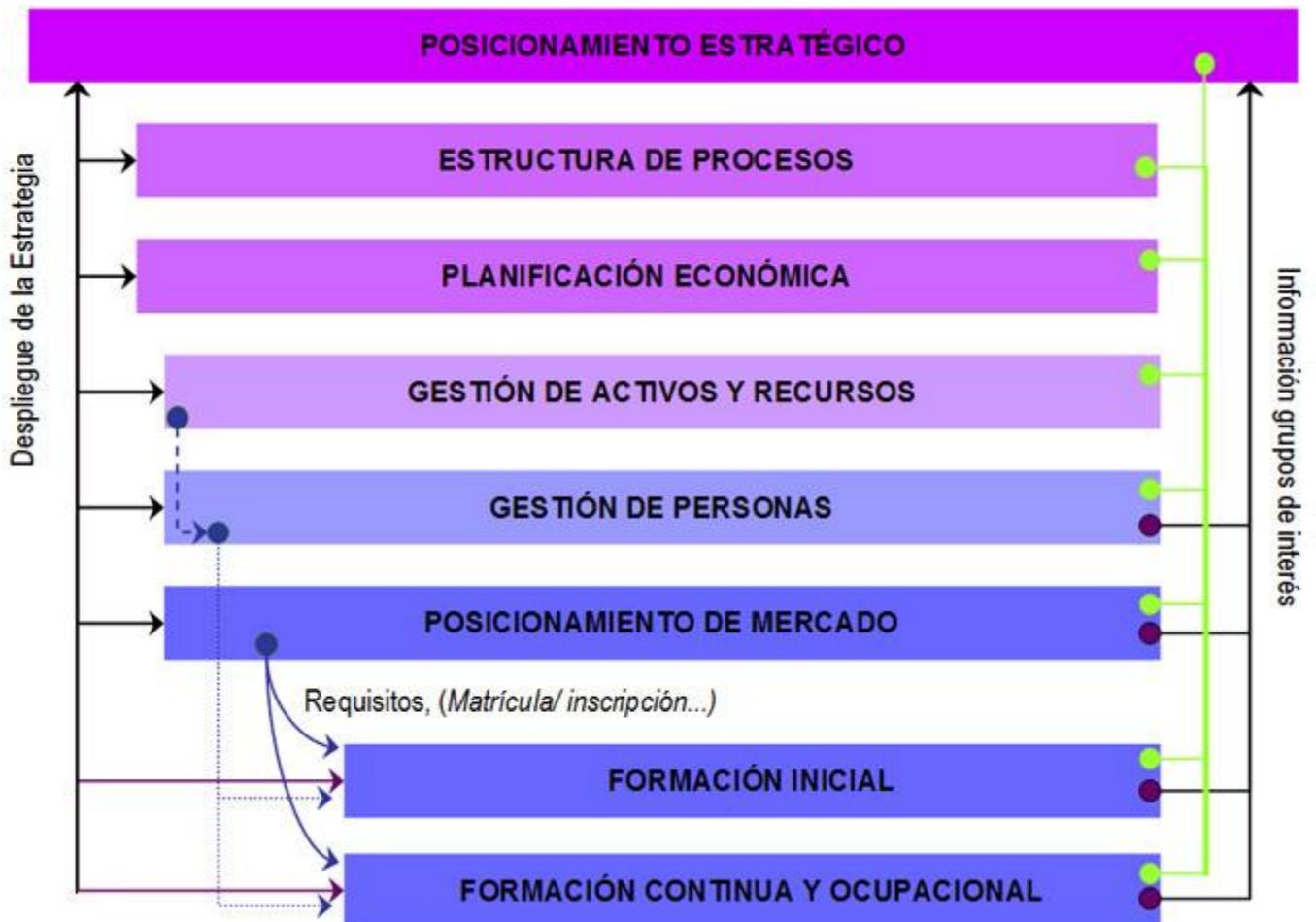
### **Changes in the Quality Management Model**

The Quality Culture has become part of the fabric of the Centre but several key changes have occurred in the last decade. In 2003 when applying for the EFQM Certification, there were over 30 processes being managed in the school to cover the EFQM model. The horizontal management of the model also meant that ALL the staff in the Centre were involved in ALL the processes. Each process had 3 members and in a centre of approximately 30 staff this meant that each person was involved in at least 3 or 4 processes. This meant that although everyone had the opportunity to learn different aspects of the centre, many members of the different processes had little or no preparation for the process they were in and felt insufficient motivation or capacity for the evaluation and planning of effective tasks. This resulted in poor efficiency and use of time. Few ideas were generated within the process teams and many ideas that were created were difficult to implement. Facing this reality and in line with the Basque Plan "HOBBIDE" Politeknika Txorierri adapted their use of the EFQM model. HOBBIDE reduced the number of processes from 30 to 10. Txorierri currently manages 8 processes with the other 2 contemplated in HOBBIDE, Communication and Innovation, considered as totally integrated into the other eight.

