Capacity Building in the Field of Higher Education (CBHE)

CATALYST
PROJECT QUALITY MANAGEMENT PLAN

CATALYST – Communicative Approaches in University Vocational Teaching Methodology Focusing on Improving Educational Yield and Sustainability. https://catalyst-erasmus.com

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1. INTRODUCTION

1.1 PURPOSE OF THE PROJECT QUALITY MANAGEMENT PLAN

The Project Quality Management Plan documents the necessary information required to effectively manage project quality from project planning to delivery. It defines the project's quality policies, procedures, criteria for and areas of application, and roles, responsibilities.

Quality control within the project has the objective to establish an internal operational framework which will allow maximum flexibility while maintaining a clear distinction of roles and responsibilities of all partners involved. To this aim, the project will establish appropriate mechanisms and procedures involving all partners. These procedures address the whole range of administrative, financial and technical issues, including issues such as internal reviews at the WP level and standards for reporting, documentation, outputs and outcomes. The reviews will be carried out throughout the duration of the project, involving representation and commitment from all partners.

1.2 COMMITMENTS:

We are committed to the following:

- Providing effective, competency-based vocational teaching methodologies
- Listening to student voice
- Increasing staff and student awareness of inclusion
- Creating replicable modules
- Reviewing and moderating each module (within and across institutions and national contexts)

1.3 TRAJECTORY

Year one

Comprises:

- Pedagogical training and strategizing for the modern classroom
- Training for ECTS and EU Tuning
- SWOT analysis for identifying potential QA weaknesses
- QA compliance through Steering Group meetings
- Evaluations of progress
- Initiation of module creation.

Year two

Comprises:
- Module development and finalization from PC partners.

- QA evaluation of modules
- First piloting with evaluations and masterclasses
- Monitoring
- Second Piloting with masterclasses (where applicable)
- QA Evaluation of Second Piloting.

Year three

Comprises:

- Third piloting of core curricula
- Management meetings
- Dissemination and Exploitation activities
- National Awareness days
- Sustainability strategy

1.4 ORGANISATIONS AND RESPONSIBILITIES

Name	Role	Quality Responsibility
University Politehnica of Bucharest (UPB)	*Lead Partner*	UBP will lead and steer the creation of the CORE Curriculum and its implementation. UBP will also contribute to all discussions and strategic planning with respect to QA procedures and be involved in their evaluation and improvement with other EU and PC partners.
Edge Hill University (EHU)	*P4*	As part of the second interim project planning and co-ordination, EHU will organise, deliver and host QA training for all partner institutions at its Ormskirk campus in England. EHU will observe the piloting of the agreed modules (with other PCs) and be involved in their evaluation and improvement with other EU and PC partners.

		EHU will also contribute to all discussions and strategic planning with respect to QA procedures and be involved in their evaluation and improvement with other EU and PC partners.
Technische Universität Dresden (TUD)	*P2*	TUD will contribute to all discussions and strategic planning with respect to QA procedures and be involved in their evaluation and improvement with other EU and PC partners.
THE Pyramid Group (TPG)/Paul Francis East (PFE)	*P3*	PFE will contribute to all discussions and strategic planning with respect to QA procedures and be involved in their evaluation and improvement with other EU and PC partners.
Limerick Institute of Technology (LIT)	*P5*	LIT will contribute to all discussions and strategic planning with respect to QA procedures and be involved in their evaluation and improvement with other EU and PC partners.
Ho Chi Minh University of Technical Education (HCMUTE)	*P6*	HCMUTE will contribute to all discussions and strategic planning with respect to QA procedures. HCMUTE will also pilot agreed modules (with other PCs) and be involved in their evaluation and improvement with EU and PC partners.
Ho Chi Minh City University of Technology Education (HUTECH)	*P7*	HUTECH will contribute to all discussions and strategic planning with respect to QA procedures. HUTECH will also pilot agreed modules (with other PCs) and be involved in their evaluation and improvement with EU and PC partners

