

The Quality-is-Fun (QiF) Approach: A Handbook for Enhanced Quality in TVET

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The Quality-is-Fun (QiF) Approach: HANDBOOK

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List of Abbreviations

CBT	Competence-Based Training
CEO	Chief Executive Officer
cf.	confer, i. e. look into some specified literature
EFQM	European Foundation for Quality Management
edtech	educational technology
e. g.	short for <i>exempli gratia</i> , i. e. Latin “for example”
HE	Higher Education
HoD	Head of Division in a TVET Institute
HR	Human Resources
Ibid	short for <i>ibidem</i> , i. e. Latin for “in the same place”
i. e.	short for <i>id est</i> = Latin for “that is” or “in other words”
ISO	International Standard Organization
MR	Management Representative (same as QMR)
NCS	National Competency Standards
QC	Quality Culture
QiF	Quality-is-Fun approach to quality improvement
QIS	Quality Improvement System
PBP	Performance-Based Pay
QMR	Quality Management Representative
QMS	Quality Management System

Prologue: Why QiF?

The Quality-is-Fun (QiF) approach is not meant to be a new Quality Management System (QMS). The world's leading two QMS concepts in TVET, represented by the International Standard Organization (ISO) and the European Foundation for Quality Management (EFQM), are very mature, sophisticated and very suitable QMS for any organization.



However, the QiF approach emphasizes the individual in the quality process, individual incentives to support quality work and overall joy and happiness that increasing quality is capable of creating.

QiF steps in where any QMS stops. A QMS is strong in documenting processes in any organization, making optimized ways of working the standard and transparent, focusing the organization on its customers and on the constant strive to improve. QiF supports that ambition, but half of the twelve steps that QiF consists of are catered to individual and team well-being in the context of quality work.

Moreover, QiF fine-tunes and sharpens the quality approach to TVET, while internationally recognized QMSs are designed for any organization. The ISO Working Agreement for education adapts standards to the education sector. This sector is vast, however, with the TVET branch incorporating very diverse institutes, students, challenges and needs. For that reason, QiF spells out a TVET-conform quality terminology, easy enough to be a unifying (quality) language spoken by all demonstrators, instructors and lecturers as well as non-academic staff and management in TVET. On top of that, QiF provides an entire quality toolkit that is easy to grasp, beneficial to everyday quality work and user-friendly in application, enabling the implementation of ever higher quality, step by step.

Finally, QiF has been developed to support the setting up or maintaining of a QMS, working in conjunction with a QMS, but going beyond it by promoting a deeply engrained culture of quality in TVET institutes. And not to forget, QiF constantly reminds everybody involved in quality work that there is personal joy and happiness to be had in getting ever better, by increasing quality in TVET--for one's own country, youth, institute's community and personal job satisfaction.

QiF delivers plenty of reasons to whole-heartedly engage in quality initiatives, and do a great job day by day. Engage in QiF and see your strive for fun, sic, bear fruit! Against this backdrop, I wish you enjoyable days at work, getting ever better, your

Chapter 1: The quality philosophy behind Quality-is-Fun (QiF)

1.1 Quality inside of us

Key QiF insight to start with:

Motivation psychology hints at it, again and again: if you do something well and have the feeling of getting better still, you are happier, more balanced and have a positive attitude towards life.

So improving quality at your TVET institute is in your own best interest and will help you satisfy your needs as a human being—and as a by-product the needs of your students and your country alike. Isn't that worth aiming at enhancing quality on a daily basis?

Then just follow the **Quality-is-Fun (QiF)** approach in this handbook!

The word quality comes from the Latin word *qualitas*, meaning *property* and *value* as well as good *features* and *ability*. In a highly competitive world with increasing customer demands, quality has become the key factor of survival in the market, of profitability and development, not just for individual sectors and organizations, but also for an entire country's economy. Quality of TVET is to be understood as the most important asset in strengthening market competitiveness, and thus as the number one accelerator of total economic growth and development.

Generally, publications on quality start with more definitions and term clarifications. And so should a high quality book about the concept of quality—or shouldn't it? Well, a resounding NO, because the message of this book is that **we all already know what good quality is**.

Moreover, we do not need to read a smart definition of the term to understand the concept, for example that a dirty and messy workshop or classroom is not the best catalyst for high quality in TVET.

Key QiF Insight No. 1

We all have a “gut feeling” about what good quality is, we know deep down when we encounter excellent quality and we know in our heart when we have messed up something (cf. Kahneman 2012). Do you agree?

Well, if yes, then you are not alone. Posing this question to exactly 314 people, being active as administrators, principals, head of divisions and trainers, lecturers and instructors in the TVET sector in Germany and Sri Lanka, on a Likert scale from 1 (strongly disagree) to 5 (strongly agree), a whopping 297 opt for 4 (agree) or 5 (strongly agree). Only nine subjects disagree (nobody strongly disagrees) and eight are “not sure” (Option 3).¹

This is no claim that this insight is empirically underscored beyond doubt, but it is a strong indication that most **people in TVET agree that we know (and feel) deep inside what good quality is.**

This extends to the work of the individual who knows when a high quality performance was pulled off by the entire TVET institution where the individual works. Any employee knows, somehow, if she works in a high quality institution. Why? The answer is simple: Because employees are integral parts of the institute and are highly familiar with the degree of efficiency of internal regulations, procedures and processes, empathize with trainees going in and out every day, sense the satisfaction level of other stakeholders, such as companies and parents. Furthermore, they are well aware of the reputation in the public eye. Searching inside oneself, any individual employed in TVET knows the status quo of quality in her own work and that of her institution as well as whether there is an honest drive to improve or not.

Key QiF Insight No. 2:

We all know, deep inside (by “our gut feeling”), the degree of quality in our personal daily work and the quality of our TVET institution. And we are even aware of several steps that could be undertaken to improve it, if we search in our mind with true intent (cf. Tan 2013)!

Accepting insights No.1 and 2 as true and authentic, we realize that there is just one more step to bring quality ahead: **to motivate TVET personnel to engage and get better.**

How this can be done is the purpose of this oeuvre, and to provide a multitude of reasons and options for everybody involved in TVET to join in!

¹ See QiF Research Sheet 1, in “QiF Research Toolkit”.

1.2 Process-based approach in QiF

Processes are at the heart of successful TVET institutions, but so are human beings. QiF highlights this connection by focusing on the well-being of employees at work as a necessary (but not sufficient) condition for establishing, living and breathing quality processes on a daily basis. This will be expounded in the following chapters, while **processes are at the epicenter of quality in TVET as constituent elements of the QiF approach too.**

In QiF, however, processes are not implemented entirely afresh in any institution, but evolve and integrate best-practice and experience, i. e. develop over time and insert input from individuals. That is why the need to write down and visualize processes arises:

Individuals may get promoted, leave the institution and get retired!

What happens is that valuable process knowledge goes with them—and that leaves at best less efficient processes, at worst confusion behind.

The consequence for any training institute is: write down your processes, in a way that any employee can understand and carry out the process potentially. That may well be in a quality manual and procedure manual, as generally suggested by international quality standards.

Key QiF Insight No. 3:

The reason to write down processes stems from the need to preserve efficient ways of work for the TVET institution, especially because employees leave the place or get promoted—the reason does not originally spring from some external requirement for a Quality Management System to be certified.

The upshot is: **To write down and visualize processes is the very selfish interest and need of any TVET institution!**

Reluctance to properly identify and document vital processes on the side of many TVET employees originates from the fact that **the very idea of a process is frequently barely understood**, as it sounds very technical or like a jargon, i. e. like *quality talk* of head office or government agency “nerds”, to many.

Against this backdrop, the very term process is to be clarified first, with a special focus on the ramifications in TVET.

1.3 Processes and Procedures in TVET—give it some meaning!

There seems to be a general consensus in quality work, coming from the International Standard Organization (ISO) or the European Foundation of Quality Management (EFQM) and her Excellence Model, that processes transform inputs into outputs, thereby streamlining interrelated or interacting activities within the institution (e. g. see ISO 9001:2015). Every process can be purely internal, usually a so-called support process, or external. All processes relate to a customer or a set of customers.

In TVET, there are **primary customers, students** or trainees, and **secondary customers, companies and parents** that have a high stake in the effectiveness of TVET. Evidently, there are more **stakeholders**, such as **governments, regulatory and industry-sector bodies**.

In TVET, support processes are supposed to smoothen the delivery and assessment processes, or simply put: the learning and teaching processes.

These processes are THE core processes of quality in TVET, delivering the key output needed: well trained and educated students. The key training output is to be ascertained by the second key core process, assessment.

That said, it has to be pointed out that

- (a) **support processes facilitate teaching and learning activities** as day-to-day operations, such as maintenance, registration and administration, career guidance and student counseling (also psychological support), finance and communication with secondary customers as well as stakeholders.
- (b) **core processes** constitute a **set of learning and teaching activities** which must be performed in an exemplary manner to make sure that a TVET institute delivers effective training corresponding to high standards of efficiency, i. e. highly competent graduates. Another set of core processes in TVET are **assessment activities**, to assist teaching (formative assessment) and to determine teaching's efficacy (summative assessment).

Matter-of-factly, there are also (c) **management processes** in TVET, namely the long-term planning activities of the institute (courses, finances, kind of training and private sector relations etc.), which are mostly materializing in strategic planning. In

smoothly running TVET institutes, these management processes go hand in hand with operational planning and performing of day-to-day activities. Moreover, management of human resources (HR) as well as public relations (PR) and marketing are also typical management processes:

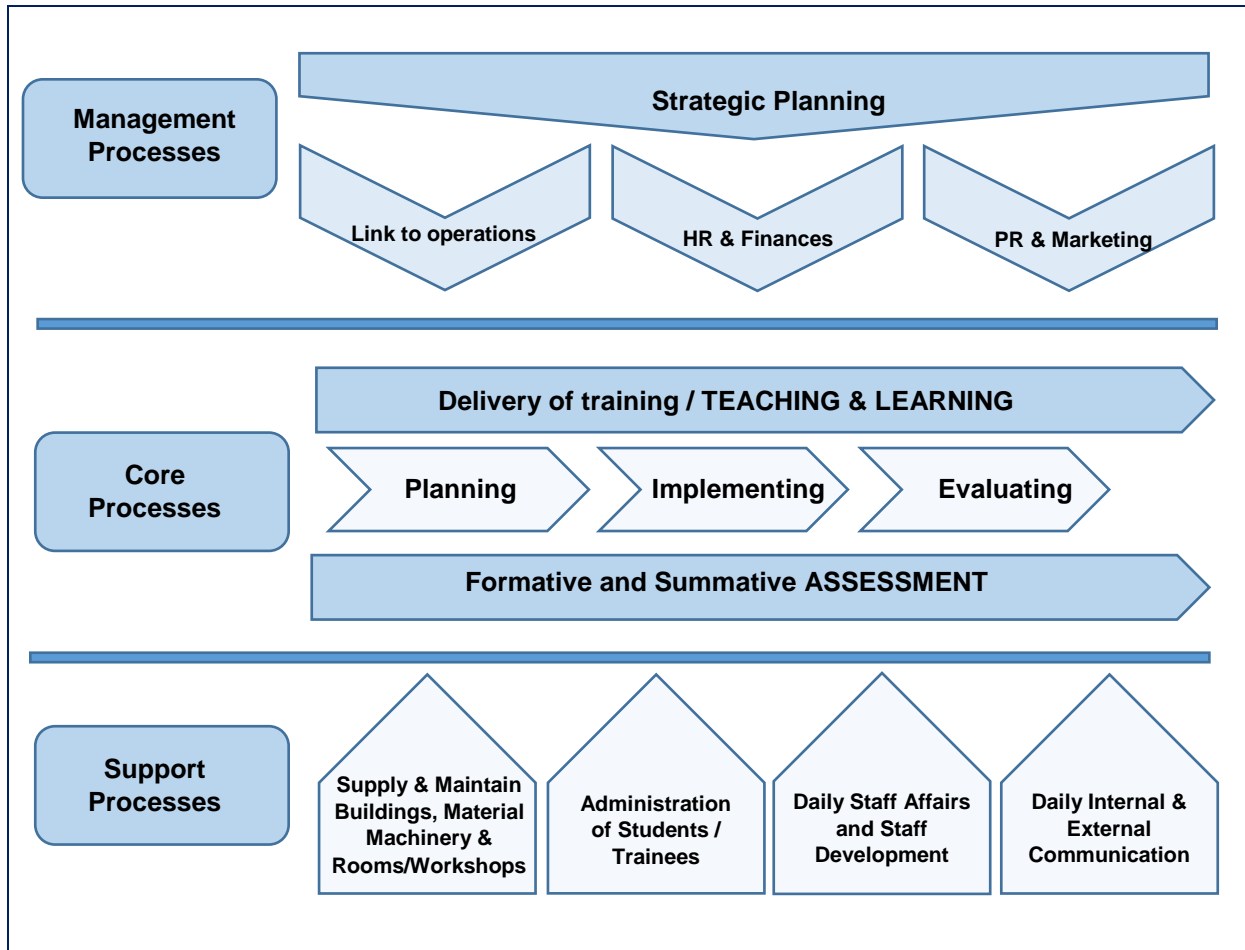


Figure 1: Typical Processes in TVET

A process can always be broken down into components (typically called procedures) that are typically performed by different people. The following figure visualizes the **implementation phase** of a typical core process in TVET:

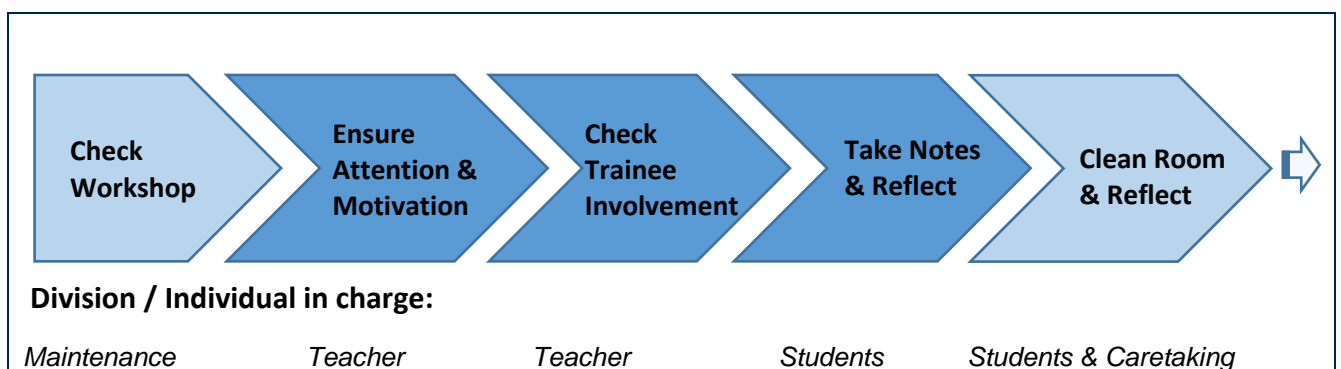


Figure 2: Typical CORE process in TVET: A "work procedure" for a teaching session

One can easily see that the preparatory job of maintenance and the final cleaning are supporting activities within the framework of an entire core process of good teaching. Finally, because this also causes confusion, the term procedure is to be clarified:

A procedure details steps and describes the actual work activities that contribute to a process. In the example given above, the process step “check workshop” could be turned into a procedure, which is more detailed and adequate to go into the procedure manual of any institute:

- Before the start of the training day: *maintenance staff*
- check the functioning of electricity, computers and all machinery in the workshop
- turn on all electrical equipment for checking purposes
- review if all security apparel and equipment is available
- look for broken furniture or windows and report
- check the availability of teaching equipment such as boards, markers, posters etc.
- tick the maintenance poster at the present day before leaving
- if corrective work is needed, start the task immediately or hand over to the personnel required to do so and report the shortcoming to the academic director.

Example for Procedure Checklist: “Checking of workshop”

Pragmatic QiF Hint:

A procedure manual can be the annex of a general Quality Manual, to have only one document to work with!

In TVET, a number of procedures make up an entire process to be continuously optimized, standardized and heeded by all staff!

Details about how to do it can be found in a procedure manual, as somebody else might need to do it, e. g. if the person in charge is absent or sick.

Key QiF Insight No. 4:

The reason for the detailed written description of an institute’s processes in a **quality manual** is not cumbersome extra work, but essential to keep the optimized process performed in the same way and quality when a responsible individual is on leave, calls in sick or even leaves the institute for good (e. g. retirement). That is the only way to ensure consistency and clarity of the “how to do things”.

1.4 Via QiF to QC and QMS: the missing link

1.4.1 How did it all start: Total Quality Management (TQM)

The concept of total quality (TM), introduced by the illustrious Professor W. Edwards Deming in the 1950s for businesses, can also be applied to TVET institutes, up to a certain degree (for the educational sector, cf. Cornesky 1990). The term stands for the continual process of **shifting the focus** of the organization towards a superior quality of products and services, i. e. towards great training, administration and communication with students, companies and parents alike. And that is also very much at the heart of QiF. That is why TQM is still very relevant, even today. TQM in TVET involves not only achieving high quality, but also influencing all segments of the educational process: the entire TVET institute, its management, interpersonal relations, material and human resources, customers and the wider public.

Applying TQM means that quality becomes the overriding principle of everything being done, integral to the heart of every employee.

The introduction of TQM requires a number of changes in educational institutions: The first changes have to occur in **attitudes** and **everyday activities** (e. g. punctuality, reliability etc.) of management and staff as well as in the institute as whole. Examples could be consistency, and subsequently changes, in the **monitoring and counseling of the educational process**, in the **evaluation** of its results, in the **culture of communication**, in the benevolent and supportive **atmosphere** of the institute, and especially in the area of positive **interpersonal relations**.

The total quality management model in TVET means: (1) planning of efficient in-house processes, (2) continuous process management including (3) constant efforts for improvement, (4) total involvement of all staff and (5) relentless focus on the trainee.

TQM is an effective technique that requires full involvement of all academic and non-academic staff on all organizational levels, thus representing the entire organizational culture. TQM stands for a way of life in the institute, which introduces **continuous improvement of training** on all levels. It creates a conducive environment through

collaborative work, trust and respect. It approaches the processes in a systematic, consistent and organized way. This means steering the process continuously, promoted by an in-house quality team.

TQM is also about good leadership, **senior staff being role models**, about prompt responses and actions based on facts and empowerment as well as participation of all employees.

That is a quality culture in TQM!

If an institute is constantly willing to direct all its efforts towards educational improvement, the principles presented above can lead to excellence in quality.

There are components that support TQM tremendously:

- right quality ethics,
- personal integrity,
- trust-building,
- continuous teamwork,
- exemplary leadership,
- recognizability of the will to betterment and
- transparent communication.

Total quality can only be achieved by establishing an innovative institute. That is one which is flexible and ready to implement new training methods and to embrace technological progress and change, i. e. an institute than can adjust quickly to alterations in its environment and is capable of learning.

It is crucial to reduce the huge amount of knowledge students have to devour. Instead they are supposed to **acquire competencies** in TVET institutions that combine basic knowledge, basic and fancy skills, creativity, problem-solving and manners in real-life situations as well as lifelong learning abilities. The mantra of Prof. Deming, the godfather of TQM, is still valid today: **“Quality cannot be applied externally in a Band-Aid fashion, it has to be developed internally.”**

That is why TQM is compatible with the approach expounded in this handbook, the “Quality-is-Fun” (QiF) concept. So the four pillars of total quality also formulate the backbone of QiF:

- Focus on customers
- Dedication to continuous improvement, personally and collectively (in line with the renowned *kaizen* ethos in Japan)
- Seeing the institute as a complex system--and the work people do within the system must be seen as ongoing procedures as parts of processes
- Overarching responsibility of top management for quality (Principal / Director / CEO etc.).

“Quality First” must become the way of life at work, at home, and in the community. Without such a transformation, TQM and QiF will be just another project to do while waiting for the next concept of salvation.

There is something never to underestimate for top management cadre of TVET institutes:

Key QiF Insight No. 5:

“Know, before you start, that the road to Total Quality in any learning organization is not a smooth path. No magic plan, externally applied, will assure an efficient or painless process. Outside experts can show you models, teach you useful tools, and offer encouragement, but they cannot and should not do the work of transformation for you. A yearning for learning comes, ultimately, from within the individual and within the organization is a pre-requisite to be fostered.

Take a pledge, personally and with your colleagues, before you begin your total quality transformation, to help and support one another throughout the ongoing process of improvement, no matter what! Make the principle of *kaizen* one that works in your own life, and help the people with whom you work to do the same. Above all, don't give up!”

When does QiF end? As Deming says: **“It will go on forever!”**

1.4.2 From TQM to ISO and EFQM: Quality Management Systems (QMS)

TQM has been formalized--or attempted to be formalized--within the last decades by powerful international quality-honing machineries, the International Standards organization (ISO) and the European Foundation for Quality Management (EFQM), each coming up with enormous and intricate systems how to install and maintain quality in organization, and how to document quality. These systems are called Quality Management Systems (QMS), and they are certified by well-trained auditors according to the standards prescribed (see for the concrete standards: e. g. Tricker (2016) for ISO and EFQM 2012).

However, there is a notable difference of quality in TVET in comparison to many other professional sectors:

Key QiF Insight No. 6:

No tangible product is produced, and the service (teaching and training) is usually not sold at market value, leaving aside prestigious private TVET institutes that may charge high fees.

Even more so, quality in TVET must be consciously managed in order to satisfy quintessential quality demands of students and the corporate world (TVET's final customers), but also entire countries and societies that depend on TVET to a large degree for their development and survival in a competitive world (cf. Dunder et al. for World Bank 2016).

Therefore, quality management is an integral part of the job of all leader's in TVET. Managing of quality objectives is reflected not just in providing but also in improving quality.

This is achieved by directing the activities derived from common quality policies and plans, and is carried out within the quality system, using, among other things, an appropriate quality monitoring plan that is the product of internal quality team work.

Productive leadership in TVET is achieved by using different quality concepts, generally speaking

- (1) a coherent system of teacher guiding, training and supporting,
- (2) an established system of student recruitment, guidance, placement and training as well as
- (3) a functioning communication system with all stakeholders.

In mature TVET organizations these three should come together in a quality management system (QMS), following either ISO, EFQM or some other internationally recognized guideline. QMS certification should be displayed as a badge of honor and represent a natural component of any TVET institute's letter or e-mail head.

The technical term QMS essentially implicates:

- **internal structures,**
- **organizational set-ups,**
- **detailed procedures,**
- **processes how to generate outcome (i. e. competent students) and**
- **other necessary resources (e. g. modern learning equipment and material),**

required for maintaining high quality standards to provide good outcomes (i. e. students finding jobs and proving their worth in work life). Evidently, each QMS in TVET will be somewhat different, as it has to encompass the institute's embeddedness into a unique local network of customers (students, parents, private sector and especially local employers), stakeholders (head institutions, supervisory body, ministries etc.) and framing conditions (environment, premises, budget etc.).

As seen at the outset of this chapter, any QMS is inseparably linked to established international and European norms (standards) of quality these days.

The terms **norms and standards** constitute a formalization of the basic principles of quality management. Confident and proud TVET institutes worldwide are striving to adapt their own quality systems to the requirements, mainly, of the ISO 9001 regulations, last revised in fall 2015, and administered by the International Standard Organization (ISO) in Geneva.

To be accredited to ISO 9001:2015 for QMS, an independent and registered auditor has to certify that the institute meets the fundamental requirements of ISO 9001/2015. Along with the International Work Agreement 2 (IWA 2) for educational entities, these standards are relevant for TVET institutes. The requirements are essentially (for a deeper examination, see Tricker 2016)

- a general quality management approach
- a records' keeping system
- consistent management commitment to high quality
- resource and student management systems
- teaching and assessing concepts
- measurement, analysis and improvement of institutional operations,

that must be in place.

Any TVET institute that wants to be accredited must go through several stages. The development of a QMS that implements the requirements of ISO 9001:2015 can be exemplified by a generic process. That process can be implemented in any country:

- (1) selection of a nationally accredited certification body
- (2) internal auditing of TVET institutes
- (3) presenting results to certification body
- (4) pre-auditing of the quality system by the certification body
- (5) final audit of the quality system
- (6) potential re-auditing for the implementation of “corrective actions” (ISO talk).

After these six steps the QMS certificate is issued. The national certification body should be a regulatory apex body in TVET, such as, for example, the *Tertiary and Vocational Education Commission (TVEC)* in Sri Lanka.

Maintaining a functioning QMS involves a series of smaller audits at least once a year (e. g. by independent consultants). Moreover, a modern QMS stipulates ever more focus on progressive technology.

Wrapping up essential QMS knowledge, we need to address the latest developments in the ISO 9001:2015 revision that deserve to be highlighted (Watkins & Orchiston 2016):

- the responsibility of top management, i.e. the importance of the principal/director is stressed
- risk management is pronounced (e.g. areas with insufficiently qualified teaching staff or future enrolment interests of students)
- knowledge management is asked for (e.g. when a senior member of staff leaves the institute, knowledge has to be preserved)
- a “high level structure” (i.e. a standardization of structure, definitions and text components) is demanded
- processes are still in the limelight
- A Quality Manual (QM) is not mandatory any more. (Nonetheless, a software-based collection of documents, forms and process descriptions is still meaningful, but can be a cloud- and server-based collection of these documents.
- An in-house quality management representative (MR) is not obligatory any longer, as this is a general top management task, but can be still be appointed and given day-to-day quality responsibilities.

The so-called International Workshop Agreement (IWA 2), first issued in 2003, makes ISO 9001:2015 more applicable in the realm of education. It introduces four more factors for quality success in education, and in TVET for that matter:

- creating high value of core process teaching,
- concentration on imparting social values and soft skills as well
- efficiency of core and support processes and
- some minimum degree of budget and HR autonomy.

Given the fact that ISO9001:2015, including the IWA 2 adaptations, still do a lot of, pardon the author, “beans counting” (i.e. taking extensive note of document checks, building and workshop lists, teaching record list checks etc.), it is not necessarily perfectly fine-tuned to the needs of enhancing core processes in TVET institutes. It also does little to win over ordinary members of staff for continuous and joyous quality work or even TQM. That is where a culture of quality (QC) in TVET institutes comes into play. A QC needs to be fostered explicitly.

In particular, a QMS is not very refined with respect to TVET’s important quality components, namely

- (a) teaching skills well that are relevant to the workplace and
- (b) maintaining good and cooperative relations with industry.

A consequence is that any QMS should be supplemented by stressing quality measures such as peer observation and peer counseling, improvement of teaching and assessing as well coaching teachers in TVET. Partly, this can be done by introducing QC, but the acceptance and know-how of peer counseling as well as how to teach and assess well (see Boehner 2017), plus a helpful coaching of staff will have to be introduced and engrained by some additional concept and training program. **That is exactly where QiF kicks in.**

As a package, QMS, QC and QiF must constitute be an **absolute top management priority** to create value in TVET and high-flying TVET institutes.

This chapter has emphasized the importance of a QMS, alongside the introduction of QC. There are many ideas and concepts of how to foster a quality culture (see Miller, Casey & Konchar 2014), but following QiF will automatically install QC, on top of supporting the pathway of establishing and maintaining an integrated and well-accepted QMS!

This provides plenty of reason to introduce the steps of QiF, QiF tools and QiF training programs (see chapters 3 to 5). Before, however, it is worth delving inot background of the QiF approach.

Chapter 2: Quality Work in TVET is fun? The background

The intention of this chapter is to convey the message that **quality work is fun** indeed. But where does the image of additional work with no or little benefit for everyday work life spring from, and prevents the notion that a good time is to be had via engaging in quality work? The answer is tackled below.

2.1 How should quality work take off?

Institutes offering technical and vocational education and training (TVET) have a long history all over the world. They derive from the combined effort of skilled craftsmen, nursing and health professionals or merchants to train a future generation and skilled personnel at a larger scale. Obviously, entire countries and whole economies have a stake in TVET as well, as they need well-trained technicians, craftspeople, salespeople and clerical employees to keep their economies up and running as well as developing. The quality of a country's workforce may well determine its wealth, growth and future development in an ever more competitive world market.

Against this backdrop, it seems to be a goal of paramount importance for any country to maintain, improve and audit the quality of training and management of TVET institutions. In some institutions, quality has always been a major goal. Indicators for this are prestigious institutes that award qualifications which are highly recognized in a given community, as pass-outs have a reputation for being well trained and becoming high performers. That is true even though the word quality may not have been spelled out in everyday affairs since its days of inception.

Nonetheless, management and staff breathe the air of "quality culture", since it is their aim to retain that reputation and possibly even improve their services.

Everybody may be proud of working in such an institution. That is ideal and fertile ground for manifest quality work to be implemented. The effort this takes is comparatively small in good TVET institutes. One can simply ask the employees in charge to write down their daily routines in terms of services in a coherent and reproducible style—most likely on a form a staff meeting or management has agreed upon.

Key QiF Insight No. 7

In the best all worlds, a TVET institute has a good reputation, i. e. is renowned for high quality already. The next thing they need to do is to write down their internal procedures and processes (and collect them in a handbook). Then the collection is made accessible to anybody any time. Moreover, all staff is made aware of the entries and the pre-existing endeavor to get ever better still!

Such a TVET institute has already established a so-called culture of quality (QC)!

But what is QC?

Simply put, it may mean following these six elements of a deep-rooted QC credo (cf. Goetsch & Davis 2012):

- TVET staff and staff development are the essence of quality and the mainstay of a TVET institute's success or failure. So the main attention is to be given to staff satisfaction and preparedness for the job.
- TVET leaders are role models, provide staff with aspiration and inspiration for personal growth and create visions to sign up to.
- A culture of taking pride in getting better, continuously, and in achieving objectives is being fostered at all time.
- Staff and stakeholders need to be involved as protagonists and “doers”, and need to get full and transparent information. In addition, their input is valued as intelligent and creative, with no boundaries for ideas!
- Each employee is given some responsibility and liberty to act and decide, turning them into active creators of quality in the institute and giving them ownership of their work procedures—in order to improve and to grow. That involves a high degree of delegation, employee empowerment and trust.
- The entire institute must be performance-driven by clear indicators that can be subscribed to. Also a willingness to adapt to new challenges should take hold.

For any TVET institute it makes perfect sense to adhere to and stimulate each aspect of QC as described above every day, relentlessly, with the ultimate goal of integrating TQM into the heart of every employee. The emphasis is “into the heart”, giving

employees meaning, self-confidence, job-satisfaction and real power at work. **This is in stark contrast to something that is only appealing to the cognitive mind** by explaining the necessity of high quality in TVET today, e. g. by installing, maintaining and supporting a QMS.

Key QiF Insight No. 8:

There is one golden rule in quality work to make it functional:

Quality Culture should come first, if possible, and a Quality Management System will follow suit.

Unfortunately, in many countries the quality concepts prevalent in the western world alongside established quality standards, generally shaped by the International Standard Organisation (ISO), were adopted to be implemented in national TVET institutions without delay. This happens mostly upon pressure by international bodies, such as the World Bank, the International (IDB) or Asian Development Bank (ADB) or other donors that provide finance to build up and refine TVET systems.

The outcome is, however, that initially no or little effort is being made to establish QC first. Engaging in QC before entails becoming aware of existing high quality practices and processes internally, before turning to comprehensive paperwork that goes along with establishing a QMS--oftentimes without any prior established quality awareness. The result is often a disbelieving workforce that can only perceive paperwork being created, with little positive effect on their day-to-day duties. That fosters discontent, denial and negative emotions--or even **resistance**--towards a system that is supposed to help TVET institutes and academic as well as non-academic staff in the field.

Pragmatic QiF hint:

Negative emotions towards Quality Management Systems are created by extensive paperwork, with little or no perceived effect on day-to-day duties, aside from additional work stemming from QMS-established documentation needs.

Negative emotions destroy good quality intentions and must be countered by dwelling on positive effects that quality work can bring about, making such effects transparent and providing best practice examples.

Basically, a QMS should only be introduced after staff has undergone **some awareness program** as to what propitious effects quality work can create for the individual. Staff should also make some first experiences with positive effects that materialize by embracing quality work.

Bearing in mind that a QMS is an approach of establishing coherent procedures and processes in an institution to continuously provide high quality delivery in a comparable style and according to special and accepted guidelines of an institute, the question arises of why an individual should engage in such tedious work?

Where is the personal benefit in that?

QiF can answer these two questions: because quality work may be fun and makes you happy.

2.2 Why QiF really makes you happy

There are plenty of reasons why getting better at work increases your HAPPINESS and WELL-BEING as well as engenders FUN.

Key QiF Insight No. 9

It is conducive to introduce two assumptions that may be easily accepted:

- (1) If the state of happiness is considered as “prolonged fun”, then it is surely worth pursuing.
- (2) If “getting better at work” is conducive to increased quality, then individual fun and enhanced quality go together!

The question remains: **Can work make you happy and create fun in your life?**

The answer is a resounding YES, in particular in the TVET sector.

So let us approach the question why that is so:

As well-recognized and probably one of the foremost researchers in the field of motivational psychology, Mihaly Csikszentmihalyi showed in several experiments that people are happiest when they are in a state of **so-called flow**, which can be considered a state of concentration or complete absorption with the (teaching) activity

at hand and the situation to master. It is a state in which people are so involved in an activity that nothing else seems to matter, something that can easily happen during teaching and is a state truly worth holding on to, it appears!

You just have to **match your level of skill to the level of the task**. In TEVT, teaching is definitely a very demanding job. So if your technical and teaching skills live up to the job, you may easily end up in the **state of flow**:



Figure 3: The state of work flow

Key QiF Insight No. 10:

When we reach a state of work flow, life is magnificent, and we'll take our satisfaction and good mood home, or anywhere we go, for that matter!

Or let us absorb it in the words of Mihaly Csikszentmihalyi:

"The best moments in our lives are not the passive, receptive, relaxing times... The best moments usually occur if a person's body or mind is stretched to its limits in a voluntary effort to accomplish something difficult and worthwhile." (2008, p. 3)

Happiness comes from within, not through deeds by our superiors or students!

According to that insight, Csikszentmihalyi characterizes the state of happiness during flow at work as, an let us mentally repeat that

- “a state in which people are so involved in an activity that nothing else seems to matter,
- the experience is so enjoyable that people will continue to do it even at great cost,
- for the sheer sake of doing it.” (ibid, p. 4).

Interestingly, some employed people seem to exist that have developed their work flow abilities so far that they can **turn every potentially problematic situation into an enjoyable challenge**, and so create a continuous quiet and relishing state of mind as their steady mode of being. Csikszentmihalyi has a term for such a person: “autotelic self”, **That is a TVET teacher that is never bored, rarely anxious, very much involved in school with what goes on and mostly in a state of work flow.**

Pragmatic QiF Hint about reaching the state of FLOW:

Csikszentmihalyi identifies a number of different elements involved in achieving flow, all being aspects **management can do** a great deal to contribute to.

- There are **clear goals** every step along the way.
- There is **immediate feedback** to one’s actions.
- There is a **balance between challenges and skills**.
- **Action and awareness** are merged.
- **Distractions are excluded** from consciousness.
- There is **no worry of failure**. (That is arguably **the most important factor** and can easily be achieved by the right sense of quality culture in a training institute.)
- **Self-consciousness is not present any more**.
- The **sense of time becomes distorted**. (Aside from the fact that teaching time may be over at some point, so the teacher has to watch the clock occasionally.)
- The **activity becomes an end** in itself. (No big deal: teaching can easily become an end in itself, right?!))

There are ways one can practice for getting more easily into a work flow. Of course, that training needs to relate to the elements that characterize work flow.

Csikszentmihalyi points to five ways through which one is **able to cultivate one’s self** into an *autotelic (self as end in itself)* person that is always happy with working in TVET:

- **Setting goals that have clear and immediate feedback.**
[e. g.: I want my students to understand *this and that* (e. g.: the concept of alternating current and how households are wired to a grid.) and to be able to cope with two real-life situations that make use of the newly acquired skills.]
- **Becoming immersed in the particular activity.**
[e. g.: I will allow myself to be totally absorbed by interacting with my students!]
- **Paying attention to what is happening in the moment.**
[e. g.: I will focus all my attention on learning, teaching and everything that's going on in the classroom.]
- **Learning to enjoy immediate experiences.**
[e. g.: Being a teacher is a fantastic job, I will enjoy every moment of being a role model, expert and counselor for my students.]
- **Proportioning one's skills to the challenge at hand.**
[e. g.: I will enhance my teaching and assessment skills, maybe via a additional teacher training course, to be able to teach a higher degree of suitability for modern-day students.]

In order to get into a work flow we have to consider ourselves as TVET experts, knowledgeable about how students learn and study as well as experts in up-to-date teaching methodology and assessment tools, i. e. one must have the impression that "I'm a high-skilled person in my realm".

The outcome is an **increased professional self-confidence** and appropriately **enhanced self-esteem** at the workplace.

According to modern theories of self-esteem (at work), life is only genuinely satisfying when we discover value within ourselves.

Yet, one of the best ways to discover this value is by nourishing our unique strengths **in contributing to the happiness of our fellow human beings.**

Interestingly, we are perfectly placed to do just that:

equipping TVET students for the future and making them happy by our means and goals of teaching.

Key QiF Insight No. 11:

The finding that treating students well and teaching them well **will also increase the well-being of oneself**, is grandiose news for all of us—next to the fact that this will also increase quality in the core process of teaching and learning in the TVET institute.

Ultimately, we find a deep sense of fulfilment by employing our unique strengths at work **for a purpose greater than myself**, serving our students and augmenting our happiness simultaneously. Martin Seligman, another “genius of motivation theory”, sees with that insight two conflicting views of human happiness being reconciled:

- the **individualistic approach**, which emphasizes that we should take care of ourselves and nurture our own strengths (i. e.: A person will be happy by earning money and working mainly for oneself.).
- the **altruistic approach**, which tends to downplay individuality and emphasizes sacrifice for the greater purpose (i. e.: A person will be happy by serving our students best for a greater purpose).

Seligman suggests how well-being at work can be measured, encapsulated in his seminal work (2011), as a theory of "Well-Being". He concludes that there are five elements to "well-being", which fall under the mnemonic PERMA (see also Davidson 2013):

- **Positive emotion**: This can only be assessed subjectively, but consists of a positive attitude to work and quality in a TVET institute.
 - **Engagement**: It is like *positive emotion*, can only be measured through subjective means. It is presence of **a state of flow**, i. e. our total immersion in the teaching and learning process as a dedicated TVET teacher.
 - **Relationships**: This stands for the presence of social connections or friends (at home family and intimacy), i. e. we must befriend (some of) our colleagues and feel part of something bigger in our institute.
 - **Meaning**: Belonging to and serving something bigger than one's self, we discover meaning in finding reason for the daily “drudgery” of teaching, e. g. a meaningful and secure life for our students or even the improvement of our entire country (e. g. becoming a middle-income country, populated by happy people).
-

- **Achievement:** This means the accomplishment of something being pursued even when it brings no positive emotion, no meaning, and nothing in the way of positive relationships, just finding **purpose in itself!**

In order to follow the PERMA principle of well-being, we **need a so-called Being-happy committee** in the Quality-is-Fun approach (see QiF Step No. 11 in the following chapter), to look after implementing PERMA and help staff in TVET institutes to develop in that direction.

2.3 Motivation at work—and being happy

Most of us believe that the best way to motivate ourselves and others is **using external rewards like money** that one may achieve or not—the so-called carrot-and-stick approach. **That's a mistake!** Daniel Pink underscores that finding with plenty of research into what motivates human beings (Pink 2011). The secret of high performance and satisfaction—at work, at school, and at home—is the deep-rooted human need to self-direct our own lives, to learn and create new things, **and to do better** on our own and in our world.

Drawing on four decades of scientific research on human motivation, the mismatch between what science knows and what governments and TVET institutes sometimes do are exposed. Even though the external “rewards approach” worked successfully in the twentieth century when people were oftentimes still poor and had to develop their lives, **that is precisely the wrong way to motivate people for today's challenges, if they have reached a certain standard of living.**

Basically, there are **three elements of true motivation** for staff in TVET:

- **Autonomy:** Work conditions must live up to our urge to direct our work (i. e. having some responsibilities delegated by management, room to manoeuvre and to take decisions).
 - **Mastery:** This is the human desire to get better and better (e. g. at teaching) has to be fostered and our job must matter to employees.
 - **Purpose:** Employees must have a yearning for doing something larger than themselves (e. g. equipping students for a better future and making our country great).
-

Pragmatic QiF Hint:

Consequently, the **road to happiness and fun work is not difficult:**

- (1) Let yourself immerse totally in your teaching and dealing with the students, resulting in WORK FLOW. And flow is equated with deeply felt enjoyment—human psychology tells us you don't get any happier, ever (aside from fleeting moments of sensory pleasure such as eating chocolate etc.).
- (2) In order to get into a work flow and experience happiness and satisfaction, three conditions should apply, partly being facilitated by management, partly being created by our own making:
 - TVET staff are allowed to enjoy some autonomy at work.
 - TVET staff accept the very pillars of quality culture and the Quality-is-Fun approach: "Trying to get better on a daily basis increases your happiness, e. g. by getting anonymous student feedback regularly and making use of it without being offended!"
 - TVET staff find meaning in their work, larger than themselves, e. g. by accepting the greater purpose of equipping students for life and helping the own country to advance to a higher level, as a passionate higher goal in life.

