

QUALITY IN EVERYDAY WORK

Quality Guide for the
Teacher Education
College
Version 2.7

jamk.fi

Updates:

Organisational change	1.1.2009
JAMK's mission and vision	5.1.2010
Planning and development discussion practices	5.1.2010
Feedback on the Department of Professional Development	20.12.2010
JAMK's new quality system description	15.2.2011
Organisational change	1.8.2011
New name of the document (quality guide) Feedback of the internal audit	15.12.2011
Descriptions of the educational processes	19.9.2012
The cornerstones of activities, organisation of activities Follow-up and evaluation practices	11.4.2013
The cornerstones of activities, organisation of activities (including changes to legislation), Follow-up and evaluation practices, quality improvement practices	1.4.2014
The cornerstones of activities; changes to legislation Descriptions of the TEC's educational processes on JAMK process manual (TOKA)	20.1.2015

CONTENTS

TO THE USER OF THE QUALITY GUIDE FOR THE TEACHER EDUCATION COLLEGE.....	3
1 BACKGROUND FOR QUALITY MANAGEMENT AT THE TEACHER EDUCATION COLLEGE	4
1.1 Why and what?	4
1.2 How?	5
2 THE CORNERSTONES OF ACTIVITIES	7
2.1 Vocational teacher education	7
2.2 JAMK’s mission, vision and values	7
2.3 Organisation of activities.....	8
3 DESCRIPTIONS OF THE ACTIVITIES.....	11
3.1 Educational processes.....	11
3.2 Research and development processes.....	11
3.3 Continuing education and service processes.....	11
3.4 Management and support service processes	11
4 FOLLOW-UP AND EVALUATION.....	12
4.1 Feedback from students.....	12
4.2 Feedback from interest groups	16
4.3 Indicators.....	17
5 QUALITY IMPROVEMENT.....	18

TO THE USER OF THE QUALITY GUIDE FOR THE TEACHER EDUCATION COLLEGE

At JAMK University of Applied Sciences, quality management is considered a key tool for developing the University's activities. It is a continuous process that we all implement together. Quality management is also an elemental part of management and steering of operations at JAMK. It helps to promote the implementation of JAMK's mission, vision, values and strategies. JAMK's quality system to be observed at the Teacher Education College is described in JAMK's quality manual.

More detailed instructions on implementing quality management at the Teacher Education College (TEC) are provided in the unit's own quality guide, which describes the principles and operating practices of quality management in teacher education, RDI work and continuing education and service activities. The Teacher Education College also has educational process descriptions drawn up for its own needs which, owing to the basic mission of the Teacher Education College, are different from those of JAMK's degree programmes. Online version of the quality guide for the Teacher Education College can be accessed on the unit's intranet pages. The descriptions of the educational processes can be found on the operational process manual of JAMK (*usually called TOKA at JAMK*). Students can also familiarise themselves with the quality guide on the Teacher Education College's online study guide.

The Quality in Everyday Work guide (version 2.6) was discussed at the Teacher Education College's management team, and it was approved by the Director on 1 April 2014. The compilation of educational processes (version 2.1) was prepared at Teacher Education College's quality team and it was discussed at the Teacher Education College's management team on 19 September 2012, and it was approved. The quality officer updated the process descriptions on the JAMK process manual. This was discussed at the Teacher Education College's management team on 20 January 2015, and it was approved.

1 BACKGROUND FOR QUALITY MANAGEMENT AT THE TEACHER EDUCATION COLLEGE

1.1 Why and what?

The general requirement to develop organisational quality provides the background for creating quality management procedures at the Teacher Education College (TEC). Quantitative development of operations is impossible in the current situation of decreasing financial resources, which is why we must respond to new challenges primarily with quality development work.

The need for development can further be analysed in terms of maintaining and promoting the **profitability** of the Teacher Education College's operations. Focal points here are the organisation's operational **efficiency, effectiveness** and **economy**. The evaluation tools used must provide information on all of these three profitability components.

Qualitative development at the Teacher Education College can also be analysed from the perspective of a **learning organisation** framework. From this point of view, quality development work includes the idea of a continuous development process in the organisation. A typical feature of this kind of learning are development processes in the organisation that extend to the level of axioms and values guiding the organisation's activities, not only to the level of strategic plans.

Along with the demand for development, quality management is associated with the requirement of **compatibility**. This need arises from at least three different uses of the information provided by the evaluation. Firstly, common approaches to and focuses of analysis lay a foundation for **networking** between different organisations. Secondly, common indicators provide us with an opportunity to gather larger, e.g. **national level files**. Thirdly, consistent practices allow **comparisons** between various organisations or sectors of organisations. The Teacher Training College is part of JAMK University of Applied Sciences. Consequently, the effectiveness of operations is mainly examined using indicators agreed upon at JAMK level.