Hanoi University of Science and Technology (HUST)	*P8*	HUST will contribute to all discussions and strategic planning with respect to QA procedures. HUST will also pilot agreed modules (with other PCs) and be involved in their evaluation and improvement with EU and PC partners
The University of Languages and International Studies, Hanoi – (ULIS-VNU)	*P9*	ULIS-VNU will contribute to all discussions and strategic planning with respect to QA procedures. ULIS-VNU will also pilot agreed modules (with other PCs) and be involved in their evaluation and improvement with EU and PC partners
Hung Yen University of Technology and Education (UTEHY)	*P10*	UTEHY will contribute to all discussions and strategic planning with respect to QA procedures. UTEHY will also pilot agreed modules (with other PCs) and be involved in their evaluation and improvement with EU and PC partners
Vinh University of Technical Education (VUTED)	*P11*	VUTED will contribute to all discussions and strategic planning with respect to QA procedures. VUTED will also pilot agreed modules (with other PCs) and be involved in their evaluation and improvement with EU and PC partners
National University of Laos (NUoL)	*P12*	NUoL will contribute to all discussions and strategic planning with respect to QA procedures. NUoL will also pilot agreed modules (with other PCs) and be involved in their evaluation and improvement with EU and PC partners
University of Health Sciences (UHS)	*P13*	UHS will contribute to all discussions and strategic planning with respect to QA procedures.

		UHS will also pilot agreed modules (with other PCs) and be involved in their evaluation and improvement with EU and PC partners

1.5 TOOLS, ENVIRONMENT, AND INTERFACES

Tool	Description
Quality Plan	The Quality Plan will be reviewed (and revised where necessary) after each round of piloting.
Module templates	Module templates (with ECTS and EU Tuning) will be agreed at the training in Bucharest, Romania and revised in Dresden, Germany (where applicable).
Student evaluation forms	Student evaluation forms will be designed before the first pilot and then evaluated (and adapted where necessary) after each round of piloting.
QA Evaluation of core curricula	A QA evaluation of the core modules will take place after the first piloting. The purpose of this is to ascertain standardization of the modules and to gauge whether the use of ECTS is appropriate for the content. The modules will be measured against the appropriate level within the Qualifications Frameworks in the European Higher Education Area (QF-EHEA), as identified by the PC countries.
Tutor evaluation forms	Tutor evaluation forms will be designed before the first pilot and then evaluated (and adapted where necessary) after each round of piloting. The tutors will be expected to reflect on their practice and to use this form of professional development to evaluate their teaching, in relation to the suitability of the level and content of the modular materials, the efficacy of the teaching strategies for learning, and the potential for replication.
Observation forms.	Observation forms will be designed before the first pilot and then evaluated (and adapted where necessary) after each round of piloting. The observations will focus on the above areas and will measure the teaching against the UK standards for teaching in HE.
QA Training	QA training will take place at EHU but QA support will be provided throughout the project.
Online platform	The final Quality Assurance mechanism will be published on the CATALYST online platform.

2. PROJECT QUALITY MANAGEMENT

Quality Planning (QP), Quality Assurance (QA) and Quality Control (QC). The following sections define how this project will apply each of these practice groups to define, monitor and control quality standards.

2.1 QUALITY PLANNING

The Quality Plan will be reviewed and revised each year by the Steering Group against the project aims and Erasmus+ regulations. The implementation of QA in the project will therefore be updated at these stages.

2.2 QUALITY ASSURANCE

The Steering Group will analyse QA data, document opportunities for improvement, and apply what was learned from the quality assurance processes in order to eliminate gaps between current and desired levels of performance. The quality assurance of the core curricula will be undertaken through QA training at EHU and then through EU partner observations of each piloting stage.

The final quality assurance report will include student and tutor evaluation templates and observation forms as appendices.

2.3 QUALITY MONITORING

The EU Steering Group was established at the outset to monitor the project and to support the creation of the core curricula. This is led by the Project Coordinator. Regional Coordinators for the PC countries were also elected to act as key persons between the PC countries and the EU Steering Group. The steering group holds regular project management meetings to oversee the progress of the work packages, the leadership of the project, the achievement of the objectives, the setting and meeting of milestones, and the ongoing population of the Online Platform content.

Once created, the core curricula will be subject to quality monitoring by the EU countries through the use of monitoring visits and the scrutiny of the materials and documents (including evidence of student feedback and tutor evaluation forms) produced by the PC countries.