This way you will be happy and intrinsically--coming from within--motivated at work. Enjoy this every day, and it is going to last!

Key QiF insight No. 12:***Annotation by the author:***

I find greater purpose, for example, in my drive to help people to get better. However, I have one more overriding goal in life, even such much greater aim than myself: ***creating awareness for our environment and our tremendous task to preserve our planet*** for the next generation by reducing (plastic) waste, emissions and unsustainable behavior. TVET can contribute a great deal to that end; let us be aware of that.

This goal always keeps me lively and motivated.

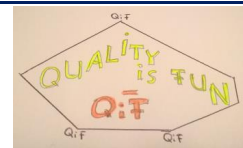
That is why I am always sort of happy at work, to contribute towards reaching this goal. And I am dedicated to get better at it—always!

Chapter 3: How immersing into quality work can improve happiness at work

3.1 The rationale behind QiF

Pondering the name of the concept of QiF, one may come up with the following questions: How can quality work be fun? Isn't it extra work?

Well, quite possibly not! Let us consider the everyday example below, as a point of departure:



Case Study 1: Why QUALITY is fun, anywhere, anytime!

“You decide to have cable television in your home, finally. And you have selected the company that offers the package you want. You have signed the contract and, ultimately, the fitter calls and informs you that she is going to come shortly. You, as a customer, make sure that you are at home in time.

In due course, the fitter gets her work done, telling you that everything works and leaves the receiver plus the proper cable work in place, connected to your TV. Soon after she is gone, you decide to try it out for the first time. And guess what, it is **not working**.

You are disappointed, and then angry. The fitter was just there, right?

What happens? You call back—and ask for her to come again to set things straight.

The fitter is unhappy too! She needs to get back to your place for a second time; and didn't it work after leaving, she might ask herself. So the customer must have messed things up, in her eyes!”

You see, lots of room for disgruntled people and stress to come!

Quality Solution to such a situation:

Maybe the company could have agreed on the following **quality procedure**:

Send two people, double check, while the second person engages the customer as well. Most importantly, the fitters try out the system **with the customer** before leaving. Such a functioning quality framework in place can prevent a lot of trouble. And it makes the customer and the fitter at work way happier!

Quality is a lot MORE FUN!

You are still not convinced? You are a “tough nut to crack”. All right then, let us look more specifically into your workplace:

Case Study 2: Why **QUALITY** is fun in TVET



“Yesterday, you had a great idea. You wanted bring a real-life problem into the classroom, i. e. the battery of a friend’s car that is not working, and the car would not start. You found the problem easily, but you wanted your students to analyze the battery and come up with a solution. That perfectly fits the competencies you try to develop these days. This is how you wanted to start your training the next day.

So you got to your workshop, just to find that your colleague had taken all students outside for a morning exercise he came up with. He had talked to your head of department that day before, arguing that it would be a good thing to brief all students for the “open day” the following week. It would just take 30 to 45 minutes. Well, that was be too much for your idea to start the day with, i. e. you stood with your battery in your workshop, all alone, somewhat upset.

Can this be prevented? Even without a strict procedure in place that kills all creativity?

Yes, what about a department agreement that if somebody, and the department head in particular, does something that interferes directly with another teachers’ students, class, work hours etc.—or that even concerns the individual personally—it has to be communicated instantly, e. g. via personal school mail, if that exists, or else a cell phone text. This way you would have known the evening before, and maybe brought your battery the a day later. But better is still: you wouldn’t have been so upset.

That definitely makes you happier; and you won’t hold a grudge against your colleague. Well, and you think your colleague would not have realized that you got irked by him? He would, and wouldn’t understand why. As a consequence, he may return these negative feelings in the future toward you. What a terrible outcome!

Therefore, it is a lot better to **have a quality framework in place that prevents situations and misunderstandings like this**. There are millions of possibilities for similarly displeasing surprises at work! And nasty surprises spoil all the fun at work.

Let’s prevent that, let’s have fun at work—and adhere to a commonly developed and accepted high-quality system that we all love.”

3.2 How does the QiF approach work?

First of all, it is going to be YOUR quality system. No outsider will impose any rules or documents on you. You as a team in your TVET institution will decide what quality measures you would like to install, e. g. what communication chain for decisions is best, the appropriate medium of communication and what quality procedures you think help (and are not superfluous paperwork).


In general: **You will decide what quality framework supports you to feel well, safe and sound at work**, i. e. provides the proper backdrop for having fun at work. And best of all: It's no fixed system! It is work in progress.

If you see something that did not work: bring it up during the next quality meeting, and find a solution how to make it better in future. So you can actively contribute to improve your workplace on a continuous basis.

And the number one advantage: Human beings are social beings—i. e. as you are a member of a quality institution, and you talk about that regularly with your colleagues. You will experience support, exchange, a swap of best practices at regular quality meetings. In addition, you will enjoy **being part of something big: the quality-is-fun spirit** that all staff members can rally behind.

Are you convinced now? If you are not yet completely convinced, perhaps the pragmatic twelve steps of QiF will win you over. For this purpose, please consult the following chapter.

Chapter 4: The 12 steps to QiF

This chapter touches upon the essence of the QiF approach and explicates **the full dozen major components** of how the QiF approach works best in real life. To make consistent quality work function perfectly and seamlessly, staff simply has to implement and maintain all 12 QiF steps. But each step features a contribution to higher quality standards in its own right and can be pursued, if not in isolation, but as a stepping stone towards quality enhancement. Eventually, following through with each step is bound to consolidate an institute's resolve to continue; and the continuous strife for more quality will actually be fun indeed, be assured: 

4.1 QiF Step ①: The Attitude “Readiness for Change”

First of all, **nothing is ever set in stone** in a good quality scheme, i. e. **everything** in a TVET institute can be changed **if it serves the purpose better**. And beyond doubt, the world to interact with changes constantly: (a) new technologies disrupt markets, occupations and businesses, (b) new management credos transform work places tremendously and (c) even laws and human habits that determine present-day jobs are in a constant state of flux.

Examples that underscore an employee's indispensable “readiness for change”:

- (a) In the sector of audio recordings, the development from discs to tapes, to CDs, MP3s on flash drives or downloads from clouds via several portable devices (such as I-Pods, smartphones etc.) substantially changes the jobs of the manufacturing sector with regard to IT-component and technical devices, the jobs of sales personnel in terms of know-how, of DJs and repair shops, of forwarding agents, as safety necessities vary, and of raw material producers. This sectoral development goes on and on.
- (b) Traditionally, line production with managers, directors, supervisors and workers was paramount, with strictly hierarchical orders being handed down the ladder of positions. Over the course of the last decades, flatter hierarchies, more team responsibilities, more democratic leadership styles up to the point of fully fledged delegation of responsibilities took hold. As a consequence, modern-day

employees are asked to perform more independently, to make their own decisions and to take full responsibility for their actions. That requires a new set of abilities and skills that might change with the management style of each boss to cope with.

- (c) In an ever more digitized world, nation states enact laws for private data protection that, all of sudden, require businesses to advertise differently and store customer data safely, to make use of these data in different ways and obtain information from different sources. By the same token, customers find and choose companies and services online, and react in a different fashion to sales promotion or physical modes of customer contacts. This engenders fundamentally new work challenges how to gain and retain customers, and for employees how to deal with them.

So the first component of QiF postulates for each employee:

“Be always **ready for change**, embrace change and consider it a natural part of life and work, even a chance to grow. Actively contribute to changing your environment so that you can manage change and consequently like it better, i. e. by welcoming further education and using every opportunity to participate in industry trainings and skill-upgrading workshops. This is **an attitude** that permeates through your work ethos, the right spirit for more quality, according to up-to-date practices, and more satisfaction at work.”

To check “readiness for change”, staff are asked to fill out the following **self-assessment**, to be handed out and discussed during a staff meeting:

Tool No. 1: Attitude Self-Assessment

QiF Step No. 1

Self-Assessment as regards the ATTITUDE “readiness for change” at work:

(Please be honest with yourself—this is only to support your professional development!) TICK ANSWER BOXES a, b or c:

(1.1) When I get a new boss, my first reaction is:

- a Openness and joy to work with a new superior
- b Hesitation and curiosity about the changes that this may bring
- c Insecurity and reluctance to alter established and functioning ways

(1.2) My company decides to leave production processes unchanged, even though there is a new technology available. My first thoughts are:

- a Good decision that underlines existing strengths and working processes
- b Questioning attitude if change may not only be delayed and avoided
- c Dissatisfaction with management to leave new opportunities unused

(1.3) When I am very busy at work and a further education opportunity arises, partly during my free time, my first reaction is:

- a Curiosity and happiness to upgrade my professional self
- b Interest and rational reasoning to check the possibility to participate
- c Focus on stress and exaggerated work expectations

(1.4) A colleague tells me of a new technological breakthrough in our branch I have not heard of yet. My first thoughts are most likely:

- a "Hope that will not alter everything we do."
- b "Let's see what we need to do differently now."
- c "That could bring unforeseeable chances to us."

(1.5) My company publishes the decision to relocate, i. e. to close down the present location and move to new premises as soon as possible. My first likely impulse might be:

- a Regrets and melancholy about the established and soon-to-be abandoned site
- b Interest about the need and efficiency of the move, but general acceptance
- c Curiosity and joyful willingness to create a better workplace

(1.6) The government decides to introduce comprehensive new safety rules and regulations, affecting your workplace heavily. What might your first thoughts about that look like?

- a "probably good reasons and good to get more protection"
- b "again government interference, well, we'll comply"
- c "just making my work more cumbersome again, without knowing practical ways"

Test score:

- First, award yourself 2 points for each answer *a*, 1 point for *b* and 0 points for answer *c* at items No. 1, 3 and 6.
- Then, award yourself 2 points for each answer *c*, 1 point for *b* and 0 points for answer *a* at items No. 2, 4 and 5.

Total number of test points: _____

Interpretation of self-assessment, to be discussed with staff:

Score 12 to 10: You are always ready for change! You have a healthy professional curiosity and openness. Great attitude. Stay this way!

Score 9 to 8: You are quite open when it comes to change. Occasional doubts overcome your general attitude that usually fills you with a willingness to embrace change. Don't let yourself be overwhelmed and always strengthen your positive and change-welcoming side!

Score 7 to 5: You are torn between pessimistic doubts on the one hand, and curiosity and openness on the other hand. Don't let yourself be stymied and become narrow-minded by fears about the future and unavoidable change. Work on your attitude to embrace change, you will be rewarded by more job satisfaction.

Score 4 and below: You like the status-quo and established ways. All human beings have strains of that attitude, but it brings a lot of dissatisfaction and unhappiness into your work life, as change is constant fact of the world of work. Please always try to find potential positive sides in any change and ignore your misgivings as much as possible. That will not be easy, but it's worth giving it a try every time. You will be much happier at work. Continuously work on that positive change-attitude.

Readiness to change can be engrained into a TVET institute's culture, but management and a quality team need to make it a consistent topic at staff meetings and events. The self-assessment test can be applied multiple times as well, after some time has gone by, to raise awareness again and focus people's minds. An open-minded management that radiates a positive spirit and an optimistic outlook about a culture of change can make life easier for staff to embrace change as well.

Finally, it needs to be highlighted that change always entails errors being made because of new process and procedures. Superiors need to convey the message that this is perfectly fine, a price worth paying for being up-to-date and catching up with frontrunners—and no reason to lose face and instead to continue in superseded, less effective ways.

4.2 QiF Step ②: QiF Kick-off meeting

Second, as a “quality-is-fun” philosophy is an attitude, it has to be internalized by all members of staff—and they must be wholeheartedly behind it, no compromises.

Therefore, the director and the management team have to prepare well for a **comprehensive all-staff meeting**, to kick-start the quality process, from this day on forever. But the introduction and the acceptance of a “quality-is-fun” school policy has to come from the grassroots, from every single person, from all staff of the institute. An outsider or external expert can be present at that meeting, smoothing the introduction and possessing expertise and experience to answer questions. But it is **all members of staff that have to sign up** to the sincere wish to get better every day because doing something better and improving is fun. And after that it is entirely an internal affair.

It would be to conduct a workshop along the lines of QiF quality intervention No. 1 (see chapter 6 for details), to introduce the individual basics of quality work and lay the foundations in terms of effective teamwork, familiarization with one’s own strengths and weaknesses as well as effective communication and listening. At the end of such an all-staff meeting that is in fact a workshop, everybody needs to nod through the launch of the QiF quality initiative. The first QiF intervention must be conducted by an outsider to the institution, best a well-versed QiF workshop trainer or quality counselor that can be invited to the kick-off meeting as well.

Pragmatic QiF Hint: Short explanation why improving and getting better is fun

The findings from years of research in motivation psychology are clear-cut these days. Our brain rewards “getting better” by regulating the discharge of endorphins into our system. Endorphins will simply make you feel **happy**; that is what these hormones do. And the reason is that you signaled your brain: I got better or I am improving. That perception does make you feel happy, happy at work. Isn’t that something worth striving for?

Right at the beginning of the kick-off session, the prevalent status of motivation and interest in quality work can be researched, using the following bottom-line questionnaire, so that the institution knows how much effort has to be put into “gaining the support of all staff” for QiF:

Tool No. 1 for QiF Step No. 2:

Rating Sheet regarding quality work in your institution:

Dear Madam / Dear Sir,

The TVET system has undergone many reforms within the last years. One aspect is to improve or introduce more quality work and a certified Quality Management System (QMS) into each TVET institution.

Before we really get started today, I would like you to rate your perceptions about quality work in our institute, according to the following statements: (anonymously, of course!)

- (1) You have surely engaged in quality work within the last years, e. g. helping to set up a QMS. How would you best describe your attitude toward the quality activities in our workplace:**

I liked it very much.	I liked it.	I had a neutral feeling.	I didn't like it.	I didn't like it at all.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- (2) How would you describe your motivation with regard to quality work so far:**

very motivated	motivated	neutral (wait 'n' see)	unmotivated	very unmotivated
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- (3) How would you describe the motivational status of our management within the last years?**

very motivated	motivated	neutral (wait 'n' see)	unmotivated	very unmotivated
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- (4) How would you describe the motivational status of your colleagues within the last years?**

very motivated	motivated	neutral (wait 'n' see)	unmotivated	very unmotivated
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- (5) How useful would you rate the quality work in your workplace so far:**

very useful	useful	a little useful	not useful	very futile
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Thanks very much for your cooperation!

Your QiF team

If the results show 30 percent of staff ticking the central option or below regarding some items, management has to communicate the meaning, necessity and personal gain of quality work in a powerful way and convince everybody about management's unfaltering dedication to quality work, and QiF, of course. That can be done by conducting individual staff talks.

The meeting has to cover a genuine discussion about the increasing need for quality work in TVET, e. g. by doing a plenary discussion on the ever more competitive and globalized world as well as ever higher standards and changing technologies or work habits in each sector. But, first and foremost, the 12 steps of QiF should be introduced, as a matter of course, activity-based (see Intervention No. 2, chapter 6.3 for concrete instructions). The institute's team is divided into heterogeneous groups, e. g. academic, non-academic staff and management members, approaching one step each by studying this textbook and presenting it to all staff, best by role plays or short dramas mimicking the implementation of QiF steps in everyday work life.

In any case, before the kick-off meeting ends, there has to be an agreement on a QiF contract of all staff, to sign up to supporting QiF from now on, by all means.

It is easier if the institute decides to opt entirely for the three concrete QiF interventions to support the process. This way staff will know what they sign up to in the first place. The QiF contracts is signed at the end of the kick-off meeting. The kick-off meeting should be no stand-alone activity.

Each year there should be follow-up all-staff meeting to renew staff's dedication, ending with signing the renewal of the staff contract.

It is imperative that everybody literally signs the QiF contract, such as the following version:

Tool No. 2 for QiF Step No. 2:**Quality-is-Fun approach: QiF in our INSTITUTE****QiF Contract after the kick-off meeting (QiF Step No. 2)**

After that meeting of today, we all sign up to personally support the quality process in our TVET institute, to make and keep it wonderful place to work and study.

We will make it feel like home for our customers, in particular our cherished students, but also parents and company representatives are always welcome and honored.

We will be working towards being a great team, all staff of our institute. We will respect each other and listen to one another. We will value our colleagues and our students, consider them an asset and strive to become ever better.

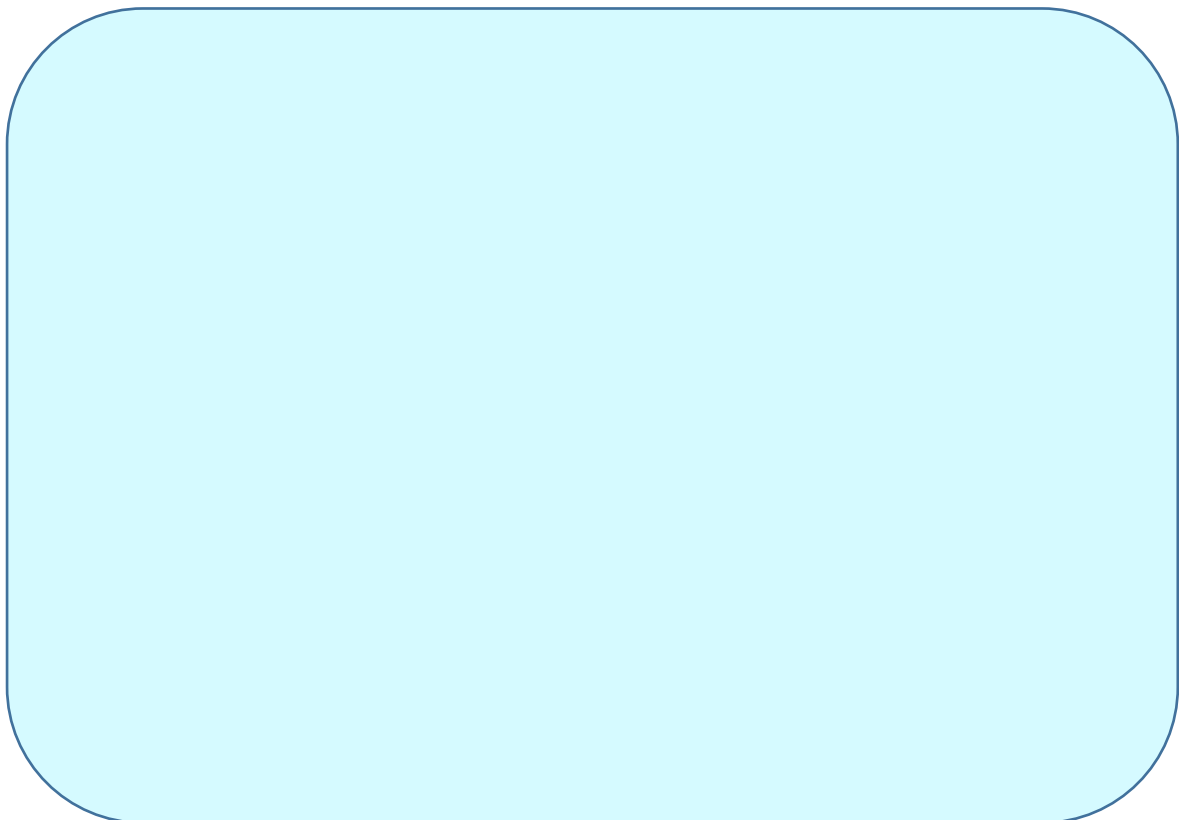
The reason to become better is be proud of ourselves, our achievements and our institutes. We will support our management team, our quality officers, our quality steering committee and quality teams as well as our grassroots “being-happy” committee.

We will consider feedback a chance to progress and grow personally, and we will happily provide friendly and critical feedback, if asked to.

Eventually, we want to turn our institute into a top-ranking high-quality place, for the benefit of all of us—and to have and sustain a happy and supportive place to work.

We are dedicated to aspire to these QiF goals, with all our hearts and professional means:

_____ (Place & Date)

Signatures of ALL PARTIES/STAFF to this QiF Contract:

Finally, the institute laminates or frames this contract and displays it publicly at some prominent spot, e. g. at some QiF board in the entrance hall, to be taken in by staff and students alike, day by day.

At the end of the kick-off meeting, a little “homework” can be handed out, a test with regard to familiarization with QiF after the meeting. This way staff is also encouraged to fill mental blanks.

Tool No. 3 for QiF Step No. 3:

QiF knowledge brainteaser No. 1:

(1) List four different typical members of the Steering Committee?

(1a und 1b) _____

(1c and 1 b) _____

(2) Mention two major jobs carried out by the Steering Committee:

(2a) _____

(2b) _____

(3) Why does getting better through quality work make you happier?

(4) What general attitude staff should have to install QiF?

(5) How many members should a QiF “Being-Happy Committee” typically have?

(6) Which levels of staff should be represented in a “Being Happy Committee”?

(7) What is the function of a peer-to-peer counseling group” in QiF?

(8) What is the job of an Academic Director when it comes to “in-house processes”?

(9) Find a good reason for a central location for documents (e. g. NCS, Curricula etc.):

(10) Name two typical tasks of a “Being Happy Committee”?

(10a) _____

(10b) _____

(11) What is the job of a critical friend?

(12) Explain why an instructor feels happy if students are happy!

(13) What two major different types of processes are there around, highlighting the importance to the institute:

(13a) _____

(13b) _____

(14) In which QiF step is soft skill training high on the agenda?

(15) What is the major difference between the internal evaluation and TVEC's external audit?

(16) Whose job is it to organize a "Feel-Well" Day?

Thank you so much for participating!

As a consequence, this test can be repeatedly used to encourage staff to immerse into the QiF approach, by consulting the QiF brochure or this more comprehensive QiF handbook to get familiar with the approach. It is recommended not to collect these tests, but to meet again and use the results to discuss solutions in teams. That method encourages positive emotions, in contrast to negative test attitudes that may prevail if the test is collected and looked into by superiors or anybody else for that matter. That means that management must resist the temptation to truly test their staff. Instead, the test is ready-made to establish the knowledge base of QiF amongst all staff, by positively putting it to work during a team session and by following up during another formal or informal meeting.

As pragmatic support, the **following agenda** can be used for the kick-off meeting:

1. **Welcome and Ice-Breaker:** All-team communicative Game
2. **Presentation & Input:** "Why Quality Work is Good for Us?!"
3. **Team Work:** The 15 Steps of QIS
4. **Role Plays:** "Implementation of Quality Steps in Everyday Work Situations"
5. **Plenary Discussion** of How to Kick-Start Quality Work
6. **Presentation & Input:** "Suggested first Steps to Take & Involvement of All Staff"
7. **Announcing and Signing** Procedure of QIS Contract
8. **Agreeing** on Follow-Up Meeting & Team Picture

Figure 4: Sample Agenda for Kick-off meeting

4.3 QiF Step ③: Establishing a Quality Committee or Quality Team

After a successful kick-off staff meeting or having established a sense of quality work at the workplace, each institute has to set up a **committee** for the advancement of the “quality-is-fun” approach and quality in general. In fact, this committee is rather **an operational team** because it is in charge of a continuous sequence of quality measures to be decided on and undertaken without delaying. Typically, the team consists of 8 to 10 members, definitely the **leader** of the institute and perhaps one other top management staff, one or two **heads of divisions** (HoD) and several other members from **each level of the hierarchy** and from **different divisions** as well as **academic and non-academic** staff. In large institutes in which 10 percent of staff make up more than ten individuals, the quality committee may consist of more members as well. In smaller training institutes, management should still muster **at least four members** to represent different staff levels, i. e. at least one instructor and one non-academic staff.

Important is to carry out **meetings at least every three or four weeks**. Eager and ambitious teams may even meet once a week, but once a month is a must. A **certain time slot** is to be reserved for that, e. g. Wednesday afternoon 3.30 pm to 4.30 pm—and the institute’s timetable must adjust for that meeting.

Management usually selects a **quality management representative** (QMR) for quality as well; if there is a QMR, that person is a member of the quality committee *per se*.

Important to note: **quality committee work should not always come on top of the ordinary workload**. There should be some reward for that dedication by redistributing work.

What is the job of the committee/team that steers quality work in the institute?

- Meetings discuss feedback data / topics / issues / complaints / concerns, collected by the committee members since the last meeting—and decide on measures to be carried out.
- Responsibility for measures will be distributed among committee members, being the “owners” of these quality actions, which does not mean that they will have to do all work. Usually, they enlist a “task force” to address the issue. And they always report back to the committee on progress.

Once the quality action (or project) has been completed to the committee’s satisfaction, a short note is prepared for recording purposes.

- Members are natural partners and quality representatives of all staff. Membership can be alternated every second year or so. You can even elect members if you decide to do so.
- If you have a work council or a strong union representation under your roof, the quality committee is bound to work closely with them and listen to their concerns. It makes sense to have a few overlapping members too.
- You may have a look into the efficiency and effectiveness of internal processes as well, and what documents you really need to facilitate your work.
- You may discuss the “**digitization**” of your institute, i. e. what is online already and how much communication is done by electronic means. In this context, the future is “to be anticipated and steered” as well.
- One last aspect needs to be highlighted: The quality committee is in charge of **Internal Further Education (IFE)**, i. e. finding and disseminating best practice internally, such as learned out about by workshop participation / practical or lesson observation and / or external training of academic staff. For IFE sessions, the quality committee asks staff to impart **their best-practice examples in-house to colleagues** which shall make individual concepts available during short IFE sessions (e. g. 120 minutes). These IFE sessions take place regularly (i. e. at least once a month in each division or so), and IFE presenters should obtain some reward (e. g. an award “employee of the month”, a certificate as IFE provider for further promotions or even a small allowance of an IFE budget set aside).

That is what the quality committee does, in a nutshell. In case there is still remaining confusion, there following **sample agenda** may serve as a **blueprint** for the meetings:

Agenda Quality Team Meeting :	Date:
<hr style="width: 25%; margin-left: 0;"/>	
<ol style="list-style-type: none"> 1. Feedback Loop on Quality Measures agreed upon last time 2. Discussion on Corrective Action Regarding Measures 3. Discussion of Student Feedback of last Month 4. Discussion of Employers Feedback of last Month 5. Discussion of Feedback of other Stakeholders (e. g. Parents, Stakeholders...) 6. Hearing of Member of “Staff Happiness Team” (State of Affairs) 7. State regarding Preparation/Renewal for QMS 8. State regarding Accreditation of our new Course 9. Next QIS Step targeted: Our activities 10. Miscellaneous 	

Figure 5: Sample Agenda for Quality Committee Meetings

But how can we monitor that the quality committee takes on the tasks it is supposed to, i. e. is up and running? For this purpose, the following checklist can be adopted and applied by members of staff that do not belong to the committee--at least two--, or applied by some external QiF expert and even the critical friend (see QiF Step 12):

Tool No. 1 for QiF Step No. 3:

Is our Quality Steering Committee (QSC) properly “up and running”:

QSC CHECKLIST (QiF Step No. 3)

- (1) Does the QSC meet at least once a month and regularly? (without regular absentees)
 yes no partly
- (2) Are there all levels of staff represented? (at least academic staff, non-academic staff and management)
 yes no partly
- (3) Are there minutes of all meetings available to everybody and quality measures initiated recorded?
 yes no partly
- (4) Does the QSC regularly collect information in the institute about quality concerns?
 yes no partly
- (5) Is there a file on quality issues looked into and quality measures initiated as well as success monitored and documented?
 yes no partly
- (6) Is the “Being-Happy Committee” heard regularly?
 yes no partly
- (7) Does the QSC initiate and accompany an internal evaluation at least once every year?
 yes no partly
- (8) Does the QSC invite a critical friend at least once a year and listens to the feedback?
 yes no partly
- (9) Does the Steering Committee take actions based on the feedback of the critical friend as a consequence?
 yes no partly
- (10) Do the QSC and the institute’s management work hand in hand?
 yes no partly
- (11) Does the QSC represent the concerns of all staff consistently?
 yes no partly
- (12) Does the QSC cooperate with other relevant bodies (e. g. unions, clubs etc.)?
 yes no partly
- (13) Does the QSC initiate further training for staff if needed?
 yes no partly
- (14) Does the QSC support the QiF process in-house consistently?
 yes no partly
- (15) Does the QSC help to sustain the QMS as well?
 yes no partly
- (16) Is the QSC considered a useful internal team by staff members?
 yes no partly
- (17) Are QSC members replaced by other staff members at least every third year? (to make it a committee for all)
 yes no partly
- (18) Finally, does the QSC hand out official praise to staff members supportive of the QiF approach or simply helpful in quality measures?
 yes no partly
- (19) Does the institute’s management unflinchingly support the QSC?
 yes no partly
- (20) Do all members of staff know the members of the QSC and their quality actions? (Key word: transparency)
 yes no partly

Interpretation of the checklist:

- Each “No” answer must entail activities by the Quality Committee to turn it into a “yes” response.
- Each “partly” answer entails looking into the shortcomings with regard to that point during the next meeting, and redressing them to turn the vote into a “yes”.
- If there are more than 7 “no” answers (more than one third), then there is no real Quality Committee in place yet at your institute. There is a lot of work to be done still!
- If there are more than 7 “partly” answers (more than one third), then the Quality Committee has taken up business, but not quite properly. It should brush up the approach!
- If you have fewer than three “no” or fewer than three “partly” votes, altogether fewer than five (minimum of 16 “yes” votes), you have a great Quality Committee in place. Keep up the pace! That is what you should be striving for, but keep on monitoring **at least once every year** with that checklist.

4.4 QiF Step ④: Common high-quality procedures and processes

What is **everybody else** doing in terms of quality work on a daily basis that is not a member of the aforementioned quality team?

Surely, everybody in a TVET institute tries to work as best as possible. But after starting a process of continuous quality improvement it has become **a matter of the heart to improve**, as employees identify with their work, their institute, cherish their colleagues, students and the parents as well as industry partners. So if an employee perceives anything that could more efficiently, or simply better, or that the individual, as a person and employee, might like to be different and better, they can simply tell that a member of the quality committee. Or write some short proposal--bullet points are usually enough to describe a work process--for the next meeting of the quality team how a work steps, i. e. a procedure, may be improved. Of course, such a proposal can also go anonymously into a “suggestion box”.

Moreover, and importantly, everybody tries to stick to the agreed-upon rules and needs of the institution, codified in some informal and internal **Procedures Manual**, to make everybody else’s life predictable and agreeable because each employee must feel well in her or his workplace.

Employees must accept “ownership” of their workplace. Staff as a team commonly takes on responsibility and leadership to develop the own recipe for successful work, their own procedures manual, further.

Key QiF Insight No. 13:

For the cherished reader’s information: The **Procedures Manual** (PM) exists to concretize work steps of individuals and to provide help to conduct a proper work flow for everybody. As a matter of fact, the PM should best be considered an **integral part of the general Quality Manual** of the institute.

It is of paramount importance that all staff is familiar with procedures that have been agreed on and want to turn these procedures into their own high quality way of performing. However, many times staff members have internalized different procedures, or cannot agree on the standard way, if asked. That is why staff should support high quality procedures by **engaging in the following QiF activity** that ultimately supports individuals to identify weaknesses and points the way to a need for improvement in either the quality manual or the communication thereof.

For the QiF activity which is ready-made for checking the state of implementation regarding QiF step No. 4, please make use of the action sheet:

Tool No. 1 for QiF Step No. 4:

QiF Action Sheet regarding Procedures:

(QiF Step No. 4)

Please explain the following processes or parts thereof, i. e. procedures, in bullet points:

(4.1) How exactly do we enroll new trainees in our institute?

(4.2) What happens if a trainee does not show up in the morning and does not transmit any message?

(4.3) After an exam conducted by external assessors (e. g. an NVQ exam), what needs to be done internally?

(4.4) How can trainees pay fees for courses, books etc. and how is this confirmed?

(4.5) In which way are on-the-job training places for your students found?

(4.6) What is to be done if you cannot come to work because you are feeling sick in the morning?

To put this QiF sheet to work may be achieved by means of a fairly straightforward activity that should also create some smiles in the wake:

Activity Instruction Sheet for QiF tool No. 1, step No. 4:

- (a) After filling in the sheet, find a colleague, exchange sheets and discuss differences. You can smile and laugh doing this, but also find reasons for deviations.
- (b) Finally, find another tandem and exchange sheets with this pair. Read again and find differences between the tandems. There should be room for fun again, as there might be differences that cause smiles. In a more professional vein, you should also identify root causes for differences.
- (c) In the end, each new team of four takes notes about determined and overlapping differences—and potential causes of different perceptions. Please write legibly, as the notes should be handed over to the Steering Committee.
- (d) During the next meeting, the Steering Committee will discuss outcomes, and decided on potential clarifications of procedures in the manual, maybe even improvement to them or new ways how to effectively communicate and interpret procedures the same way.

It should go without saying that the **processes and procedures described on the activity sheet can and should be altered**, according to the focal points of the institutes and after having used it once.

All staff shape their workplace like this—and institutes need to ask their students if they feel good about the way things are being done typically. Students are another source of feedback for optimizing processes and procedures that is usually untapped, or badly practiced.

4.5 QiF Step ⑤: Feedback from customers

Yes, **getting feedback** from students is a very important aspect of feeling good at a TVET institute for all stakeholders and, therefore, the “quality-is-fun” movement. The technical term for obtaining student feedback in quality work for that is “Individual Feedback”, if the teacher uses that alone, and “Institutional Feedback”, if the results is for the institute to improve. The latter uses a more standardized approach, such as questionnaire or survey forms. Contrary to common belief, obtaining feedback does not need to be much extra work. Sometimes teachers can simply ask how their students feel and if they are happy with their teachers and your course, which is individual feedback. At prearranged times, teachers hand out a questionnaire or simply a visual continuum for making crosses (e. g. ranging from 1 = not satisfied to 10 = very satisfied) and a comment line, and the institute works with the results, pursuing the aim of getting ever better.

Occasionally but regularly, institutes even ask companies and parents what they think of the institute’s performance, anonymously if on a wider scale. Institutes get very enlightening results from their customers other than students as well.

In order to do so, **every employee needs to adjust attitudes for positive criticism.** We are all not perfect, we are humans. We are made to err, and we make mistakes, misjudge, miscalculate at times, or are just in bad condition on a given day.

QiF Insight No. 14:

All human beings err, even teachers that do not need to be perfect. Things go wrong. The result of feedback is then to err well: to recognize weaknesses and problems and to learn from mistakes, i. e. to improve quality.

Reason enough to try to improve, as a habit. Because, let us remember, our brain rewards us for getting better—and eventually, we tend to be proud of ourselves if we make progress. At home we can share it even with our loved ones to earn some more emotional reward for our efforts. And there is another good reason to check if our “customers” are happy and satisfied:

Pragmatic QiF Hint: Short explanation why asking customer's feedback is ultimately increasing our well-being

Neuroscience identified so-called mirror neurons in our brains. They are able to read the mood of our fellow human beings, and will influence our own well-being heavily, i. e. if students (or companies, parents etc.) are happy, respect the teachers and institute and think well of the individuals they deal with, everybody else, especially their teachers, will feel good as well. And feeling good is a necessary condition for enjoying life at the location we spend most of our time: yes, at work. These are great reasons to find out how to improve from our customers!

What are **typical ways to get feedback** from customers?

- in a trustful teacher-student environment, teachers can obtain oral feedback during a plenary session (individual feedback for the teacher)
- institutes and all staff can draft questionnaires for customers (see examples No. 1 and 2 below), i. e. for companies (see example No. 5 below), students, parents and other stakeholders alike, to be presented anonymously (institutional feedback as hardcopy or even online)
- teachers can make use of visual and metaphoric feedback methods, for students to tick upon leaving the classroom anonymously (e. g. dartboard sheet, feedback thermometer, or feedback line, see examples No. 3 and 4 below)
- probably the most in-depth way to collect information is a face-to-face structured interview, conducted by an external third party, even though it is also time-consuming and costly, so costs and benefits need to be weighed
- a focus-group discussion is also a useful tool for data collection from customers, usually also conducted by an external expert.

Questionnaires for obtaining feedback can look like the examples provided below. In addition, the very same questions can also be used when conducting a structured face-to-face interview. These feedback samples owe much to a QMS that is widespread in the German-speaking world, called QmbS (for further details, see ISB 2007):

Example Tool No. 1: Individual Feedback Sheet on student's competence development

QiF Step No. 5

Feedback Sheet "Competence Improvement"

Lesson / Workshop: _____

Describe the intensity in which you perceived the characteristics of potential competence development below today? You indicate the perceived intensity by making a cross:

not at all 0 1 2 3 4 5 very much so

If you cannot mark a characteristic because it was not part of the teaching process lately (e. g. transparency of criteria for competence assessment if there was none), then leave the item unanswered.

	0	1	2	3	4	5	Evidence / Remarks
Competence Development							
The tasks have an appropriate level of difficulty (no excessive or not challenging demands).							
Knowledge is learned in real-life relevant contexts.							
There is a possibility to revise and practice.							
There is enough time in phases of practicing.							
The teachers observes students in phase of practicing and provides, whenever needed, support to move on.							
The learning equipment and/or material allows for independently checking results (alone / with a partner / in teams).							
The achievement of envisaged levels of competencies is checked.							
The students obtain stimulation for learning reflection and for improvement of learning strategies.							
Homework given is a meaningful supplement to the teaching process.							
Homework given is checked and discussed.							
The demands and level of expectation in competence assessments is transparent.							
Further characteristics for the student's competence development:							

Example QiF No. 2: Individual Feedback Sheet “Management of Class”

QiF Step No. 5

Feedback Sheet: “Classroom/Workshop Management”

Lesson / Workshop observed: _____

In which intensity are the characteristics of good class management to be observed? The estimated intensity is marked by a cross:

not at all 0 1 2 3 4 5 very much so/absolutely

If one of the characteristics is **not observable**, then all boxes in that line **remain empty**.

	0	1	2	3	4	5	Remarks
Class Management							
The teacher starts on time.							
Relevant teaching materials and media are prepared.							
The teacher brings about a nice working atmosphere (avoiding hectic and boredom alike)							
The teacher doesn't waste any time with elements not relevant for teaching (e.g. organization), but refers to a timing after class.							
The teacher administers a frictionless and quick process of teaching (e.g. no cumbersome group finding, no longish disciplinary actions).							
The teaching is based on a system of rules that is designed to prevent any disruption.							
The teacher perceives and adequately deals with student actions that are not relevant for teaching.							
Disturbances are handled with minimal interference.							
The teacher perceives all student activities pertinent to the ongoing teaching.							
The teacher deals with things not foreseeable in a flexible way.							
The teacher finishes his teaching timely.							
Further observations:							

Example QiF Tool No. 3: Individual Feedback Sheet (Visualization) “Dart Board”

QiF Step No. 5

Dart Board Feedback

Your Feedback is very important:

- Please rate the mentioned areas and put a cross into a segment belonging to the area in the box.
- The closer you put your cross to the center of the dart board, the more positive is your judgement!

e. g. Transparency of goals of lesson / practical

e. g. Learning materials / equipment

e. g. Lesson / practical is well-structured

e. g. „My teacher is a role model for me!“

What I wanted to say beyond that ...

Example QiF Tool No. 4: Individual Feedback Sheet for the efficiency of the “Learning Process”

QiF Step No. 5

Learning Feedback

Guiding Questions regarding Teaching/Training

The guiding questions are meant to make you (and me!) think about your learning and working experience.

What was the main idea of this unit of teaching/training? Date: _____

What was fun?

What was no fun?

What have I learned?

What is it I didn't understand?

What would I like to continue working on?

What is of further interest to me?

There are two more short options to obtain a very general feedback from students:

QIF Tools No. 5 and 6: General Students Feedback regarding “Teaching & Learning”.

These are general questionnaires for individual feedback from students.

No. 5: Pre-defined answer options

Questionnaire Teaching/Training			
Occupation / Subject:			
Batch:			
1	I think that I have learned and understood a lot	1 2 3 4 5 6 7	During this class I have not learned much at all.
2	The teacher/trainer commands a substantial body of background knowledge and skills	1 2 3 4 5 6 7	The teacher/trainer has very little background knowledge and skills.
3	The teacher/trainer was always well prepared for class.	1 2 3 4 5 6 7	The teacher/trainer was not prepared for class.
4	The teacher/trainer was very competent in his field	1 2 3 4 5 6 7	The teacher/trainer was incompetent and couldn't answer questions.
5	Teaching was versatile (e. g. different media, different workplaces and action forms).	1 2 3 4 5 6 7	Teaching was very monotonous.
6	Teaching was so interesting that I was induced to participate.	1 2 3 4 5 6 7	Teaching was boring.

