



Muresan L., Heyworth F., Mateva G. and Rose M. (2011)

## A training guide for quality assurance in language education (Qualitraining)<sup>1</sup>

Council of Europe (European Centre for Modern Languages)

### Main fields

Nano: Language learning		Micro: Teaching methods		Meso: Piloting schools		Macro: (Inter)systemic approach	
1.1.		2.1.		3.1.	√	4.1.	√
2.1.		2.2.		3.2.		4.2.	√
3.1.		2.3.		3.3.		4.3.	√
4.1.		2.4.		3.4.		4.4.	
5.1.		2.5.		3.5.		4.5.	

### What is Qualitraining?

Quality assurance is no longer solely the realm of institutional top management. It is increasingly important that all the participants in the educational process understand their role within the system and contribute to enhancing the quality of educational processes and learning outcomes. "Quality culture" is at the core of this multi-dimensional, integrative approach, so as to inspire participants at all levels in an educational process.

### Who is it for?

- Teachers and teacher educators (teacher trainers, trainer trainers, mentors, consultants)
- Inspectors and inspector trainers, multipliers conducting educational management seminars, practitioners in leading positions in national/regional associations and network

### Keys for EOL

#### → Institutional Self-evaluation

The second part of Unit 3 explores **Institutional Self-evaluation** with its various dimensions. Principles, functions and aims are discussed in relation to the context and main focus of the self-evaluation process. The Guide encourages readers to explore the link between individual and team-self-evaluation, as well as the role of participatory analysis of institutional processes and procedures for action planning and quality enhancement

#### → Benchmarking

**Benchmarking** in a wider social context is a quality management tool. It is used when comparing one organisation with another on some aspect of performance. We search and analyse information on various aspects of performance in which another organisation excels with the aim of improving our institution's performance and current practices.



<sup>1</sup> Muresan L., Heyworth F., Mateva G. and Rose M. (2011), *A training guide for quality assurance in language education (Qualitraining)*, Council of Europe (European Centre for Modern Languages), Graz.

[www.ecml.at/qualitraining](http://www.ecml.at/qualitraining) and <http://archive.ecml.at/mtp2/qualitraining/results/>

The strategic approach to benchmarking looks at what is done by an organisation, whereas the operational benchmarking approach is interested in how success is achieved. The data-oriented approach to benchmarking examines the comparison of data-based scores to performance indicators.

To be effective, benchmarking must be applied in a systematic and structured way. It goes through a detailed data collection, processes and outcomes analysis, assessment procedures to determine finally why certain performance is superior and how it can be matched and surpassed.

### Suggestion for EOL

- **Including all stakeholders in a systemic way supports the development of efficient learning environments**

### Similar resources

Website “A training guide for quality assurance in language education”, “QualiTraining at grassroot levels”, Council of Europe (European Centre for Modern Languages), Graz, 2011.

<http://qualitraining2.ecml.at/ApplyingQT/tabid/2227/language/en-GB/Default.aspx>