Figure 3: Processes in Politeknika Txorierri at present

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<sup>15</sup> Op cit. Euskalit. These criteria were 1. Leadership, 2. Policies and Strategy, 3. Personnel, 4. Collaborators and Resources, 5. Processes, 6. Results from Clients, 7. Results from Personnel, 8, Results from Society and 9. Overall Performance.



The eight processes in Politeknika Txorierrri are:

1. Strategic Positioning
2. Structuring of processes
3. Economic Planning
4. Resource Management
5. Human Resources Management
6. Market Position
7. Initial VET Training
8. Adult Training and Training for workers

All the information related to the processes is being developed on the school intranet in a flexible online tool called BIKAIN (which means excellence in Basque). Bikain gives access to ALL the quality steps and evaluation tools/indicators etc. in the school which contribute to and shape the 4 year Strategic Plans. The documentation linked within each process, a definition of each action within a process, proposals for improvement, indicators of measurement, follow up actions, extra supervisory actions, innovation proposals and actions and reports are available.

The horizontal nature of the EFQM management model is still maintained in that all staff members can access and upload proposals for innovation in any process. Proposals are grouped into priority actions and evaluated by the process team in question within the period of one month.

All the processes follow the PDCA Quality Cycle.

### 3.2. Quality in teams

In Txorierra each of the eight QUALITY processes is now led by the owner of a process and supported by 3-5 team members. The owner and team members are made up of the persons who are best able to understand and contribute to the process in a meaningful way. They communicate all decisions taken by email to the entire school community within two days and commit to uploading or revising documents and indicators on BIKAIN promptly.

### 3.3. Inventory of initiatives to use EU quality tools such as Quality cycle, EQAVET, ECVET, EQARF?

The Quality cycle PDCA (Plan, Do, Check, Act) is employed throughout the Quality system by processes at Txorierra. Strategic Planning is projected over a 4 year period. Actions to be undertaken (Done) are listed in the Control Panel of the whole Quality System on the computerised application BIKAIN in a series of qualitative and quantitative actions. These can be updated by team members. Checking involves the development, analysis and evaluation of a complete series of indicators which are also available on BIKAIN and new actions initiated.

Spain is currently aligning with the EQAVET recommendations on implementation of the EQARF which will allow greater transparency between different national VET systems.

The allocation of internationally recognized Credits for learning in VET is still also in phase of development in Spain.

### 3.4. Best practices/instruments that work for quality improvement in teams

#### BIKAIN and Innovation<sup>16</sup>

The online tool Bikain for managing and sharing the Quality System at Txorierra allows the entire community to contribute to improving Quality. Everyone can consult the indicators and results for the whole series of criteria which make up the Quality System by processes.

They can also *suggest improvements and upload ideas for innovation* which are evaluated by the process team. New documents can also be added and updated visibly throughout the strategic period. This all means that the *4 year Strategic Plan is a living process which changes with the changes to the different processes.*

#### The DOI

Another Best Practice Instrument is the DOI or Deployment of Individual Objectives. These objectives available on BIKAIN include detailed information as to the development of the strategic objectives within the 4 year Strategic Plan. For the 2013-2017 period there are 20 strategic objectives. It is visually clear how far each of the actions detailed towards the achievement of the objective have been fulfilled and who is responsible for each action. When an objective or contributing action has been achieved it is marked in green.

Figure 4: DOI – Strategic Objective: To Simplify Management by Processes

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<sup>16</sup> Bikain is on the Politeknika Txorierra intranet system for which a staff password is needed. The link to the intranet is through [www.txorierra.net](http://www.txorierra.net) homepage.