2.4   THE QUALITY CONTROL PROCESS
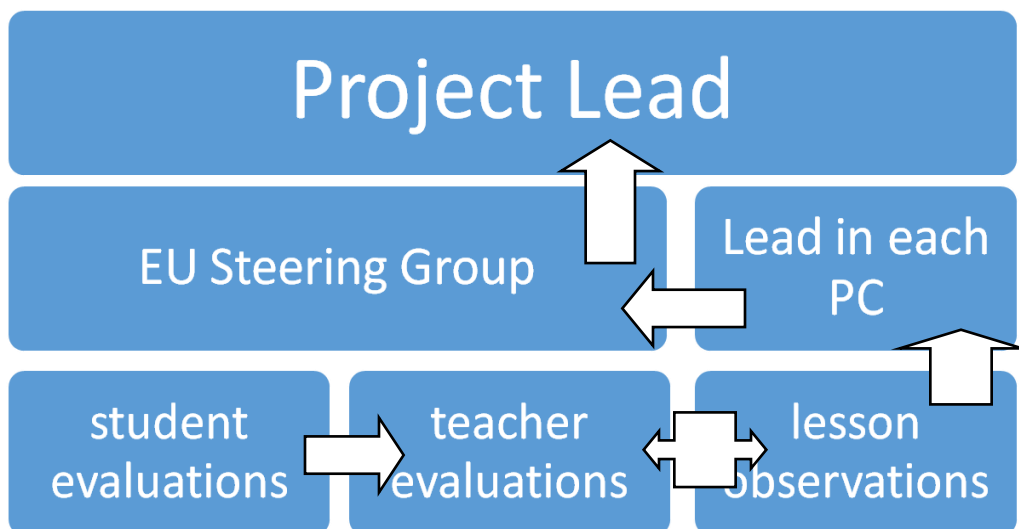
EU partners will visit the PC countries to undertake observations of the delivery of the modules to ascertain the strength of the teaching and learning in line with the project's aims; in particular, the communicative approach is a significant focus. The lessons observed are written up for the QA evaluation of the piloting and feedback is given to the tutors after the observations take place. The teachers also evaluate their lessons to reflect on the teaching and learning strategies and the delivery of the modular content. Tutors are asked to collate student feedback to inform the revising of the modules and the tutor's pedagogy. The EU country observing the pilot produces a report to the steering group and this is used to develop the quality plan.

2.5   MODULE DEVELOPMENT PROCESS

The modules are devised by the PC countries and each country has regional coordinators who oversee the development. After the training, the partner institutions begin devising the modules ready for piloting. These are quality assured by the EU Steering Group. The process of the module creation is a follows:

Each institution devises the module(s) they are responsible for the PC partners liaise and share the modules with each other. Once drafted, the modules are then sent to the regional coordinator who examines the content to gauge the quality and efficacy. These are then sent to EHU (P4) where they are further screened for consistency and quality and then each EU partner examines in detail their agreed modules. The reports are sent back to EHU and an overall report is disseminated to the PC countries via the regional coordinators. The modules are then revised for the second piloting.

2.6 WHOLE-PROJECT DELIVERABLES

- Start Off Meeting
- Initiation Development of Online Platform
- Preparation of EU QA English for Specific Purposes Training and Pedagogical Training packages for PCs
- Preparation of Core Curricula Tuning/ECTS based on EU training (ESP plus Pedagogical Training)

Development
- EU Training of QA English for Specific Purposes Training (1 week) and Pedagogical Training (3 weeks) for PCs
- PC Home Multiplier Factor Training Inputs of ESP and general pedagogical training
- First Piloting of Core Curricula
- Second Piloting of Core Curricula
- Third Piloting of Core Curricula
- Home Multiplicator Staff Training of Core Curricula

Quality Plan
- EU & PC QA Evaluation of Core Curricula Modules
- EU & PC QA Evaluation of 1st Piloting
- First Round of QA monitoring visits by EU partners with masterclasses
- EU & PC QA Evaluation of Second Piloting
- Second round of monitoring visits by EU partners
- EU & PC QA Evaluation of Third Piloting

Dissemination and Exploitation
- Ongoing Population of Online Platform
- National PC Project Status Conference Awareness Day Year 1
- Ongoing Population of Online Platform in Year 2
- National PC Project Status Conference Awareness Day Year 2
- Ongoing Population of Online Platform in Year 3