No. 6: Pre-defined and open-answer questions

Questionnaire Teaching/Training						
When using the scale from 0 to 5 for evaluating:						
It's not true at all 0 1 2 3 4 5 it's absolutely correct						
	0	1	2	3	4	5
I have grasped the practical relevance of teaching/training in work life.						
Teaching/Training was well structured.						
Contents and tasks were manageable.						
Different examples from work life has been used to illustrate.						
The teacher/trainer made the impression of being well prepared.						
The teacher/trainer was successful in creating interesting learning processes.						
The teacher made use of or made a meaningful use different media (e. g. whiteboard, projector, transparencies, posters, models, flip charts, flash cards)						
What I liked was					
I would have omitted					
What I missed is					

Finally and very importantly, there are **two easy-to-handle instruments** to gather feedback from **industry and business** as well as from **parents (Tools No. 7 and 8)**:

Name of College / Training Center: _____						
Questionnaire Companies						
When using the scale from 0 to 5 for evaluation:						
It's not true at all 0 1 2 3 4 5 it's absolutely correct						
	0	1	2	3	4	5
Technical training provided is of high standard.						
The trainees passing out have acquired technical skills for work life.						
The training provided lives up to our skills demands.						
The trainees passing out have acquired appropriate social skills for work life.						
The trainees passing out have acquired continuous life-long learning skills.						
The trainees passing out have acquired methodologies to succeed in work life.						
The trainers are suitably skilled and up-to-date.						
We are in touch with your trainers.						
There are cooperation projects going on between you and us.						
College/Center management is professional.						
If applicable: The trainees are well prepared for OJT.						
If applicable: There is suitable supervision and support during OJT.						
What I like about your training college / center is:						
What I have no information about is:						
What I miss is:						
I would to give you the following advice:						

Name of College / Training Center: _____

Questionnaire Parents / Guardians

When using the scale from 0 to 5 for evaluating:

It's not true at all **0 1 2 3 4 5** **it's absolutely correct**

	0	1	2	3	4	5
From my perspective, your technical training provided is very good.						
My child acquires further skills needed in life.						
The training provided lives up to my expectations.						
My child is treated with respect and care.						
My child has a chance to develop continuous life-long learning skills.						
My child has the chance to engage in group work and self-directed learning.						
From my perspective, the trainers are highly skilled and up-to-date.						
From my perspective, your trainers are very supportive to the learning process of my child.						
Your trainers have been friendly and in touch with me already.						
I have been asked for my opinion and my ideas already.						
From my perspective, your center is well equipped with learning materials and machinery.						
Your College/Center management is open-minded and interested in parents' views and issues.						
If applicable: My child has been using your Internet facilities with great success.						
If applicable: There has been a useful event for parents that I attended already.						

What I like about your training college / center is:

What I have no information about is:

What I miss is:

I would to give you the following advice:

These are only **examples for customer feedback tools** that can be used.

Each TVET institute should **enlarge and customize its own customer feedback toolkit**, standardize its usage, document the agreed-on feedback procedures in a quality manual and publish the results.

Furthermore, there should also be a **“private” toolkit each TVET teacher applies** for individual feedback, repeatedly, with the results staying with the individual teacher, only for the purpose of getting better and knowing what customers want. Therefore, each teacher should have her or his own “feedback toolbox” and make use it in a customized fashion, again and again, to turn it into a routine.

4.6 QiF Step ⑥: Focus on major procedures, processes and standardization

Of course, there is some serious work to do in QiF as well, to support and enhance work a QMS specifically emphasizes on: identifying **all core and supporting processes** in your TVET institutions, describing the step-by-step procedures involved, possibly in bullet points, and attribute staff responsible for certain procedures, and even entire processes—and for emergencies back-up personnel to take over. In the end, there should be a file comprising all these processes. Alongside, an **organizational chart**, mapping all staff and their duties and indicating hierarchy, must be available and updated consistently.

But what are the **core processes**? In “quality talk”, that is **the delivery process**, i. e. prime core process. In colloquial and more suitable language that is the teaching and learning process in a workshop or classroom. These processes are defined by training and lesson plans and long-term teaching plans.

In TVET institutes, there is a second important core process, which is the **process of assessment**, i. e. determining the level of competence reached. Assessment processes are defined by whether they conducted continuously (formative) or as a one-off event (summative). They are fine-tuned by standard questions, assessment activities of students and criteria-based standardized judgments by teachers.

In high quality institutes, one senior staff is appointed **academic or pedagogical director**, comprising the task of staying up-to-date in teaching, assessing and

methodology research, new pedagogical trends as well as in counseling of academic staff.

What are typical **supporting processes**: They are plentiful in any TVET institution, e. g. for students how to apply for a course, how to register, how to make fee payments, how to ask for sick leave, how to register for exams and how to collect final certificates as well as internally for staff, how to ask for budget money, how to lodge a proposal, how to talk to superiors and ask for an appointment, how to administer the premises, how to talk to colleagues, how to send official messages and so on.

There will be also **many forms involved**. These forms should be streamlined and feature the “**corporate identity logo**” of the institute. Forms should have a common basic format, i. e. a team should be in charge of that. In any case, all forms should be available online these days, and a print version being ready at a certain central point or wherever needed. They should also carry a date of the current version, to make sure it is the topical one.

At this point, it is advisable to screen the internal **forms management**, and to give it some transparent structure that is being communicated to all staff and people concerned. The thrust is: provide the proper forms to everybody at any given point in time, e. g. at an internal server. In addition, it is essential to make sure that there are only as many as truly needed and that all forms follow a plausible and simple structure.

Key QiF Insight No. 15

Rule of thumb: Many processes in TVET institutes do not necessarily need a form, e. g. division team meetings (minutes can be taken free of form), teacher-student counseling sessions (results or agreements can be written down free of form), superior-employee talk (notes can be made free of form) etc.

Pragmatic QiF Hint: The idea behind that is...

Forms make our professional lives easier because they standardize routine procedures, and that reduces and streamlines tedious work, i. e. makes more room for the “fun stuff”. But do not overregulate life by introducing forms for ill-defined procedures, such as counseling sessions, conversations, meetings etc. Written notes should be taken here freely and according to the needs coming up.

Making sure that core processes run smoothly commands constant attention, counseling of staff and relentless improvement efforts alongside upgrading to new teaching standards, in a technological and methodological sense. The drive to consistently enhance and update core processes is to be supported by **staff counseling based on repeated professional observations** of academic staff's teaching and assessing sessions.

As these two processes are not technically optimizable operations, observation and counseling could be done by peers or academic directors. Observation feedback situations are prone to hurting observed staff emotionally. That is why feedback must be provided by employing praise and critique alternately and by focusing an existing competencies with hints how to upgrade them.

A standardized observation instrument with respect to both core processes, to base these counseling session on, is presented below:

Tool No. 1: Observation Sheet for Lessons and Practicals**QiF Step No. 6**

Structured Practical / Lesson Observation SHEET:

All categories below should be verifiable by truly observed behavior, otherwise do not tick!

What type of course and interaction did you observe?

(e. g. NVQ level 4, plumber, practical or Level 5, QS, subject: English):

Please tick (), if the following forms of interaction were to be observed:

- | | |
|----------------------------------------------------------------|-----------------------------------------------------|
| <input type="checkbox"/> = teacher up front, classroom setting | <input type="checkbox"/> = working alone |
| <input type="checkbox"/> = group work | <input type="checkbox"/> = project work |
| <input type="checkbox"/> = partner work | <input type="checkbox"/> = station-based work |
| <input type="checkbox"/> = free workshop activity | <input type="checkbox"/> = learning plan-based work |

How much activity was on the students' side?

- = none = little = some = a lot

Which media were used (e. g. blackboard/whiteboard, computer presentation, flipchart, note cards, books, Internet etc.)?

When it comes to speaking, what was the estimated share of the teacher?

- = 0-25% = 26-50% = 51-75% = 76-100%

Was there any counseling of individual students?

- = none = little = some = a lot

Did the learners get a possibility to reflect on their learning outcome?

- = none = little = some = a lot

Beyond the taught lesson, did the teacher give incentive and a task to keep on studying alone/independently?

- = none = little = some = a lot

Was there any meaningful and productive formative assessment?

- = none = little = some = a lot
-

The following items are with regard to “criteria of good teaching”:

PLEASE TICK:

4 = very much

3 = mostly

2 = a bit

1 = not at all

(V)

	Observation:	Degree:			
		④	③	②	①
Promoting learner's will to lo learn (core process)	The learners are made to understand the importance of the topic for her/his (professional) life.	④	③	②	①
	The teacher connects the teaching to the occupational and/or private background of the students, to make learning relevant.	④	③	②	①
	The teacher encourages and praises (if deserved).	④	③	②	①
	The teacher treats mistakes as a chance for learning and doesn't scold learners.	④	③	②	①
	The teacher shows appreciation and respect for learners and expects likewise.	④	③	②	①
	The learners are encouraged to answer questions and solve problems (without rushing).	④	③	②	①
Managing the learning process (core process)	The teaching process was without interruptions, noise and rule breaking.	④	③	②	①
	The teacher enables students to talk and participate.	④	③	②	①
	The teacher allows for self-organized and self-regulated learning as much as possible.	④	③	②	①
	The teacher provides a time frame, learning material and manages the room.	④	③	②	①
Classroom management (supporting process)	The teacher introduces clear rules and implements them.	④	③	②	①
	The teacher uses his time for teaching (and not for organization or else).	④	③	②	①
Individual learning support (core process)	The teacher promotes individual learning via supportive formative assessment	④	③	②	①
	The teacher makes use of stronger learners to support weaker ones.	④	③	②	①
	The teacher counsels and moderates learning.	④	③	②	①
Basis of Teaching (supporting process)	The teacher clearly implements the mandatory curriculum.	④	③	②	①
	The teacher uses clearly structured lesson plans / training plans and sticks to them.	④	③	②	①
Assessments (core Process)	The teacher does assessments in manifold ways.	④	③	②	①
	The assessments are recorded properly and are available any time.	④	③	②	①
Lessons only	Teacher input is only as much as needed, leaving room for task-based and problem-solving learning.	④	③	②	①
	Teachers make use of several teaching methods in one lesson.	④	③	②	①
Practicals only	Learnings focuses actions used in the world of work.	④	③	②	①
	Learners work on tasks or projects.	④	③	②	①

This observation sheet relies on the empirically established efficacy criteria for “good teaching”.

Moreover, in case the observers are experienced TVET experts, the observation sheet may be more open and allow for individual intricacies and styles to be jotted down. That may be well be in the form of a mind map that is anchored in some hints for the observers in boxes to regard consistently.

Tool No. 2: Mind-Map based Observation Sheet for Lessons and Practicals

QiF Step No. 6

Use Reverse too!		Open Questions for the Teacher:
<p>Analysis of the Teacher Trainee in terms of teaching skills (Strengths - Weaknesses): High Level reached in: (e. g. teacher personality, trainees acceptance, loud voices, method variation etc.)</p> <p>Potential for further Development: (e. g. modern media usage, communicative activities, assessment etc.)</p>		<p>Criteria for Efficient Learning:</p> <p>(1) Learning Motivation/Curiosity:</p> <p>(2) Appropriateness of Training: (Do Goals/Content/Group of Learners/Method match?)</p> <p>(3) Context of Work/Life Situation:</p> <p>(4) Changing of Perspectives?</p> <p>(5) Level of Interaction:</p> <p>(6) Student-activation?</p> <p>Long-term learning took place? ◀.....▶</p> <p>Questioning own perspective of observing: (Own patterns of observation? Pre-dispositions activated? ...)</p>

REVERSE SIDE
Further Questions to answer:
(1) Could you observe competence-based learning and teaching?

(2) Has the teacher pursued the focal point in terms of competence development (see written planning draft)?

Room for further remarks:

Supporting processes can be observed as well. One possibility is for the Quality Committee to develop an observation sheet for supporting processes to be scrutinized, to put them to action and to discuss the results during a meeting (e. g. for the latest process of registering a new batch of students or for obtaining and dissemination of certificates). There is always room for enhancing or streamlining such processes, in order to facilitate work for employees, but also to optimize processes for the entire institute.

Pacing further ahead with QiF, institutes can **improve core processes even more** by regularly evaluating staff, especially academic staff, giving feedback and highlighting the continuous development of teaching and learning in particular (for support, cf. Boehner 2017) . In QiF, however, this quality step No. 6 must convey some positive flavor as well:

The results of staff evaluations are to be presented confidentially by principals, CEOs or academic directors and some **additional bonuses based on this feedback**, either financially (see chapter 4.15 on performance-based pay) or non-material rewards such as a further education trip abroad, or some other perks.

A QiF tool to base these bonuses on, and more importantly, to use in “academic staff development conversations”, to be held regularly and to contain a strong component

of competence-based positive feedback alongside chanced to develop, can look like this:

Tool No. 3 for evaluating the work of TVET staff: Appraisal Form

QiF Step No. 6

Competence Appraisal for Academic Staff

Please Tick

For: _____

Basis:

Practical / Lesson Observations

Records:

Reports:

General Observations of Management:

Full Name	Qualification / Degree
Job Title	Day and Place of Birth
Differently Abled? <input type="checkbox"/> No <input type="checkbox"/> Yes (Specify: _____)	
Present Training Center / College / Office	since
Reason for Appraisal (e. g.: Regular, Performance-based Pay, Promotion Application ...)	
Date of last Competence Appraisal:	

The conglomerate evaluation is:

Points achievable add up to the following appraisal summary (**maximum points 100**):

Your competencies observed and job-related performance is:

- with extraordinary distinction (____ Points)
- distinction (____ Points)
- merit (____ Points)
- satisfactory (____ Points)

Realm of Action:	Observations and Reasons for Appraisal:	Points Max. 10
Planning of Practical / Lesson: Elaborate plans living up to curriculum demands		

Realm of Action:	Observations and Reasons for Appraisal:	Points Max. 30
Realization of Training / Teaching (Delivery Process): Competency-based, technical and soft skill-based and student-centered teaching (including methodology and media)		

Realm of Action:	Observations and Reasons for Appraisal:	Points Max. 15
Output / Impact of Teaching: Competence development of trainees / students, Assessment and degree of complexity as well as work-based tasks, Orderly Records		

Realm of Action:	Observations and Reasons for Appraisal:	Points Max. 20
Contribution to quality development of institution: Other tasks / jobs / coordinating tasks / teamwork etc.		

Realm of Action:	Observations and Reasons for Appraisal:	Points Max. 15
Continuing Education: Participation in Courses / Workshops / industry training / Updating knowledge / Acting as Assessor or Resource Person		

Realm of Action:	Observations and Reasons for Appraisal:	Points Max. 10
Performance Development: Feedback from trainees or students and employers / progress of teaching and assessment as well as integration into body of staff and quality teams		

Competence Development Staff Discussion:

1. The appraisal discussion took place on:
“I received a hard copy of the appraisal on: (date)”
2. Participants of the staff discussion were:

3. The staff member declares herself / himself:
 - to agree with the appraisal.
 - to have taken notice of the appraisal.
 - to have attached her/his objections in written form.
 - to hand in written objections until: (date)

Signatures of the parties being present

Date & Place:

4.7 QiF Step ⑦: Central location for essential TVET documents

To make life easier for academic and non-academic staff: there should be a **central location** for **important national regulations and relevant laws** in general and, more specifically, for **documents directly related to teaching**, where for example “National Competency Standards” and “Curricula” for all courses that are being offered at the institute are collected and made available. This should be done **electronically** as well, and the location must be generally accessible, and downloadable or ready for copying at any given point in time. So the best option is to have an own server with restricted access to all staff, with a database that is updated continuously.

Furthermore, it makes sense to collect **training and lesson plans** as well as **students’ and teachers’ guidebooks**, if available, at this very same location as well. If the institute does not have sample training and lesson plans for all training courses, it is high time to begin with the process of producing them and completing the endeavor within a year.

Pragmatic QiF Hint:

What is the advantage of a meaningful and pragmatic training or lesson plan?

Research into teaching shows that teachers feel worst when workshops or lessons do not run smoothly. A major reason for that is deficient preparation. Well, everyday life is sometimes daunting, so we cannot prepare everything perfectly on a daily basis. But to fall back on a lesson plan that has been worked out already some time ago, comprising student-centered and activating methodology as well as a step-by-step action plan of teaching helps a great deal to stay focused and stringent.

Key QiF Insight No. 16:

How do you construct a suitable and useful lesson or training plan respectively? For detailed information and to improve planning, see chapter 4 **on lesson planning** in the second volume of this series on quality work in TVET (Boehner 2017).

Obviously, during teacher training or for inexperienced teachers in TVET such plans need to be longer and more detailed (cf. Boehner 2017), but the following two tables provide examples how efficient lessons plans could look like. The tables have been

filled with content only to introduce an example. To use the samples for new planning processes, one needs to work with the empty template:

Tool No. 1 for Lesson or Workshop Plans, Sample No. 1

QiF Step No. 7:

Lesson Plan – Sample No. 1				
NCS and CBT Curriculum relation	Level 5 “Production Technology” National Competency Standards revised 18 Nov. 2012, Competence-Based Training Curriculum revised 18 Nov. 2012 Module: IT in Production (Module number: D29C001M04) Related Unit taught today: Plan Production Process (Unit number: D29T001U04)			
Subject and Context	Information Technology Wider Context: “The student is asked to plan the production of soda cans in a simulated company.”			
Description of problem & task	“The company “Sodas Ltd.” is about to increase production because of higher demand from 9,000 cans a day to 15,500 cans a day. The students should calculate the need of extra human resources, anticipated they will be as productive as the given staff.” (See competence element 4 “Determine manpower” in NCS).			
Learning goal: (Competence component)	The students are able to calculate the requirement of workforce numbers and hours as well as the distribution on given machinery, using spreadsheets and given data. (Constraint: Machinery capacity has to be taken into account!)			
Time	PHASE	Student Activities / Methodology	Teacher Activity & Learning Aids	Resources & Remarks
120 min				
15 min	Motivation	Problem introduced via appealing YOU-Tube video	Projector, Internet connection and screen needed	Test beforehand! (Save to hard-drive if streaming does not work)
5 min	Work instructions	Active listeners	Instructions explained via transparency	
70 min	Self-directed Work	Pairs generate solution spreadsheets on computer	Teacher walks in classroom and counsels	Computer room needed, software EXCEL must work
20 min	Presentation	Two selected pairs present and explain their solution: control group that is determined gives feedback	Teacher is part of the audience/group, as an expert	Multimedia Projector needed, connected to student’s computer
10 min	Reflection	Taking notes about the abilities acquired	Teacher observes, maybe engages in counseling	Learner’s Diary

For very experienced and versatile TVET teachers, the following table might suffice:

Tool No. 2 for Lesson/Workshop Plans, Sample No. 2

QiF Step No. 7:

Day No. ... in class/workshop:		Batch: ...
Time frame: ...		
Beginning & Remembering	Students present homework and peers as well as teacher asks sticky questions (perfect solution goes on whiteboard)	
Task introduction and Self-Directed Work phase	Groups get jigsaw on "how to assemble a motor block" (two tables joined for each group, teacher walks about, counseling and supporting)	
Continuous Assessment	Each individual writes short entry into "development portfolio" about essential of engine components (teachers again walks around and reads exemplary passages)	
Presentation phase	Take a picture of jigsaw with smart phone, send the picture to the cloud storage (Google Drive) and access it as well as project it to a wall (groups discuss at least three competitive solutions) – groups draw lots who presents [teacher comments only in the end]	
Reflection and Transfer	Sitting in a circle on chairs, students throw a tennis ball to one another, students comment of reflection question ("What have I learned today?")--finally, students write an entry into their LEARNING DIARY "What can I use it for in a garage at work?" (The entry is the starting point on DAY 3)	

The example provided above is a **rudimentary version** of a teaching plan.

Nonetheless, it constitutes the minimum components of a plan for teaching that should be consistently used, revised according to topical events and learning effects taken place. And, most importantly, it should always be at hand, i. e. **accessible at a central location**. The upshot is that the TVET institute should have such general plans for all courses, alongside national—or even regional if applicable—competency standards and curricula, available and always retrievable. Ideally, everything can be downloaded from an internal server.

Key QiF Insight No. 17:

By the way, there is **no tool needed** to check the availability of relevant documents, just try to find curricula and competency standards for a certain course or occupation in an institute—simply go and see where to find them and how long it takes.

But in addition to this, each academic staff member should always have her or his current version of all needed lesson and workshop plans and national documents at hand, also at some central location. That may be an electronic or conventional folder, a cloud storage facility or some hard or pen drive.

This way teaching quality gets better, teacher will feel on safe ground and therefore happier—leading the student’s happiness as well.

Pragmatic QiF Hint:

What makes a good lesson plan?

Teaching research has found profound evidence for the fact that student activities that are well thought through and planned ahead help a great deal in making TVET enjoyable and efficient for all parties to it. So, as a teacher, make sure that the **teaching methods used vary as often as possible**, and stay away from too much lecturing. TVET research shows that your students start to think of something different as early as ten minutes after your lecturing starts (i. e. **refrain from “chalk’n’talk”!**).

It makes sense to refine lesson plans with diversified learning and teaching methods, and to alternate working alone, partner and group work, too.

Practical advice: Academic staff can use pre-devised forms on national bodies’ homepages (e. g. regulatory bodies) for their lesson and training plans as well or make use of pertinent literature on lesson planning in TVET (see Boehner 2017)!

4.8 QiF Step ⑧: The need for record keeping

It is sometimes a hard fact to realize, but everybody has to **keep records** in a structured and orderly fashion, e. g. of students’ performance, realized teaching sessions in classrooms and workshops, relevant committee and team resolutions, talks with students, parents and employers, quality measures undertaken and completed and much more.

There must be a proper system for record-keeping, maintaining and updating. Mostly, this should be on a form with a corporate logo for the purpose of professionalism.

Still, to make life easier, institutes should allow for methods such as bullet point note-taking as well, e. g. for students’ performance notes, for minutes of meetings etc.

How to keep records can be discussed internally--and constantly looked into, refined and modernized to improve and facilitate. These days, a good way to keep records is in secure databases. Records should be in a safe location, and if electronic, should be secured and a copy version should be available as well.

What is the fun in keeping and maintaining records?

There is a simple answer: “If you look for something and you can find and retrieve it easily, you will be happy and relieved.” Matter-of-factly, looking for records employees urgently need that have disappeared or cannot be retrieved easily **is a terrible nuisance in everyday life**—and eats away a lot of precious time, aside from the fact that it can be nerve-racking.

As a consequence, having good **records system** equals some degree of happiness at work, each time people look for a document or for past resolutions or agreements. There should be a team of knowledgeable staff in any institution in charge of the institutional records system, and a suggested system for individual records.

Indeed, if people plan well and are efficient and experienced record keepers, they may also be a good action researchers with regard to their own jobs. Educational studies suggest that the best teachers, most efficient record-keepers and school managers are *teacher-researchers* that are able think analytically and strategically, and do not take matters too personally.

For the ambition of improving job routines and becoming more satisfied with work and individual performance, the following pertinent and classic literature can be consulted: *The Reflective Practitioner* by Donald A. Schoen and *Teachers as Researchers* by Joe L. Kincheloe.

Pragmatic QiF Hint:

There is usually a research division in head offices or TVET regulatory bodies that can support in **serious real research-like endeavors**. Please go for it, it is fun to discover something new about your own work practices. You and your institution will benefit a great deal from it, quality-wise, but also in terms of personal “growth”.

“Are you a good QiF record keeper and maintainer?”

There is a test for that which individuals can apply with a trusted colleague—it can also be utilized by some external person.

The following test sheet can be used by a “**QiF Step 8** assessor” and the person surveyed shall solve the following tasks and demands as quickly as possible:

Tool No. 1: Monitoring of individual abilities of record keeping and maintaining

QiF Step No. 8

QiF Step 8 Test

(Please tick and fill in boxes based on the records and information obtained!)

① Ask the staff member to provide you with all information regarding continuous and final assessments of one particular student from last year’s batch!

Information provided: YES NO

Time needed to do so: _____ (in minutes)

Storage system: DIGITAL BOOK/FOLDER LOOSE SHEETS

② Ask the staff member to show how and exactly how much teaching in which group of learners was going on a particular date about two to three months ago!

Information provided: YES NO

Time needed to do so: _____ (in minutes)

Storage system: DIGITAL BOOK/FOLDER LOOSE SHEETS

③ Ask the staff member to report on the latest resolution of the Quality Committee regarding some action improving quality:

Information provided: YES NO

Time needed to do so: _____ (in minutes)

Storage system: DIGITAL BOOK/FOLDER LOOSE SHEETS RECALLED FROM MEMORY

④ Ask the staff member to provide the latest her or his *latest analysis and information* on the last *customer feedback* regarding her or his own work!

Information provided: YES NO

Time needed to do so: _____ (in minutes)

Storage system: DIGITAL BOOK/FOLDER LOOSE SHEETS RECALLED FROM MEMORY

⑤ Let the staff member explain whether she or he secures her or his recorded data and how:

⑥ Let the staff member explain (and show you) whether and how she or she uses software and soft copies to record and store data:

The QiF Step 8 test is catered to academic staff; it can be adapted to be used for non-academic staff as well by changing the items slightly, e. g. for No. ①: “Ask staff member to provide you with all information regarding a major project she or he finished during the last calendar year, e. g. on the 2nd of November 2018 from the year 2017!” or for No. ② “Ask the staff member to show how and exactly what work she or he was doing and completing during a particular week about two to three months ago!”

Interpretation:

Top-class record keeper & maintainer: Can provide all information within 3 minutes each, securing data convincingly and preparing a software-based soft copy.

Good record keeper & maintainer: Can provide all (but one) information requested within 5 to 10 minutes each, and at least secures data convincingly and/or holds a software-based copy.

Average record keeper & maintainer: Can provide two requested data asked for in tasks ① to ④ within 10 minutes each, and at least secures data convincingly and/or holds a software-based copy.

Room-for-improvement record keeper & maintainer: Can provide one set of data asked in tasks ① to ④ within 10 minutes. Data is somehow secured or stored in some software file. Recording keeping action is required, and improvement in techniques employed as well.

Factual non-record keeper & maintainer: Cannot provide data asked in tasks ① to ④ within 10 minutes. There is an immediate need for action and improvement of record-keeping. That point constitutes a personal weakness. Potentially copy record systems from colleagues and ask for support.

Pragmatic QiF Hint:

A QiF auditor should never blame an employee after failing to secure one of the two top levels, but start suggesting solutions immediately. Ideas could be to propose a tried-and-tested record keeping system and encourage to take and maintain records instantly, and always. Furthermore, collegial support should be enlisted!

4.9 QiF Step ⑨: The core of quality—the ability to adapt as a student’s competence of paramount importance

Any TVET institute should provide students with the skills they need for work life. But wait a second, technical knowhow, tools and professional techniques change rapidly these days, so are skills needed in business and industry. Students must be ready and prepared to take up that continuous challenge. Consequently, a high quality institute must inculcate a minimum **ability to deal with life’s constant demands** when it comes to preparing students adequately.

The result is to institutionalize the training of **coping skills for rapidly changing challenges** at work and in life, beyond the prototypical training of technical competencies. But what are those?

These coping skills to adapt to challenges are named in the following list. Institutes are asked to whether a good deal of them is taught and included in everyday learning sessions:

- (a) **problem solving** tasks (at least 25 %, i. e. a fourth of all tasks) that propel logical and critical thinking

It has to be mentioned, however, that for training courses on a low technical level with limited teaching contact hours available (e. g. fewer than 350) the given proportion can come down to 10 %, if the complex tasks run the risk of overwhelming students. That is usually the case for courses providing very basic work preparation, such as for helpers or for workers under constant supervision. In NVQ-based training systems, this is usually the case for level one (basic job market preparation) and for level two (helper), sometimes even for level three (employees working under supervision).

- (b) **generic soft skills** (at least another 25 %) training, especially such as building of manners and conducting and maintaining disciplined discussions (social and communicative skills) as well as

- (c) **methodological skills** (research, study and organizational techniques), such as information research, coordination and time management skills, always to be included in any complex technical task given by trainers, demonstrators, instructors, lecturers, i. e. included in the regular teaching procedures of any teacher in TVET.
-

In short-term and low-level technical courses, there should be a heavy focus on furthering (c), especially as problem solving tasks will be reduced because of a higher level of complexity.

As a consequence of this, institutes have to screen classes and workshops for this minimum quality standard regarding teaching and learning, during theoretical and practical sessions alike.

The overarching skill, underpinning (a) to (c), is referred to the **competence to adapt** to the labor market needs, presently and with a glance on potential future demands. As this competence includes the abilities to properly cooperate with colleagues to use their input for problem-solving, to use organized and methodical ways to approach a problem, including efficiently researching required information, and to think and act creatively and effectively, **promoting and teaching these competencies is of paramount importance** as the core of quality in TVET.

High-quality TVET is provided if teachers “deliver” lessons and practicals that allow to acquire this **preeminent competence to adapt** in life, especially in an ever more complex world of work.

Whether or not this competence is a constant focus of teaching and learning needs to be discussed internally, at quality committee meetings, amongst colleagues and **a plan encompassing all courses** how to promote especially the three skills (a-c) that make up the competence to adapt has to be drafted and put into action on a continuous basis.

Example:

You can have a **set of tasks catering to soft skills** at hand that you apply in all divisions, courses and trades. Or you can start a course by engaging for a week in information research methods as well as the training of proper communication, involving methodology such as simulations, role plays or dramas and theater-like acting in real-life like situations.

The outcome should be an internal **policy paper** and an **implementation plan** to further these skills in all courses on a regular basis.

What is the fun part in that? That answer is quite straightforward: **Teaching soft skills and lateral thinking in problem-solving activities is a lot more fun for teachers alike.** It is worth trying. Teachers can even interweave it with technical teaching phases—this only improves technical workshops and lessons. Teachers are encouraged to combine hard and soft skills training because students enjoy it a lot and are a more enjoyable lot for teachers because of this.

Academic directors have to regularly supervise and consistently document whether teaching this “sublime competence to adapt” forms an everyday part of the core process of delivery in the institute. That can be done internally by using the following checklist that should be based on random but multiple observations.

The results must be made public inside the institute and reported officially to management and the quality committee.

Tool No. 1: Checking existing teaching sessions for including the promotion of the competence to adapt

QiF Step No. 9

Checklist for teaching the COMPETENCE TO ADAPT in work life:

Please tick (✓) the indicators (➤) if appropriately observed:

(1) Are at least 25 % of the tasks given to students by our teachers:

- *not to be solved by taking ordinary steps*
- *not exclusively solvable by known procedures*
- *requiring teamwork, research as well as a*
- *complex combination of technical knowledge and procedures?*

(2) Do classes dedicate 25 % of contact hours to:

- *discussing issues in group work or in panel or plenary discussions*
- *reflecting proper work behavior and manners*
- *working on rhetorical, argumentation and presentation skills*
- *empowering via self-esteem and self-confidence boosting measures*
- *simulating dealing with customers and colleagues as well as superiors, especially explaining technical details, negotiating deals and prices, coping with complaints and using effective phrases?*

(3) Do **all tasks** to be performed by our students include at least two aspects of organizational, research and study skills, e. g.:

- *organizing the workplace and required tools*
- *finding some needed additional information on their own*
- *reading, interpreting and making use of self-learn material*
- *managing time for the task and attributing time slots for required actions*
- *analyzing of task, goal-setting and evaluating own performance?*

(4) Are teachers truly supportive in the process of solving real work-based problems:

- never providing ready-made solutions
- *giving hints only if teams get stuck*
- *providing access to several sources of potentially useful, reliable and professional information*
- *being always present, approachable and encouraging*
- *supervising resources and time allocations?*

(5) Do students engage actively in soft-skills building activities, such as

- *engaging in work-based role plays, pantomimes and freeze frames*
- *all students speaking frequently to each other and the entire group*
- *often presenting findings before groups, plenary sessions or external audiences*
- *getting feedback for proper behavior, work rituals and adequate manners*
- *regularly reflecting their own development of needed soft skills, written and oral style?*

(6) Do students get the chance to show newly acquired methodological skills, such as

- *presenting their information-gathering approach and results*
- *presenting their study approach and learning successes*
- *presenting their organizational approach regarding time, orderliness and structure of own work process, documenting research, study and work organization efforts and results in a learning portfolio (or similarly reflective written instrument such learning diaries)*
- *comparing and exchanging their research, study and organizational approaches in focused student discussion circles, counseling by the teacher?*

What is to be done if certain indicators cannot be ticked? That is easy to answer because this point constitutes an area with development needs in terms of quality enhancement of teaching. The indicators that were not ticked are to be discussed at a quality committee meeting, and measures to redress the shortcomings must be agreed on as well as carried out in due course.

Optimally, the indicators that could not be ticked have been addressed after half a year, or during the follow-up monitoring of QiF step No. 9, no later than a year thereafter. If an entire question obtains less than three tick-offs, this issue constitutes a major field of development needs for the institute and deserves a consistent upper spots on the quality agenda until some considerable improvement has been achieved, including evidence provided for this improvement.

In general, the checklist should be made use of during an internal evaluation as well (see following QiF step No. 10), and observations asked for by trained internal staff.

4.10 QiF Step ⑩: Internal Evaluation—and good reasons for that process

After having implemented QiF step 9, everybody should be reasonably happy already. But institutes can always get better still, which means that employees should immerse themselves into internal comprehensive feedback activities at least once each year. The idea is to determine how successful and joyful work actually is, i. e. how good insiders think their institute is. For this, valid criteria are needed. Each institute selects an **in-house team** of about two or three members. These members have to remain off duty with regard to their normal job for at least two days, depending on how large the organization is, for the purpose of carrying out this year's "**internal evaluation**". Upon concluding their research they give feedback to the internal quality team, management and to all staff and, indeed, to stakeholders and the wider public, e. g. by publishing it on a webpage.

As a **potential tool** an adaption of the European approach of the model laid out by the European Foundation for Quality Management (EFQM) (cf. EFQM 2012) is suggested. As the tool is extensive in scope, it is attached towards the end of this handbook in the attachment section, as a guideline how to carry out a professional and regular internal self-assessment in TVET. It goes without saying that other forms for internal evaluations that fit internal needs better can be opted for, or the suggested one can be altered and adapted. Nonetheless, the ultimate procedure has to be transparent and needs to be communicated, internally and to customers and stakeholders. The proposed method and criteria hold the advantage of being "tried-n-tested" and avoid the pitfalls of leaving out important sections of a TVET institute. It will provide the appointed evaluation team with important criteria and indicators to be assessed.

To be kept in mind: internal evaluation is of paramount importance to continuously enhance quality, i. e. live up the shifting standards and establish an internal culture dedicated to improvement and transparency.

4.11 QiF Step ⑪: The Being-Happy Committee in TVET institutes

For increased levels of happiness and to send a signal that job satisfaction of staff is a sincere goal of the institute, it is essential to install a grassroots-driven “**Happiness-Team**”, in order to achieve and habitually pursue the well-being of staff and students. This committee may carry a—deliberately—**amusing name**, but the **job is to be taken very seriously**, as it has the potential to drive well-being in an institute and staff satisfaction to new heights (cf. Salzberg 2013). It should consist of two or three employees, but no members of management. Their job is clear-cut in nature and straightforward, but very important for quality, hard to achieve and for a good cause. The being-happy team is in charge of identifying the needs of staff, find out what they want and what can be done to bring these wishes and dreams to life.

One popular way of identifying latent needs is to **administer a suggestion box** that is to be placed centrally. At that location, staff can file ideas, hints, complaints, good experiences and problems. The team screens the issues filed, and if something good is easily implemented or something problematic easily rectified, the team presses ahead with that instantly. Otherwise, they compile a list of issues for the next quality committee meeting and one member of the being-happy team submits and presents them. By the way, **suggestion box forms should have neutral layout and allow for anonymity**. The same applies to a digital letterbox where remarks can be made and saved on an official computer without personal identification.

Moreover, a “Being Happy”-Committee (BCH) can install **peer-to-peer counseling groups** that help teachers to get ever better (for the operational sequence of these counseling groups, see “Introductory QiF Workshop” in chapter 6.1). Typically such internal staff counseling sessions may take place every third or fourth week, involving academic staff teaching in similar fields or courses, e. g. seven teachers of one division, and exchanging their ideas, according to a process that involves real incidents, peer feedback and agreed-on acceptable and innovative new solutions (for a structured method for such groups, cf. Boehner 2015). Obviously, non-academic staff can do likewise in their sphere of action.

Informal Quality Circles may also be installed, as voluntary grassroots employee teams that discuss change and improvement to feel better at work on a regular basis. They can report results and ideas back to the BHC which transmits important concerns to the quality committee or management directly, depending on urgency.

Please note that quality circles can also be more formal and can have a different role in other quality concepts.

There is one more important task a BHC should do regularly:

Organize a **“Feel Well”-day** once a year, primarily to feel in a well-maintained, even cozy work environment. The focus can be checking places for the **need of cleaning** (e. g. backboards/whiteboards including framing, windows and bathrooms etc.), for urgent **maintenance** (i. e. do it yourself or get external help as soon as possible and financeable) and for **corrosion** (i. e. the potential need of anti-corrosion paint) etc.

The outcome is a **maintenance plan**, to be carried out as quickly as possible with the support of non-academic staff.

Key QiF Insight No. 18:

The backdrop of cleaning and maintenance action in a maintenance plan is:

In a clean and well-maintained work environment you will feel so much better.

Other important tasks for the BHC generally are: identifying needs for **further education and training** for teachers as well as for non-academic staff and possibly organizing teacher workshop even in-house, proposing **incentives such as allowances / promotion** opportunities etc., organizing **social activities** such as sports or music festivals / staff celebrations or picnics, contributing to **graduation or intake events** and to **good staff relations** as well as dealing with **everyday issues** such as coffee machines, water heaters or hygienic toilets.

In order to evaluate if there is a “Being-Happy”-Committee established and adequately operating a team, the following **rubric of operation** should be made use of by a critical observers, usually an outsider to the institute:

Tool No. 1: Rubric regarding a functioning BHC

QiF Step No. 11

LEVEL	Beginner BHC	Aspiring BHC	Strong BHC	Excellent BHC
	<ul style="list-style-type: none"> accomplishes a few of the obligatory tasks (such as looking into maintenance, job satisfaction, social 	<ul style="list-style-type: none"> accomplishes several of the obligatory tasks meets typically at least once a month 	<ul style="list-style-type: none"> accomplishes many of the obligatory tasks meets at least once a month, often on the 	<ul style="list-style-type: none"> accomplishes most of the obligatory tasks meets consistently according to a pre-

<p style="text-align: center;">QIF</p> <p style="text-align: center;">Being Happy Committee (BHC)</p> <p style="text-align: center;">in operation</p>	<p>events, further education and promotion etc.)</p> <ul style="list-style-type: none"> • meets several times, but not regularly • sometimes talks to colleagues about their well-being • has once collected center-wide data about staff's well-being • has already floated ideas about staff events • sometimes talks to Quality Committee • has taken up the problem of at least one staff member and discussed with management • cooperates with management occasionally • has implemented at least one quality (unconventional) measure concerning more happiness at work • all staff is aware of BHC's existence • there is a board for BHC's announcements (physical or digital) • there is a BHC-operated anonymous letterbox for ideas/wishes/complaints etc. (physical or digital) • BHC members take position seriously • Management supports the existence of BHC 	<ul style="list-style-type: none"> • talks to colleagues about their well-being • collects center-wide data about staff's well-being more often • usually talks to Quality Committee (QC) • typically takes up problems of staff members, if known, and discusses them with management • generally cooperates with management • has already implemented a few quality measures concerning more happiness at work • all staff is aware of BHC's existence and gives input to its work • there is a board for BHC's announcements and obviously in use (physical or digital) • there is a BHC-operated anonymous letterbox for ideas/wishes/complaints etc. that has received several texts already (physical or digital) • BHC members take position seriously and act accordingly • Management actively supports BHC and there was already one common measure 	<p>same day according to a fixed schedule</p> <ul style="list-style-type: none"> • steadily talks to colleagues about their well-being according to an established procedure • regularly collects center-wide data about staff's well-being, following an established collection scheme • frequently talks to QC and is invited to OC meetings • often actively tries to find out about problems of staff members, takes them up and discusses them with management • frequently cooperates with management • often implements quality (sometimes unconventional) measures concerning more happiness at work • all staff is supportive of BHC's existence and gives input to its work • there is an actively used board for BHC's purposes and activities (physical or digital) • there is an actively used BHC-operated anonymous letterbox for ideas/wishes/complaints etc. (physical or digital) • BHC members conscientiously act for the well-being of all staff • Management frequently supports BHC and acts often according to arranged terms 	<p>arranged schedule at least once a month</p> <ul style="list-style-type: none"> • constantly talks to colleagues about their well-beings according to a well-ingrained procedure • consistently collects center-wide data about staff's well-being, following scientific collection rigor • always talks to QC, frequently participates in QC meetings • constantly strives to discover problems of staff members, standing in for them and tries to find solutions with management • consistently cooperates with management, meeting them according to a schedule • steadily implements (also unconventional) quality measures concerning more happiness at work • all staff is happy about BHC's existence, supports and interacts actively • BHC's board is a transparency platform for the entire center (physical or digital) • BHC's anonymous letterbox brings to light many new aspects to improve work-life and job satisfaction (physical or digital) • BHC members consistently work for the good of the entire center • Management and BHC always work in harmony and act in unison
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If more than four behavioral indicators of the BHC cannot be observed at all, then the state of the BHC is essentially below the “beginner” level, which translates into an operational status of “not operational yet”. That means there is work to be done yet to establish a standing team that looks into staff’s concerns.

As for the different levels of operation, once an institute’s BCH has reached the beginner standard, its objective should be to push for more, that is towards the next level. Once the level “strong” or even “excellent” has been reached, an institute’s BHC must take pains to maintain that status, for the common good of all employees of the center and its smooth functioning.