Despliegue de Objetivos Individuales

Plan Estratégico: PEC 2013/2017 TXORIERRI | Despliegue de curso: 2013/2014 | Estado APROBADA

Objetivo estratégico: MG.1. Simplificar la Gestión por Procesos

ÁMBITO ESTRATÉGICO	OBJETIVO ESTRATÉGICO	% TOTAL	INDICADOR DE DESARROLLO	RBLE	PESO	% TOTAL									
<b>MG. MODELO DE GESTIÓN</b>															
MG.1. Simplificar la Gestión por Procesos															
MG.1.1. Optimizar progresivamente la Gestión por Procesos															
MG.1.1.1. Continuar con el despliegue del Sistema de gestión por procesos ,introduciendo las aportaciones y las mejoras detectadas.															
MG.1.1.2. Implantar la autoevaluación del SGP acorde a las exigencias establecidas por el Departamento de Educación y su nuevo modelo de calidad (WQSIG)															
MG.1.2. Sistematizar el despliegue de estrategias mediante la Gestión por Procesos															
MG.1.2.1. Realizar un seguimiento de la implantación del procedimiento de innovación en la Gestión por Procesos (Bikain)															
MG.1.2.2. Integración en nuestro Mapa de Procesos de la actividad de Internacionalización, ubicando en la misma las funciones del puesto de Responsable de Relaciones Internacionales															
<b>ÁREAS</b>															
IMPACTO EN CUADRO DE MANDO ESTRATÉGICO	INDICADOR	UND.	PROPIETARIO	S	T	R	O	%	H	%	C	%	PER	AÑO	DOC
✓	Calidad en la Gestión (Puntuación Hobbide)	0-1000	Apurtzane Larra	↔	N/C			N/C		N/C		N/C		13/14	
✓	Implicación en proyectos de innovación	%	Juan Ángel San Vicente	↔	N/C			12,0	N/C		N/C		N/C	13/14	
✓	Grado de Satisfacción del Personal con el conocimiento de la Misión, Visión y Valores	0-10	Juan Ángel San Vicente	↔	N/C			8,0	N/C	8,3	N/C		N/C	13/14	
✓	Grado de Satisfacción del Personal con el conocimiento de Objetivos y Prioridades Estratégicas	0-10	Juan Ángel San Vicente	↔	N/C			7,6	N/C	7,9	N/C		N/C	13/14	
✓	Grado de Satisfacción del Personal con Conocimiento y Desarrollo de los Planes Anuales del centro	0-10	Juan Ángel San Vicente	↔	N/C			7,6	N/C	7,5	N/C		N/C	13/14	
✓	Grado de Satisfacción del Personal con el Estilo de Dirección : Liderazgo, Implicación y relaciones	0-10	Juan Ángel San Vicente	↔	N/C			8,0	N/C	8,0	N/C		N/C	13/14	

## People Management: Self and Peer Evaluation (on BIKAIN)

All teaching staff carry out a self evaluation of their general competences (leadership, communication and technical competence) each year. They are also evaluated by the pedagogical director and their head of department using the same criteria. If any of the reviews fall below the required competence standard, training or support can be requested or suggested. The culture of peer evaluation is now standard in Txorierri. The director is the last person to review the results of the DOI and validates the results.

### Peer Tutoring

If a colleague is having particular problems evidenced either in negative feedback from students or in poor student results, an experienced member of staff is teamed up with that colleague to study the problem and to offer practical support in changing the trend. Often this extra personal support (apart from any tips or tools shared) allows the teacher to gather energy to tackle the problem and turn things around.

## 4. Case Studies

The Case Study has been carried out in Politeknika Txorierri in DERIO – the Basque Region which at present has 28 full time teaching staff for VET courses.

**Method of Study:** All staff members received the QUAL4T research questionnaire personally as previous experience was that teachers responded better having been asked personally to participate. They were asked to return the questionnaires after one week. A reminder email was sent the day before collection. Two teachers (ESa and ESb asked for guidance and the questionnaire was conducted as an interview.

Respondents to the QUAL4T Questionnaire	18 (64% of total)
Male respondents	11
Female respondents	8

**Average Age:** 49.8

### Teaching Areas:

Staff stated their subject areas as the following: Mechanical Product Design (3) , Marketing and Philosophy, Marketing and Entrepreneurship, Marketing & Sales (3), Science & Owner of two

Quality processes, Environmental Science, English, Mechanical Production, Automated Systems (2), Telecommunications, Mechanical Production, Biology, Maths and Physics

#### 4.1. Teachers perspective on quality assurance and quality culture of Politeknika Txorierrri

##### Overview

a) The majority of teachers (12 of those surveyed) at Txorierrri considered that **the centre most contributes to quality in teaching** by supporting and providing teachers with the opportunity to receive training in new methodologies and the use of new technologies

- Funding teacher training in transversal and specific competences (ES 3)
- Participate in Innovation Projects (new technologies and Learning-teaching methods)/ Teacher training (ES10)
- Adapting constantly to the reality of the environment, training staff in new technologies and methods (ES 12)

Others, (ES 11) and (ES 5) also mentioned that the centre contributes by assigning funding to continuous improvement and implementing of the EFQM model and a system of management by processes which helps teachers to develop their activities.

b) The **opinion of Quality Culture in Txorierrri** varies greatly.