In addition to the requirements of development and compatibility, quality management procedures also respond to a requirement of **transparency** regarding activities and their results. A precondition for developing a European Higher Education Area, as well as our national higher education system, is that higher education institutions are able to demonstrate the profitability of their activities using methods that are "accessible" to external evaluators.

On this basis, the **main purpose and objective** of quality management can be defined as **continuous development of operational processes in an organisation – in this case: the Teacher Education College – in relation to the core mission determined for the organisation**.

At the Teacher Education College, quality is understood as the result of a HEI's constant efforts to optimise its operations within the limits of the available resources, so that it will be able to achieve the set objectives as profitably as possible and, simultaneously, satisfy the expectations of different customer groups in the best possible way.

1.2 How?

Quality management at the TEC consists of four intertwined elements: planning, action, follow-up and evaluation, and quality improvement. Quality management is implemented in line with JAMK's quality system (see Figure 1), which is completed with the TEC's own practices.



Figure 1. Quality system at JAMK

Planning is based on the vision, mission, values and strategies of JAMK University of Applied Sciences. It is also guided by the agreement between the Ministry of Education and Culture and JAMK. This agreement defines JAMK's functions, profile and focus fields and also sets quantitative objectives.

Descriptions of the operational processes guide the **activities**. *The purpose of the descriptions* is to make visible the HEI's core processes. The hypothesis is that such core process descriptions – and acting in accordance with them – contribute to maintaining operational quality in the organisation while they increase the transparency of operations and the predictability of different operations. The descriptions are also an important tool in the orientation of the organisation's new members. The majority of process descriptions are common to JAMK, but the TEC also has descriptions drawn up for its own specific needs.

Follow-up data consist of quality *indicators* and *feedback*. Indicators, for their part, generate key figures essential for the follow-up and development of operations. These key figures are based on data regarding students and staff, as well as on data describing the economy of operations. The purpose of the *feedback* is to provide information about the experiences of the HEI's internal and external customers, as well as about the results of its operations

Quality improvement aims at systematically developing operations on the basis of the information provided by the feedback system and the indicators. Thus, quality management does not merely refer to collecting empirical data on agreed issues, describing processes, or stating the existence of certain elements. An essential dimension of quality assurance is linked to the ways in which the collected data is processed and utilised in the educational institution. At the TEC, these quality assurance measures include different *evaluation and development discussions and meetings*.

Evaluation discussions are a central method for processing feedback data and other information, on the basis of which conclusions are drawn regarding developmental objectives and measures. These discussions are conducted between staff and students and other parties involved, as well as with JAMK's management, as part of the performance agreement process between the rector and the Teacher Education College.

The HEI's strategies and visions, the objectives set for operations, the operational processes designed to achieve these objectives, and the operational results provide the starting points for the evaluation and development associated with quality management.

2 THE CORNERSTONES OF ACTIVITIES

2.1 Vocational teacher education

Pursuant to the Polytechnics Act (932/2014, 8§), a university of applied sciences (polytechnic) may provide vocational teacher education in compliance with the statutes separately issued thereon. The financing of vocational teacher education is specified in the Polytechnics Act (932/2014, Section 7; 43–44§) and Decree (1129/2014 12–16 §). The other terms of operation are determined in the agreement between JAMK University of Applied Sciences and the Ministry of Education, in the performance agreement concluded between the Teacher Education College and the rector of JAMK, and in the Degree Regulations of JAMK.

Under the valid legislation, vocational teacher education refers to teacher education required to gain a qualification enabling the holder to teach at universities of applied sciences and at vocational institutions. The Polytechnics Act (932/2014) also states that, in addition to their educational mission, vocational teacher education colleges undertake applied research and development that serve education at the universities of applied sciences, support working life and regional development, and take the industrial structure of the region into account.

Moreover, the Teacher Education College organises pedagogical further and continuing education and contributes to developing pedagogical activities at universities of applied sciences, vocational institutes, and other organisations in Finland.

2.2 JAMK's mission, vision and values

Mission

In accordance with its mission, JAMK University of Applied Sciences will be an internationally oriented forerunner in education and a strong player in practically oriented research, development and innovation activities.

Vision

JAMK University of Applied Sciences wants to be the best university of applied sciences in Finland, with a strong track record in quality of education, internationalisation and promotion of entrepreneurship.