It may not sound exhilarating and appealing to an institute’s management, but a good being-happy team can work miracles to **enlist support for consistent quality work and raise job satisfaction** so that the institute turns out to be a much better place for everybody.

4.12 QiF Step ⑫: External Evaluation by a Critical Friend

The last aspect of the quality-is-fun dozen basic components is that each institute needs a “professional friend” with a critical and expert eye. The idea is that a person with a generally friendly attitude tells the truth, but just for in the best interest of the institute, i. e. the professional friend will tell everything likeable about the institute, but also point out aspects with room for improvement.

Let us call this professional friend a **critical**, but benevolent **friend**. To be truly happy about one’s own performance, such a friend can help a great deal. For a TVET institute, this critical friend may be a senior person, optimally a leader, of another TVET institute to cooperate with. Reciprocally, the leader of the own institute should visit the partner institute as critical friend as well, so to speak “to return the favor”. As an upshot, such a critical friend carries out an “external evaluation”, in quality talk, i. e. the friend spends one or two days inside the other institute, looks into quality work, ideas and projects of the quality team and what has been achieved. The critical friend walks around, sneaks into workshops and lessons, tries to create impressions with respect to results of the last internal evaluation--that the friend has access to--and in particular checks the implementation of your mission and vision as well as goals you have agreed on. Ideally, the critical friend uses the same form the institute uses for the internal evaluation and fills in the checklist given below.

In the end, the critical friend leaves notes on what she or he likes and dislikes as well as what the critical friend agrees with and differs from your self-assessment. That should be communicated at a quality committee meeting after the visitation of the critical friend. After the external evaluation results are on the table, the internal quality committee prepares decisions on what to do with the feedback and implements measures accordingly. Hopefully, new quality measures make it even more fun to work in the TVET institute because benevolent expert help from outside was provided.

Tool No. 1: Checklist for the External Evaluation by the Critical Friend

QiF Step No. 12

Checklist for a Critical-Friend External Evaluation (QiF Step No. 12):

I, as a critical friend: (Please tick the boxes!)

(1) I checked premises and all buildings to identify shortcomings and chances to improve
 YES NO PARTLY

My findings and suggestions:

(2) I checked all classrooms and workshops for teaching material and maintenance of machinery as well adequacy of equipment:

YES NO PARTLY

My findings and suggestions:

(3) I talked in depth (at least 15 minutes) to at least 8 members of staff from all levels of hierarchy about their perceptions of quality at work, what goes right and wrong and how they feel as well about what they think about leadership:

YES NO PARTLY

My findings and suggestions:

- (4) I discussed with at least 15 students of the institute (at least 5 minutes) how they think administration and teaching is like, how they are supported by their teachers, what they think about leadership, how they like the premises and rooms as well as equipment, what they think about food and washrooms and how they feel in general:

YES NO PARTLY

My findings and suggestions:

- (5) I had a discussion with the Quality Committee on quality issues and their work in the last year first thing in the morning (at least 20 minutes) and a discussion with the Being-Happy Team how happy employees are at this institute, and why, (at least 10 minutes), second thing in the morning:

YES NO PARTLY

My findings and suggestions:

- (6) After the committee meeting, I had a discussion with the leadership of the institute (e. g. Principal and Vice-Principal or Ass. Director and QMR or CEO and QMR etc.), obtaining their view on quality issues right now and what has been done last year:

YES NO PARTLY

My findings and suggestions:

- (7) After steps (1) to (6), I sat down alone in an office to finalize my list of shortcomings and problems at this institute, formulate my advice on a separate sheet and prepare the general feedback for the Committees in the late afternoon (at least 45 minutes):

YES NO PARTLY

My findings and suggestions:

Please use this checklist and findings sheet for your feedback as a resource! Don't forget, this is only meant to be a pragmatic tool to help you carrying out your "critical friend" visit, without too much paperwork and easy to grasp. Your actual notes may well be longer and more sophisticated—that would be welcome indeed!

Enjoy your visit—surely you will benefit as well!

GOOD LUCK!



After completing QiF step No. 12, quality managers have come full circle and are in a position to reboot the process, if necessary, with **another all-staff meeting to determine the status quo of quality work**. Please remember, quality work never stops. After step 12, the institute has fulfilled all four main components of highly functional quality approach:

Being aware of your **processes** (i. e. what you do, how you do it and how is responsible), core and supporting ones alike, **individual feedback** (you regularly ask your students, industry partners, parents etc. if they like what they get from you—and make use of the answers to improve), **internal evaluation** (you have a close look on how you operate and assess the status-quo) and **external evaluation** (you have a critical friend who tells you what is good and improvable about you).

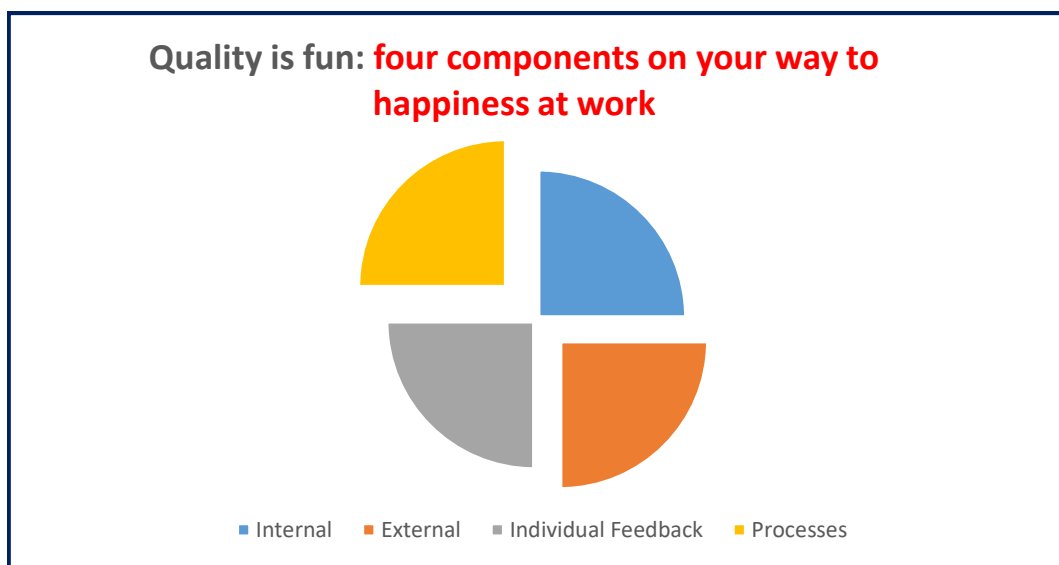


Figure 6: Four major components of QiF

Finally, to make staff remember the **dozen important QiF steps to implement the “Quality-is-fun” approach**, and to elucidate the four components embedded in the institute, it makes sense to visualize all 12 steps.

As getting better is satisfactory for human being, and satisfactory work is fun too, everybody should consistently see how this can be achieved, i. e. by following the 12 QiF steps. Therefore, the steps can be kept in sight, e. g. by placing a poster in a central location in the institute that may look like this:

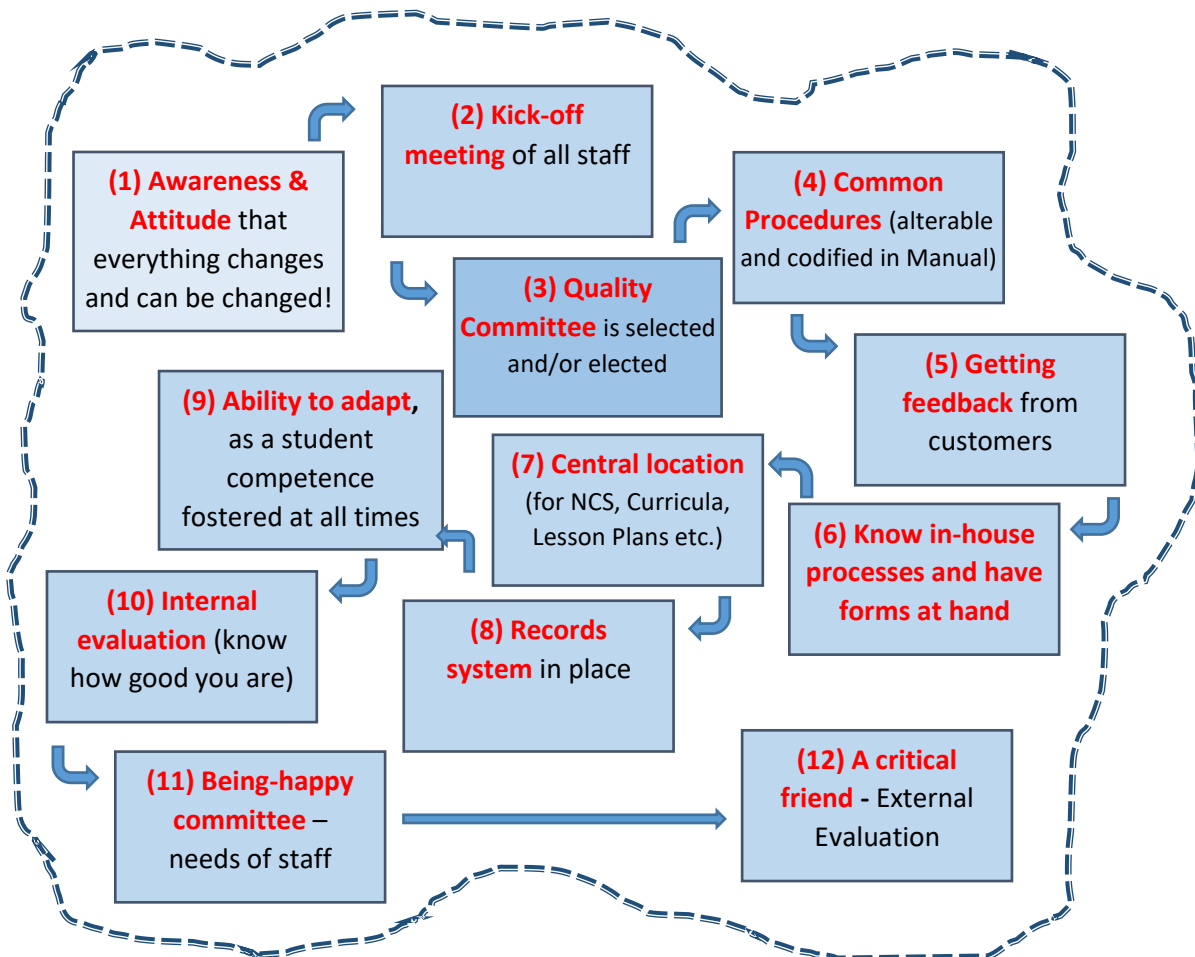


Figure 7: 12 Steps of the QiF approach

This visualization makes an appeal to continuously strive to make the 12 QiF steps work, a short text to for motivational purposes may be added for display, such as:

“Modern psychology is very clear about this: being happy in the workplace increases your rating of life as fun considerably.

Grab your chance: It is called **quality improvement right here at your workplace**. And you work for your good, the good of our students and the good of the wider society. Make it your life attitude and inhale the quality approach: **Quality if Fun**, let’s make it our way of life and work!”

There is nothing wrong with a little advertisement to gain traction and support. What counts is that all members of staff are supportive and involved. That is a major goal, in all 12 steps of QiF.

Key QiF Insight No. 19:

Involve all staff in all QiF activities, praise achievements and continuity!

4.13 From Audit to Evaluation

Pragmatic QiF Hint:

It is worth keeping in mind that there is a **considerable difference** between the technical terms **Audit** and **Evaluation** in quality work while applying QiF.

In quality jargon, both terms, **audit** and **evaluation**, are frequently used. In laymen discussions these terms are usually interchangeable. More worrying is that even experts employ the terms synonymously, which they should never do.

In the literal sense of the word base, *audit* conveys a flavor of more rigor, external supervision and legal consequences, as the verb “to audit” is generally equated with examining something in great detail with a critical mind, providing a stream of negative feedback along with the assessment process.

Evaluation is somewhat more neutral, as the verb “to evaluate” basically means to judge something according to certain approach of looking into a matter. Potentially, an evaluation might have a very positive outcome as well.

In ISO 9001:2015, the term **audit** is preferred, for good reason, as the auditing process should involve some rigor, international standards of auditing and a streamlined feedback situation, aiming at improving the institution looked at and keeping it on its heels—in the face of breakneck competition in the world of the 21st century.

In QiF, however, the term **evaluation** is given prevalence, as the impression of a more neutral and weighed look into an institute’s internal affairs might lessen potential resistance, especially from academic staff that may expect criticism with

regard to their teaching—or delivery, again in ISO talk. The reason is that **teachers are a “sensitive bunch”** that is very touchy about accepting negative feedback, and even more so about changing their approach to teaching based on such feedback (cf. Boehner 2015). **So an evaluation may come across as a softer approach,** more prone to instigate behavioral change in teachers.

Why is that?

Because TVET staff might already be familiar with audits, and negative or even legal consequences after that, such as courses that are not accredited or worse.

Generally, even so-called internal audits, that are required as a pre-requisite to obtain a formal QMS in ISO 9001:2015, are in TVET often carried out by some head office staff, or from colleagues from other institutes under the same TVET institution’s brand name. Only in some cases of TVET institutions standing alone, e. g. being incorporated, the internal audit is done by employees of the same institute indeed. During semi-external “internal” audit proceedings, auditing is also perceived as control and involves some nervous expectations of results.

Key QiF Insight No. 20:

Auditing generally does **not lead to voluntary and well-intended change** in a TVET institute, but only to enforced changes. Also, it does not lead to a positive internal cultural of evaluation.

A **QiF internal evaluation is a more informal affair**, providing regular feedback to quality and being-happy committees regarding what issues urgent action needs to be taken, but causing no obligation or even consequences of redressing found shortcomings, if that is not deemed necessary or worth the effort.

After an internal audit, “corrective action” is a natural outcome of findings. When it comes to external audits, they are the big moment for any institution when external quality auditors determine if the TVET institute is ready for the ISO 9001 certification badge, or to retain it after some years.

Again, the **difference to external evaluations in QiF is noteworthy**, as they are conducted by a “critical friend”, a knowledgeable person from another TVET institute

with which a working cooperation has been established. The objective is to raise quality in two institutes or, more metaphorically speaking, to lift the boat for both TVET places. No necessary, legal or otherwise, consequences follow a QiF external evaluation, as the institute receives feedback during a quality committee meeting—and decides independently and internally what criticism to take up, which advice to heed and what action to pursue.

In the end, **both audits and QiF evaluations are meaningful and justified**, the former for official purposes and obtaining ISO9001:2015 certification, the latter for supporting the quality process without pressure and mixed feelings, i. e. stemming from a “total quality” attitude to always improve.

As a matter of fact, the two complement one another, **as well-done QiF evaluations that precede audits should minimize any negative feedback and necessary corrective actions following formal audits.**

4.14 The core processes of quality in TVET: Teaching and Assessing

Quality in TVET is somewhat different from the concept used in manufacturing or servicing companies. Obviously, at the core of such businesses is their product and the production or service process leading up to the final output.

In TVET institutes, comparable core processes are teaching and assessing, aiming at bringing about competent graduates for the labor force. As a matter of fact, the “final product” is the competent employee. Competent means being capable of applying sector-specific hard skills and transgressing soft skills at work after graduating from TVET.

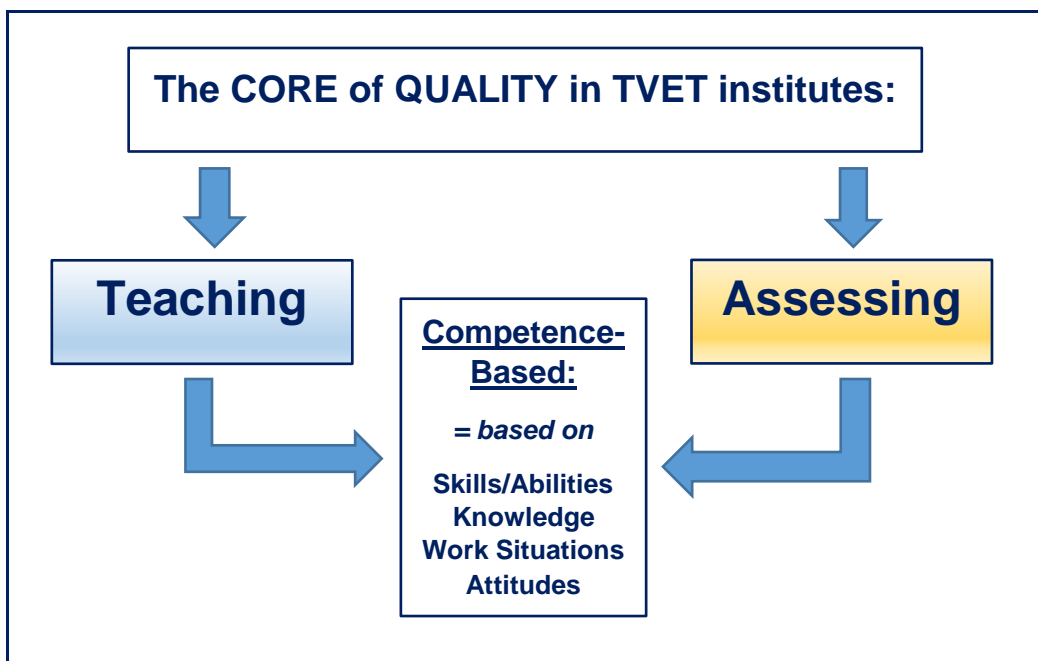


Figure 8: The two core processes in TVET

With the overriding aim to increase quality in TVET institutes, the two core processes are to be put in the limelight of continuous attention. The eternal ambition of quality work is to update and upgrade teaching and assessing. For that reason, technical advances in occupations and trades, new findings about learning, teaching and training methodology as well as adequate assessment deserve continuous attention, coupled with an established procedures how to absorb and implement new developments spotted internally on an ongoing basis. Such procedures may be regular external re-training of academic staff and internal further education concepts.

Teaching and assessing are two intrinsically complicated processes, depending on many external factors such as location, learning material and learning media available, removable machinery and flexible tables or even the time of the day, temperature and other external influences (e. g. assessment dates, practical training periods in companies, beginning or end of a course etc.). In addition to that, academic staff personality, social competence and teaching expertise (e. g. methodological repertoire of the teacher and experience or level of computer- and Internet-literacy) play a dominant role in shaping the quality of the two core processes. It is noteworthy to point out that **all of these external and internal factors can be influenced and improved upon**. However, highly complicated measures to influence the core processes of quality must be explained to all staff in greater detail, to gain support and involve.

Key QiF Insight No. 21:

For the endeavor to improve the core of quality, the second volume of this series, especially **fine-tuned to enhance teaching and assessing in TVET**, has been concocted and made available (see Boehner 2017).

In the meantime, this textbook puts twelve general quality measures at its heart, with the intention to boost overall quality in individuals and TVET institutes. That said, QiF steps 4, 5, 6, 8 and 9 more or less directly target improving teaching and assessing as well, mostly by identifying shortcomings and advice provided by customers and stakeholders. QiF steps 6 and 9 focus teaching in particular and should be paid special attention. For more subtle clues and a systematic approach how to uplift the core processes of quality to new heights, it is recommended to implement suggestions given in the second volume to this textbook, “The core of quality in TVET: Enhancing Teaching and Assessing”).

Key QiF Insight No. 22:

The two core processes of quality in TVET institutes, teaching and assessing command predominant attention. Five out of twelve QiF steps at least partly deal with these two core processes, and result in hints and clues how to improve them. QiF steps 6 and 9 deal with good teaching in particular!

4.15 The impact of Performance-Related Pay on Quality

Sometimes **performance-related pay** (PRP) is touted as a panacea to all woes in TVET, ignoring the fact that it is but one measure **to boost staff motivation**. If PRP boosts morale as well is a totally different matter and highly questionable.

It rests on the assumption that money is a very powerful driving force, again **ignoring findings that financial rewards have been identified not to raise motivation considerably in the long run** or consistently. Motivational psychology has even found that financial rewards come to be expected after some time as normal. A more powerful and lasting method seems to be **personal praise**, if deserved.

However, let us not confuse different motivational concepts at this point, without delving too deep into motivational theory. It is essential to distinguish two major, even if somewhat generalizing, concepts of motivation:

- (a) intrinsic motivation**
- (b) extrinsic motivation.**

These two concepts can be sub-divided in manifold ways, or even replaced by different notions, as asked for by some psychologists these days, since the distinction is considered too crude.

Nonetheless, to determine quality in TVET, they clearly serve the purpose to separate inner driving forces from outside incentives. To put it simply:

- **intrinsic motivation means employees find their drive in curiosity, authentic interest, their wish to help others and proudness about what they do,**
- while **extrinsic motivation means that somebody else is “dangling a carrot” for certain behavior** that would have not been carried out without some external reward.

While intrinsic motivation is definitely the more powerful and lasting concept, it is hard to come by for everyday and sometimes cumbersome professional procedures, but still worth striving for. In contrast, extrinsic motivation may serve as a good way of inducing good and wished-for behavior in TVET.

Key QiF Insight No. 23:

While **performance-related pay can be used** as a quality instrument to increase staff motivation, it **cannot induce long-term internalized commitment**. That is why it has to be flanked by other management measures dedicated to staff, such as job-enrichment and ownership by delegating meaningful tasks, i. e. placing one's trust in employees and delegating complete tasks as regular tools of leadership in TVET.

So how can performance-based pay be put to action in TVET in a benevolent way?

Benevolent is an important term regarding PRP, as such a pay scheme **may also have devastating effects on colleagues** that do not benefit from bestowing an extra payment on some individuals. That happens when the **awarding process** is considered **opaque**, or even unfair, **lacking clear-cut criteria**, or even—most devastating—being subject to cronyism or corruption.

As a consequence, PRP should be **based on criteria** that ideally have been **worked out by the entire staff of a TVET institute** and that all have subscribed to, maybe even in a “staff agreement”. In such an instance, PRP may unfold quite a remarkable impact, as the extra pay serves as a **personal reward for outstanding performance and recognition** among the staff body.

PRP should come as a certain amount on top of a fixed-income base or may scoop up a certain percentage from all salaries to be distributed amongst the top performers, for example once each year.

The following scheme may provide an example of a benevolent PRP system:

- (a) A national body or foundation pays a **certain amount of public budget money into a PRP system.**
- (b) That sum will be **topped up by collecting, say 3 %, of all incomes** and paying the sum into the PRP fund.
- (c) Then, there is an agreement in place that **the top three performers** in a TVET institute will **obtain 50 %, 30% and 20 % of the entire PRP fund** allocated to one training institute.
- (d) The top performers are selected according to a transparent ranking, based on agreed-on criteria. It may also be decided to award **academic and non-academic staff separately**, as the appraisal criteria might differentiate substantially.
- (e) It is essential to agree on **awarding criteria with staff participation** and ensure general acceptance. The criteria are be fleshed out and may include: individual agreements on results, performance observation sheets, votes of an employees' council, degree of participation in quality work and committees etc.

Consequently, **PRP can be used as a method to increase motivation and, therefore, participation in quality work.** The requisite for success is a highly professional, considerate and fair appraisal style.

Key QiF Insight No. 24:

PRP can be **only one of several methods** in a repertoire of staff involvement and motivation, as it is external in nature and may not serve the purpose of touching employees inside and involving all staff on a constant basis.

4.16 Total Customer Focus: “Customer is King” in TVET

Why is it of paramount importance to focus all attention on customers?

And who are these customers in TVET, anyway?

In general, there are two sub-groups of customers in TVET:

- **Primary customers:**

These primary customers are all **students and potential students** of a TVET institute, the so-called **target group** in marketing speech.

- **Secondary customers:**

These secondary customers are important stakeholders such as the **first sub-group of secondary customers**. That first sub-group consists of **parents**--but also **peers** to some degree--that influence decision making whether or not to join the TVET institute in the first place. They should be addressed through frequent open-house presentations, general marketing events, road shows and public relation campaigns, usually regional.

The **second sub-group** consists of the “consumer or buyer” of the final product, i. e. the **organizations that employ and absorb TVET pass-outs** or cooperate in terms of practical training periods during or at the end of TVET courses. These organizations ultimately **make or break the reputation of any TVET institute**, as they affirm high-quality training or else assert deficiencies. Obviously, the **state** has a stake in high quality in TVET as well, and should be considered a member of that same second sub-group (e. g. TVET head institutions, TVET ministries and regulatory bodies etc.).

Any group should be targeted for the different reasons given above, and consistently be in touch with.

That works via **continuous feedback loops** (e. g. see QiF Step No. 5), be it written style and anonymously or in confidential one-to-one conversations. Feedback loops are continuous and regular. To make that happen a **feedback culture** must be incorporated into institutional quality programs, and become deeply engrained.

How can be ensured that customer-focus is very high on the agenda, consistently?

That can be achieved by **installing a quality committee in any TVET institute**. This committee meets at least once a month (for details see QiF Step No. 3). The committee must put the **items “customer Satisfaction” and “customer contact” permanently high on the agenda**, i. e. customer feedback data, customer reactions and customer interaction via marketing or direct contact measures must be discussed each time. Therefore, feedback data collection is to be carried out on a consistent basis, then evaluated and measures are to be adapted after each meeting as deemed fit. Indeed, even customer-related new quality measures can be adopted and implemented.

The rationale behind such proceedings is that **TVET institutes always learn from customers they are in touch with**, especially the ones that they have a good and very positive relationship with, **so-called super-customers** (cf. von Hippel 2016). The consequence is to foster the relationship with such super-customers, work with them and get ideas how to reform teaching and learning, or the entire institute. It is worth it, because customers are the best observers and intimate connoisseurs of institutes.

The **super-customers** that work most intensely with their institute, such as the companies that do practical training for students, and students that are most dedicated, **should be addressed most intensely by the feedback effort**. They are bound to provide the most valuable source of information how to reform and get better (Yoon 2016).

Only such a procedure can **safeguard continuous and top-priority customer focus** in TVET, as should reign supreme in quality work.

Key QiF Insight No. 25:

Potential students (primary customers) as well as influential peers and parents (secondary customers) must consistently be targeted by marketing campaigns. In addition, companies (secondary customers) should be talked to on a constant basis.

This culture must be ensured by implementing a **permanent feedback system** (QiF Step No. 5) and by discussing feedback results as well as customer contacts regularly as top-of-the-agenda items during **monthly meetings of the internal quality committee** (QiF Step No. 3).

In order not to foster a talking shop only, the committee members need to discuss feedback results and customer relation measures, identify shortcomings, implement new ideas and strategies and oversee the carrying out of a consistent customer focus. That regards existing as well as newly decided measures.

Pragmatic QiF Hint:

In order to ensure consistent customer focus, a pragmatic approach is to turn **customer feedback** and **customer-relation measures** into **permanent agenda items No. 1 and No. 2** at the monthly meetings of the Quality Steering Committee.

4.17 The QiF Certificate of Excellence Award

It is essential that TVET institutes which sign up to QiF seek to implement all twelve steps of QiF in the long run, alongside securing or maintaining a QMS.

Consequently, any institute that has proved successful in the long-term endeavor to establish a working QMS and to even elaborate and improve by installing several QiF steps or the full QiF program **needs to be rewarded**. That is why the QiF Award has been created.

The numbers of QiF steps implemented has to be confirmed by an external QiF counsellor that should most appropriately be a member of the national TVET or tertiary regulatory body.

The QiF award can be bestowed on institutes, according to two criteria (number of QiF steps and quality level of step implementation) making up an award rubric of four degrees. The vote for an award based on the following rubric should rest on two indicator tools:

QiF Award	Number of QiF Steps implemented	Level of QiF step implementation
Five-Star Award (= <i>Shining Star</i> certified QiF Institute)	12	<ul style="list-style-type: none"> - flawless functioning of all QiF steps - highly routine handling of QiF meetings and actions - documented quality measures, - perfect transparency regarding QiF - almost 100 % internal staff support - continuously functioning internal and external evaluations with very good feedbacks
Four-Star Award (= <i>Mature and enlightened</i> certified QiF Institute)	11	<ul style="list-style-type: none"> - smooth functioning of all QiF steps - professional handling of QiF meetings and actions - most quality measures are traceably documented - good transparency for all regarding QiF - good internal staff support - regularly established internal and external evaluation with good feedbacks
Three-Star Award (= <i>Highly promising</i> certified QiF Institute)	10	<ul style="list-style-type: none"> - regular functioning of most QiF steps - mostly effective handling of QiF meetings and actions - generally quality measures are traceably documented - sufficient transparency regarding QiF for all - established internal and external evaluations with acceptable feedbacks
QiF High Achievement Award (= <i>Aspiring</i> certified QiF Institute)	9	<ul style="list-style-type: none"> - established QiF steps mostly functioning - promising handling of QiF meetings and actions - the majority of quality measures are traceably documented - frequent and transparent QiF actions - established internal and external evaluations

The certificate for the awards should be printed by the national regulatory body in charge and awarded in a ceremony. **The attainment of an award should be made public in the sector** subsequently. It is an envisioned outcome that awards can be used as advertising tools for institutes in a potentially competitive market for students. An award certificate may look along the lone of the following specimen, but can be designed freely by the quality body in charge of awarding it:



Figure 9: Specimen for QIF Award Certificate

External QIF counselors that assess the potential award degree have to use the following two tools to collect pivotal data:

QIF Award Tool No. 1: Number of QIF Steps having been Implemented

The 12 steps of QiF:

(1) Tick the appropriate box, based on your observations and listed indicators!

(2) Use of only key words and numbers as indicators!

Step 1 = Staff Attitude: Readiness for Change

YES NO PARTLY

Indicators: many staff members actively changed established ways and/or teaching

List examples:

Step 2 = Kick-off meeting and all signed up to QiF

YES NO PARTLY

Indicators: date(s) of all-staff meeting(s), list of "signatures of staff signing up to QiF"

Specify:

Step 3 = Starting and Operating QiF Steering Committee

YES NO PARTLY

Indicators: date of first meeting, names of members, minutes, typical actions taken

List examples at hand:

Step 4 = Quality as Matter of the Heart

YES NO PARTLY

Indicators: staff proposals to steering or being happy committees, changes to Quality Manual or procedures in institution because of staff initiatives

Examples:

Step 5 = Obtaining regular Feedback

YES NO PARTLY

Indicators: individual feedback sheets from instructors/lecturers for customers (especially learners, also companies and parents)

Collect examples (filled in):

Step 6: Core and supporting processes and responsibilities mapped YES NO PARTLY

Indicators: Quality Manual Entry for distinguishing core and supporting processes, organizational chart, director in charge of pedagogy, forms with corporate logo, forms management structures

List evidence and source:

Step 7 = Central Location for documents YES NO PARTLY

Indicators: accessible database, room / filing cabinet for all important documents etc.

Specify: _____

Step 8 = Records System in place YES NO PARTLY

Indicators: assessment data of last year instantly and visually available, teaching data of last year instantly and visually available (both individually and center-wise), feedback data instantly available, records system plausible (e. g. printed lists from spreadsheets, teacher's note book with tables etc.)

Specify observations:

Step 9 = Teaching Competence to Adapt YES NO PARTLY

Indicators: versatile lesson/training plans, universally available soft skill activities/games and problem solving tasks, observation of implementation

Provide examples:

Step 10 = QiF Internal Evaluation YES NO PARTLY

Indicators: existing in-house team for internal evaluation with names of members, filled in evaluation forms, date of feedback to steering committee, measures being taken because of internal evaluation

Specify:

Step 11 = QiF "Being Happy"-Committee YES NO PARTLY

Indicators: date of first meeting and member names, letterbox, peer-to-peer counseling groups and dates of meetings (best practice sharing), date of quality circle meetings, date and pictures of staff events (e. g. feel well-day, cleaning/maintenance day, staff picnic, staff party etc.), other actions being taken

Name examples:

Step 12 = QiF Critical Friend YES NO PARTLY

Indicators: Institution and Name of critical friend, dates of visit, notes of "external evaluation feedback", date of feedback to steering committee, measures being undertaken because of critical friend input

Specify:

Moreover, QiF counselors need to take the following questions in consideration, and rate the answer according to the scale provided as well include given evidence for their judgment:

QiF Award Tool No. 2: Level of QiF Steps having been Implemented

Find evidence to support your answers to the following questions, as a basis for the level:

To what depth are the observed QiF steps being implemented?

What is the degree of professionalism in which QiF meetings are conducted and QiF actions carried out subsequently?

To what degree are quality measures traceable and steps as well as results documented?

To what degree are all QiF steps and QiF actions made transparent and well communicated to staff?

To what degree is staff interested in and supportive of QiF measures?

To what degree are the QiF steps for internal and external evaluation established and to what degree is comprehensive feedback provided?

Using both tools, external QiF counselors can make a suggestion with regard to the decision about awarding a certificate and the associated level being recommended. The final decision and the awarding process should be left to a national committee on quality work that represents a department of the regulatory body.

Chapter 5: How to amalgamate a conventional QMS with QiF: the integration of two concepts

First of all, it has to be mentioned that QiF was designed to support, supplement and enhance a conventional QMS in the first place. QiF also serves to turn the attention from typical quality assurance to continuous quality improvement and attend to the importance of individual attitudes in the process. In due course, it makes sense to follow one common approach in a country's quality system, i. e. amalgamating QiF with an existing QMS. As the two concepts try to enhance quality, they mutually support one another. That can be seen in the following illustration, depicting the twelve steps of QiF (explained in detail in chapter 4) and the typical steps leading up to a QMS (registration, accreditation and full QMS). The darker shading highlights QiF steps that directly support QMS requirements, the less dark ones overlap but add new and expanded facets (QiF steps 5 and 10) and the steps in light shade indicate additional features that are apt to enhance the entire quality approach, i. e. facilitate, supplement and make a QMS sustainable and continuous.

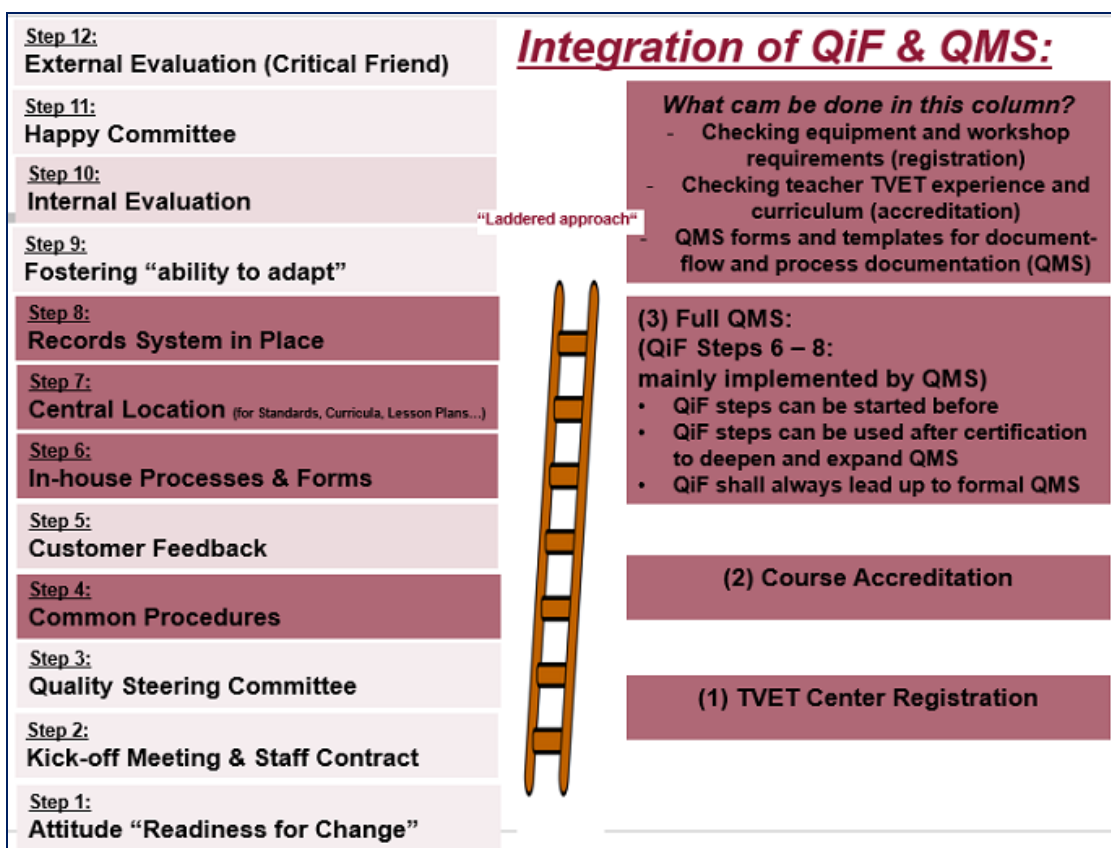


Figure 10: QMS and QiF coming together

Even though formal, two vital quality measures lay the foundation of a high-quality training taking place:

- (1) **Registration** of the location of training and
- (2) **Accreditation** of courses to be offered.

These two measures are ready-made to be certified by external auditors from a regulatory body, according to a common approach. While the **registration** certificate should be handed over only after checking the premises for safety and appropriateness for technical and vocational training as well as for proper staff and student facilities and management, course **accreditation** must look into the availability of sufficiently qualified teachers, in the technical and pedagogical field, up-to-date competence standards and curricula as well as adequate tools, workshop facilities and student administration. These two certifications can be streamlined by using checklists, being confirmed by primary visitation and observation.

However, there are frequent redundancies between an institute's registration and course accreditation. That is why there are a few minimum components for a wide-ranging Quality Improvement System (QIS), fusing QiF and QMS. These components for QIS step 1 and QIS step 2 are shown below:

TVET Institute Registration:

- **Infrastructure and Facilities of Institute appropriate:**
 - Workshops
 - Classrooms
 - Machinery
 - Tools
 - Teaching Material
 - Sanitary Facilities
 - Electricity and Water
 - Safety and First Aid
- **Management and Administration of Institute:**
 - Leader of Institute personally and professionally qualified
 - Academic and non-academic staff with adequate qualifications appointed
 - Basic TVET school administration installed (enrolment, continuous customer communication and records possible)
- **Finances of Institute:**
 - Financial situation of institute sound
 - Payment of staff secured for some time ahead
 - Financial management in place
- **TVET Courses:**
 - Designed according to national standards (e. g. NVQ system)
 - Standards and Curricula used in course design
 - Course duration adequate
 - Facilities and courses correspond

As a logical sequence, **course accreditation should follow center registration in due course** as soon as feasible, as any course offered shall correspond to established national standards and lead up to a recognized qualification.

Consequently, a new TVET institute should apply not only for registration, but also for accreditation of the first courses offered. In an established system that introduces a new and coherent quality framework, courses can be allowed to run on for a transitional period, say half a year, to prepare for accreditation.

QMS certification should only be asked for after some accredited courses have run for some time successfully, and additional quality measures have been implemented to live up the requirements of a fully-fledged and mature QMS.

TVET Course Accreditation:

- **Foundation:**
 - Topical Standards and Curriculum
 - Teacher's and Learner's Guide (if available)
 - Mandatory Textbooks and/or Learning (Online) Material
 - Student Note Pads, Progress Books, Portfolio Books, Diaries etc. as per curriculum or internal requirement
- **Teaching Infrastructure and Equipment:**
 - Proper Workshop and/or Classroom
 - Machinery and Tools according to Level of Course
 - Teaching Equipment according to Level of Course
 - Teaching Material/Consumables according to Level of Course
- **Prerequisites of Teaching and Training:**
 - Course Long-Term Plan
 - Training and Lesson Plans
 - Timetables and Teacher Assignment Plan
 - Replacement / Emergency Plans in Case of Teacher Absence
 - Assessment Plans (Continuous and Final)
- **Records and Assessment Provisions (Hard and/or Soft Copy Provisions):**
 - Teaching Record Book or Logbook
 - Attendance Record Book and Regulations for Absentees
 - Student Performance Record Book (Continuous and Summative)
 - Copy of Records with Teacher and Institute (update every month at least)
- **Appropriateness of Academic Staff:**
 - Qualification Level of Teachers adequate for Level of Course
 - Adequate industry/practical experience for Workshop Trainers
 - Adequate number of academic staff involved in Course

The checking of safety provisions, sanitary facilities and the general adequacy of buildings and premises is not to be repeated for course accreditation.

After registration and accreditation, the steps of the QiF approach kick in.

Obviously, a dedicated management can start with QiF step one right on the opening day of a college or center. Without much delay, the focus also shifts to streamlined internal procedures to follow, leading up to smooth and efficient holistic processes such as enrolling new students, procuring teaching equipment or stationery, teaching and learning, assessing and graduating students. Moreover, records of students' performance, teaching sessions and practical training are to kept conscientiously and retractable at any given time by any authorized person. Looking into procedures, processes and record-keeping smoothens the launch of a QMS, while QiF steps 4, 6, 7 and 8 support a QMS and especially facilitate the maintenance and improvement thereof. Ultimately, emphasizing the development of teaching, learning and assessment processes (QiF step 6 and 9) as well as staff satisfaction (QiF step 11) and continuous external feedback (QiF steps 5 and 12) contributes to enhancing quality standards continuously.