7 staff members (39% of those who responded) talk in positive terms. ES1, ES5, ES9, ES10, ES13, ES14 and ES15 all consider the quality culture as very positive: “*crucial*” (ES1); “*efficient and adequate*” (ES5); “*helps to implement methodologies that permit getting quantifiable results*” (ES9); “*fosters continuous improvement*” (ES10); “*Necessary for an ongoing renewal of pedagogy*” (ES13); “*Fundamental pillar for functioning of the centre*” (ES14) and “*Useful tool which allows advances*” (ES15).

Others are unsure seeing both positive and negative aspects of the quality focus. “*It’s a very widespread system in organizations but risks being very bureaucratic*” (ES3); “*it’s a valid way to manage a business with advantages and disadvantages*” (ES7); “*Helps focus on improvement although sometimes the impression is that it leads to more bureaucracy*” (ES11).

ES12 and ESb didn’t have any opinions on the quality system feeling they couldn’t evaluate properly and two members were of the opinion that the quality culture was “*terrible*” or “*misdirected*” (E16, ES2 and ESb). ESb wished to see quality directed to practical solutions to his teaching needs such as updated computer hardware for his classroom to be able to use up to date design software needed for his speciality. ES2 feels that teachers often “*have to direct their attention to complying with documentation rather than to the classroom*”.

c) Teachers considered that **the working environment in the college helps them offer high quality teaching** by:

- Offering the opportunity to gain new competences in methodological advances which encourages new ways of teaching (ES1, ES2, ES3, ES6, ES7, ESa, ES12, ES15, ES18)
- Instruments/tools to review what is done in the centre and to change (ES5, ES10)
- Encouraging them to commit to improving academic results (ES13)
- Involving all staff in a common goal (ES 10)
- Dedicating resources (time and financing) to quality education (ES11)
- Encouraging the use of computer technology in courses (ES14)
- Introducing technological advances and creating alliances with technological and
  - industrial clusters (ESb)

2 other members of teaching staff were unable to affirm that the environment helped them offer quality teaching

d) Teachers considered that ***the working environment in the college hindered them offering high quality teaching*** because (of) the:

- Excessive number of teaching hours per week which allows no time for reflection or for updating methodology (ES2, ES3, ES4, ES5, ES7, ES10, ES12, ES14)
- Lack of supporting materials/equipment in the classroom (ES5, ESb)
- Lack of coordination between departmental team members (ES9)
- Excessive bureaucracy (ES13)
- Quality objectives confuse the aims with the tools (ES16)

4 staff members could not think of anything which hindered the quality of their teaching  
ES1 felt that as companies are closely involved in contributing to teaching objectives the environment is conducive to high teaching quality.

## **4.2. Strengths and Weaknesses of Politeknika Txorierrri's Quality Assurance Culture from teachers' perspectives**

### **Teachers Knowledge of Quality Management**

- a) Staff at Txorierrri stated having learnt the following from the quality management processes in the organization:
- Systematizing (capacity to order their practice systematically): Competence in defining areas of work, organizing, ordering, planning, reviewing and improving of everyday activities (ES1, ES3, ES4, ES5, E10)
  - Can better understand the relationship and structural organization between different levels and departments in the organization (ES3, ES14)
  - Key organizational factors (such as quality processes and indicators) in the organization (ES7)
  - How to maintain order, measure and quantify results (ESa)
  - To concentrate on improvement: "*to do things everyday a little bit better*" (ES5, ES11)
  - To work in process teams (ES12)
  - The methodology of a quality system (ES16)

ES6 and ES15 were unable to respond. ES13 and ESb felt that they had learnt little as they have not been directly related in any processes.