- Sustainability: Official Accreditation Process for Core Curricula including Inter-University Module Recognition Agreements; Action Group & creation of Strategic Plan
- Final Project Conference

Management
- Regular Steering Group management meetings to review objectives, monitor progress and ensure QA compliance in Year 1
- Year 1 Project Planning and Co-ordination with Annual Report
- Interim Project Planning and Co-ordination QA Meeting
- Regular Steering Group management meetings to review objectives, monitor progress and ensure QA compliance in Year 2
- Year 2 Project Planning and Co-ordination Report
- Regular Steering Group management meetings to review objectives, monitors progress and ensure QA compliance in Year 3

- 2nd Interim Project Planning and Co-ordination QA Meeting
- Management Preparation for Final Conference
- Year 3 Project Planning and Coordination with delivery of Final Project Co-ordination reports

Section 2.8 (below) outlines how, and where, these have been met to date

2.7   CORE CURRICULA (FOR DELIVERABLES)

Module Number	Module Title
1a	Communicative Approach (CA) for General Vocational Education (Communicative approach versus traditional approach in the classroom and use of oral skills for presenting, lecturing, public speaking.)
1b	Communicative Approach (CA) for Vocational Language Education Training
2	ICT/Blended/E-Learning based vocational teaching and learning approaches
3	Innovation methodology in vocational teaching and learning (including the use of the internet/library/media centre for lesson development and implementation).
4	Examination and Assessment Creation (Monitoring and evaluation of examination creation and assessment.) **Note:** *This is a new title and was agreed by EU and PC partners at the UK training event in Nov 2018.*
5	Recognition and validation of language skills in line with the Common European Framework of Reference (CEFR). Key languages are English and German.
6	Language learning for vocational education purposes for internships and employment (CVs, letters of application, interviews for domestic and international development in ASEAN block)
7	Teaching for diversity in vocational education for individuals with special needs and including a focus on intercultural awareness. Here teaching strategies will be designed to be fully inclusive, incorporating strong differentiation and the necessity to address

	special educational needs and disabilities (SEND) at vocational level.
8	Professional Development & Reflection
9	Quality Assurance and Planning in vocational education (including observation, self-assessment techniques)

Supplementary Modules	
Module 10	ESP Pathway Program Module – English for Specific Purposes Training in Vocational Education (terminology, soft skills, key writing skills) A package for PCs based on in-depth need analysis will be developed and will be integrated into official university curricula for weaker staff and domestic/international students as a Pathway Program.
Module 11	Catalyst Core Curricula Strategic Planning for Sustainability and Dissemination in Vocational Education
Module 12	Introduction to Basic Vocational Writing Skills (business correspondence, emailing) TPG/TUD for Piloting 2

2.8 BREAKDOWN OF IMPLEMENTATION AND QUALITY SUPPORT

The following account provides an overview of the quality monitoring, quality assurance, and quality evaluation that has been implemented to date:

March 2017: Kick-off meeting in Ho Chi Minh City. Led by the EU partners, the needs of each institution were identified and recorded through the use of a SWOT analysis. A discussion of the identified needs as a whole then took place with all the PC partners and an action plan was drawn up for future implementation. Content for, and design of, the Online Platform was discussed, and an inventory was recorded to initiate its development. Training was provided for both pedagogy and English for Specific Purposes.

September 2017:
A1-A2 & B1 English for Specific Purposes (ESP) Training.
Two colleagues (Gerard Cullen from TU Dresden and Quynh Nguyen from the Pyramid Group, Germany) visited NUOL for the purpose of conducting training A1-

A2 and B1 ESP as agreed with the Project Manager and the EU and PC Steering Groups.

The training consisted of Elementary/False Beginners Basic (A1-CEFR) ESP Training (Q.Nguyen) and Intermediate (B1 - CEFR) ESP Soft Skills Training (G.Cullen). Groups underwent a language test procedure based on grammar and basic oral skills to determine CEFR levels.

December 2017:

PC partners received training in Bucharest regarding pedagogical development and quality assurance for the devising of the modules. Quality input related to ECTS and the standardization of modular content.

March 2018:

PC partners received further training in Dresden and specific support in relation to the continued creation of the modules. The partners were asked to complete the modules and were given a deadline (May 2018) to submit them for a QA evaluation. This deadline was missed due to a range of cultural difficulties and the newness of the module devising; therefore, a new date of July 31 – with the option to request distance support where applicable – was given.