Basically, a high-standard **Quality Improvement System (QIS)** consists of the following components:

QiF & QMS Steps:	General Quality Measures: (responsible is:...)	QMS Steps: (responsible is:...)	Quality Actions taken:	Resulting QIS:
QMS Step 5		Renewing QMS after three years (External Auditors, Quality Team & Management))	Management and Quality Team ask regulatory body to come and check maintenance of the QMS and prepare for auditing	Consecutive STEP: Prepare for the renewal of QMS certification, especially by having the Quality Team checking the functioning all other 14 steps and carrying out a preparatory internal evaluation (QiF Step 10) and a prior critical friend visit (QiF Step 12)
QiF Step 12	Regularly inviting an external TVET expert as a "critical friend" to provide honest feedback on internal processes, quality progress and external relations (External Critical Friend)		Management and Quality Team invites external "critical friend" for examining and feedback session, listens to suggestions and decides on subsequent quality measures	STEP 15: Install and maintain the approach "External evaluation by a critical friend", by organizing the regular visit of an external TVET expert to scrutinize the own center, giving feedback and by initiating improvement measures accordingly
QiF Step 11	Starting and maintain a team, consisting of ordinary staff members, to propel staff satisfaction and happiness (Internal Staff)		The "Happy Committee" collects staff issues and addresses them as well as instigates positive staff events (close cooperation with Quality Team)	STEP 14: Install and maintain an internal "Happiness Task Force Team", unearthing and catering to staff's needs
QiF Step 10	Continuously looking internal affairs, especially proper teaching and		Management, Quality Team and all staff appoint a team that regularly	STEP 13: Regularly and thoroughly checking all premises, equipment, staff and customer

	assessing, but also maintain of administration, equipment and premises (Internal Staff & Management)		checks internal operations and routines for living up to own Quality Handbook prescriptions and potential improvements	satisfaction, internal procedures and processes in place as well as taking measures to improve subsequently
QiF Step 9	Maintaining and improving high standards of modern teaching and assessing (Quality Counselors, Quality Team & Management)		Management, Quality Team and academic staff see modern teaching and assessment methods applied, delivering the skills needed	STEP 12: Continuously improving the teaching and learning as well as the assessment processes
QMS Step 4		If necessary: Re-auditing for QMS if adjustments have been asked for during the first audit (External Auditors)	Management, Quality Team and all staff engage in improvement actions to get QMS certified, according to shortcomings in the last auditors' report	STEP 11: Having a QMS concluded, externally audited and certified
QiF Step 8 & QMS Step 3	Catering to a continuously up-to-the-minute records system that can be accessed by staff any time anywhere (Quality Counselors & Management)	Conducting external audit for certifying QMS	Management, Quality Team and all staff install, maintain and feed into a safe, accessible and updated records system	STEP 10: Ensuring the immediate availability of latest (within one week) and archived of student, internal, meeting, and agreement or contractual as well as communication records, to all authorized staff members and external auditors
QiF Step 7 & QMS Step 3	Making important documents continuously available to all staff and students (Management)		Management and Quality Team look after a system that allows for continuous updating and availability of documents	STEP 9: Ensuring the availability of up-to-date laws and regulation, competency standards, curricula, lesson and training plans as well official communiques and circulars, anytime from anywhere
QiF Step 6 & QMS Step 3	Making in-house processes and forms transparent and improve (Management)		Management and Quality Team strive to make processes and forms ubiquitous and improvable	STEP 8: Ensuring all agreed-on internal processes (esp. good teaching and assessing) are well-known and applied by all staff and all common forms are ubiquitously available (also by an internal mock-audit to prepare for QMS)
QiF Step 5	Regularly obtaining customer feedback (All internal staff, Quality Team & Management)		Management and Quality Team regularly gather feedback data from customers (center-wide) and academic staff as well (individual feedback from students)	STEP 7: Implementing regular feedback surveys from (a) students, (b) companies, (c) parents
QiF Step 4 & QMS Step 3	Rationalizing and continuously improving internal work, i. e. procedures (All Staff & Management)		Presenting internal procedures and processes as being ready for QMS audit before regulatory body	Management, Quality Team and every employee continuously strives to uphold standards of work and to improve proceedings
QiF Step 3	Installing a Quality Committee or Team (Quality Counselors & Management)		Starting a Quality Team to continuously improve quality, in charge of measures	STEP 5: Guaranteeing regular meetings and actions of a Quality Committee

QiF Step 2	Implementing a Quality Kick-off session & all-staff Contract (Management)		Starting Continuous Quality Improvement Process and Setting of Quality Goals	STEP 4: Organizing Kick-Off meeting and getting common quality goals staff contract signed as well as follow-up meetings and goals contracts
QiF Step 1	Quality Attitude of Staff (Quality Counselors & Management)		Staff Training and Internal Actions regarding proper Attitudes (repeatedly)	STEP 3: Caring for Staff Quality Attitude via Training, Surveys and Talks
QMS Step 2		Course Accreditation (External Assessors & Management)	Checking Workshops, Tools, Curricula and Teacher Adequacy	STEP 2: Preparing for Course Accreditation
QMS Step 1		Center Registration (External Assessors & Management)	Checking Premises and Management (Auditors)	STEP 1: Preparing for Registration

Consequently, a **comprehensive and continuous Quality Improvement System (QIS)** comprises 15 steps to can be climbed up like a ladder, with the renewal of the process getting under way with the consecutive step that represents the re-certification of the QMS. However, it is noteworthy that there is no such thing as a perfect system and optimized logical proceedings so that steps may be skipped, and come back to later.

Even a QMS may be certified before the majority of staff is convinced of the entire quality approach or possesses the right attitude and even before a functioning Quality Committee or Quality Team ensures the continuity of quality work. While that has to be kept in mind, it is essential to implement most QIS steps if the status of a high-quality provider of TVET is targeted.

However, an institute can be considered as living up to necessary quality standards after having successfully completed QIS step No. 11, i. e. being QMS certified. As laid out in chapter 1.4, a recognized QMS can follow the standards being set by the International Standard Organization (ISO) or the European Foundation for Quality Management (EFQM) and is a formal system that culminates in certification by auditors, usually by the regulatory body in TVET. System-external auditors from internationally recognized bodies may also certify a QMS, living up to ISO or EFQM regulations (cf. Tricker 2016 for ISO and EFQM 2012).

For the purpose of simplification in TVET, a so-called Six-by-Nine Matrix has been developed, elaborating six internal work procedures for staff and nine essential processes that define comprehensive activities in an institute (cf. Perera 2014):²

6 Procedures: 9 Processes:	Control of Documents	Control of Records	Internal Audits/ Management Review	Control of Non-Conformities	Corrective Actions	Preventive Actions
Academic Staff Concerns						
Training Equipment Maintenance/ Material Purchase						
Environment/ Infrastructure Maintenance						
Use of Updated Standards, Curricula and Training documents						
Final and Continuous Assessments						
Teaching and Learning process						
Student Enrolment						
Customer Satisfaction						
Financial Reviews						

According to this matrix, a simplified QMS, tailor-made for TVET institutes, can be certified by checking the compulsory internal procedures and important activities. However, auditors have to rule out redundant duplication by focusing on aspects that have not been checked already during registration and accreditation. For example, instead of checking the general availability of curricula and training documents, topicality and regular updating of these documents must be verified. Supplementing

² For more information on what exactly to look into and how to check these procedures and processes, please consult the ISO 9001:2015 quality system.

this approach checked by official auditors with QiF steps to be supported by quality counselors brings about a sophisticated quality system that highlights standards and continuous improvements alongside individual enhancement. In order to continuously improve and **climb up the metaphorical ladder to excellence status in quality work**, the steps 12 to 15 must be tackled as well. Successfully completing all 15 steps and getting a QMS renewal means having reached the pinnacle of quality work, which should promptly be awarded with a top ranking (see chapter 4.17), e. g. a “five-star certificate of excellence” in quality work in TVET.

Each QIS step can be approached for its own sake and focused on for a while, but it is hard to realize the full potential of each step without promoting other steps as well. Nonetheless, it makes sense to emphasize certain steps that are deemed highly relevant for the institute, while coming back to other steps some time later after having successfully implemented the prioritized step.

Not everything can be done at the same time. Achieving success in implementing certain QIS steps is generally a quality leap forward for the institute. As a matter of fact, **single QIS steps can be certified by external quality counselors** to spur motivation and award recognition of genuine quality progress. For the sake of clarity, the 15 QIS steps are visually illustrated in the following figure:

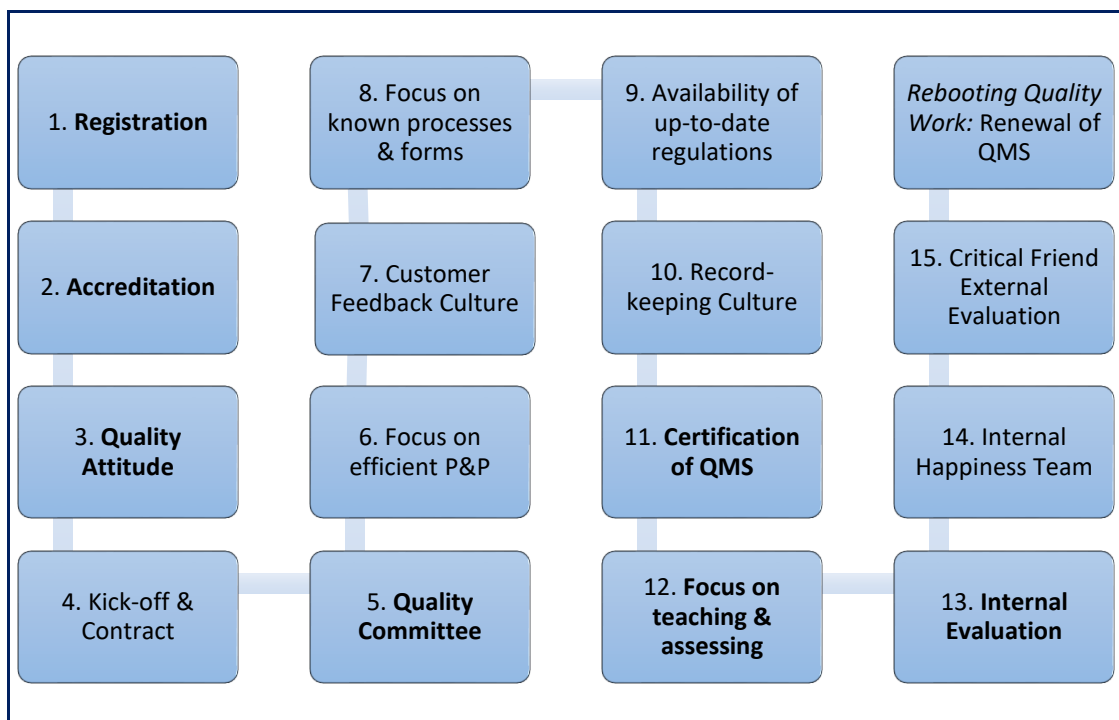


Figure 11: The 15 ideal steps of a Quality Improvement System (QIS)

To support the implementation and development of a top-notch QIS, it is recommended to **institutionalize quality counselors** into a national quality concept. Therefore, a well-recognized title for quality counselors is to be granted, such as **Quality Ambassadors**. The **counseling activity must be recognized within the sector for promotion and recruitment of senior cadre as well as proper payment provided**. Quality Ambassadors are to be the leaders at the forefront of quality improvement in TVET, at best principals, directors, CEOs and chairpersons to come that can steer the process of high-quality performance into the future.

Key QiF Insight No. 26:

Amalgamating QiF with a conventional Quality Management Systems (QMS) results in a 15-step program that can be called a comprehensive **Quality Improvement System (QIS)**. Such a program **comprises a holistic quality approach** for entire countries how to enhance administration, teaching and learning, assessment and communication processes alongside promoting quality culture, staff happiness and continuous development simultaneously.

The next chapter illustrates extensively how quality work in TVET in general, the twelve steps of QiF in particular and the core processes of quality can be promoted, by developing and outlining an introductory workshop for quality leaders, three in-depth interventions for QiF for all staff in TVET institutes and a condensed version for QiF counselors that have only one day. The four plus one³ workshops make up a **comprehensive QiF training program** that can be conducted in seminar-style and at TVET institutes on site.

³ "Plus one" refers to the fifth workshop, extracting the gist from the other four to provide an abridged version for one-day programs.

Chapter 6: How to support and develop QiF—the training program

Aside from the first QiF workshop, lasting for two days, the remaining three QiF quality workshops (termed QiF Interventions) are designed to span four to five hours, as they are predominantly meant to be held for all staff and locally, i. e. in TVET institutes. This allows staff to engage in some other work on the same day still and does not deprive employees, and students, of full eight working hours. Of course, if time and the setting allow, the three QiF workshops, described in chapter 6.2 to 6.4, can easily and beneficially be expanded to a full working day, lasting from 8.00 a. m. to about 5 p. m., obviously minus a lunch break. While the latter version avoids rushing, allows for more interaction, discussion and reflection, four hours will do if everyday necessities command. In the following sub-chapters, the set-up of the four QiF workshops are delineated, with the potential of being used as a guideline for QiF resource persons and as a reminder for workshop participants or simply as inspirational activities fostering quality work for staff in TVET.

6.1 Laying the groundwork: QiF workshop for senior staff of TVET institutes

The first workshop described below to introduce senior staff and potential quality leaders of TVET institutes has its focus on a general understanding of how QMS, QC and QiF interact—and what the QiF approach can accomplish for training centers and colleges.

Key QiF Insight No. 27:

This first two-day workshop is designed to introduce senior TVET staff to the indispensable need for continuous quality work, to the twelve steps of QiF and to concrete examples as well as quality actions to be taken thereafter.

Participants get acquainted with the 12 steps of QiF. And as the workshop should model the way teaching in TVET, as a core process, should look like, the workshop is participant-centered and activity-based, with only a limited input phase—interspersed

with smaller activities. This introductory QiF workshop is meant to encompass two days, after which institutes should be able to sign up to further support regarding the implementation of QiF steps in their institute by QiF counselors that may carry out some parts of or all three QiF interventions described subsequently in this handbook. These interventions are designed to support staff morale and allow for the discussion of institutional quality goals, including a possible time frame for achievements.

At this point, it is important to mention that the design of the QiF introductory two-day workshop can easily be used by resource persons. The initial workshop moderators must be well-versed in the QiF approach and, more generally, in QMS and QC concepts, to be in a position to answer participants' questions and to support workshop activities efficiently.

The workshop described below can be moderated via a multimedia presentation and typical moderator tools such as a laptop, multimedia projector, flipchart, magi board and a moderator's box containing permanent and non-permanent markers, adhesive tape, scissors plus flash cards. For each one of the two days, a fleshed-out presentation can be obtained from this handbook's author. The following illustrations essentially contain some slides of these presentations or elements of participants' handouts. Remarks in italics are meant to be "stage directions" for potential moderators, not to be found on the authentic workshop slides.

Agenda of Day 1:

We are always willing to adapt to your needs and wishes!

Before: „Getting to know one another“

1. A short „appetizer“– a tutorial on TQM (getting into the mindset)...
2. Keynote presentation & activities (about 60 - 90 min)
3. Quality Case Studies (activity)
4. Outlook to DAY 2
5. QiF NETWORKING & DINNER
6. *Optional:* Your special needs / wishes are always catered to!

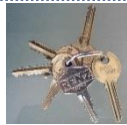
First activity:

Getting to know each other:

- (1) Find a partner that you don't know yet!**
- (2) Find out the following facts about your partner:**
name, home institute and position, real home, ONE SURPRISING FACT (e. g. hobby, experience etc.), one GOAL for this workshop
- (3) Come back into our "sitting circle"—introduce your partner to the group!**



To get participants into the quality mindset, there are manifold good tutorials on such internet platforms as YouTube, for example, to start in an appealing way, by using the words of somebody else trustworthy.



The key purpose:

“Getting into the MINDSET: ...show some video tutorial on TQM...”

Following that, you discuss:

So, what's the message of TQM: ...

“A continuous task: to be more efficient, productive, innovative and HAPPY”

After that, the following input is needed:

“TQM in TVET translates into quality culture and a QMS, so...”

What is the relationship between Quality Culture and a QMS?

...This will have to be answered interactively ...

Then a short comparison should be given, written style on a slide (for technical details see chapter No. 1 of this handbook).

This is to be supplemented by an activity how to install quality culture in TVET institutes. There can be a hint (see right-hand side of slide shown below) that QiF helps in that respect as well, and the consumption of the QiF handbook or brochure, an abbreviated and simplified summary of this handbook, focusing on the twelve steps of QiF only.

But how to “install“ a culture of quality?




Exercise 1:
What does quality in TVET mean to you?
What is the purpose?
Write a short definition of quality training in collaboration with your neighbor!

Exercise 2:
Write on a NOTE CARD one salient feature of QUALITY CULTURE in TVET!

Exercise 3:
How can you infuse it into your College, VTC etc.?

One approach is: QiF


Again, as a next step a video tutorial can be put to work, to make essential points:

“In the words of somebody else:

Systems, Processes, control: NO NO NO...”

Play a video tutorial on quality culture, e. g. a recording of American quality expert Jennifer Calloway, that is amply and readily available on YouTube for streaming.

Subsequently, the role model aspect of management is to be discussed:

<p>Systems, Processes, Additional control: NO NO NO...</p>	
<p>SEE, HEAR, FEEL – and role model employees TRANSFER their behavior</p> <p>MANAGEMENT (directors, HoDs, Supervisors etc.) sets the tone & lives as well as explains expected quality behavior!!!</p>	

In the shadow of being active as a role model, it should be put into the limelight that is not primarily the **technical processes that are mainly touching the head**, but the **social processes that touch the heart** which must be brought to the forefront of quality work, to further quality culture in TVET institutes.

Ultimately, prominent defining characteristics and six dominant features of quality culture can be added as technical input (cf. Goetsch & Davis 2012):

Quality cultures' (QC) defining characteristics are:

- QC views **staff** as the competitive edge. Skills development is all about staff and students.
- **Leadership** offers opportunities for developing competencies.
- Staff are **active contributors**, valued for their ideas and knowledge.
- Every staff member is a **process manager**, improving training of greater value to the institute, students and employers.
- QC needs to be introduced with **quality activities (e. g. a FUN DAY)**.

There are six dominant features QC, identified as the result of many international studies:

- (1) **Empower people** and give them freedom to decide and act.
- (2) Establish clear, strong and meaningful **core values**.
- (3) Develop and maintain a **performance-driven culture**.
- (4) Create a **culture of transparency**, openness and trust.
- (5) Create a shared identity and a **sense of community**.
- (6) Develop an **adaptive culture (i. e. readiness to change)** to achieve long-term success (see also QiF steps No. 1 and 9).

After this, the importance of good leadership shall be put into the limelight, by doing a short activity, i. e. having participants “mumbling” to each other about the topic:

Leadership CAN...

TASK for the 'MUMBLING INCISION'

=

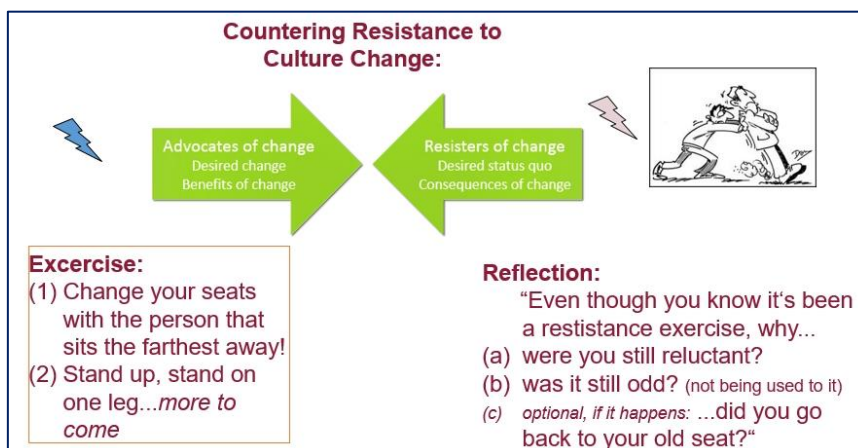
“What can leadership do to create a quality culture?”
(with neighbor / or group of three – 5 minutes)

Motto 1: Live 'n' Breathe Quality...
Motto 2: From Management to LEADERSHIP

This should be followed by what leadership can do indeed (e. g., see the focal point of the magazine *Harvard Business Review*, Issue April 2014):

- Create a vision for quality - by setting shared goals for performance
- Build staff capacity for quality improvement (QI) - staff understand QI
- Build motivation - communicate that improvements are possible and welcome
- Establish a quality improvement team
- Dedicate time to measure training organisation performance
- Provide time to openly discuss both successes and failures
- The 'voice' of the student and employer is heard and acted upon
- Involve staff and stakeholders in understanding data and making decisions based on it
- Use available existing resources
- Include a budget for QI that provides for training in this discipline.

But whatever good example management sets (as a role model) and however good leadership is, there will always be some staff members resisting, initially at least. That is why an exercise regarding countering resistance should be done in the workshop:



The ensuing activity with the workshop participants should be on how to empower TVET staff, as the most powerful countermeasure to resisters, i. e. team work on coming up with empowering measures. The results can be nailed down on flipchart posters. For uninspired people, the workshops moderators can drop hints, such as:

Empowered people:

- build quality teams (quality committee or being-happy committee such as in QiF steps 3 and 11)
- review one another (positive attitude to constructive criticism)
- ask questions and answer questions
- contradict with arguments and are allowed to disagree with management
- ask for advice and opinions
- act swiftly
- recognize others' strengths

Un-empowered people:

- act alone
- rather react as they wait to be told what to do
- do not think analytically and critically and do not question input, see problems instead of chances
- pass on decisions to superiors instead of building consensus.

After this, a true input session is asked for, introducing the twelve steps of QiF, by some interactive lecture, drawing on what the participants already know:

What to do next?

Technical and Vocational Education and Training

It all still sounds very hard to do!
 What exact measures do I take?
 What's my message for my staff?
 Where do I get support?

↓

That is where the QiF-approach comes into play!

Quality is Fun (QiF)
 How involving your quality work can improve your happiness at work

Just in case, there is a quick introduction of the twelve QiF steps on YouTube already, spoken by the author, that can be easily employed if deemed useful. The relevant link is: https://www.youtube.com/watch?v=hzOai0kl_jE.

After this an exploratory task of the “QiF Toolbox” (see attachment) has been performed, fathoming the potential of QiF tool application in the own institute and discussing its usefulness with other participants should be on the agenda—maybe also translating tools into one’s native tongue.

At the end of the morning session, if time allows, the workshop moderator may distribute the tools for awarding QiF awards, in particular the criteria for in-depth implementation of QiF steps (see chapter 4.17). This way participants can check if they may already have initiated some measures along the line of QiF recommendations to build upon already.

Finally, the morning session can stop with collecting participants' opinions:

“To finalize this session (...and working with this handbook...):

Small teams (best four teams) write on flash-cards:

(a) What do I like / dislike about QiF!

(b) What would I like to implement on first glance? My ideas...”

The **afternoon of this workshop's day 1** is to be enriched with participant-activating and authentic case studies, highlighting the case for implementing QiF steps and addressing typical TVET quality problems. The following “afternoon script” can be used a handout for participants as well:

Beginning of “afternoon script”:

Training CASE STUDIES for quality leaders:

“Please observe the following short Role Play, performed by the workshop moderators:”

- Quality Management Representative (QMR) and Director
- College of Technology with 60 teachers (18 permanent, rest visiting),
- The QMR is reporting a **critical incident...**

“You know, Mr. Markus (Principal), several weeks ago we identified the need to implement further training for our academic staff in terms of student-activating methodology during our quality steering committee meeting,

as an outcome of the large-scale teaching observations we undertook last year.

Mr. Silva, the director of training and quality, that means our academic director, established a task-force of three staff and even found an external expert to offer some ‘in-house training’ with us in three weeks’ time.

Then they made this information available to all staff and asked for a voluntary signing-up.

As a matter of fact, we got only two teachers signing up so far—and Mr. Silva is somewhat desperate now and asks for help.”

**TASK:**

Groups of four: Time frame 10 - 15 minutes!

What to do now?

Come up with at least one measure to undertake!

WRITE DOWN in your laptop or on a piece of paper by hand (legible, please)!

NEXT activity:

One important element of “Quality Culture” –

Communication, Exchange and Best Practice:

One instrument could be: a *Peer-to-Peer Counseling Group*

Simulation 1 / Case Study 1 –

Peer-to-Peer Best Practice Counseling Group (60 minutes)

(Participants: usually teacher colleagues of the same division)



How does it work?

A case provider describes a **critical incident** in a training center, college or institution. That may be experiences relating to such things as dealing with “a difficult student (e. g. coming always late etc.)”, “trouble with parents”, “a colleague that does not accept or even counteracts a management decision taken” etc. (**groups of about 8 people – not more!!!, rather 6 or 7**).

Procedure: (one note-taker with bullet points is needed)

- case explained (5 min)
- first ideas on the case by other participants uttered, one after another (10 min)
- two groups of three/four work out “professional solutions” (20 min)
- both groups present their two solutions (10 min)
- case provider can explain what she/he actually did (5 min)
- case provider gives feedback what she/he likes best (5 min)
- group assures **closed nature** of counseling and finishes session (5 min)



Then: Separate your GROUP into two sub-groups of four (or three):

- (a) Come up with an implementation strategy for **‘peer-to-peer best practice counseling groups’** in colleges and training centers.
- (b) What do you think is the contribution of such groups to institutional quality and to quality culture?

Quality Measures are to be undertaken – but how?

Simulation 2 / Case Study 2

Quality Committee Meeting (≠ Management Review Meeting!),
discussing two quality issues from the **Agenda** as provided today
(2 groups of 10 to 15 members) [60 minutes]



Agenda POINT No. 1:

Case Study 2: Why QUALITY is fun in TVET



Yesterday, you had a great idea. You bring a real-life problem into the classroom, i. e. the battery of a friend's car is not working, and the car won't start. You identified the problem easily, but you want your students to analyze the battery and come up with a solution. That perfectly fits the competencies you try to develop these days. This is how you want to start your training today.

So you get to the workshop, just to find that your colleague has taken all students outside for a morning exercise he came up with. He talked to your head of department yesterday and stated that it would be a good thing to brief all students for the "open day" next week. It would just take 30 to 45 minutes. Well, that would be too much for your idea to start the day with, i.e. you stand with your battery in your workshop, all alone, somewhat upset.

Can this be prevented? Even without a strict procedure in place that kills all creativity?

Yes, what about a department agreement that if somebody, and the department head in particular, does something that interferes directly with another teachers students, class, work hours etc.—or that even concerns her or him—it has to be communicated instantly, e.g. via personal school mail, if that exists, or else via cell phone texting. This way you would have known the evening before, and maybe brought your battery the following day. But better: you wouldn't have been upset!

That definitely makes you happier; and you won't hold a grudge against your colleague. Well, and you think your colleague will not have realized that you got irked by him? He will, and will not understand why—as a consequence he may return these negative feelings in the future toward you!

- (a) Discuss this incident in detail!
- (b) Come up with a refined approach of transparent internal decision-making and communication, resolving the problem.
(Write it down as an entry into an information-based **Procedure Manual** or **Quality Manual**, legibly!!!)

AGENDA POINT No. 2:

Statistical Feedback on NVQ Course Level 5 “Travel and Tour Management” from employers after taking the yearly questionnaire-based survey

Statistical Report of an employer’s feedback, 23 cooperating companies participating:

(1 = very well, 2 = well, 3 = acceptable, 4 = poor, 5 = unprepared)

How well do our students come prepared for the OJT in your company in terms of technical knowledge and skills?

Results:

Mean: 3.31

Feedback Distribution:

1 = 1 company, 2 = 4 companies, 3 = 9 companies, 4 = 6 companies, 5 = 3 companies

What is their level in job-relevant soft skills, in particular communicative skills, punctuality and conscientiousness as well as team skills?

Mean: 3.4

Feedback Distribution:

1 = 2 companies, 2 = 5 companies, 3 = 5 companies, 4 = 7 companies, 5 = 5 companies

How would you describe the reputation of our training center?

(1 = very good, 2 = good, 3 = average, 4 = rather poor, 5 = bad)

Mean: 3.0

Feedback Distribution: 1 = 1, 2 = 8, 3 = 5, 4 = 8, 5 = 1

- (a) Discuss the employers’ feedback according to this questionnaire!
- (b) Come up with an action plan to redress certain issues that you decide to rectify.
- (c) Write your quality action plan down—also explain how much time you allow for that and how you can systematically check progress.

Simulation 3 / Case Study 3

Staff Discussion PANEL, invited to by the “Being-Happy” Committee
(at least two moderators, i. e. member of the Committee)
(see keyword “Positive Psychology”)



[30 - 40 minutes]

You propose and would like to see two quality measures being implemented in your training center:

- (1) “Empower staff (a) to disagree with management decisions in quality meetings, (b) to utter their own mind, (c) to act quickly and (d) to recognize the achievement of colleagues as well as (e) to participate in quality task force groups and teams.”
- (2) “Counter resistance to change by encouraging a culture of:
 - (a) ‘Errors help us grow!’ and
 - (b) ‘We all learn something new again and again—we don’t need to be know-it-alls, we’ll learn together!’ “

(a) How are you going to do it?

Discuss it during the panel discussion and then *describe your CONCRETIZED steps* (i. e. to get the two measures implemented), to be proposed to the next QUALITY COMMITTEE meeting!

(b) Anticipate pro and con arguments with regard to your proposed concrete steps and the measures’ impact! (Write a few down!)

“Let’s have a glance at the 12 steps of QiF again:

Where do you find elements of the *case studies* experienced today?”

(Search the Internet for QiF as well to answer that questions as well!)

Addressing quality questions still left open (DAY 1 and DAY 2):

Ultimately:

Final Discussion Board:

“Quality questions are also to be placed all day on a **questions board** (e. g. a white board or flip chart poster) –
we’ll do an answering session, sitting in a horseshoe sitting arrangement!”

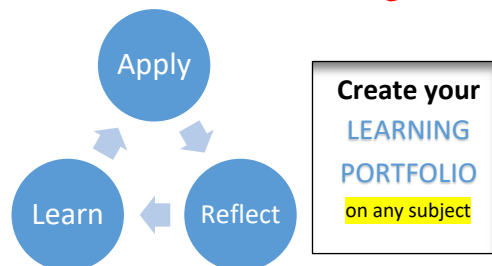


Continuous TASK throughout the two days:

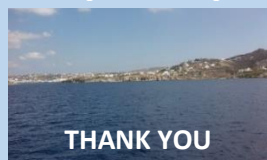
**ENTRIES in your
PROFESSIONAL and REFLECTIVE PORTFOLIO of learning
(reflective instrument, introduced at the beginning of the session,
see Zubizarreta, J. 2009)**

“Test the reflective portfolio as a means to increase quality culture in your institute--surely optional for a start, though.”

“Lessons learned right now / my thoughts: ...”



THANK YOU FOR HAVING participated in this workshop!!!



I TRULY HOPE YOU BENEFITTED A GREAT DEAL!

End of “afternoon script”, day 1

Day 2 of the initial QiF workshop follows this agenda, again supported by a presentation to be obtained from this handbook's author:

“We are always willing to adapt to your needs and wishes!”

1. Getting into the QUALITY FLOW again...
2. Your ACTION PLAN for 2018 and 2019
3. Presentations of your ACTION PLANS
4. Collecting your thoughts (*take notes*)
5. Our common path ahead: Decisions taken / Conclusions
6. *Optional*: Your special needs / wishes in between

After digesting the agenda, the participants shall engage in the following activity:

“Getting into the QiF/quality flow...:”

Stand up, please close your eyes!

1. First, focus on your breath!
2. Second, find in your mind what was most impressive about yesterday during the workshop!
3. Third, give yourself meaning for today: Find an INTENTION / a GOAL for yourself. Spell it out in your mind!
4. Crosscheck: Did your goal address quality? 😊

OPEN YOUR EYES

At this point, a supporting video tutorial can be shown again, e. g. the experience of “FLOW” in quality work. You may want to search YouTube once more. A quality cartoon video, e. g. by *A. P. Bramono*, may be something to look for.

At this point, it is good time to introduce the major activity for the second morning, best being carried out by two to three members of the same institute:

“You are here to get going as well!”

- (1) Take the QiF Handbook, collect your thoughts and try to get into the productive mode!
- (2) Write a REALISTIC Action Plan for your institute for the next year!

(3) Get ready for a presentation, too!

(4) Take notes for yourself:

*“How am I going **to change** my LEADERSHIP and myself, being a ROLE MODEL?”*

If the institute has little experience, an example of a TVET action plan for a number of typical and recommended quality measures can be provided as examples. But make sure people understand that there is no blueprint for such an action plan:

Example for a measure in our ACTION PLAN 2018:

QUALITY ACTION 1 / 2018:

TO DO IN OUR NEXT:

Management Review Meeting

We will be discussing the streamlining of our procedures on that occasion.



Quotation from our Quality Manual so far:

“The enrolment of students takes FORM A.4 (Parents’ consent), FORM A.3 (Student’s information and school record) as well as FORM C.1 (enrolment inquiry); the decision of enrolment will be transmitted to the student and the parents by sending out FORM C.4 (acceptance letter). All forms or copies thereof will be recorded in a student file, to be held in alphabetical order in the registrar’s office (2nd floor, main building, and office: 210, student files). ...”

Intention: We will try to promote a decision to digitize our enrolment process, making it possible to enroll via our homepage as well!

Action (1.a): We will change our procedures and produce a **graphic flow-chart** as a proposal of how the enrollment process could be treated like in future!


Action (1.b) We will contact the Quality Committee and the Being Happy Committee to form a “task force” of three people to **come up with a new entry into our Procedures and Quality Manual!**

QUALITY ACTION 2 / 2018: ... (Come up with your own ideas!)

After lunch, it is advisable to show a short video on what costs poor quality can cause. Find some short clip on catastrophes in industry, caused by major quality issues, e. g. the explosion of the spaceship *Challenger*, the blowing up on the drilling platform *Deepwater Horizon*, the deadly incidents caused by Toyotas *faulty floor mats* or Volkswagen's *emission scandal in Diesel vehicles* or even the *batteries bursting into flames* in Samsung's *Note 7* smartphone.

Following this, the institute teams should **present their action plans** for the following year, and the plenary session is asked to comment on them:

Action Plans 2017: Presentations





Get inspired!

You will hear quite a few ideas now, concretized in local action plans:


- (1) Take notes for your feedback!
- (2) Comment on the ideas!
- (3) Also take notes for yourself, anything you can copy?

**Don't forget:
Quality is Fun**





After this afternoon session, go for some cheerful ending, e. g. stories about quality work going awry or a few pictures that cause smiles and interest, best from real-life experiences.

Final Evaluation:






Evaluation






On a small piece of paper:

Write five adjectives that describe the spirit of this two-day workshop best!
(e. g. boring, inspiring, lovely, funny, useless, useful, brainy, great, poor ...)

Also, give one of those emoticons:

In the end, ask for feedback:

Before you leave, ask the participants to form a QiF community, provide the URLs of meaningful QiF webpages, announce how to obtain the QiF handbook including toolbox to all participants and, last but not least, offer to be in touch.

This initial QiF two-day workshop should introduce TVET senior staff to the approach and pave the way for future application—and potentially for the three deeper QiF interventions, working with all staff of a TVET institute. For details with regard to these three interventions, the following chapters provide insight.

6.2 A concept to lay the individual foundation of quality work: QiF Intervention No.1

Before any serious quality work can take wings, individuals must be prepared and ready to take responsibility and to interact for the greater good of the institute. In addition, they should develop or possess a supporting attitude.

Commonly speaking, three dominating pillars of successful quality, rooted in the individual, have been identified (cf. Maclean & Wilson 2009):

- **Teamwork:** Criteria identified = Precise Goal, Planning, Leadership, effective Communication
- **Knowing Yourself and Self-Confidence**
- **Effective Communication.**

Key QiF Insight No. 28:

This workshop is designed to make entire staff of TVET institutes aware of and work on **basic skills and attitudes** individuals must have to engage in quality work.

Moreover, the set-up of the workshop creates an uplifting spirit regarding quality work and positive attitudes towards quality activities. The effect should be enhanced support for QC and QMS work, and, of course, QiF.

These three pillars are addressed and fostered during QiF Intervention No. 1, which owes much to the groundbreaking work in this field by Chade-Meng Tan in terms of personal growth (cf. Tan 2012). The workshop lays the basic stepping stones in TVET institutes, by enhancing the preparedness of individual employees for deeper quality work:

Intervention No. 1 by a QiF-Trainer – for all staff:

Training for getting into the QiF-spirit via QiF Intervention No. 1:

Awareness PROGRAM on the individual foundation of quality work

Program goals for Intervention No. 1:

Overriding Goal:

**LAYING THE FOUNDATION FOR QUALITY WORK
IN INSTITUTES**

According to international research and quality work experience in many countries, there are three basic **PILLARS** of quality work in any institute:

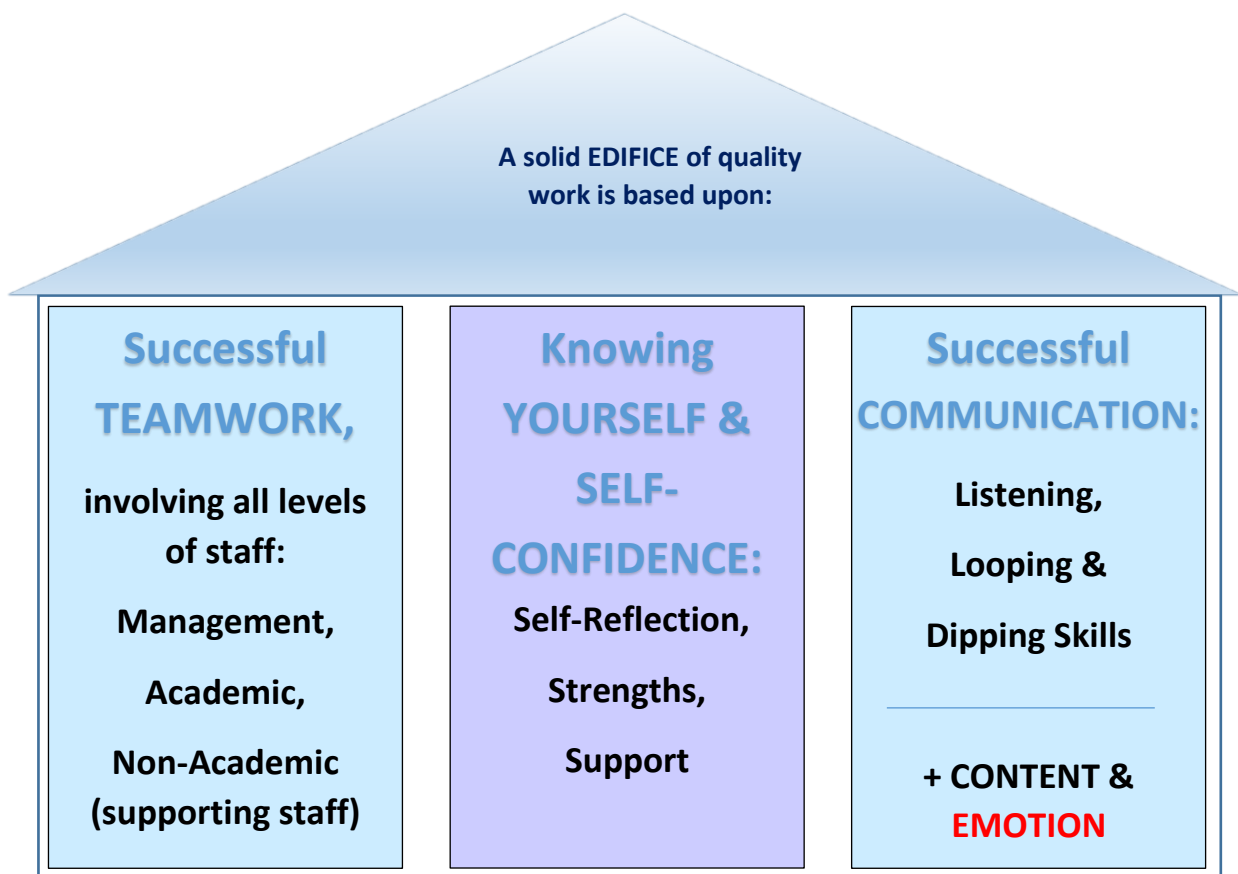


Figure 12: Input Slide in QiF Intervention No. 2

(A) SUCCESSFUL TEAMWORK:

We build a team and internalize the four basic elements of effective teams that everybody enjoys to be part of:



Figure 13: Four basic element of effective teams

Exercise to enhance “successful teamwork” in training centers:

① **TOWER of POWER**

“You have a team task at hand here. There are a few simple rules:

- You can only hold the rope at the very end.
- You can pick up building blocks if they fall over, but don’t shift positions!
- Your group objective is going to be: BUILD A TOWER.
- You decide HOW...

Good Luck!”

“If there are observers, take your position behind the subjects you are going to observe and observe the elements of effective team work (1) ‘if they lead’ and (2) ‘how they communicate, i. e. what they say and how they say it and if they listen to others and act accordingly’.”