### **Strengths of QM in Txorierrri for teachers**

b) Quality Management Processes at Txorierrri help the teaching staff offer high quality education by

- Informing them of the current needs in the college (what, when and how to do meet the need) (ES1)
- Providing training resources (ES3)
- Encouraging them to plan and predict future needs in a logical way (ES4)
- Encouraging them to systematize and organize (ES5, ES10, ES13)
- Facilitating access to documentation on the intranet (ES6)
- Clarifies for them personally the areas which they have to show greater commitment to, areas for improvement (ES7, ES18)
- Teaching them to measure the results of students performance (ES9)
- Guiding and improving their efforts in the classroom if QM applied flexibly (ES11)

- Helping them to profile specific action for improvement within a time framework and to manage time better (ES14)
- Facilitating access to new methods and training in those methods (ES15)

ES2 and ESb did not feel that the QM processes had contributed to their being able to offer a higher quality education. ESb attributes high quality in their teaching to personal links with the industrial field and direct frequent contact with companies through the use of specific software (teamweaver).

### Weaknesses of QM in Txorierrri for teachers

c) **Quality management processes at Txorierrri impede teachers offering a high quality education** because (of):

- Competition for Time: They saturate teachers with extra work and documentation (bureaucracy) which takes time away from teaching and essential training (ES1, ES2, ES4, ES10, ES11, ES13) Having to document each action for continuing improvement (ES14)
- They impose strict routines in the day to day work (ES3)
- The use of indicators (questionnaires and %) sometimes obscure or confuse the end objective of giving high quality training (ES2, ES7)
- (Client) Student evaluations are rated too highly and resulting actions not always in their favour (ES10)
- Student evaluations are not reliable. They cannot /do not contrast what they are receiving with other centres therefore evaluation are often merely used to evaluate the teachers (ESb)
- Student evaluations are carried out in the final year just before the students go on placement which is too late to implement effective changes (ESb)
- Evaluation from so many agents may mean that teachers lose touch with their own criteria as to what to do. (ES2)

6 members of staff could think of nothing in QM processes that negatively affected the quality of their teaching.

ES5 affirmed that the processes offer only positive help in offering quality teaching.

### How to improve the quality of teaching in Txorierrri

d) **Teachers** were quite clear and unanimous about what they **considered necessary to improve the quality of their teaching**. Most mentioned the need for more time. They listed:

- Reduction in number of teaching hours. Time to digest and reflect on (new) teaching approaches (ES2, ES3, ES4, ES5, ESa, ES10, ES11, ES12, ES13, ES14, ES18)
- Maintenance of focus on staff training in methodologies (project and competence evaluation) and technology (ES1, ES2, ES4, ES6, ES13, ES15)
- *Improving the staff team spirit* (ES7)
- An adequate distribution of tasks (ES7)
- Added ability to identify key objectives in each subject and to quantify them adequately (ES9)
- Financing for the college in equipment (ES11, ESb)
- *Maintenance of close contact with industry and companies* (ESb)

1 member of staff suggested a change in centre management would improve the quality of their teaching.

### 4.3. Best practices used by teachers

- a) **What is QUALITY in teaching and training?** Teachers gave diverse responses which reflect their personal understanding of what quality in teaching and training is. Some responses were related to enhancing learning and others focused on implementing quality control methods.
- Teaching in a way that *allows students to learn by themselves and to reflect, be creative and self sufficient* (ES2)
  - Helping students to *become competent in their field* (ES3, ES18)
  - Successfully helping weaker students to get a positive result and to *satisfy the employment needs of companies* (ES7, ES13)
  - *Individual attention to students* (ES7, ESa, ESb))
  - *Flexible learning environment which allows the student to learn and set their objectives* (ES11)
  - Implementing creative, innovative methodologies (ES10)
  - Helping students (whole group) gain theory - technical, and social skills to successfully find a job (ES14, ES17)
  - Organizing and systematizing (ES10)
  - Organizational and resource management of people and processes (ES4)
  - Being up to date with new technology (ES6, ES12)
  - Working towards objectives: planning, reviewing and improving (ES5)
- b) When asked how they **guarantee high quality in their teaching** the staff responded that they pay attention to diverse feedback tools and evaluation of student competences as well as by investing in their own training and implementing new methodologies.

## BEST PRACTICES

### Application of Tools and Methods

- Project Based Learning, case Studies, simulations ... (ES1, ES4, ESa, ES14, ES15, ESb))  
Project Based Learning takes the form of students working in groups to solve problems or challenges, after which they have to present a portfolio describing the solution they present and the process towards reaching that solution.
- Use of New technologies and software: powtoon, raspberry pi etc. (ES2, ES11, ES4, ES15)
- Project Evaluation Tools which are agreed with students (ES3)

### Attention to Evaluation: Student (Client) Feedback

- Evaluation questionnaires of student and family satisfaction (ES5) Results are posted for staff on the school intranet. Students and families receive feedback at the AGM.
- Public Suggestion box outside the main reception desk. Everyone can drop suggestions there and the best suggestion from students each year in different areas receives a prize. The suggestions are also documented. i.e in the student bathrooms a high tap was installed in each on the suggestion of a particular student to enable people to refill water bottles in summer. A poster in the bathrooms comments this great idea ... (ES5)
- Interviews with students (ES5, ES10)
- Close Attention to outcomes of students work and evaluation (ES9) Individual meetings are held between students and tutors regularly /as needed. There is an Orientation Dept process which follows through with weaker students and their families (regular meetings- objective setting and monitoring) to support academic achievement.