This proved too difficult and an investigation into the reasons for the delay revealed that PC partners were experiencing many difficulties that had not previously been raised – namely, cultural differences with implementing the communicative approach and misrecognition: the ECTS was new and difficult for partners to understand the process. As a result, the modules had not been finalized by the first piloting.

It was agreed that during the UK event for November 2018, where intense quality support delivery sessions would be provided, a parallel focus for the PC partners would be to further address the conceptual demands of the ECTS system and the communicative approach, in order to enable them to finalize the modules.

August/September 2018:

The first piloting in Laos focused on pedagogy and the delivery of provisional modular materials. Bespoke masterclasses were given to address the areas in need of development that were identified in the observations (See First Piloting Report, Laos compiled by EHU).

November 2018:

At the EHU event, there was a significant focus on QA and a full day of training from Tony Turjansky (Director of Quality Assurance at EHU) and Kelly Hand (Head of Operations, Academic and Quality Assurance). This provided practical strategies for the partner countries to use when further developing and finalizing the modules. The ECTS system was also addressed again at this event (For a breakdown of this, see QA evaluation report on core curricula). The PC partners stated that the event was extremely useful for their needs and helped to clarify many of their concerns.

The PC partners also received further training to support teaching strategies within the modules, such as the use of technology-enhanced learning, and an extended deadline (30 November) was agreed for the final module materials.

The modules were submitted mid-December in the form of a RAR file. EHU IT services were asked to unpack the file for access as RAR files are not readily used by the university. After this was done, an email update was sent to EU partners on 19th Dec stating that the modules had been received and would be subjected to an initial screening before they were sent to EU partners. The modules were sent to EU partners in January 2019.

Present: Each EU partner will review the modules they are leading on and will produce a report on their suitability. EHU will then collate the reports and feed back to the Regional Coordinators.

November 2018: Management Board Meeting at LIT, Ireland

Forthcoming: The PC countries will engage in the 2nd Piloting of the modules during 2019. In March and April, the piloting for institutions in Vietnam will be implemented as follows:

Institution	Modules to be piloted
HUTECH	Module 1A & 1B Module 2
HCMUTE	Module 4 Module 7
VUTED	Module 9 Module 11
UTEHY	Module 3 Module 8
ULIS	Module 6 Module 10
HUST	Module 5 Module 12

The piloting of these modules will be observed by EU partners. Piloting for institutions in Laos will take place later in 2019 (details to follow).

2.8 SUSTAINABILITY

The official accreditation process for the Core Curricula includes Inter-University Module Recognition Agreements. The purpose of this is to allow others the opportunity to participate in modules not offered by their specific institution, thereby gaining transferable ECTS points. This section will continue to be developed as the project progresses. A meeting has been arranged at UPB to take place later in the year of 2019. During this meeting, it is envisaged that the sustainability plan will be rolled out in more detail.

The Universities in the Partner Countries will

- hold dialogues with the local authorities and the Ministry of Education and Training. They will be sensitizing them about the project outstanding benefits and proposing a policy to apply the project outcomes in the curriculum (with possible accompaniment resources).

- support the local authorities with the human and physical resources in the related projects about vocational training and professional development so that they can understand our Catalyst Project

- work with other partners to advocate the project goals and activities since the goals and activities might still be misunderstood as those designed for vocational colleges.

- organize the 2nd awareness day conference and invite more the authorities and other universities which have already included or have plans to include vocational skills in their curriculum.

- involve more outside partners in the final piloting phase of the project

- offering free training on how to apply the modules package to wider institutional stakeholders or outside partners at the end of the project.

- showcasing and disseminating the project results via more workshops or media

- signing contract among stakeholders for a commitment of long-term use of the project outcomes in their contexts.

- developing strong partnerships and policy among stakeholders for the sustainability of the project results.

- handing over the relevant modules (materials, teaching methodology etc.) to relevant institutions such as Hanoi Vocational College of Technology. In this way, the implementation of modules is applied to more beneficiaries of wider contexts.

- integrate the modules into current modules of the curriculum

- work with the school/university leaders to include the CATALYST modules as optional modules in the curriculum.