After the activity, discuss with group **IF THEY WERE A TEAM** according to the four criteria and point out weaknesses!!! (*typical problems indicated in italics*)

(A1) Leadership: *no elected/determined leader, everybody speaks, several leaders, no authority taken*

(A2) Planning: *no planning at all, model building (but randomly), not concrete or late planning*

(A3) Goals: *no goals, not concretized, not exact, no discussion on level of accurateness, ambition etc.*

(A4) Communication: *no listening, everybody speaking at the same time, no conversation culture*

(B) KNOWING YOURSELF & SELF-CONFIDENCE:

Exercises to increase FUN at work through reflection,
self-perception & enhanced self-confidence:

① QUALITY MINDFULNESS

“Let us begin by sitting comfortably. Sit in a position that enables you to be both **relaxed** and **watchful** at the same time, whatever that means to you.

Let us now take **three slow, deep breaths** to inject both energy and relaxation into our practice.

Now, let us breathe naturally and bring a very gentle attention to what **QUALITY MEANS TO YOU**. In between you stay calm and bring attention to your breath...

And then: **What means quality to my work place?**
Is there quality already? Where? How? Who?

Let your mind rest on the **idea of quality at work**. What can you do to improve it?
(LONG PAUSE)

If at any time you feel distracted by a feeling, thought, or sound, just accept it, and question if that distraction also has to do with quality.

Bring your attention back to your breath.

If you like, you may end this exercise by inviting happy and nice ideas about a high quality workplace to arise.

Breathing in, you are calm.

Breathing out, you smile. The present moment, here at work. Wonderful.

(Short Pause)

All these moments can be so wonderful in **a high quality environment**, taking care of our fellow human being at work!

Thank you for participating!”

② Doing some calm QUALITY MOVEMENTS

“Start by standing still. Bring your attention to your body. Become aware of the pressure on the feet as they touch the ground. Take a moment to experience this.

Now take a step forward, and reflect:

What have you done recently to bring this training center/college ahead?

If nothing, why not—but don’t blame yourself, just become aware!

Lift one foot mindfully, move it forward with your mind set on the last question. Shift your weight to that foot.

When lifting your foot, repeat silently to yourself:

“**getting better, getting better, getting better**”,
and when moving and planting your foot forward, you
repeat silently to yourself, “**moving forward, moving forward, moving forward**”.

After taking quite a number of steps, you may wish to turn around.

Take a seconds to become mindful of your body—and where you stand:
in your Training Center/College.

Repeat to yourself, “**standing in my center, standing in my center, standing in my center**”, followed by

“**being part of it, being part of it, being part of it**”.

You stand still, and repeat to yourself:

“**an important part, an important part, an important part**”.

Lift your foot again and repeat to yourself:

“**getting better...**”, next foot, repeat, “**in my center**”, next foot, “**being an important part**”, and turn, start again:

“**getting better**”, next foot, “**in my center**”, next foot, “**being an important part**” ...

Keep moving a bit, breathe, be calm...

YOU ARE PART OF IT. And getting better is FUN!

③ JOURNALING for QUALITY SELF ASSESSMENT

“Before we begin, let’s PREPARE our mind!”

(1) PREPARATION 1

Let’s spend two minutes thinking about one or two situations in **which you responded positively to a challenging situation** and the outcome was **very satisfying** to you. You felt you did great.

(Any patterns?)

(2) JOURNALING ACTION

- **Things that make me happy at work are...**
- **My strengths are...**

(3) PREPARATION 2

Now let’s spend two minutes thinking about one or two situations in **which you responded negatively to a challenging situation** and the outcome was **very dissatisfying** to you.

You felt that you performed badly, and you wish there was something you could change.

(Any patterns?)

(4) JOURNALING

Incentives to think about (2 minutes per prompt):

- **Things that make me unhappy or even angry at work are...**
- **My weaknesses are...**

Take a minute to read your JOURNAL now!

Last entry:

- What must happen to **make use of your strengths even more?**
- What must happen that **your weaknesses don’t come to the fore?**

Answering the last two questions is TRUE QUALITY WORK...

think about it for a minute....

(Related keywords from QiF: Quality Committee or Being-Happy-Committee)

NOTE: Writing in a JOURNAL makes you more focused, more organized—and according to research, guess what, more happy!

Background information:

- Self-Confidence can arise from deep understanding of our failure mode.
- And self-confidence is a great characteristic at work, for you and your institute as well.

④ Discovering Values and Higher Purpose in TVET work

You can do this verbally **with two trusted colleagues**:

Please ponder for a few minutes these three suggested prompts for thinking:

- **My core values at work are: ...**
(e. g.: **punctuality, environmental protection, tidiness, friendliness to colleagues and students, helpfulness, open-mindedness ...**)
- **I professionally stand for: ...**
(e. g.: **technical expertise, high degree of precision, accurateness, fair assessment, delivering on time, high quality products, no mistakes, reliability ...**)
- **One of my major goals at work is: ...**
(e. g.: **increasing cooperation amongst colleagues, further training, making students happy and learn, making me happy, increasing high quality ...**)

Within the group of three trusted colleagues,
two always listen carefully.

The speaker starts with a monologue,
which should be about two minutes long...

The only rule during the conversation is the main **speaker has priority,**
which means she or he has priority in speaking and while speaking,
nobody can interrupt.

Finally, everybody has a chance to speak,
i. e. have a **meta-conversation** and talk about how this experience was like

for each of you and what it means for your institute.

How should your institute change to adapt? (Take a short written note!)

(C) Exercises to raise awareness for colleagues and become a GREAT COMMUNICATOR

⑤ Practice of Quality Listening

In this exercise, we will **practice listening in a way that is different from how we usually listen**. We will do this **in pairs**, ideally a person you are familiar with,

each person taking turns to be speaker and listener.

Instructions for the speaker:

This will be a **monologue**. You get to speak for an **uninterrupted for 2 minutes about something that bothers you because you find quality is poor (or very good too, if you are an enthusiast about your workplace)**.

Suggested topics for the monologue:

- **How do I feel at work right now, especially if unhappy?**
- **What is something that happened lately that I would like to talk about?**
- **Anything else you are not happy with at work or something you are very happy with!**

Instructions for the listener:

Your job is to listen to your colleague's quality concerns.

When you listen, **give your full attention** to the speaker. You may not ask questions.

You may acknowledge with facial expressions, by nodding your head, or by saying,

"I see", or "I understand". You may **not speak except to acknowledge**.

Let us have one person speak for a short while and one listen for a short while, then switch over.

Information on how to practice collegial listening:

When a colleague is speaking to you, **adopt a generous attitude** by giving the person the gift of your **full attention** and the gift of your **time**.

Remind yourself that because this person is a colleague at work, she or he **is entitled to all your attention from time to time**, and all the space and time needed to express herself or himself.

⑥ Formal Practice of Quality Conversation

The three parts of this skill are:

1. Listening

2. Looping

3. Dipping.

Listening means giving the gift of your **full attention** to the speaker.

Looping means closing the loop of communication by demonstrating that **you have really heard** what the person is saying by repeating it to the speaker.

(Do not try to remember everything; if you really listen, you will hear.)

Dipping means checking within yourself, i. e. knowing **how you are feeling** about what you are hearing. That means becoming able to give your full attention to the speaker, with **full awareness** of your feelings.

Instructions for this exercise:

Part 1: Monologue about Quality at your institute

You (**partner 1**) **speak in a short monologue about good quality at your work place.**

Partner 2 listens. Your job is to give full attention to the speaker, while maintaining some mindfulness on your body and emotions, i. e. listen inside yourself for the **DIPPING part.**

Part 2: Resolution

After that, **partner 2 repeats back to 1** what she thinks she heard. Partner 2 may start by saying, "**What I have heard you say was...**"

Immediately **thereafter, partner 1 gives feedback** by telling partner 2 what he feels partner 2 got right or wrong (e. g. what he missed, misrepresented etc.). This is the **LOOPING part.**

Then switch roles and repeat the process!

Listening for CONTENT “versus” listening for FEELINGS:

⑦ Formal Practice of Empathic Listening:

Instead of listening for content, you will be listening for your colleagues (hidden) emotions:

Get back in PAIRS:

Take turns in being the speaker and the listener. As usual, the **speaker begins with a short monologue about a difficult or wonderful situation at work**. If you are the listener, you loop back what you heard the speaker **was feeling**.

You start the LOOP with: **“What I hear you FEEL is...”** (instead of “What I hear you say is...”)

Take note: Feelings are 50 to 80 percent of a message!

LISTENING FOR FEELINGS INSTEAD OF CONTENT!

Suggested topics for your monologue:

- A **difficult situation** you experienced with a student, a colleague, your boss, or a person who reports to you...
- a time when you could **feel a student’s or a colleague’s pain**.
- a time when you **wanted to do something, but were unable**.

Background information:

“If you become a competent listener and communicator with special attention (BE EMPATHETIC!) to your colleagues (and quality research findings are clear in that respect), that **will raise quality culture in your institute considerably, and will make you more satisfied, supported, and ultimately more happy!**”

HOMEWORK for the next intervention:

“Please study the QiF Handbook (or the brochure uploaded on the INTERNET). If you feel like it, try to implement easy aspects of it already and we’ll discuss progress during my next visit at your institute!”

“THANKS for your participation, THANKS for your IMMERSION into our common workshop! There will be more to come on quality work during Intervention No. 2.

YOURS, wholeheartedly, the creator of QIF

Markus M. Boehner”

Ending of SESSION visualization:

"We do not learn from experience alone... We learn from reflecting on experience."

John Dewey

"Learning without reflection is a waste.

Reflection without prior learning is dangerous, as purely theoretical in nature."

Confucius

Setting: Sitting in a circle, all staff:

TASK:

"Please reflect on two aspects:



- what have I learned today about myself and the very foundation of quality work?
- What "small-scale" goal would I like to set for myself in terms of MY individual quality improvement?"

WRITE IT DOWN into your journal!

This is just for you, but bring it again for Intervention No. 2, please."

...accompanied by meditative music...

"Finally, who is 'in' after today to organize some quality activities in your work place?"

This is a description of the process and a collection of all relevant material being used in QiF Intervention No. 1. After having laid the foundation of quality work "within" the individual with respect to attitude and skills, QiF resource persons in charge of conducting the workshops should discuss **goals with the institute's management.**

These should be **written down and achievements as well as failures elicited** when the QiF resources person comes back for intervention No. 2, ideally after about three to six months.

The form for QiF goals to be agreed on may look like this:

QiF tool for AGREEMENTS on GOALS:

QUALITY-IS-FUN (QiF) APPROACH in TVET	
Name of TRAINING CENTER / COLLEGE: _____	
AGREEMENT No.: _____	
QiF GOALS set by the training center / college:	
①	
②	
③	
④	
Signatures & Positions of Parties to the Agreement: _____	

QiF Intervention No. 2 follows up on Intervention No. 1 and provides training for implementing QiF's twelve steps of quality development.

6.3 The essentials of QiF: Intervention No. 2—from general to concrete steps of quality work

Intervention No. 2 goes right to the heart of QiF, delves into the twelve essential steps, gives advice on how to implement them and how to take quality measures conforming to the QiF program.

The workshop has a funnel-like structure, building upon QiF Intervention No. 1:

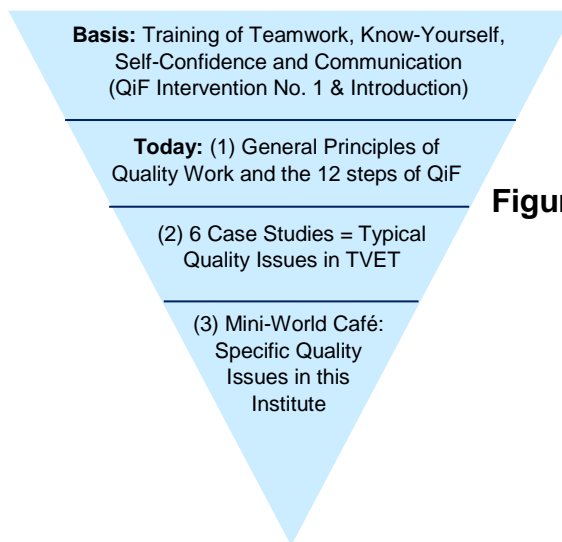


Figure 14: Structure of QiF Intervention No. 2

Key QiF Insight No. 29:

This workshop is designed to build upon the individual foundation of quality work (QiF Intervention No. 1), reflect upon that first “encounter” with QiF, and then move from general quality work via 12 QiF steps to overall quality problems and very specific TVET quality issues in specific centers that can be solved via QiF.

The workshop’s set-up is laid out as follows:

Intervention No. 2 by a QiF-Trainer – for all staff:

INTERVENTION No. 2:

Ⓞ “Picking up where we left...”: (15 minutes)

Workshop arrangement: Circle of Chairs

“We are not starting at POINT ZERO:

What happened to your personal quality goal set at the end of last time?”

“Hint: Your personal goal was written down after Intervention No. 1 on a piece of paper, alongside your JOURNAL about STRENGTHS and WEAKNESSES.”

- Please Close your eyes and reflect upon it. Remember?
(Moderator: Play some meditative music!)
- What skills do you still need to make it happen?

① Introductory Exercise: LEONARDO’S BRIDGE (max. 45 minutes)

OBJECTIVES for this exercise:

OiF Step No. 1: Flexible mind with creative and problem-solving ideas
(READINESS FOR CHANGE)

QiF Step No. 4: Determine processes and FIND AN ADEQUATE PROCEDURE

(Background: Ownership of “issues”, find a solution and turn it into a procedure, adequate for a quality manual!)

② Introduction to 12 steps of quality is fun (15 minutes)

**(Refer to HOMEWORK after Intervention NO. 1,
i. e. read Handbook & watch video QiF on YouTube:
https://youtu.be/hzOai0kl_jE),
to be introduced by E-MAIL BEFORE ARRIVING!**

**③ Consolidation of QiF as an approach to foster quality in TVET institutes:
Exploring task of the QiF Handbook or QiF brochure in groups, ideally 12
groups (30 minutes)**

TASK:

***“Introduce colleagues to one step of QiF via a
one-minute role-play or pantomime”***

Exploratory Learning

- You are given a goal.
- You are not shown or told how to get there.
- You can fail—and get feedback that you have failed.
- You can also succeed!
- Joy comes once you figure it out on your own.

Tough part: You have to believe you are smart enough!

For example:

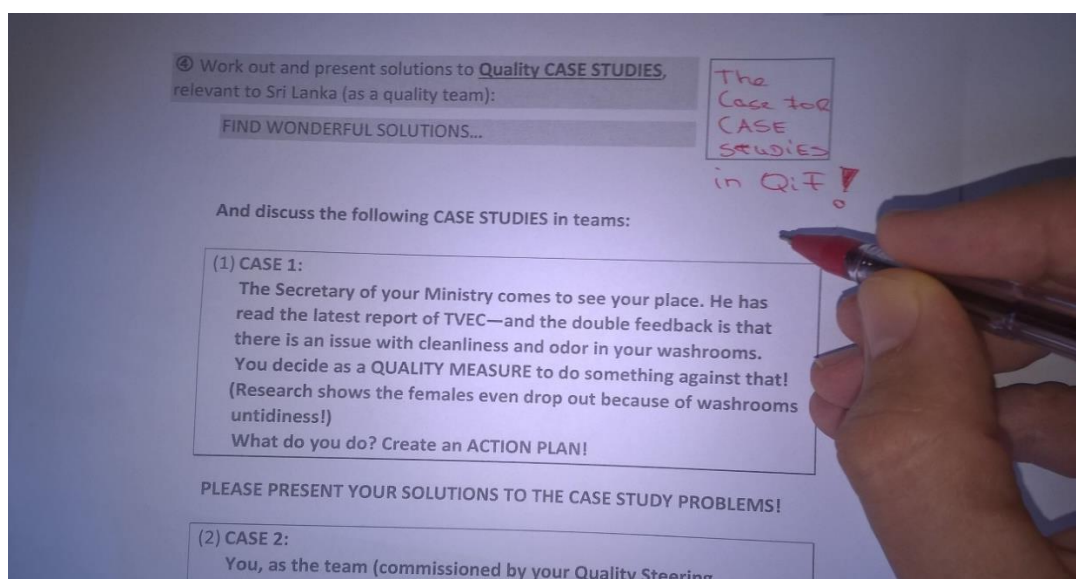
Role Playing
as
Exploratory
Learning

**Problem: What do QiF steps mean,
for me and my center?**

And it is going to be a trainer-supported staff team-effort:



- ④ Work out and present solutions to **Quality CASE STUDIES**,
Involving typical quality problems relevant to many countries (as a quality
team): **FIND WONDERFUL SOLUTIONS in TEAMS...** (Time: 30 minutes)



And discuss the following CASE STUDIES in teams:

(1) CASE 1:

The Secretary of your Ministry comes to see your place. She has read the latest report of the regulatory body—and the double feedback is that there is an issue with cleanliness and odor in your bathrooms.

You decide as a QUALITY MEASURE to do something against that!

(Research shows the females even drop out because of bathrooms' untidiness!)

What do you do? Create an ACTION PLAN!

PLEASE PRESENT YOUR SOLUTIONS TO THE CASE STUDY PROBLEMS!

(2) CASE 2:

You, as the team and commissioned by your Quality Committee, are in charge of increasing quality in instructor record-keeping. That is a daunting task.

Background: If asked, many of your colleagues cannot present their documents and records about the latest batch properly or immediately.

While understanding that everyday work sometimes gets in the way of keeping records continuously, you still strongly believe that this is of paramount importance for transparency and high-quality work.

What can you do? (e. g. suggest an easy Excel-Spreadsheet that you create for everybody to use, set a time each week aside for record-taking—e. g. every Wednesday from 4.00 – 5.00 pm, handing in the spreadsheet every month to newly appointed academic coordinator or training officer, and so on.)

Come up with activities? Create an ACTION PLAN!

PLEASE PRESENT YOUR SOLUTIONS TO THE CASE STUDY PROBLEMS!

(3) CASE 3:

You find out that you have a serious MAINTENANCE ISSUE, e. g. some workshops are dirty, classroom walls look plain (e. g. no color, pictures and no displayed student products etc.), lots of corrugated metal (i. e. protective paint urgently needed) and superfluous trash, old furniture as well as teaching materials strewn about in some places...

You decide to do something about that issue. What do you do?

Come up with activities! Create an ACTION PLAN!

PLEASE PRESENT YOUR SOLUTIONS TO THE CASE STUDY PROBLEMS!

(4) CASE 4:

During an internal evaluation, your students report anonymously to you that they find the classrooms and bathrooms are dilapidated, dirty and too few. Also, they find your canteen is very unappealing and state the food is plain.

Without injecting any further money, what can you do?

If you have taken any action in the past already, what works and what doesn't.

How can you improve further?

Come up with new activities? Create an ACTION PLAN!

PLEASE PRESENT YOUR SOLUTIONS TO THE CASE STUDY PROBLEMS!

(5) CASE 5:

You decide to improve your approach to internal communication, and create a very modern system.

First of all, you want to get news to all staff instantly, communicated by management.

Second, you would like all staff to be able to get in touch with each other and with management any time, beyond a telephone call (e. g. some Intranet, official school e-mail addresses may be needed etc.).

Third, you want to install an anonymous suggestion scheme, again going beyond some physical "suggestion box"

(e. g. a suggestion computer, or a suggestion cloud such Google. Drive or Dropbox etc.).

What are your ideas for these three goals?

Come up with suitable activities! Create an ACTION PLAN!

PLEASE PRESENT YOUR SOLUTIONS TO THE CASE STUDY PROBLEMS!

(6) CASE 6:

You want your teaching and learning, i. e. your delivery of training, to be action-driven, student-centered, competence-based and utterly motivating.

Obviously, you cannot expect all teachers to know all up-to-date methodology, and even if, you need teaching material and utensils as well.

What can you do to upgrade all academic staff's methodological repertoire and provide enhanced and useful teaching materials/tools?

Come up with possible events and measures to support this objective!

Create an ACTION PLAN!

PLEASE PRESENT YOUR SOLUTIONS TO THE CASE STUDY PROBLEMS!

⑤ View the “Exhibition Hall”, as a modern teaching method instead of traditional presentations, on the walls and pin boards on QiF steps and QiF Instruments
(15 minutes)

⑥ Initiate and moderate a **Mini-World-Café to set QiF Quality Goals**

(specifically personal and team quality goals): 60 minutes

MOTTO of the Mini-World-Café:

“What can we do to get better in terms of quality work, especially through QiF activities?”

Let your ideas float freely, no restrictions, least budgetary or time-wise... (Time: 45 minutes = 15 minutes “Harvesting”)

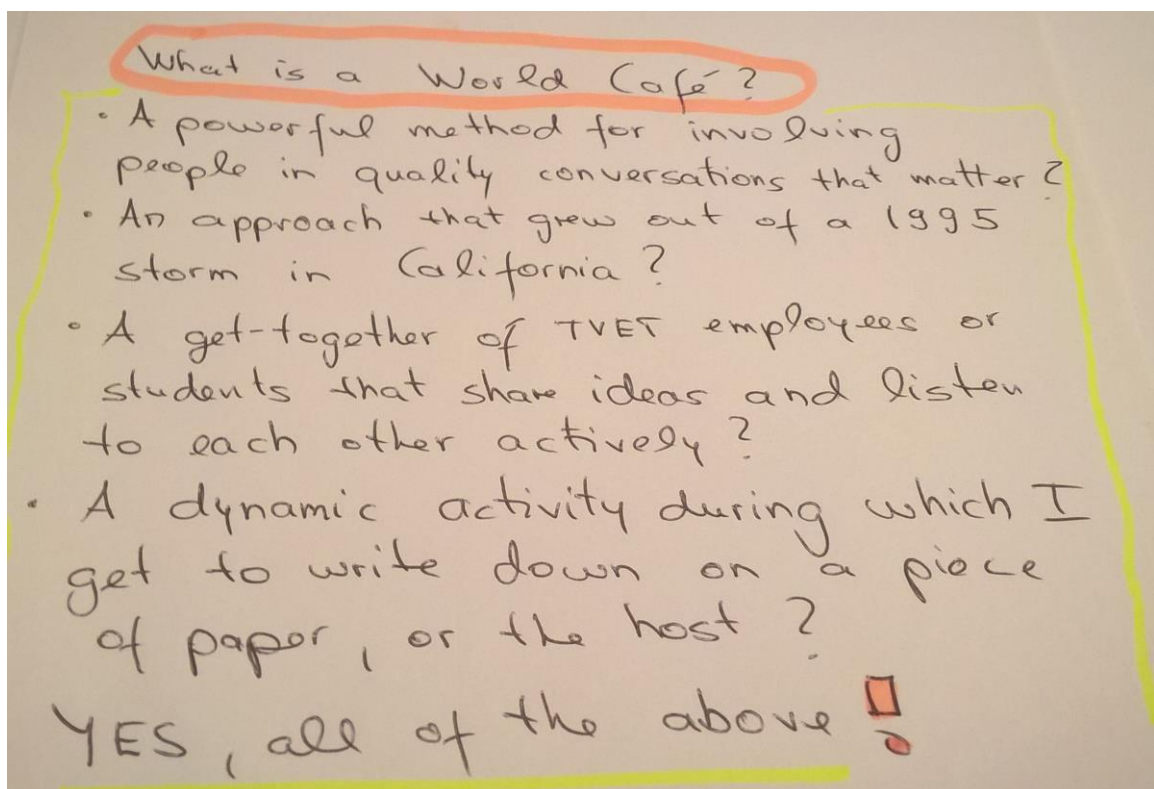


Figure 15: Exemplary whiteboard explanation of World Café method

This WORLD CAFÉ is about:

“QiF GOALS as well 12 steps and QiF instruments to implement”

That is how the setting is arranged:



The most basic rules are:

- First round: There is a so-called host, taking the notes and staying put.
- All participants leave for another table after finding one quality problem of the won institute.
- Second round: “Find a new table, the hosts present the problem and the new group finds solutions.”
- Third round: Again, find a new table, again the host introduces the problem, the new group finds new solutions and improves on existing ones
- ...
- Final Round: Harvesting of problems and suggested solutions.

**Process Goal: HARVEST THREE QUALITY GOALS FOR THE INSTITUTE
& COLLECT FIVE WORTHWHILE INDIVIDUAL GOALS!**

Subsequently:

A PROTOCOL OF these institutional and personal GOALS is being done, to be displayed in the institution’s HALLWAY.

The workshop comes to a close with a to-do list: What are our next QiF steps?

Potential meetings where to discuss that question:

Quality committee meeting or **Being-happy committee** meeting—also during Management Review meeting possible, as part of the QMS requirements.

Reflective Ending: (15 minutes)

Entry into your "Reflective Sheet":

HOW DO I SUPPORT OUR QUALITY PROCESS?

"Please pick one QIF step that is fine with you and, finally, what can you do to revive your personal goal after intervention No. 1?"

(See QiF Intervention No. 1 and the following aspects in particular:

"Journaling" and **"My strengths and weaknesses"** as well as **"final goal" SHEET**)

Moderator hint: Play some meditative music!

For the attention of the participants:

There is a third QiF INTERVENTION forthcoming, catered to academic staff and the core of quality in TVET: enhancing teaching and assessing (cf. Boehner 2017).

While QiF Intervention No. 2 was about all QiF steps and quality activities targeting the entire TVET institute, QiF Intervention No. 3 promotes quality work targeting TVET's core: teaching, learning and assessing.

Therefore, it is designed to support academic staff and "enlighten" management on where to steer their academic development.

6.4 Promoting core processes in TVET: QiF Intervention No. 3 to enhance teaching and assessing

The third QiF intervention goes into the heart of quality in TVET. It is indicative of the kind of quality skills QiF wants to promote first and foremost:

- improving teaching, learning and assessing, as the core quality processes in TVET.

It is the main concern of the QiF approach, and this third workshop, to upgrade the core quality processes in TVET. If successful, up-to-date methodology automatically lifts the quality boat for all, which refers to the institute, customers and stakeholders at the same time.

Key QiF Insight No. 30:

This workshop is designed to specify the main thrust of quality work in QiF, to upgrade teaching, learning and assessment in TVET, as the **core of quality**, by supporting, in exemplary fashion, **up-to-date methodology of training delivery and performance measurement** to assess competence development.

The following set-up is contrived to make that methodology change happen and to enhance overall quality, all the while enjoying work more by using student-centered teaching and assessment methodology, according to the QiF philosophy of having fun at work. It is self-evident that this intervention can only address exemplary methods because of time limitations. Nonetheless, this workshop follows the espoused pedagogical principles of **exemplary**, but also **in-depth** learning (cf. Boehner 2017).

QiF Intervention No. 3 embraces the following course of action to foster these pedagogic principles and up-to-date methodology:

**Intervention No. 3 by a QiF-Trainer –
for all staff:**

INTERVENTION No. 3 - CONTENTS:

This workshop promotes the **core processes** within TVET institutes:

- (A) Teaching and Learning (Delivery of Training)⁴
- (B) Up-to-date ASSESSMENT

For the theoretical background of these two core quality processes in TVET, please consult the following literature for deeper insight: esp. Bruenning 2007, Varaprasad 2016, Boehner 2016 and Boehner 2017.

Basics:

There are four pedagogical principles that form the backbone of modern training in TVET (cf. Boehner 2017, esp. chapter 5):

- (1) **In-depth Learning**
- (2) **Exemplary Learning**
- (3) **Experiential Learning**
- (4) **Problem-Based Learning.**

These principles were already employed during QiF Intervention No. 1 and 2, to set an example and engage in principle number (2).

A further up-date principle for both core processes, only to be ignored at a great loss of learning results is:

- (5) **Reflective Learning.**

Being reflective must at the base of each learning process and at the heart of every assessment process, every day.

Finally, every teaching process and every assessment process that intends to live up to relevant and topical demands of the labor market and of individual employers' demands must include about 50 percent of the time dedicated of soft skills. That is why teaching and assessing must address the **promotion of students' competencies to adapt**, the learning goal of overriding importance (see QiF Step No. 9). The rationale behind this learning goal is ever-changing job demands, which in fact seem to change ever faster. To live up potential demands of the world of work

⁴ The QiF approach does not embrace ISO terminology when it comes to teaching and learning. The term **"delivery" conveys a message of something being delivered by a teacher**, which is exactly what modern teaching should not do. So while being aware of the fact that "delivery of training" is an established term in quality work in education, **QiF encourages to rather speak of the "teaching and learning process"** to support student-activating concepts.

in, say, ten years' time, a skilled worker must be able to upgrade factual knowledge and skills--and negotiate how much she is worth in terms of an increased salary.

The general thrust of this intervention is twofold:

- (1) Introducing **up-to-date teaching methodology** (morning session)
- (2) Introducing **innovative assessment methodology** (afternoon session),

based on selected examples (for a deeper analysis, cf. Boehner 2017).

Start of Intervention:⁵ A Warm-up **freeze frame** on quality (15 minutes)

“Display a wonderful teaching-learning situation in a classroom or workshop via a freeze frame. Be ready to give reasons why this situation is suitable to effective learning.” (about 10 to 20 members in each group)

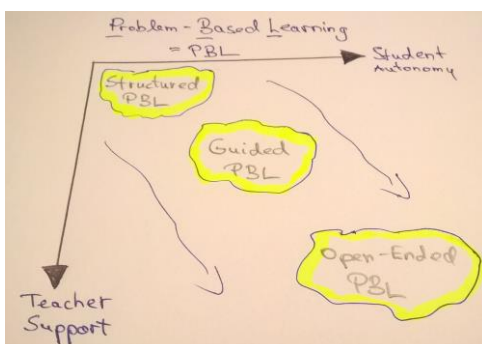
The moderator takes a picture, transfers it via *bluetooth* onto a laptop and displays it via multimedia projector for all to see and to discuss.

① ACTIVITY: “MARBLE RUN”

That activity is particularly useful for the construction sector, but it can also simulate and address many other competencies that are valuable in TVET in other sectors (Time: 30 to 40 minutes).

General Principle in TVET to illustrate behind that activity:

Problem-Based Learning



“MARBLE RUN“:

Potential Content:

- (a) **Soft Skills:** (business) strategies, communication chains, creativity, teams problem solving
- (b) **Technical Skills:** construction plans, measuring speed and slope vs. friction, curves, even intro to calculus, static stability etc.

⁵ A highly supportive and comprehensive multimedia presentation for Intervention No. 3 can be obtained from the author.

The teams come up with innovative solutions and develop a construction that lives up to the demands of a processing time of the ball running through the pipe within ten seconds:



Figure 16: Example of problem solution for the “Marble Run” activity

② **Experiential and Problem-based learning activity, providing one example promoting competencies to adapt (see QiF Step No. 9:**

“Solve the so-called classical *DUNCKER problem*, physically, and show your solution!” (cf. Dunker 1945)

Again, the probably most refined learning objective in TVET is addressed:

Problem-Solving Competency. That is how you teach it, for example: **be creative** in your field as well:



Figure 17: One potential solution to the “Dunker Problem”

After this, some methods to bring general soft skills ahead are introduced. They are always embedded in one sector, as effective training of hard and soft skills cannot be separated. Educational research shows that soft skill training should be rooted in occupational facts and not be detached from technical skills training.

The general Objective is: student-centered and activity-based learning!

③ Two more exemplary student activities TVET, to set an example:

- TVET Activities that **spur creativity**, in addition to technical skills

Important area in TVET: learning that fosters creative and innovative skills

(a) Work TOOL Bag (usually a shopping or plastic bag):

Procedure:

...the bag contains typical and professional tools or photos thereof in a given occupation / trade / sector

...participants have their eyes blind-folded & they draw tools

...the groups describe characteristics and traits of the tool & write them down onto a board

...blind-folded pair guesses what it is

For example: ...in the hospitality sector regarding kitchen equipment, for cooks/chefs, stewards, waitresses etc.: spoon, big wooden spoon, spatula, egg cup, saucer, or even ingredients such as noodles, rice, potatoes, fruits, plastic bags, napkin and table napkin etc.

Two teams: The teams compete in terms of SPEED and correct RESULTS. Points may be attributed for single items and correct technical terms for the tools.

By the way, this method can be a very effective approach in teaching English as a Foreign Language (EFL) as well.

Exemplary final task for students:

“Make a table look fancy and nice with the material at hand!”

(b) The TVET WAX MUSEUM: *Instructions for Participants*

“You know Madame Tussaud’s?

Well, this time it’s your turn:

YOU are an important person, or a well-known person, e. g.

- in your COLLEGE / TRAINING CENTER
- in your COMPANY
- in your Occupation / Trade
- in your Country.

LOOK alike, BEHAVE like, SPEAK like her or him, do something that somebody can recognize you!

You are a piece of EXHIBIT in an animated WAX MUSEUM! Go for it.”

The visitors are about to come 😊 !”

④ Exploring the principles of “good teaching and learning” via excerpt, taken from the textbook on the core quality, volume 2 (Boehner 2017, chapter 5.3):

During an input session, the moderator should introduce the following pedagogical insights:

“[Project-Based Learning](#) should reign supreme in TVET, as the “king of effective learning” (see John Dewey’s writings for more information).”

On top of that, the fundamental difference between an inquiry-based or traditionally based attitude to learning should be addressed, elucidating that all five principles of good learning in TVET rely on inquiry-based learning.

Inquiry-based Learning	Traditional Learning
Student-centered	Teacher-Centered
Student-activation	Students as passive listeners
Many solutions and answers	One teacher solution/answer
Preparing students for life	Preparing for test/assessment
Uses technology to solve problems and learn	Get taught in technology use

The following activity can follow the teacher-centered clarification and information phase:

Task for participants:

“Differentiate inquiry-based and project-based learning from traditional learning—and give examples from your own background.” (Teams of three, time frame: 15 minutes)

Hint for moderators: Work with **stimulating music** too. (And provide an example!)

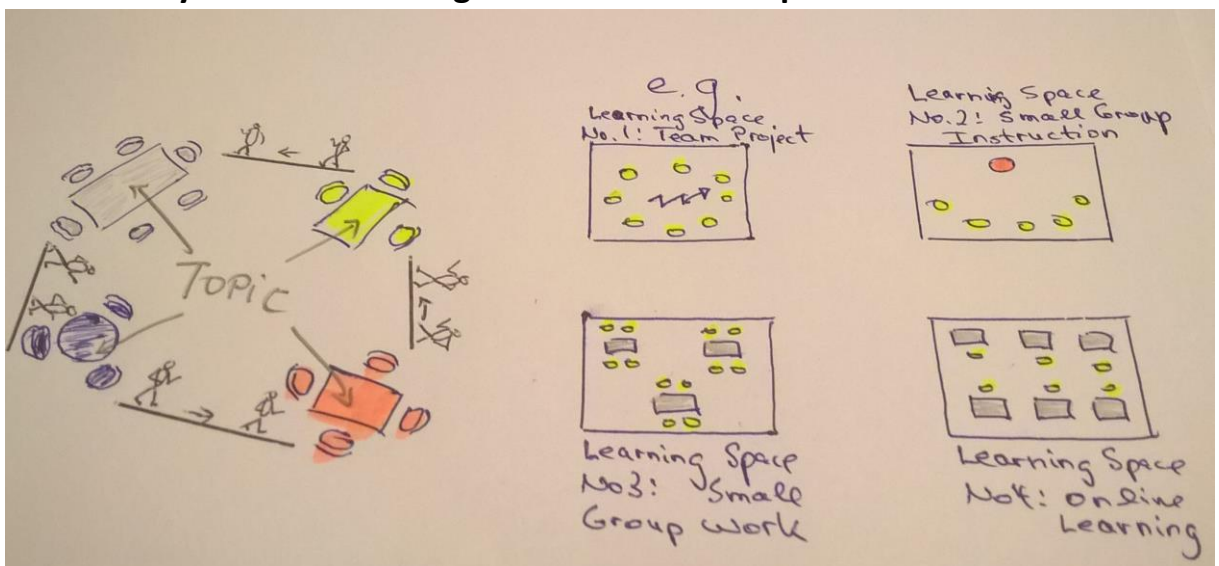
⑤ Experiencing some more student-centered **teaching methods** first hand:

Instructions for participants:

- “Remember **Oral Exchange in Varying Small Teams** and **Mini World Café** from last two interventions?”



- **OPEN DISCUSSION FORUM:**
 - similar to: Open Space Method from Intervention No. 2
 - TOPIC to discuss: “**How do we turn all our classes into STUDENT-ACTIVATING learning arrangements?**”
- Followed by “Station Learning” about the same topic:



That means the following topics are to be covered by the “station learning method”: **Basics of Student Activating Methodology**

Station 1: **Reading**, chapter 6 from textbook to be perused (cf. Boehner 2017)

Station 2: **Tutorial** about Student-Centered Methodology

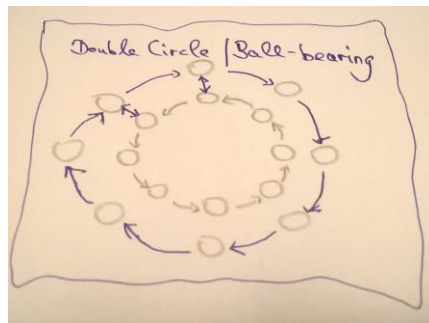
Station 3: A **podcast** about Student Activation

Station 4: A little “Activity **Game**” (Experience YOURSELF!)

Station 5: optional station = **role play or simulation** (minimum 6 people = “Start a new class activity style”, time: 5 minutes) or (for two people = “Give a student verbally a useful formative feedback!”)

Presentation methodology to wind up acquisition of new knowledge:

Double Circle method:

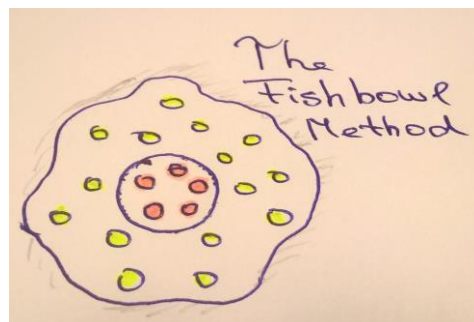


- **Procedure:**
- Inner Circle: Question 1: “What is Student-Activation? Explain the Outer Circle. They take notes.”
- Then: “Shift clockwise by 2 chairs!”
- Outer Circle: Question 2: “Explain the Inner Circle: WHY Student-Centered METHODOLOGY? Inner Circle Takes Notes!”

To finalize the method:

“Inner Circle and Outer Circle prepare little presentations on flip chart poster.”

Discussion and communication via method 2:



- **Fish Bowl:**

Topic:

“Discuss the ADVANTAGES and DRAWBACKS of “Activity-Based Learning!”



If time still allows for one more teaching method:

Introduce a final student-centered and highly activating method, using the pedagogical principle of experiential learning, e. g. **the “QUICK PIPE” method**, which is a set of six half pipes, about 50 to 100 cm long, and a ball running through these pipes. Six team members try to transport the ball continuously, no stops or running backwards, to a distant finishing line by alternating positions. Two or more teams can compete in terms of speed and accuracy. Aside from soft skills, technical concepts such as friction and interfaces, material of pipes and balls, speed, processing time etc. may be highlighted as well.

PART 2 of the Workshop: Up-to-date methods of assessment

⑥ “Experience a few innovative and competence-based assessment methods:

Please, self-assess your work today in this WORKSHOP so far, according to the following two competency rubrics on:

- (1) Methodological and Personal Skills**
- (2) Personal and Interpersonal Skills.”**

A background poster says: “True Competence Assessment = use Rubrics!”

- (1) “Assess yourself by using the following competence rubric regarding so-called **methodological and personal competencies**: Please tick off and give evidence and reasons in the last column for your vote!”

Assess yourself: “I can...”	“very much so” (= expert)	“usually” (= able individual)	“partly so” (= novice)	“not really” (= needs development)	Evidence / Reasons:
... achieve tasks and goals that require long-term and continuous effort					
... recognize external difficulties and setbacks and can develop solutions					
... accept critique concerning my performance or behavior					

...see my weaknesses and overcome them					
...show patience and tolerance regarding others' mistakes					
...represent my standpoint in teamwork convincingly					
...finish my work in time					
...accept ideas of others even if not in line with mine					
...name my own values					
...name my strengths and weaknesses promptly					
...relate tasks to my skills					
I like to work on new tasks.					
I'm trying my very best even if I don't like the task at hand.					
I'm prepared to step back with own goals if team goals require that.					
I take good care of my notes, books, folders and work material.					

(2) “Assess yourself on the following somewhat different competence rubric regarding so-called **personal and interpersonal competence** with respect to your work behavior: Please tick off and give evidence and reasons in the last column for your vote!”

Assess yourself:	Performance Indicators for Competency: “What I really do is: ...”			
Self-regulation: ...am doing it independently...	I can execute simple tasks if they are clear, but like to have orders and need hints. I can tasks to do adapt to things I have already done, if asked.	I can plan and schedule work tasks if I know the expectations and get help. I can take work notes so that I don't forget anything and also write down what I have learned to remember it I have understood.	I can meaningfully organize my work, divide it and stick to the schedule. I can recognize difficulties and weigh risks. I can explain how to approach things and become aware why and for what reasons I display a certain way work behavior.	I can recognize myself what tasks need to be done and give my work activities meaning. I can responsibly start complex work tasks, give them structure and complete them thoroughly. I can use these experiences to gain insight about myself and my ways of working to improve still.