### Other

- *Personalized attention to students* (ES7)

- Requesting time to train and adapt programmes (ES12)
  - Class Peer Support: *Dedicating a number of stronger students to support the weaker ones and spend more time supporting those who are struggling.* (ES17)
- c) The teachers at Politeknika Txorierra **measure the quality of their teaching** by:
- Observing depth of learning /competence development: how students perform in projects (the quality of their work) after having received information and materials (ES2, ES9, ES15, ESb,)
  - Student evaluation feedback (questionnaires) (ES3, ES6, ES10, ES13, ES18)
  - Assessing contents of lessons and peer evaluation of contents (ES1)
  - The demand for student places on the courses, results indicators – number of passes etc. student and family feedback, number of complaints (ES5, ES12,)
  - Student results (ESa)
  - Number of contracted students (if they are kept on in the companies and feedback from contacts in those companies as to graduate performance (ES17)

#### 4.4. Teachers' recommendations for the Development of Quality in Txorierra.

There were a wide range of responses from the staff as to what they would recommend a colleague do to improve the quality of his/her teaching. They included:

- Follow the processes and systematize (ES1, ES5)
- View quality as something *intrinsic to your work* (ES5)
- Find out the real needs of the world of work in your field (ES2)
- Train as often as possible to keep up to date and prepare classes well, applying new knowledge/methods to evolve (ES4, ES3, ES7, ES10, ES15)
- *Create a good learning environment. Listen to and appreciate your students* so that they can consult you and learn. (ESa, ESb)
- Dedicate time to the core of your subject and set objectives around those (ES9)
- *Coordinate with other staff and set group targets to improve* (ES10, ES12)
- Do self evaluation and set personal objectives to improve – apply common sense quality measures (ES11)
- Take time to *reflect on specific actions* (ES14)
- *Prioritize quality objectives over quality tools* (ES16)

### 5. Recommendations for designing the Toolkit products following the research outcomes in Spain.

Following research in Politeknika Txorierra it could be recommended that the Qual4T Toolkit be **brief, clear** and aim to **add value to teaching practice**. The toolkit should take into account above all that that teachers are under time pressure to perform well as teachers, update their competences and follow already existing quality control measures. Anything developed should be **highly motivating** and **easy to implement**.

It is also useful to consider that Quality tools should require **less paperwork** and a minimum effort (or new approach) in reporting for evaluation. They should revolve around common sense initiatives. Teachers are keen to **update and enhance their professional service** with **new methodological approaches** but these can be burdensome if they involve rigid formulas of implementation. **Fostering better team spirit** and **openness** between teachers would be interesting for sharing best practice such as spreading information from industry and creating peer support teams.

Most teachers are happy with the quality guidelines and tools which allow them to measure their teaching performance and to identify student needs.<sup>17</sup> These should continue to be based around **contact with and informed feedback from students** and ever **closer contact with Industry and companies in the sector**. Innovations in methodology such as students' self review instruments and new evaluation methods by competences could be standardized throughout the different departments. It seems necessary overall for teaching staff to renew and deepen confidence in their ability to provide an excellent service and to **feel valued for their contributions**.

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<sup>17</sup> See BIKAIN Intranet Application: <http://www.txorierri.net> – PROCESS: Initial Training – Documents for Training Support in Initial Training; Teaching and Learning - FI.EA.07, FI.RE.02 and FI.EA.03

In the standard quality practice of the **Teaching/Learning Process**, teachers evaluate academic achievement and results at the end of each term firstly with their student group and report this (DOC FI.EA.07); they suggest support and specific measures for improvement in a report if fewer than 60% of the students have achieved the learning targets of the term or if the learning environment is not considered positive (DOC FI.RE.02); tutors discuss the teacher and student report and the actions for improvement with their tutor group (DOC FI.EA.03); finally parents/family receive feedback from these reports in the end of term meetings and are asked for suggestions and feedback both there and through satisfaction questionnaires.

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