Creativity: ...am doing it with fantasy...	I can find different solutions if somebody tells me how to go about this.	I can find alternatives to my ways of working if I have enough time and somebody drops a few hints.	I can develop different ideas, use different methods of working and learning and make use of others' examples. I work creatively with mind maps, graphs or other sketches and find new solutions.	I can put to work a multifaceted repertoire of methods and strategies to work. I can always find new ways and solutions to work more effectively, efficiently and joyfully. Thereby, I create original and effective ideas and apply them in my everyday work.
Quality: ...am doing it with care and high expectations...	I can work correctly and without mistakes for short periods, if I am reminded once and again. I need supervision so that I am not satisfied with the first result that may not be the best possible.	I can go into depth workwise after I got finally started. I can search for improvements and apply them if somebody gives me an incentive. If something doesn't quite work out, I would rather do something different.	I have high expectations regarding myself and my performance. I can do more than asked for if I like the task. I can work in an anticipating fashion, stick to deadlines and overcome hurdles.	I can everything I started corresponding to the highest standards, work conscientiously and have a tidy and structured work place. I can be passionate even if things don't work out. I steadily monitor results to maintain high quality.
Interaction: ...am doing willingly it with the support of others...	I can stand in for others if necessary. I can accept others' needs and my limits, if told what to do and what not.	I can work with others that I know well very well and exchange thoughts. I like to be in the background if feel insecure. I can cater to others' needs if they respect mine too.	I participate actively in learning sessions and develop common solutions and positive ideas if I realize that others support me. I respect others' needs and act conscientiously with personal information others gave me.	I can actively seek team work and take leadership too. I can work in an open way and constructively with others, no matter if things are work-related or get private. I can take responsibility even if unpopular issues are at stake so that others can rely on me.
Commitment: ...am doing it with passion and an inner feeling of responsibility...	I can force myself to do something or to learn something by heart if I get rewarded or get in trouble otherwise.	I can get into things that I like. Sometimes I can do that even without any rewards or independent of problems to be solved.	I can develop interest and joy with regard to activities if I push myself and start it. In such situations, I can develop fun learning and doing things myself.	I can always discover something that motivates me. I generally find joy in activities and never feel under pressure. On the contrary, I love to perform and find joy of learning and life in my performance.

Reflection phase of assessment:

(3) "Discuss your self-assessment with a trusted colleague!" (5 minutes)

(4) "Self-Reflection and Entry into your Learning Portfolio:

(a) What are your conclusions after this self-assessment, any actions to be taken to change?

(b) Would somebody else (e. g. your boss) come to the same assessment in the two rubrics (give reasons)?"

Subsequent Task: “Experience Reflective Assessment!”

A sample instrument is to be used right from the start of today’s third intervention, i. e. ideally a **little notebook is distributed right from the beginning**. Short reflective entries are performed after each activity and method during the entire workshop.

At the end, criteria can be developed how to appraise reflection performance.



Reflective task (a): “Discuss in plenary session what a good learning and development portfolio consists of!” (Time frame: 10 minutes)!

(To prepare for the moderators: Consult the following literature and make use of excerpts, cf. Zubizarreta 2009.)

Reflective task (b): “Assess your entries, or those of a trusted colleague, according to the following CRITERIA for self-reflective instruments:”

- Reflective entries—not only descriptions of situations
- Self-critical entries
- Weighed strong and weak sides
- Evidence for judgments provided
- Solutions for problems contemplated
- Clear steps ahead targeted
- Goals given
- Formal aspects: clear, structured, legible etc.

“Come up with a grade according to this scale—and give reasons for it:”

- Extraordinary distinction
- Distinction
- Merit
- Pass
- Fail

Final group task regarding reflective instruments:

“New and potentially better criteria for truly reflective entries that promote effective learning are to be developed by team work of three or four!”
(Time frame: 15 minutes)

The results should be quickly presented and disseminated amongst the different teams.

Self-exploring and reflecting three assessment methods in TESTING:⁶

(1) QiF Test as example for testing (QiF Factual Knowledge Test No. 2):⁷

QiF Tool Assessment via tests (by exemplary learning):

Final plenary discussion:

“Discuss how objective, reliable and valid such a test is?”

“Discuss critically if all components of the concept of competence are addressed!”

QiF-TEST No. 1: (PRE-TEST)

(1) Name four different typical members of the Quality Steering Committee?

(1a und 1b) _____

(1c and 1 b) _____

(2) Mention two major jobs carried out by the Steering Committee:

(2a) _____

(2b) _____

(3) Why does getting better through quality work make you happier?

(4) What general attitude should staff members have to install QiF?

(5) How many members should a QiF “Being-Happy Committee” typically have?

(6) Which levels of staff should be represented in a “Being Happy Committee”?

(7) What is the function of a “peer-to-peer counseling group” in QiF?

...

⁶ The assessment instruments can be obtained from the author in full (cf. Boehner 2017b). See also tool No. 3, QiF step No. 2 in the attachment section as an example.

⁷ QiF Factual Knowledge Test No. 1 may have already been used before Intervention No. 1, to assess the level of prior exposure to the approach. If not, test No. 1 can be used as well.

QIF-TEST No. 2: (POST-INTERVENTION TEST)

(1) Give two reasons why quality work helps you to increase your level of happiness and to experience fun at work?

(1a) _____

(1b) _____

(2) Mention two measures that can be undertaken by the "Being Happy"-Committee to increase quality in TVET institutes:

(2a) _____

(2b) _____

(3) What general attitude do you need to have to install QIF and make quality work fun and possible at all?

(4) Which members of staff should participate in a QIF kick-off meeting?

(5) How many members should a QIF Steering Committee typically have?

(6) Which levels of staff should be represented in a Quality Steering Committee?

...

(2) Qif survey instrument as example for the "survey method":

This method of assessment shall be used to uncover attitudes.

Final plenary discussion:

"Discuss critically to what extent a survey can be applied to assess performance?"

Qif SURVEY: (Management & Staff)

Please tick off boxes appropriately:

Personal Information:
 Position held in College/Training Center: _____
 Age: _____
 Gender: male / female

How did you get first detailed information about QIF?

QIF Workshop
 Official information by Head Office
 Word of mouth amongst colleagues of accidental information by superiors
 Through the web, e.g. the QIF homepage
 Other, please specify: _____

Describe your first reaction toward the QIF approach after having learned about it?

strongly favorable
 favorable
 neutral
 unfavorable
 strongly unfavorable

After getting deeper into the QIF approach (e.g. through the workshop and QIF interventions), how did your first reaction change?

very strongly positive
 positive
 no change
 negative
 very strongly negative

On a scale from 1 (useless) to 7 (highly effective), how high would you rate the impact of QIF on your institution?

① (not effective) ② (very little effect) ③ (small effect) ④ (some effect) ⑤ (effective) ⑥ (very effective) ⑦ (highly effective)

On a scale from 1 (useless) to 10 (highly effective), how high would you rate the effectiveness of the QIF interventions?

① (not effective) ② (very little effect) ③ (small effect) ④ (some effect) ⑤ (effective) ⑥ (very effective) ⑦ (highly effective)

Finally, as you know the 12 steps of Qif approach, how many do you see implemented in your institution (give a number from 1 to 12): _____

THANKS for your participation! **THANK YOU!**

(3) QiF Observation and Evidence Sheet as example

(for the instrument, see attachment: QiF award tool No. 3):

This method is introduced to train teacher's observations and to professionally look for performance evidence.

Final plenary discussion:

“Discuss how useful the assessment method called ‘observation and evidence sheet’ is in assessment and how a teacher can apply it?”

⑦ **FINAL Reflection Method for Learning Effects of the Workshop:**
“A QUALITY Fantasy Journey”

- **“Close your eyes, sit down, best on the floor, relax,**
- **imagine yourself in a wonderful place, look around, enjoy,**
- **now, imagine yourself in a lovely place where you would like to teach innovatively,**
- **what are the main nice features of such a lovely place? Imagine.**
- **What would you change to make your real teaching that lovely. Imagine!**
- **Now imagine what can really be achieved. Think up your first step!**
- **Imagine a new fancy method you are going to try out with your students within the next week!**
- **Imagine something small you’ll do tomorrow!**
- **Now, imagine again another place that you love. Stay there... Smile...**
- **That is QUALITY!**
- **Open your eyes again, keep smiling...”**

THANKS for THAT, THANKS for your IMMERSION into our common workshop on TVET quality core processes!

YOUR QiF workshop moderator, wholeheartedly

Your name, e. g. Markus M. Boehner

6.5 One-day program for QiF Counselors

Frequently, there is not enough time and manpower available to send management to QiF workshop number 1 (see chapter 6.1) and to offer TVET institutes three one-day interventions for all staff (see chapters 6.2 to 6.4), either because staff cannot be released or QiF counselors are not available for three entire days, or both.

That is why a condensed version of the extensive QiF training program has been designed that offers QiF counselors the chance to introduce the concept to new centers and deliver the gist of quality attitude development and a suitable identification of quality development needs. A QiF trainer and counselor that is knowledgeable about the four QiF workshops can easily adapt to this one-day program and introduce QiF to TVET institutes in a meaningful way.

The following table shows the program, broken down into main activities, explanations, expected outcomes and hints for QiF counselors and, simultaneously, workshop moderators:⁸

QiF Counselor One-Day Program (First Visit)				
TVET Institute:				
Date of Visit:				
Time	Activity	Description	Intended Outcome	Remarks
Pre-Visit	Contact Institute beforehand	Call, write e-mail or activate personal acquaintances as well as third-party experts on the center	Getting to know staff, key personnel, resources, limitations	...already form first ideas about potential quality goals needed...
8.00 - 8.30	"Gordian Knot" method	About eight participants cross and hold hands. Task: Disentangle the knot without losing the grip of the hands!	Breaking the ice, first teamwork experience, motivation & curiosity for the day	Discuss if there was FUN involved!
8.30 - 9.15	Input session: QiF = QC + QMS +...	Introduce the 12 steps of QiF & what can be done to get there	First Familiarization with QiF 12-step approach and QiF tools	Use of powerpoint & change speakers
9.15 - 9.45	Main Teambuilding Activity: (a) Tower of Power, (b) Leonardo-Bridge or (c) Marble Run or something similar (see three QiF Interventions)	Large Teams, if possible at least two, engage in comprehensive quality work, solving a hands-on problem	Criteria of Effective Teamwork: Leadership, Communication, Planning, Goals, Clear Procedures etc.	Participants should take notes about effective teamwork in the end!

⁸ A multimedia presentation guiding through the one-day program can be obtained from the author.

9.45 - 10.15	Plenary Discussion (e. g. in a horseshoe or circle setting, moderators as part of the group)	Experiences are discussed & QAs raise success stories and areas of concern. QAs also introduce criteria of effective teamwork	Criteria of Effective Teamwork: Leadership, Communication, Planning, Goals, Clear Procedures etc.	As much as possible shall come from participants-- criteria can be collected on whiteboard / flip chart poster.
10.15 - 10.45	Tea / Coffee Break	Get to know participants on a personal basis	Awareness of Center's Atmosphere	Engage in Smalltalk and be open-minded!
10.45 - 11.15	Pair Work on TALP: Talents, Affiliations, Limitations & Prospects	The partners work out and find out how the partner would be able to contribute to a positive "quality" development in the TVET institute!	Potential Individual Contributions to Quality Progress in the Center - delving into individual strengths and available human capital	Encourage self-confidence and commitment! Give ideas about what could be done, if there are no creative concepts what to do.
11.15 - 12.00	Partner Presentation	Everybody presents and introduces the strengths and possibilities of her/his partner!	Highlighting potential high-value contributions to quality-work in the center.	Encourage listeners to recognize presentation, clap hands and nominate presented potential quality-work for implementation!
12.00 - 12.30	QAs Input Session on: "Why Quality Work is Fun"	Give arguments via presentation and provide examples why quality is good for everybody, increases happiness and fun (see chapter 2.2 in QiF Handbook, Edition 2016)	Participants get encouraged to engage in quality work & change their attitude!	Think about good examples for increased happiness and fun!
12.30 - 1.00	Lunch Break	Sit with management and eat	Find potential quality goals that would be of interest for management, in an informal way!	Be friendly and encourage management to talk about their quality development.
1.00 - 1.30	"Doing some Calm Quality Movements" method	Participants get into a self-reflective and positive mood by engaging in positive psychology (see chapter 5.2, activity 2 in QiF Handbook, Edition 2016)	Promoting positive thinking and a positive attitude towards quality work	Calm and meditative atmosphere, driven by the moderator's firm voice!
01.30 - 02.15	"What can I do?" & Presentation via Double Circle Method	Come up with a personal goal what every person, individually can do for the quality development of the center, then present to various partners in a double circle setting (see chapter 6.6.2 in Quality textbook, Volume 2)	Personal quality goals, for the good of the training center.	The moderator may have to provide example for suitable personal quality goals and support communication during the double circle.

02.15 - 03.15	Mini-World Café method with hosts & presentations of resulting papers via multimedia projector	Groups come up with topical problems of own center, then finding various solutions (see activity 6, chapter 5.3, QiF Handbook, first edition)	Specific quality problems and potential solutions of the center.	The World Café method might have to be visualized and explained several times. The hosts must take extensive and legible notes.
03.15 - 03.45	Goals and Agreement of Center's quality goals	Management Meeting: Management or staff goals shall be written down in a goals' agreement and signed, i. e. accepted, by management	Quality goals, goals agreement and time horizon to reach these goals	QiF Ambassadors must wait for the center's own ideas, then might suggest goals identified during the World Café or during the lunch break etc.
03.45 - 04.00	Evaluation, e. g. via thermometer method (see Quality textbook, Volume 2 chapter 7, p. 200)	Getting meaningful and quick feedback from a staff about the day	General impression and a few key words about impressions.	Evaluation method needs explaining! Hand-outs for each participant would be useful!
04.00 - ...	Tea & Refreshments	Saying goodbye and engaging in friendly small talk	Saying farewell in proper way and leaving a good impression	Prepare for a second visit to discuss achievements!

This abbreviated introduction of QiF to TVET institutes can serve as a point of departure for long-term quality commitment and dedication to attitude change in a large number of individual centers.

To **apply QiF on a system level** and to roll out the approach in entire countries, it may prove more efficient and sustainable to have a large number of QiF counselors conducting the one-day program in an ever-increasing number of centers, coordinated by a special unit of the country's regulatory body.

Chapter 7: QiF and the path ahead

7.1 The immediate future of quality work

After having introduced the theoretical background of QiF and potential practical training workshops, one can perceive the embeddedness of QiF into QMS and QC and always consult the in-depth explanations of the twelve steps of QiF. But **the baton will have to be passed on the TVET leaders to make QiF a success**, as quality work must be supported and promoted from top management and key players of the sector, with no strings attached. Center managers can make good use of QiF, which provides potential tools to be used for implementation of the steps (see attachment section), including elements of the training program to involve staff and gain acceptance.

That means that the next step to exploit the full potential of the QiF approach is **in the hands of TVET ministries and regulatory bodies**, donor agencies, head office senior staff and, **first and foremost, TVET institutes' management**.

Support by trained QiF resource persons shall always be asked for and is to be provided with great enthusiasm, but the essential task of making everyday life in TVET more enjoyable, productive and satisfactory, for the good of students, staff, parents, businesses and entire countries alike, is the responsibility of center management in charge, facilitated by decision makers and other key players in the sector.

Better quality management systems, real and authentic quality culture and true joy and happiness in TVET are all within reach of real achievements, **by making use of all facets of QiF**.

As a result, and in the literal name of the approach "Quality-is-Fun", all readers shall have fun with QiF, report back shortcomings, if noted, and **change quality in TVET for the better, from now on, forever**.

7.2 A futuristic glance into a world of high-quality TVET institutes

It is an undeniable fact that future learning in TVET becomes ever more preparing for the necessities of lifelong learning, meaning to gear up students for ever-changing competencies needed at work, and potentially for the need to shift careers altogether because of sectoral market disruptions (see the special issues of *The Economist*, “Lifelong learning” No. 9023, 2017 and “The future of learning”, No. 9050, 2017).

Such fundamental shifts in labor markets need **curricula that are flexible and go far beyond static vocational contents**, i. e. including training for the abilities to **think critically** and study beyond narrow qualification-based one-off certifications. There is a need to teach **metacognitive skills** in all TVET courses, and competencies to reach out and think ahead, beyond any training that is being delivered during a formal course.

In QiF, this combined and **over-arching competence is called the “ability to adapt”**, as laid out in detail in QiF step number 9. This ability is not only of paramount importance in everyday training, but also a permeating maxim for a forward-looking quality vision of any TVET institute, shaping the institute’s and their student body’s future.

Working out a comprehensive training program for this “ability to adapt” would surely be the subject of another textbook (partly delivered in Boehner 2017), but this publication cannot let go without pointing out the main issues that **should keep Quality Committees (see QiF step No. 3) busy for a long time to come:**

- (1) Moving dynamically into further and continuous technical education, tailoring courses and short-term seminars for experienced staff that need competency updates or even re-training at some later stage in life.
- (2) Close cooperation with industry and business associations to identify market training needs early on, and develop course offers pro-actively.
- (3) Developing e-based learning in TVET, by moderating online-based courses catering to the needs and time restraints of a working population and an older customer base.

- (4) Making proper use of sophisticated educational technology (edtech) and following on edtech development, particularly in TVET, as industry usually is at the forefront of technological developments.
- (5) Offering evening- and weekend-based short-term teaching sessions for the same customer base as in (3).
- (6) Developing *Massive Open Online Courses* (MOOCs) for trades, occupational fields or entire sectors, such as on the already well-established platforms *Coursera* and *Udacity* (just not for Higher Education, but for TVET), for basically all occupational fields that need updating or even continuous training because of technical developments. This will be the task of head offices of training providers or joint efforts.
- (7) Training centers that focus on the idea of the Flipped Classroom (cf. Boehner 2017), i. e. Internet-savvy students that obtain knowledge through lectures, demonstrations and illustrated talks via e-learning and MOOCs, but come to the training center for support with respect to details, answering of questions, group-based learning and simply for social gatherings and status-quo enhancement. That means the TVET teacher of tomorrow will have to be subject-knowledgeable and digitally hyper-competent by means of a sophisticated teacher training in TVET, but even more so a good counselor and facilitator of learning, a great communicator and an evaluator of existing and potential competencies. **By the way, that expects a decent pay as well, as a message to policy makers ...**

Forward-looking TVET institutes must have their radar fine-tuned to such developments, to be put into a nutshell:

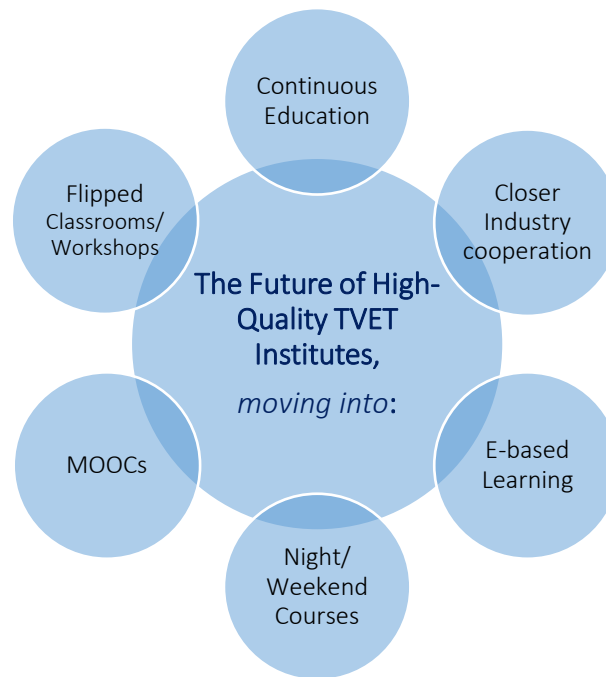


Figure 18: Six elements of prospective high-quality work in TVET

Having a Quality Committee that continuously works towards **tapping and living up to these six areas** sketched above and that permanently keeps **an eye on the “ability to adapt” as the key skill** to teach will invariably result in a TVET institute being well placed to face challenges to come and to live the mantra of quality work.

This mantra also involves **catering to a greater customer base**, not only youth and pass-outs of the regular educational systems, but also the **25-plus age segment**, ready to move up the career ladder and the **35-plus age segment** in need of retraining or augmenting skills to retains jobs or qualify for new ones, as their existing skills have become obsolete. Consequently, a training center must offer (a) fully-fledged campus-based courses for younger folks, (b) partly e-based courses for high flyers and also for graduates holding college degrees and (c) basic skills courses in a modular design that support retraining or additional training for older folks with little time because of work and family commitments. That is a tall order for training centers and TVET teachers, but also **an exciting future and job-enrichment** for individuals that find their professional home in TVET. That is why TVET professionals should thoroughly enjoy their jobs. It is surely demanding to live up to new industry and labor market demands, **but fun and exciting as well**—to see the world of work developing and contributing to it.

ANNEX: TOOLBOX for the 12 steps of QiF

The attached toolbox gives a comprehensive compilation of easy-to-handle and recommended tools to apply when implementing the various steps of QiF. Any selection is feasible as well, but, first and foremost, adapting the tools to local and institutional circumstances is highly advisable. Finally, as an institute moves up the ladder of sophistication in quality work, so should the toolkit. As a result, tools should be upgraded and expanded when the quality process has spanned several years and a majority of QiF steps and a QMS have been certified.

Tool No. 1: Attitude Self-test, QiF Step No. 1.....
Tool No. 1: Rating Sheet, QiF Step No. 2:.....
Tool No. 2: QiF Contract, QiF Step No. 2:.....
Tool No. 3: Knowledge Test, QiF Step No. 2:
Tool No. 1: Checklist, QiF Step No. 3:.....
Tool No. 1: Procedures Question Game, QiF Step No. 4:.....
Tool No. 1: Individual Feedback Sheet on student's competence development, QiF Step No. 5.....
Tool No. 2: Individual Feedback Sheet "Management of Class", QiF Step No. 5.....
Tool No. 3: Individual Feedback Sheet (Visualization) "Dart Board", QiF Step No. 5.....
Tool No. 4: Individual Feedback Sheet for the efficiency of the "Learning Process", QiF Step No. 5.....
QiF Tools No. 5 and 6: General Students Feedback regarding "Delivery of Teaching", QiF Step No. 5.....
Tool No. 7: Company Feedback Sheet, QiF Step No. 5.....
Tool No. 8: Parents Feedback Sheet, QiF Step No. 5.....
Tool No. 1: Observation Sheet for Lessons and Practicals, QiF Step No. 6.....
Tool No. 2 for evaluation the work of TVET staff: Appraisal Form, QiF Step No. 6.....
Tool No. 1 and 2: Lesson/Workshop Plan, Sample No. 1 and 2, QiF Step No. 7:
Tool No. 1: Monitoring of individual record keeping abilities, QiF Step No. 8.....
Tool No. 1: Checking existing teaching for competence to adapt, QiF Step No. 9.....
Extensive Tool No. 1: Internal Evaluation, QiF Step 10.....
Tool No. 1: Rubric of functioning BHC, QiF Step No. 11.....
Tool No. 1: Checklist for Visit of Critical Friend, QiF Step No. 12.....
QiF Award Tool No. 1: Award Criteria Box.....
QiF Award Tool No. 2: QiF Certificate Specimen.....
QiF Award Tool No. 3: Date Collection No. of Steps.....
QiF Award Tool No. 4: Data Collection, Level of Steps.....
Tool No. 1 to agree on QiF goals.....
Tool 1 for competence-based self-assessment via rubrics.....
Tool 2 for competence-based self-assessment via rubrics.....

Tool No. 1: Attitude Self-test, QiF Step No. 1

Self-test for ATTITUDE “readiness for change” in the work place:

(QiF Step No. 1)

(Please be honest with yourself—this is only to support your professional development!) TICK OFF ANSWER BOXES a, b or c:

(1) When I get a new boss, my first reaction is:

- a Openness and joy to work with a new superior
- b Hesitation and curiosity about the changes that might bring
- c Insecurity and reluctance to alter established and functioning ways

(2) My companies decides to leave production processes unchanged, even though there is a new technology on the market. My first thoughts are:

- a Good decision that underlines existing strengths and working processes
- b Questioning attitude if change is not only delayed and avoided
- c Dissatisfaction with management to leave opportunities unused

(3) When I am very busy at work and a further education opportunity arises, partly during my free time, my first reaction is:

- a Curiosity and happiness to upgrade my professional self
- b Interest and rationality to check the possibility to participate
- c Focus on stress and exaggerated work expectations

(4) A colleague tells me of a new technological breakthrough in our branch I have not heard of yet. My first thoughts are most likely:

- a “Hope that will not alter everything we do.”
- b “Let’s see what we need to do differently now.”
- c “That could bring unforeseeable chances to us.”

(5) My company publishes the decision to relocate, i. e. to close down the present location and move to new premises as soon as possible. My first likely impulse might be:

- a Regrets and melancholy about the established and soon-to-be abandoned site
- b Interest about the need and efficiency of the move, but general acceptance
- c Curiosity and joyful willingness to create a better workplace

(6) The government decides to introduce comprehensive new safety rules and regulations, affecting your workplace heavily. What might your first thoughts about that look like?

- a "probably good reasons and good to get more protection"
- b "again government interference, well, we'll comply"
- c "just making my work more cumbersome again, without knowing practical ways"

Test score:

- First, award yourself 2 points for each answer *a*, 1 point for *b* and 0 points for answer *c* at items No. 1, 3 and 6.
- Then, award yourself 2 points for each answer *c*, 1 point for *b* and 0 points for answer *a* at items No. 2, 4 and 5.

Total number of test points: _____

Interpretation:

Score 12 to 10: You are always ready for change! You have a healthy professional curiosity and openness. Great attitude. Stay like this!

Score 9 to 8: You are quite open when it comes to change. Occasional doubts overcome your general attitude that is willing to embrace change. Don't let yourself be overwhelmed and always strengthen your positive and change-welcoming side!

Score 7 to 5: You are torn between pessimistic doubts on the one side, and curiosity and openness on the other side. Don't let yourself be stymied and narrow-minded by fears about the future and unavoidable change. Work on your attitude to embrace change, you will be rewarded by more job satisfaction.

Score 4 and below: You like the status-quo and established ways. All human beings have strains of that attitude, but it brings a lot of dissatisfaction and unhappiness into your work life, as change is constant fact of the world of work. Please always try to find potential positive sides of any change and ignore your misgivings as much as possible. That will not be easy, but it's worth trying every time. You will be much happier at work. Continuously work on that positive change-attitude.

Tool No. 1: Rating Sheet, QiF Step No. 2:

Rating Sheet regarding quality work in your institution:

Dear Madam / Dear Sir,

The TVET system has undergone many reforms within the last years. One aspect is to improve or introduce more quality work and a certified Quality Management System (QMS) into each TVET institution.

Before we really get started today, I would like you to rate your perceptions about quality work in our institute, according to the following statements: (anonymously, of course!)

- (1) You have surely engaged in quality work within the last years, e. g. helping to set up a QMS. How would you best describe your attitude toward the quality activities in our workplace:**

I liked it very much.	I liked it.	I had a neutral feeling.	I didn't like it.	I didn't like it at all.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- (2) How would you describe your motivation with regard to quality work so far:**

very motivated	motivated	neutral (wait 'n' see)	unmotivated	very unmotivated
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- (3) How would you describe the motivational status of our management within the last years?**

very motivated	motivated	neutral (wait 'n' see)	unmotivated	very unmotivated
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- (7) How would you describe the motivational status of your colleagues within the last years?**

very motivated	motivated	neutral (wait 'n' see)	unmotivated	very unmotivated
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- (8) How useful would you rate the quality work in your workplace so far:**

very useful	useful	a little useful	not useful	very futile
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Thanks very much for your cooperation!

Your QiF team

If the results of this survey show 30 % of staff ticking off 3 or below in some items, management has to communicate the meaning, necessity and personal gain of quality work in a powerful way (e. g. by having individual staff talks) and convince everybody about management's unfaltering dedication to quality work, and QiF, of course.

Tool No. 2: QiF Contract, QiF Step No. 2:

Quality-is-Fun approach: QiF in our INSTITUTE

QiF Contract after the KICK-OFF MEETING (QiF Step No. 2)

After that meeting of today, we all sign up to personally support the quality process in our TVET institute, to make it wonderful place to work and study.

We will make it feel like home for our customers, in particular our valued students, but also parents and company representatives are always welcome and honored.

We will be working towards being a great team, all staff of our institute. We will respect each other and listen to one another. We will value our colleagues and our students, consider them an asset and strive to become ever better.

The reason to become better is be proud of ourselves, our achievements and our institutes. We will support our management team, our quality officers, our quality steering committee and our grassroots “Being-Happy”-Committee.

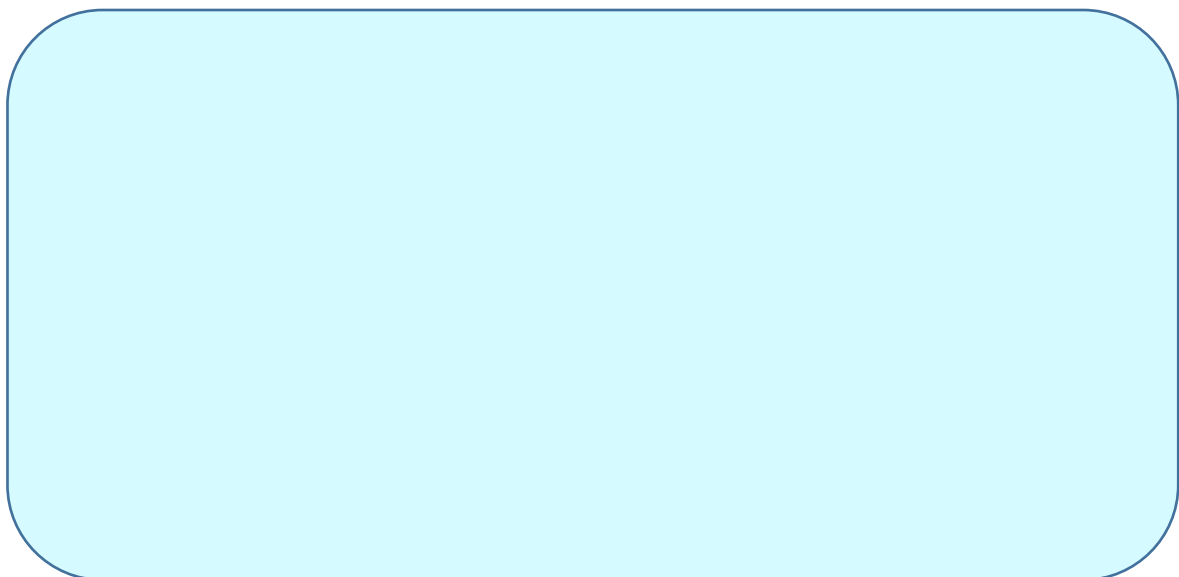
We will consider feedback a chance to progress and grow personally, and we will happily provide friendly feedback, if asked to.

Eventually, we want to turn our institute into top-ranking high-quality place, for the benefit of all of us—and have and sustain a happy and supportive place to work.

We are dedicated to aspire to these QiF goals, with all our hearts and professional means:

_____ (Place & Date)

Signatures of ALL PARTIES/STAFF to this QiF Contract:



Finally, this contract should be laminated and displayed publicly at some prominent spot, e. g. at some QiF board in the entrance hall to be taken in by staff and students alike, day by day.

Tool No. 3: Knowledge Test, QiF Step No. 2:

QiF-KNOWLEDGE brainteaser No. 1:

(1) List four different typical members of the Quality Committee?

(1a und 1b) _____

(1c and 1 b) _____

(2) Mention two major jobs carried out by the Quality Committee:

(2a) _____

(2b) _____

(3) Why does getting better through quality work make you happier?

(4) What general attitude staff should have to install QiF?

(5) How many members should a QiF "Being-Happy Committee" typically have?

(6) Which levels of staff should be represented in a "Being Happy Committee"?

(7) What is the function of a peer-to-peer counseling group" in QiF?

(8) What is the job of an Academic Director when it comes to "in-house processes"?

(9) Find a good reason for a central location for documents (e. g. NCS, Curricula etc.):

(10) Name two typical tasks of a "Being Happy Committee"?

(10a) _____

(10b) _____

(11) What is the job of a critical friend?

(12) Explain why an instructor feels happy if students are happy!

(13) What two major different types of processes are there around, highlighting the importance to the institute:

(13a) _____

(13b) _____

(14) In which QiF step is soft skill training high on the agenda?

(15) What is the major difference between the internal evaluation and TVEC's external audit?

(16) Whose job is it to organize a "Feel-Well" Day?

Thank you so much for participating!

Tool No. 1: Checklist, QiF Step No. 3:

Is our Quality Steering Committee (QSC) properly “up and running”:

QSC CHECKLIST (QiF Step No. 3)

- (1) Does the QSC meet at least once a month and regularly? (without regular absentees)
 yes no partly
- (2) Are there all levels of staff represented? (at least academic staff, non-academic staff and management)
 yes no partly
- (3) Are there minutes of all meetings available to everybody and quality measured initiated recorded?
 yes no partly
- (4) Does the QSC regularly collect information in the institute about quality concerns?
 yes no partly
- (5) Is there a file on quality issues looked into and quality measures initiated as well as success monitored and documented?
 yes no partly
- (6) Is the “Being-Happy Committee” heard regularly?
 yes no partly
- (7) Does the QSC initiate and accompany an internal evaluation at least once every year?
 yes no partly
- (8) Does the QSC invite a critical friend at least once a year and listens to the feedback?
 yes no partly
- (9) Does the Steering Committee take actions based on the feedback of the critical friend as a consequence?
 yes no partly
- (10) Do the QSC and the institute’s management work hand in hand?
 yes no partly
- (11) Does the QSC represent the concerns of all staff consistently?
 yes no partly
- (12) Does the QSC cooperate with other relevant bodies (e. g. unions, clubs etc.)?
 yes no partly
- (13) Does the QSC initiate further training for staff if needed?
 yes no partly
- (14) Does the QSC support the QiF process in-house consistently?
 yes no partly
- (15) Does the QSC help to sustain the QMS as well?
 yes no partly
- (16) Is the QSC considered a useful internal team by staff members?
 yes no partly
- (17) Are QSC members replaced by other staff members at least every third year? (to make it a committee for all)
 yes no partly
- (18) Finally, does the QSC hand out official praise to staff members supportive of the QiF approach or simply helpful in quality measures?
 yes no partly
- (19) Does the institute’s management unflinchingly support the QSC?
 yes no partly
- (20) Do all members of staff know the members of the QSC and their quality actions? (Key word: transparency)
 yes no partly

Interpretation of the checklist:

- Each “No” answer entails actions by the Quality Committee to turn it into a “yes” response.
- Each “partly” answer entails looking into the shortcomings with regard to that point during the next meeting, and redressing them to turn the vote into a “yes”.
- If there are more than 7 “no” answers (more than one third), then there is no real Quality Committee in place yet at your institute. There is a lot of work to be done still!
- If there are more than 7 “partly” answers (more than one third), then the Quality Committee is working, but not quite properly. Your institute should brush up the approach!

If you have fewer than three “no” or fewer than three “partly” votes, altogether fewer than five, i. e. a minimum of 16 “yes” votes, you have a great Quality Steering Committee. Keep up the pace! That is what you should be striving for, but keep on monitoring **at least once every year** with that checklist.

Tool No. 1: Procedures Question Game, QiF Step No. 4:

QiF Activity Sheet regarding Procedures:

(QiF Step No. 4)

Please explain the following processes or parts thereof, i. e. procedures, in bullet points:

(4.1) How exactly do we enroll new trainees in our institute?

(4.2) What happens if a trainee does not show up in the morning and does not transmit any message?

(4.3) After an exam conducted by external examiners (e. g. an NVQ exam), what needs to be done internally?

(4.4) How can trainees pay fees for courses and how will this be confirmed?

(4.5) In which way are on-the-job training places for your students found?

(4.6) What is to be done if you cannot come to work because you are feeling sick in the morning?

How to put this sheet to work is by means of a fairly straightforward activity that should also create some smiles in the wake:

- (e) After filling in the sheet, find a colleague, exchange sheets and discuss differences. You can smile and laugh doing this, but also find reasons for deviations.
 - (f) Finally, find another tandem and exchange sheets with them. Read again and find differences between the tandems. There should be room for fun again, as there might be differences that cause smiles. In a more professional vein, you should also identify root causes for differences.
 - (g) In the end, each team of four takes notes about determined overlapping and differences—and potential causes of different perceptions. Please write legibly, as the notes should be handed over to the Quality Committee.
 - (h) During the next meeting, the Quality Committee shall discuss outcomes, and decided on potential clarifications of procedures in the manual, maybe even improvement to them or new ways how to effectively communicate and interpret procedures the same way.
-

Tool No. 1: Individual Feedback Sheet on student's competence development, QiF Step No. 5

Feedback Sheet "Competence Improvement"

Lesson / Workshop: _____

In which intensity did you perceive the characteristics of potential competence development below today?
You indicate the perceived intensity by making a cross:

not at all 0 1 2 3 4 5 very much so

If you cannot mark a characteristic because it was not part of the teaching process today (e. g. transparency of criteria for competence assessment if there was none), then leave it open.

	0	1	2	3	4	5	Evidence / Remarks
Competence Development							
The tasks have an appropriate level of difficulty (no excessive or not challenging demands).							
Knowledge is learned in real-life relevant contexts.							
There is a possibility to revise and practice.							
There is enough time in phases of practicing.							
The teachers observes students in phase of practicing and provides, whenever needed, support to move on.							
The learning equipment and/or material allows for independently checking results (alone / with a partner / in teams).							
The achievement of envisaged levels of competencies is checked.							
The students obtain stimulation for learning reflection and for improvement of learning strategies.							
Homework given is a meaningful supplement to the teaching process.							
Homework given is checked and discussed.							
The demands and level of expectation in competence assessments is transparent.							
Further characteristics for the student's competence development:							

Tool No. 2: Individual Feedback Sheet “Management of Class”, QiF Step No. 5

Feedback Sheet: “Classroom/Workshop Management“

Lesson / Workshop observed: _____

In which intensity the characteristics of good class management are to be observed? The estimated intensity is marked by a cross:

not at all 0 1 2 3 4 5 very much so/absolutely

If one of the characteristics is **not observable**, then all boxes **remain empty**.

	0	1	2	3	4	5	Remarks
Class Management							
The teacher starts on time.							
Relevant teaching materials and media are prepared.							
The teacher brings about a nice working atmosphere (avoiding hectic and boredom alike)							
The teacher doesn't waste any time with elements not relevant for teaching (e.g. organization), but refers to a timing after class.							
The teacher administers a frictionless and quick process of teaching (e.g. no cumbersome group finding, no longish disciplinary actions).							
The teaching is based on a system of rules that is designed to prevent any disruption.							
The teacher perceives and adequately deals with student actions that are not relevant for teaching.							
Disturbances are handled with minimal interference.							
The teacher perceives all student actions pertinent to the ongoing teaching.							
The teacher deals with things not foreseeable in a flexible way.							
The teacher finishes his teaching timely.							
Further observations:							

Tool No. 3: Individual Feedback Sheet (Visualization) “Dart Board”, QiF Step No. 5

Dart Board Feedback

Your Feedback is very important:

- Please rate the mentioned areas and put a cross into segment belonging to the area in the box.
- The closer you put your cross to the center of the dart board, the more positive is your judgement!

e. g. Transparency of goals of lesson / practical

e. g. Learning materials / equipment

e. g. Lesson / practical is well-structured

e. g. „My teacher is a role model for me!“

What I wanted to say beyond that ...

Tool No. 4: Individual Feedback Sheet for the efficiency of the “Learning Process”, QiF Step No. 5

Learning Feedback

Guiding Questions regarding Teaching/Training

The guiding questions are meant to make you (and me!) think about your learning and working experience.

What was the main idea of this unit of teaching/training? Date: _____

What was fun?

What was no fun?

What have I learned?

What is it I didn't understand?

What would I like to continue working on?

What is of further interest to me?

Tools No. 5 and 6: General Students Feedback regarding “Delivery of Teaching”, QiF Step No. 5

General questionnaires for Individual Feedback from Students

No. 5: Pre-defined answer options

Questionnaire Teaching/Training			
Occupation / Subject:			
Batch:			
1	I think that I have learned and understood a lot	1 2 3 4 5 6 7	During this class I have not learned much at all.
2	The teacher/trainer commands a substantial body of background knowledge and skills	1 2 3 4 5 6 7	The teacher/trainer has very little background knowledge and skills.
3	The teacher/trainer was always well prepared for class.	1 2 3 4 5 6 7	The teacher/trainer was not prepared for class.
4	The teacher/trainer was very competent in his field	1 2 3 4 5 6 7	The teacher/trainer was incompetent and couldn't answer questions.
5	Teaching was versatile (e. g. different media, different workplaces and action forms).	1 2 3 4 5 6 7	Teaching was very monotonous.
6	Teaching was so interesting that I was induced to participate.	1 2 3 4 5 6 7	Teaching was boring.

No. 6: Pre-defined and open-answer questions

Questionnaire Teaching/Training						
When use the scale from 0 to 5 when evaluating: It's not true at all 0 1 2 3 4 5 it's absolutely correct						
	0	1	2	3	4	5
I have grasped the practical relevance of teaching/training in work life.						
Teaching/Training was well structured.						
Contents and tasks were manageable.						
Different examples from work life has been used to illustrate.						
The teacher/trainer made the impression of being well prepared.						
The teacher/trainer was successful in creating interesting learning processes.						
The teacher made use of or made a meaningful use different media (e. g. whiteboard, projector, transparencies, posters, models, flip charts, flash cards)						
What I liked was					
I would have omitted					
What I missed is					

Tool No. 7: Company Feedback Sheet, QiF Step No. 5

Name of College / Training Center:

Questionnaire Companies						
When use the scale from 0 to 5 when evaluating:						
It's not true at all	0	1	2	3	4	5
	0	1	2	3	4	5
Technical training provided is high standard.						
The trainees passing out have acquired technical skills for work life.						
The training provided lives up to our skills demands.						
The trainees passing out have acquired appropriate social skills for work life.						
The trainees passing out have acquired continuous life-long learning skills.						
The trainees passing out have acquired methodologies to succeed in work life.						
The trainers are suitably skilled and up-to-date.						
We are in touch with your trainers.						
There are cooperation projects going on between you and us.						
College/Center management is professional.						
If applicable: The trainees are well prepared for OJT.						
If applicable: There is suitable supervision and support during OJT.						
What I like about your training college / center is:						
What I have no information about is:						
What I miss is:						
I would to give you the following advice:						

Tool No. 8: Parents Feedback Sheet, QiF Step No. 5

Name of College / Training Center: _____						
Questionnaire Parents / Guardians						
When using the scale from 0 to 5 for evaluating:						
It's not true at all	0	1	2	3	4	5
correct						it's absolutely
	0	1	2	3	4	5
From my perspective, your technical training provided is very good.						
My child acquires further skills needed in life.						
The training provided lives up to my expectations.						
My child is treated with respect and care.						
My child has a chance to develop continuous life-long learning skills.						
My child has the chance to engage in group work and self-directed learning.						
From my perspective, the trainers are highly skilled and up-to-date.						
From my perspective, your trainers are very supportive to the learning process of my child.						
Your trainers have been friendly and in touch with me already.						
I have been asked for my opinion and my ideas already.						
From my perspective, your center is well equipped with learning materials and machinery.						
Your College/Center management is open-minded and interested in parents' views and issues.						
If applicable: My child has been using your Internet facilities with great success.						
If applicable: There has been a useful event for parents that I attended already.						
What I like about your training college / center is:						
What I have no information about is:						
What I miss is:						
I would to give you the following advice:						

These are only examples for customer feedback tools that can be used!

Each QiF institute should enlarge and customize its own customer feedback toolkit, standardize its usage, document it in processes and procedure in a quality manual and publish the results.

There should also be a “private” toolkit each TVET teacher applies, again and again, with the results staying with the individual teacher, only for the purpose of getting better and knowing what customers want. Therefore, each teacher should have her or his own “feedback toolbox” to make use of customarily again and again.

Tool No. 1: Observation Sheet for Lessons and Practicals, QiF Step No. 6

Structured Practical / Lesson Observation SHEET:

All categories below should be verifiable by truly observed behavior, otherwise do not tick!

What type of course and interaction did you observe?

(e. g. NVQ level 4, plumber, practical or Level 5, QS, subject: English):

Please tick (), if the following forms of interaction were to be observed:

- | | |
|----------------------------------------------------------------|-----------------------------------------------------|
| <input type="checkbox"/> = teacher up front, classroom setting | <input type="checkbox"/> = working alone |
| <input type="checkbox"/> = group work | <input type="checkbox"/> = project work |
| <input type="checkbox"/> = partner work | <input type="checkbox"/> = station-based work |
| <input type="checkbox"/> = free workshop activity | <input type="checkbox"/> = learning plan-based work |

How much activity was on the students' side?

- = none = little = some = a lot

Which media were used (e. g. blackboard/whiteboard, computer presentation, flipchart, note cards, books, Internet etc.)?

When it comes to speaking, what was the estimated share of the teacher?

- = 0-25% = 26-50% = 51-75% = 76-100%

Was there any counseling of individual students?

- = none = little = some = a lot

Did the learners get a possibility to reflect on their learning outcome?

- = none = little = some = a lot

Beyond the taught lesson, did the teacher give incentive and a task to keep on studying alone/independently?

- = none = little = some = a lot

Was there any meaningful and productive formative assessment?

- = none = little = some = a lot
-

The following items are with regard to “criteria of good teaching”:

PLEASE TICK OFF:

4 = very much 3 = mostly 2 = a bit 1 = not at all (V)

	Observation:	Degree:			
		④	③	②	①
Promoting learner’s will to lo learn (core process)	The learners are made to understand the importance of the topic for her/his (professional) life.	④	③	②	①
	The teacher connects the teaching to the occupational and/or private background of the students, to make learning relevant.	④	③	②	①
	The teacher encourages and praises (if deserved).	④	③	②	①
	The teacher treats mistakes as a chance for learning and doesn’t scold learners.	④	③	②	①
	The teacher shows appreciation and respect for learners and expects likewise.	④	③	②	①
	The learners are encouraged to answer questions and solve problems (without rushing).	④	③	②	①
Managing the learning process (core process)	The teaching process was without interruptions, noise and rule breaking.	④	③	②	①
	The teacher enables students to talk and participate.	④	③	②	①
	The teacher allows for self-organized and self-regulated learning as much as possible.	④	③	②	①
	The teacher provides a time frame, learning material and manages the room.	④	③	②	①
Classroom management (supporting process)	The teacher introduces clear rules and implements them.	④	③	②	①
	The teacher uses his time for teaching (and not for organization or else).	④	③	②	①
Individual learning support (core process)	The teacher promotes individual learning via supportive formative assessment	④	③	②	①
	The teacher makes use of stronger learners to support weaker ones.	④	③	②	①
	The teacher counsels and moderates learning.	④	③	②	①
Basis of Teaching (supporting process)	The teacher clearly implements the mandatory curriculum.	④	③	②	①
	The teacher uses clearly structured lesson plans / training plans and sticks to them.	④	③	②	①
Assessments (core Process)	The teacher does assessments in manifold ways.	④	③	②	①
	The assessments are recorded properly and are available any time.	④	③	②	①
<i>Lessons only</i>	Teacher input is only as much as needed, leaving room for task-based and problem-solving learning.	④	③	②	①
	Teachers make use of several teaching methods in one lesson.	④	③	②	①
<i>Practicals only</i>	Learnings focuses actions used in the world of work.	④	③	②	①
	Learners work on tasks or projects.	④	③	②	①

This observation sheet relies on the empirically established efficacy criteria for “good teaching” (cf. Borich 2016 and Meyer 2016).

Tool No. 2 for evaluation the work of TVET staff: Appraisal Form, QiF Step No. 6

Competence Appraisal for Academic Staff

Please Tick

For: _____

Basis:

Practical / Lesson Observations

Records

Reports

General Observations of Management

Full Name	Qualification / Degree
Job Title	Day and Place of Birth
Handicapped <input type="checkbox"/> No <input type="checkbox"/> Yes (Specify: _____)	
Present Training Center / College / Office	since
Reason for Appraisal (e. g.: Regular, Performance-based Pay, Promotion Application ...)	
Date of last Competence Appraisal	
The conglomerate evaluation is: Your points add up to the following appraisal summary (maximum points: 100) Your competencies observed and job-related performance is:	
<input type="checkbox"/> - with extraordinary distinction	(____ Points)
<input type="checkbox"/> - distinction	(____ Points)
<input type="checkbox"/> - merit	(____ Points)
<input type="checkbox"/> - satisfactory	(____ Points)

Realm of Action:	Observations and Reasons for Appraisal:	Points Max. 10
Planning of Practical / Lesson: Elaborate plans living up to curriculum demands		

Realm of Action:	Observations and Reasons for Appraisal:	Points Max. 30
Realization of Training / Teaching (Delivery Process): Competency-based, technical and soft skill-based and student-centered teaching (including methodology and media)		

Realm of Action:	Observations and Reasons for Appraisal:	Points Max. 15
Output / Impact of Teaching: Competence development of trainees / students, Assessment and degree of complexity as well as work-based tasks, Orderly Records		

Realm of Action:	Observations and Reasons for Appraisal:	Points Max. 20
Contribution to quality development of institution: Other tasks / jobs / coordinating tasks / teamwork etc.		

Realm of Action:	Observations and Reasons for Appraisal:	Points Max. 15
Continuing Education: Participation in Courses / Workshops / industry training / Updating knowledge / Acting as Assessor or Resource Person		

Realm of Action:	Observations and Reasons for Appraisal:	Points Max. 10
Performance Development: Feedback from trainees or students and employers / progress of teaching and assessment as well as integration into body of staff and quality teams		

Competence Development Staff Discussion:

1. The appraisal discussion took place on:
I received a hard copy of the appraisal on:

2. Participants of the staff discussion were:

3. The employee declares herself / himself:
 to agree with the appraisal.
 to have taken notice of the appraisal.
 to have attached her/his objections in written form.
 to hand in written objections until:

Signatures of the parties being present

Date & Place:***End of Appraisal Form***

Tools No. 1 and 2: Lesson/Workshop Plan, Sample No. 1 and 2, QiF Step No. 7:

Lesson Plan – Sample No. 1				
NCS and CBT Curriculum relation	Level 5 “Production Technology” NCS revised 18 Nov. 2012, CBT revised 18 Nov. 2012 Module: IT in Production (D29C001M04) Related Unit taught today: Plan Production Process (D29T001U04)			
Subject and Context	Information Technology Wider Context: “The student is asked to plan the production of soda cans in a simulated company.”			
Description of problem & task	“The company “Sodas Ltd.” is about to increase production because of higher demand from 9,000 cans a day to 15,500 cans a day. The students should calculate the need of extra human resources, anticipated they will be as productive as the given staff.” (See competence element 4 “Determine manpower” in NCS).			
Learning goal: (Competence component)	The students are able to calculate the requirement of workforce numbers and hours as well as the distribution on given machinery, using spreadsheets and given data. (Constraint: Machinery capacity has to be taken into account!)			
Time	PHASE	Student Activities / Methodology	Teacher Activity & Learning Aids	Resources & Remarks
120 min				
15 min	Motivation	Problem introduced via appealing YOU-Tube video	Projector, Internet connection and screen needed	Test beforehand! (Save to hard-drive if streaming does not work)
5 min	Work instructions	Active listeners	Instructions explained via transparency	
70 min	Self-directed Work	Pairs generate solution spreadsheets on computer	Teacher walks in classroom and counsels	Computer room needed, software EXCEL must work
20 min	Presentation	Two selected pairs present and explain their solution: control group determined gives feedback	Teacher as expert part of the group	Projector needed, connected to student’s computer
10 min	Reflection	Taking notes about the abilities acquired	Teacher observes, maybe counseling	Learner’s Diary

For very experienced and versatile TVET teachers, sample 2 might be sufficient:

Lesson/Workshop Plan: Sample 2	
Day No. ... in class/workshop:	Batch: ...
Time frame: ...	
Beginning & Remembering	Students present homework and peers as well as teacher ask sticky questions (perfect solution goes on whiteboard)
Task introduction and work phase	Groups get jigsaw on "how to assemble a motor block" (two tables joined for each group, teacher walks about, counseling and supporting)
Continuous Assessment	Each individual writes short entry into "development portfolio" about essential of engine components (teachers again walks around and reads exemplary passages)
Presentation phase	Take a picture of jigsaw with smart phone, send the picture to the cloud storage (Google Drive) and access it plus project it to a wall (groups discuss at least three competitive solutions) – groups draw lots who presents [teacher comments only in the end]
Reflection and transfer	Sitting in a circle on chairs, students throw a tennis ball to one another, students comment of reflection question ("What have I learned today?") – finally, students write entry into their LEARNING DIARY "What can I use it for in a garage at work?" (The entry is the starting point on DAY 3)

Tool No. 1: Monitoring of individual record keeping abilities, QiF Step No. 8

QiF Step 8 Test:

(Please tick and fill in boxes based on the records and information obtained!)

① Ask the staff member to provide you with all information regarding continuous and final assessments of one particular student from last year's batch!

Information provided: YES NO

Time needed to do so: _____ (in minutes)

Storage system: DIGITAL BOOK/FOLDER LOOSE SHEETS

② Ask the staff member to show how and exactly how much teaching in which group of learners was going on a particular date about two to three months ago!

Information provided: YES NO

Time needed to do so: _____ (in minutes)

Storage system: DIGITAL BOOK/FOLDER LOOSE SHEETS

③ Ask the staff member to report on the latest resolution of the Quality Steering Committee regarding some action improving quality:

Information provided: YES NO

Time needed to do so: _____ (in minutes)

Storage system: DIGITAL BOOK/FOLDER LOOSE SHEETS RECALLED FROM MEMORY

④ Ask the staff member to provide the latest her or his *latest analysis and information* on the last *customer feedback* regarding her or his own work!

Information provided: YES NO

Time needed to do so: _____ (in minutes)

Storage system: DIGITAL BOOK/FOLDER LOOSE SHEETS RECALLED FROM MEMORY

⑤ Let the staff member explain whether and how he secure her or his recorded data and how:

⑥ Let the staff member explain (and show you) whether and how he or she uses software and soft copies to record and store data:

This QiF Step 8 test is catered to academic staff; it can be adapted to be used for non-academic staff as well by changing the items slightly, e. g. for No. ①: “Ask staff member to provide you with all information regarding a major project she or he finished during the last calendar year, e. g. on 2 May 2017 from the year 2016!” or for No. ② “Ask the staff member to show how and exactly what work she or he was doing and completing during a particular week about two to three months ago!”

Interpretation:

Top-class record keeper: Can provide all information within 3 minutes each, securing data convincingly and preparing a software-based soft copy.

Good record keeper: Can provide all (but one) information requested within 5 to 10 minutes each, and at least secures data convincingly and/or holds a software-based copy.

Average record keeper: Can provide two requested data asked for in tasks ① to ④ within 10 minutes each, and at least secures data convincingly and/or holds a software-based copy.

Room-for-improvement record keeper: Can provide one set of data asked in tasks ① to ④ within 10 minutes. Data is somehow secured or stored in some software file. Recording keeping action is required, and improvement in techniques employed as well.

Factual non-record keeper: Cannot provide data asked in tasks ① to ④ within 10 minutes. There is an immediate need for action and improvement of record-keeping. That must a weak side! Potentially copy record systems from colleagues and ask for support.

Tool No. 1: Checking existing teaching for competence to adapt, *QiF Step No. 9*

Checklist for teaching the **COMPETENCE TO ADAPT** in work life:

Please tick off (✓) the indicators (➤) if appropriately observed:

(1) Are at least 25 % of the tasks given to students by our teachers:

- not to be solved by taking ordinary steps
- not exclusively solvable by known procedures
- requiring teamwork, research as well as a
- complex combination of technical knowledge and procedures?

(2) Do classes dedicate 25 % of contact hours to:

- discussing issues in group work or in panel or plenary discussions,
- reflecting proper work behavior and manners,
- working on rhetorical, argumentation and presentation skills,
- empowering via self-esteem and self-confidence boosting measures,
- simulation of dealing with customers and colleagues as well as superiors, especially explaining technical details, negotiating deals and prices, coping with complaints and using effective phrases?

(3) Do **all tasks** to be performed by our students include at least two aspects of organizational, research and study skills, e. g.:

- organizing the workplace and required tools,
- *finding some needed additional information on their own,*
- *reading, interpreting and making use of self-learn material,*
- *managing time for the task and attributing time slots for required actions,*
- *analyzing of task, goal-setting and evaluating own performance?*

(4) Are teachers truly supportive in the process of solving real work-based problems:

- never providing solutions,
- *giving hints only if teams get stuck,*
- *providing access to several sources of potentially useful professional information,*
- *being always present, approachable and encouraging,*
- *supervising resources and time allocations?*

(5) Do students engage actively in soft-skills building activities, such as

- engaging in work-based role plays, pantomimes and freeze frames,
- *all students speaking frequently to each other and the entire group,*
- *often presenting findings before groups, plenary sessions or external audiences,*
- *getting feedback for proper behavior, work rituals and adequate manners,*
- *regularly reflecting their own development of needed soft skills, written and oral style?*

(6) Do students get the chance to show the newly acquired methodological skills, such as

- presenting their information-gathering approach and results,
- *presenting their study approach and learning successes,*
- *presenting their organizational approach regarding time, orderliness and structure of own work process,*
- *documenting research, study and work organization efforts and results in a learning portfolio (or similarly reflective written instrument such learning diaries),*
- *comparing and exchanging their research, study and organizational approaches in focused student discussion circles, counseling by the teacher?*

So, what to do if we cannot tick off certain indicators. That is easy to answer because that will remain a field of development in terms of quality enhancement in our institution. The indicators that were not ticked off should be discussed during a Quality Steering Committee meeting, and measures to redress the shortcomings should be agreed on as well as carried out in due course.

Optimally, the indicators not ticked should be ticked after half a year, or during the follow-up check of QiF step No. 9, no later than a year thereafter.

If an entire question displays less than three ticks, the issue constitutes a major field of development for the institution and deserves consistent spotlight on the quality agenda of the institute until some checked and proven considerable improvement has taken root.

In general, the checklist should be made use of during every internal evaluation (see following QiF step No. 10), and observations being made by trained internal staff.

Extensive Tool No. 1: Internal Evaluation, QiF Step 10

This is a potential structure of a self-assessment, containing weighted nine criteria, which consist of five conditions for your TVET institution and four outcome criteria (i. e. results of your TVET institution). Of course, all nine criteria that determine quality in your organization must be researched and evidence must be found to judge, i. e. by means of questionnaires (usually anonymous and e-based), interviews, measures records of past initiatives and student performance statistics as well as feedback from parents and industry.

In the following, there is a suggestion how to weigh the different conditions and outcome criteria. That distribution can be adapted to your internal focal points!

Conditions	50 %	Outcome criteria	50 %
1. Leadership	10 %	6. Competence improvement	15 %
2. Strategy	10 %	7. Teacher-/staff-related results	10 %
3. Employees	10 %	8. Stakeholder-related results	10 %
4. Partnerships and Ressources	10 %	9. Key results	15 %
5. Processes, Learning Outcomes and Teaching	10 %		

Each of these conditions and outcomes is sub-divided into several sub-criteria as follows:

Conditions for good work:

1 Leadership

Sub-criterion 1a: Managers develop a vision, mission, values and ethical guidelines and function as shining examples.

Status Quo: ...
Evidence: ...

Sub-Criterion 1b: Managers define, check and improve the management system as well as the performance of the organization.

Status Quo: ...
Evidence: ...

Sub-Criterion 1c: Managers personally work with external interest groups or groups of vested interests.

Status Quo: ...
Evidence: ...

Sub-Criterion 1d: Managers strengthen, in coordination with the employees, the organizational culture of excellence.

Status Quo: ...
Evidence: ...

Sub-Criterion 1e: Managers ensure that the organization remains flexible and can deal with change effectively.

Status Quo: ...
Evidence: ...

2 Strategy

Sub-Criterion 2a: The strategy rests on the understanding of needs and expectations of interest groups and the external surroundings.

Status Quo: ...
Evidence: ...

Sub-Criterion 2b: The strategy rests on the understanding of the own performance and abilities.

Status Quo: ...
Evidence: ...

Sub-Criterion 2c: The strategy and supporting guidelines are developed, checked and updated.

Status Quo: ...
Evidence: ...

Sub-Criterion 2d: The strategy and supporting guidelines are communicated and implemented via plans, processes and goals.

Status Quo: ...
Evidence: ...

3 Teachers / Employees

Sub-Criterion 3a: Staff recruitment and planning supports the strategy.

Status Quo: ...
Evidence: ...

Sub-Criterion 3b: Knowledge and abilities of teachers and employees are developing.

Status Quo: ...
Evidence: ...

Sub-Criterion 3c: Teachers and others employees act as teams and in unison, are involved and self-organized doing is possible.

Status Quo: ...
Evidence: ...

Sub-Criterion 3d: Teachers and other employees communicate effectively within the entire organization.

Status Quo: ...
Evidence: ...

Sub-Criterion 3e: Teachers and other employees are rewarded, recognized and coached.

Status Quo: ...
Evidence: ...

4 Partnerships and Resources

Sub-Criterion 4a: Ministry, supervisory body, head office, industry relations etc. and other partners are managed to create sustainable use.

Status Quo: ...
Evidence: ...

Sub-Criterion 4b: Financial means are managed to create sustainable success.

Status Quo: ...
Evidence: ...

Sub-Criterion 4c: Premises, equipment and material are managed to support our strategy, mission and vision in a sustainable way.

Status Quo: ...
Evidence: ...

Sub-Criterion 4d: Technology is managed to support the implementation of our strategy, mission and vision.

Status Quo: ...
Evidence: ...

Sub-Criterion 4e: Information and knowledge are managed to support effective decision making and to build up the capabilities of the organization.

Status Quo: ...
Evidence: ...

5 Processes

Sub-Criterion 5a: Processes are developed and managed to optimize use for our interest groups, in particular the teaching process for our students.

Status Quo: ...
Evidence: ...

Sub-Criterion 5b: Teaching, courses and competence outcomes are managed to create an optimal value for students and industry/business.

Status Quo: ...
Evidence: ...

Sub-Criterion 5c: Our courses and teaching will be effectively announced to and displayed in the public as well as marketed.

Status Quo: ...
Evidence: ...

Sub-Criterion 5d: Teaching will be planned, delivered and managed to ensure the ongoing success of the institute.

Status Quo: ...
Evidence: ...

Sub-Criterion 5e: Internal and external relations will be managed and deepened (e. g. teacher-students relations).

Status Quo: ...
Evidence: ...

Outcome-criteria

6 Student-related results (Competence Improvement)

Sub-Criterion 6a: Competence Assessments are taken continuously and at the end of courses or modules, feedback is given on a regular basis to enable improvement. Innovative diagnostic instruments are made use of (e. g. learning diaries, development portfolios, observation sheets, self-evaluation, written tests based on real-life situations etc.) and competences listed in curricula has been pre-dominantly attained.

Status Quo: ...
Evidence: ...

Sub-Criterion 6b: We react quickly to changes needed, i.e. changes after student feedbacks or skills alterations in industry. We manage to have low drop-outs rates and the feedback from employers of our graduates is that have acquired useful and the right skills as well as suitable soft skills.

Status Quo: ...
Evidence: ...

Sub-Criterion 6c: Our customers, i. e. the students, rate the studyability of their course and the quality of training and teaching as well as their competence development high in regular and divers feedback opportunities, at different times of their progress as well. Their self-evaluation and assessment of competence-development overlap considerably.

Status Quo: ...
Evidence: ...

7 Teacher-/Staff-related results

Sub-Criterion 7a: Fluctuation of staff is minimal and participation in quality improvement teams is well-respected and high.

Status Quo: ...
Evidence: ...

Sub-Criterion 7b: Our organization is perceived by potential candidates as providing career opportunities, engaging actively in coaching and promoting gender equality. The selection of staff is fair and professional.

Status Quo: ...
Evidence: ...

Sub-Criterion 7c: Standards and innovation in teaching is high and regularly checked. Usage of modern and up-to-date technology is ubiquitous.

Status Quo: ...
Evidence: ...

8 Stakeholder-results

Sub-Criterion 8a: The organizations works and communicates well with stakeholders (e. g. Ministry, headquarters of TEVT institutions, industry etc.) and internally. It participates in Prize games, engages in sponsoring and facilitates employment in companies for (soon-to-be) graduates.

Status Quo: ...
Evidence: ...

Sub-Criterion 8b: The image as workplace is very positive and transparent for potential employees. Courses offered are made known to the public and are well recognized.

Status Quo: ...
Evidence: ...

9 Key results

Sub-Criterion 9a: Grades are good on average. Course interest is high, and completion rates are high too. Next to our certificates and diplomas, NVQ tests are taken as well as passed by most students.

Status Quo: ...
Evidence: ...

Sub-Criterion 9b: There is a working “knowledge management” system in our organization and intellectual capital of staff is put to good use.

Status Quo: ...
Evidence: ...

Sub-Criterion 9c: Our organization is perceived by outsiders and cooperation institutions as competent and interesting for applicants. Potential applicants show a high interest in our organization.

Status Quo: ...
Evidence: ...

END OF QiF Step No. 10 FORM: Internal Evaluation

Tool No. 1: Rubric of functioning BHC, QiF Step No. 11

LEVEL	Beginner BHC	Aspiring BHC	Strong BHC	Excellent BHC
<p style="text-align: center;">QiF</p> <p style="text-align: center;">Being Happy Committee (BHC)</p> <p style="text-align: center;">in operation</p>	<ul style="list-style-type: none"> • accomplishes a few of the obligatory tasks (such as looking into maintenance, job satisfaction, social events, further ed and promotion etc.) • meets several times, but not regularly • sometimes talks to colleagues about their well-being • has once collected center-wide data about staff's well-being • has already floated ideas about staff events • sometimes talks to Quality Steering Committee • has taken up the problem of at least one staff member and discussed with management • cooperates with management occasionally • has implemented at least one quality (unconventional) measure concerning more happiness at work • all staff is aware of BHC's existence • there is a board for BHC's announcements (physical of digital) • there is a BHC-operated anonymous letterbox for ideas/wishes/complaints etc. (physical or digital) • BHC members take position seriously • Management supports the existence of BHC 	<ul style="list-style-type: none"> • accomplishes several of the obligatory tasks • meets typically at least once a month • talks to colleagues about their well-being • collects center-wide data about staff's well-being more often • usually talks to Quality Steering Committee (QSC) • typically takes up problems of staff members, if known, and discusses them with management • generally cooperates with management • has already implemented a few quality measures concerning more happiness at work • all staff is aware of BHC's existence and gives input to its work • there is a board for BHC's announcements and obviously in use (physical of digital) • there is a BHC-operated anonymous letterbox for ideas/wishes/ complaints etc. that has received several texts already (physical or digital) • BHC members take position seriously and act accordingly • Management actively supports BHC and there was already one common measure 	<ul style="list-style-type: none"> • accomplishes many of the obligatory tasks • meets at least once a month, often on the same day according to a fixed schedule • steadily talks to colleagues about their well-being according to an established procedure • regularly collects center-wide data about staff's well-being, following an established collection scheme • frequently talks to QSC and is invited to OSC meetings • often actively tries to find out about problems of staff members, takes them up and discusses them with management • frequently cooperates with management • often implements quality (sometimes unconventional) measures concerning more happiness at work • all staff is supportive of BHC's existence and gives input to its work • there is an actively used board for BHC's purposes and activities (physical of digital) • there is an actively used BHC-operated anonymous letterbox for ideas/wishes/ complaints etc. (physical or digital) • BHC members conscientiously act for the well-being of all staff • Management frequently supports BHC and acts often according to arranged terms 	<ul style="list-style-type: none"> • accomplishes most of the obligatory tasks • meets consistently according to a pre-arranged schedule at least once a month • constantly talks to colleagues about their well-beings according to a well-ingrained procedure • consistently collects center-wide data about staff's well-being, following scientific collection rigor • always talks to QSC, frequently participates in QSC meetings • constantly strives to discover problems of staff members, standing in for them and tries to find solutions with management • consistently cooperates with management, meeting them according to a schedule • steadily implements (also unconventional) quality measures concerning more happiness at work • all staff is happy about BHC's existence, supports and interacts actively • BHC's board is a transparency platform for the entire center (physical of digital) • BHC's anonymous letterbox brings to light many new aspects to improve work-life and job satisfaction (physical or digital) • BHC members consistently work for the good of the entire center • Management and BHC always work in harmony and act in unison

In case more than four behavioral indicators of the BHC cannot be observed, then the state of the BHC is essentially below the “beginner” level, which translates into an operational status of “not functional yet”. That means there is work to be done yet. As for the different levels, once an institute’s BHC has reached beginner standards, its objective should be to push itself toward the next higher level. Once the level “strong” or even “excellent” is reached, an institute’s BHC must take pains to maintain that status, for the common good of all employees of the center and its smooth functioning.

Tool No. 1: Checklist for Visit of Critical Friend, QiF Step No. 12

Checklist for a Critical-Friend External Evaluation (QiF Step No. 12):

I, as a critical friend: (Please tick the boxes!)

(1) I checked premises and all buildings for shortcomings and chances to improve

YES

NO

PARTLY

These are my findings and suggestions:

(2) I checked all classrooms and workshops for teaching material and maintenance of machinery as well adequacy of equipment:

YES

NO

PARTLY

These are my findings and suggestions:

(3) I talked in depth (at least 15 minutes) to at least 8 members of staff from all levels of hierarchy about their perceptions of quality at work, what goes right and wrong and how they feel as well about what they think about leadership:

YES

NO

PARTLY

These are my findings and suggestions:

(4) I discussed with at least 15 students of the institute (at least 5 minutes) how they think administration and teaching is like, how they are supported by their teachers, what they think about leadership, how they like the premises and rooms as well as equipment, what they think about food and washrooms and how they feel in general:

YES

NO

PARTLY

These are my findings and suggestions:

(5) I had a discussion with the Steering Committee on quality issues and their work in the last year first thing in the morning (at least 20 minutes) and a discussion with the Being-Happy Committee how happy employees are at this institute, and why, (at least 10 minutes), second thing in the morning:

YES NO PARTLY

These are my findings and suggestions:

(6) After the committee meeting, I had a discussion with the leadership of the institute (e. g. Principal and Vice-Principal or Ass. Director and QMR or CEO and QMR etc.), obtaining their view on quality issues right now and what has been done last year:

YES NO PARTLY

These are my findings and suggestions:

(7) After steps (1) to (6), I sat down alone in an office to finalize my list of shortcomings and problems at this institute, formulate my advice on a separate sheet and prepare the general feedback for the Committees in the late afternoon (at least 45 minutes):

YES NO PARTLY

These are my findings and suggestions:

Please use this checklist and findings sheet for your feedback as a resource!

Don't forget, this is only meant to be a pragmatic tool to help you carrying through your "critical friend" visit, without too much paperwork and easy to grasp.

Your actual notes may well be longer and more sophisticated—that would be welcome indeed!

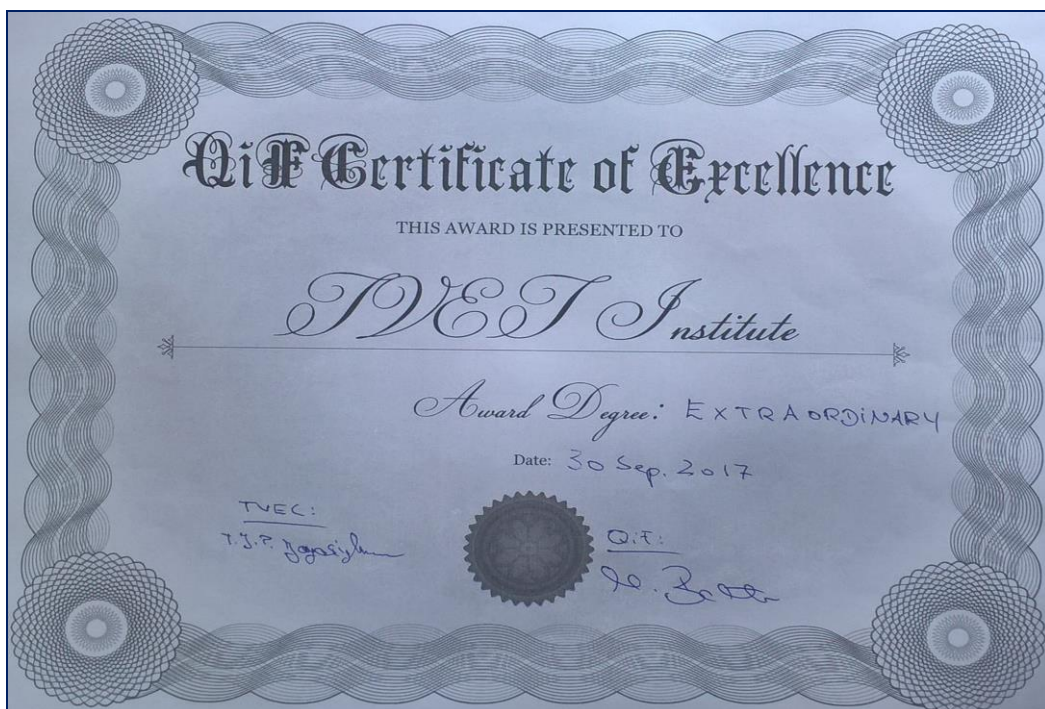
Enjoy your visit—surely you will benefit as well!

GOOD LUCK!

QiF Award Tool No. 1: Award Criteria Box

QiF Award	Number of QiF Steps implemented	Level of QiF step implementation
Five Stars (= <i>Shining Star</i> certified QiF Institute)	12	<ul style="list-style-type: none"> - flawless functioning of all QiF steps - highly routine handling of QiF meetings and actions - documented quality measures, - perfect transparency regarding QiF - almost 100 % internal staff support - continuously functioning internal and external evaluations with very good feedbacks
Four Stars (= <i>Mature and enlightened</i> certified QiF Institute)	11	<ul style="list-style-type: none"> - smooth functioning of all QiF steps - professional handling of QiF meetings and actions - most quality measures are traceably documented - good transparency for all regarding QiF - good internal staff support - regularly established internal and external evaluation with good feedbacks
Three Stars (= <i>Highly promising</i> certified QiF Institute)	10	<ul style="list-style-type: none"> - regular functioning of most QiF steps - mostly effective handling of QiF meetings and actions - generally quality measures are traceably documented - sufficient transparency regarding QiF for all - established internal and external evaluations with acceptable feedbacks
Accomplished Institute (= <i>Aspiring</i> certified QiF Institute)	9	<ul style="list-style-type: none"> - established QiF steps mostly functioning - promising handling of QiF meetings and actions - the majority of quality measures are traceably documented - frequently transparent QiF actions - established internal and external evaluations

QiF Award Tool No. 2: QiF Certificate Specimen



QiF Award Tool No. 3: Data Collection—Number of Steps

The 12 steps of QiF:

(1) Tick off the appropriate box, based on your observations and listed indicators!

(2) Use of only key words and numbers as indicators!

Step 1 = Staff Attitude: Readiness for Change

YES NO PARTLY

Indicators: many staff members actively changed established ways and/or teaching

List examples:

Step 2 = Kick-off meeting and all signed up to QiF

YES NO PARTLY

Indicators: date(s) of all-staff meeting(s), list of “signatures of staff signing up to QiF”

Specify:

Step 3 = Starting and Operating QiF Steering Committee

YES NO PARTLY

Indicators: date of first meeting, names of members, minutes, typical actions taken

List examples at hand:

Step 4 = Quality as Matter of the Heart

YES NO PARTLY

Indicators: staff proposals to steering or being happy committees, changes to Quality Manual or procedures in institution because of staff initiatives

Examples:

Step 5 = Obtaining regular Feedback

YES NO PARTLY

Indicators: individual feedback sheets from instructors/lecturers for customers (especially learners, also companies and parents)

Collect examples (filled in):

Step 6: Core and supporting processes and responsibilities mapped YES NO PARTLY

Indicators: Quality Manual Entry for distinguishing core and supporting processes, organizational chart, director in charge of pedagogy, forms with corporate logo, forms management structures

List evidence and source:

Step 7 = Central Location for documents YES NO PARTLY

Indicators: accessible database, room / filing cabinet for all important documents etc.

Specify:

Step 8 = Records System in place YES NO PARTLY

Indicators: assessment data of last year instantly and visually available, teaching data of last year instantly and visually available (both individually and center-wise), feedback data instantly available, records system plausible (e. g. printed lists from spreadsheets, teacher's note book with tables etc.)

Specify observations:

Step 9 = Teaching Competence to Adapt YES NO PARTLY

Indicators: versatile lesson/training plans, universally available soft skill activities/games and problem solving tasks, observation of implementation

Provide examples:

Step 10 = QiF Internal Evaluation YES NO PARTLY

Indicators: existing in-house team for internal evaluation with names of members, filled in evaluation forms, date of feedback to steering committee, measures being taken because of internal evaluation

Specify:

Step 11 = QiF "Being Happy"-Committee YES NO PARTLY

Indicators: date of first meeting and member names, letterbox, peer-to-peer counseling groups and dates of meetings (best practice sharing), date of quality circle meetings, date and pictures of staff events (e. g. feel well-day, cleaning/maintenance day, staff picnic, staff party etc.), other actions being taken

Name examples:

Step 12 = QiF Critical Friend YES NO PARTLY

Indicators: Institution and Name of critical friend, dates of visit, notes of "external evaluation feedback", date of feedback to steering committee, measures being undertaken because of critical friend input

Specify:

QIF Award Tool No. 4: Data Collection, Level of Steps

Find evidence to support your answers to the following questions, as a basis for:

To what depth are the observed QIF steps implemented?

To what degree of professionalism are QIF meetings conducted and QIF actions carried out subsequently?

To what degree are quality measures traceable and steps as well as results documented?

To what degree are all QIF steps and QIF actions taken transparent and well communicated to staff?

To what degree is staff interested and supportive of QIF measures?

To what degree are the QIF internal and external evaluation established and comprehensive feedback provided?

Tool No. 1 to agree on QiF goals

QUALITY-IS-FUN (QiF) APPROACH in TVET

Name of TRAINING CENTER / COLLEGE:

AGREEMENT No.: _____

QiF GOALS set by the training center / college:

①

②

③

④

Signatures & Positions of Parties to the Agreement:

Tool 1 for competence-based self-assessment via rubrics

Assess yourself: <i>"I can..."</i>	"very much so" (=expert)	"usually" (=able)	"partly so" (=novice)	"not really" (=needs development)	Evidence / Reasons:
... achieve tasks and goals that require long-term and continuous effort					
... recognize external difficulties and setbacks and can develop solutions					
... accept critique concerning my performance or behavior					
... see my weaknesses and overcome them					
... show patience and tolerance regarding others' mistakes					
... represent my standpoint in teamwork convincingly					
... finish my work in time					
... accept ideas of others even if not in line with mine					
... name my own values					
... name my strengths and weaknesses promptly					
... relate tasks to my skills					
I like to work on new tasks.					
I'm trying my very best even if I don't like the task at hand					
I'm prepared to step back with own goals if team goals require that					
I take good care of my notes, books, folders and work material					

Tool 2 for competence-based self-assessment via rubrics

Assess yourself:	Performance Indicators for Competency: “What I really do is: ...”			
Self-regulation: ...am doing it independently...	I can execute simple tasks if they are clear, but like to have orders and need hints. I can tasks to do adapt to things I have already done, if asked.	I can plan and schedule work tasks if I know the expectations and get help. I can take work notes so that I don't forget anything and also write down what I have learned to remember it I have understood.	I can meaningfully organize my work, divide it and stick to the schedule. I can recognize difficulties and weigh risks. I can explain how to approach things and become aware why and for what reasons I display a certain way work behavior.	I can recognize myself what tasks need to be done and give my work activities meaning. I can responsibly start complex work tasks, give them structure and complete them thoroughly. I can use these experiences to gain insight about myself and my ways of working to improve still.
Creativity: ...am doing it with fantasy...	I can find different solutions if somebody tells me how to go about this.	I can find alternatives to my ways of working if I have enough time and somebody drops a few hints.	I can develop different ideas, use different methods of working and learning and make use of others' examples. I work creatively with mind maps, graphs or other sketches and find new solutions.	I can put to work a multifaceted repertoire of methods and strategies to work. I can always find new ways and solutions to work more effectively, efficiently and joyfully. Thereby, I create original and effective ideas and apply them in my everyday work.
Quality: ...am doing it with care and high expectations...	I can work correctly and without mistakes for short periods, if I am reminded once and again. I need supervision so that I am not satisfied with the first result that may not be the best possible.	I can go into depth workwise after I got finally started. I can search for improvements and apply them if somebody gives me an incentive. If something doesn't quite work out, I would rather do something different.	I have high expectations regarding myself and my performance. I can do more than asked for if I like the task. I can work in an anticipating fashion, stick to deadlines and overcome hurdles.	I can everything I started corresponding to the highest standards, work conscientiously and have a tidy and structured work place. I can be passionate even if things don't work out. I steadily monitor results to maintain high quality.
Interaction: ...am doing willingly it with the support of others...	I can stand in for others if necessary. I can accept others' needs and my limits, if told what to do and what not.	I can work with others that I know well very well and exchange thoughts. I like to be in the background if feel insecure. I can cater to others' needs if they respect mine too.	I participate actively in learning sessions and develop common solutions and positive ideas if I realize that others support me. I respect others' needs and act conscientiously with personal information others gave me.	I can actively seek team work and take leadership too. I can work in an open way and constructively with others, no matter if things are work-related or get private. I can take responsibility even if unpopular issues are at stake so that others can rely on me.

<p>Commitment: ...am doing it with passion and an inner feeling of responsibility...</p>	<p>I can force myself to do something or to learn something by heart if I get rewarded or get in trouble otherwise.</p>	<p>I can get into things that I like. Sometimes I can do that even without any rewards or independent of problems to be solved.</p>	<p>I can develop interest and joy with regard to activities if I push myself and start it. In such situations, I can develop fun learning and doing things myself.</p>	<p>I can always discover something that motivates me. I generally find joy in activities and never feel under pressure. On the contrary, I love to perform and find joy of learning and life in my performance.</p>
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