JAMK University of Applied Sciences has specified the following **values** as its leading principles: *responsibility, trust and creativity.*

As part of the JAMK community, the TEC shares these values, operating and developing its operations in compliance with them. JAMK's values find a concrete expression in the TEC's activities that aim for the following: *responsibility for professional/vocational competence, inclusion and cooperation, valuing the individual, and fearless initiative.*

2.3 Organisation of activities

In order to fulfil its mission, the Teacher Education College provides post-degree programmes: *vocational teacher education*, *vocational special needs teacher education* and *study counsellor education*. It conducts research and development, provides further training courses and professional development services as well as international educational services. It also creates preconditions for the aforementioned functions with administrative and support services.

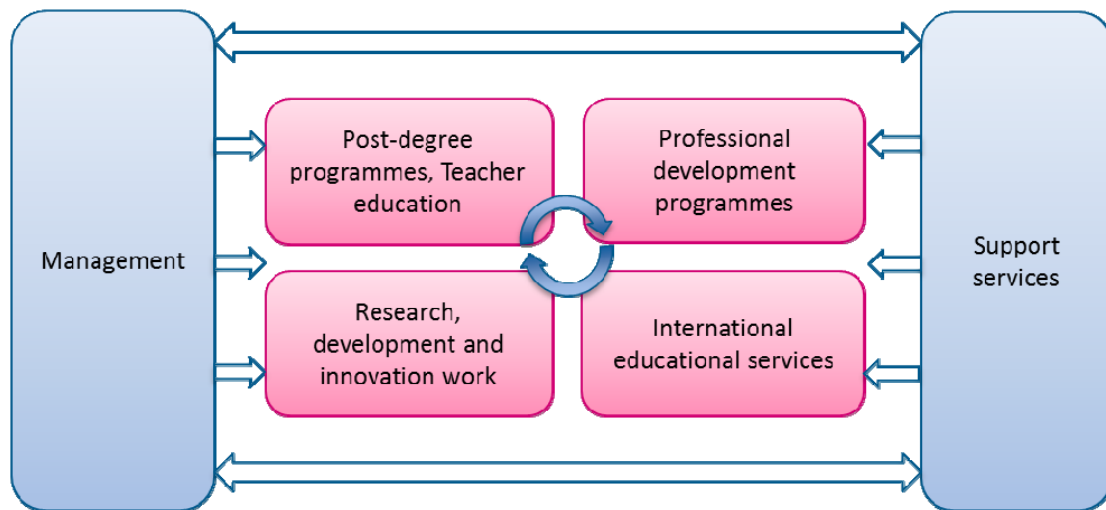


Figure 2. Core functions of the Teacher Education College

Post-Degree Programmes, Teacher Education

Post-Degree Programmes encompasses ***vocational teacher education*** for those who teach or intend to qualify as teachers of universities of applied sciences or upper secondary vocational institutions, and ***vocational special needs teacher education*** and ***study counsellor education***, which are implemented as further education. In accordance with an agreed division of tasks, two heads of department, assisted by the study counsellor, student services secretaries, and the officer of the TEC, are in charge of teacher education curricula and their development, the premises for the implementation of these curricula, quality management, and student administration. Principal lecturers, senior lecturers and lecturers are in charge of planning and implementing the post-degree programmes on the basis of an annually agreed division of tasks.

Research, Development & Innovations (RDI)

In its RDI work, the Teacher Education College develops expertise and professional competence together with different education and research organisations and actors in working life. Through cooperation between various actors, which mostly takes place as projects, we aim to identify and promote practices and solutions that enhance the development of professional competence and expertise in educational institutions and at workplaces.

The R&D manager is in charge of planning and developing research and development, quality management, as well as of creating the necessary preconditions for it. The teaching staff of the TEC, the specialists of education export and the education planners of the Department of Professional Development participate in research, development and innovation activities. Additional staff is also appointed to support RDI work in projects.

Professional Development Programmes

The Department of Professional Development produces and evolves educational, developmental and service activities for education providers, companies, and other organisations in order to develop their competence. The head of continuing education is in charge of of planning and developing TEC’s continuing education and services, quality management, as well as of creating the necessary preconditions for it. Education planners are responsible for the planning, sales and realisation of individual programmes and service following an agreed division of tasks. The educators are either the TEC’s principal lecturers, senior lecturers and lecturers, or other experts as determined by client needs. The TEC’s management and support services are responsible for administrating and providing the premises for continuing education and service activities.

International Educational Services

Activities related to international educational services are specified following the processes for RDI work or continuing education and service activities depending on funding and the customer relationship. The R&D manager is in charge of international education exports.

Management

The director is in charge of the entire unit’s operation and creates preconditions for the development of these operations. The TEC’s Management Team consists of the director, the heads of department, the R&D manager, the head of continuing education, the administrative planner, the quality officer, and a staff representative.

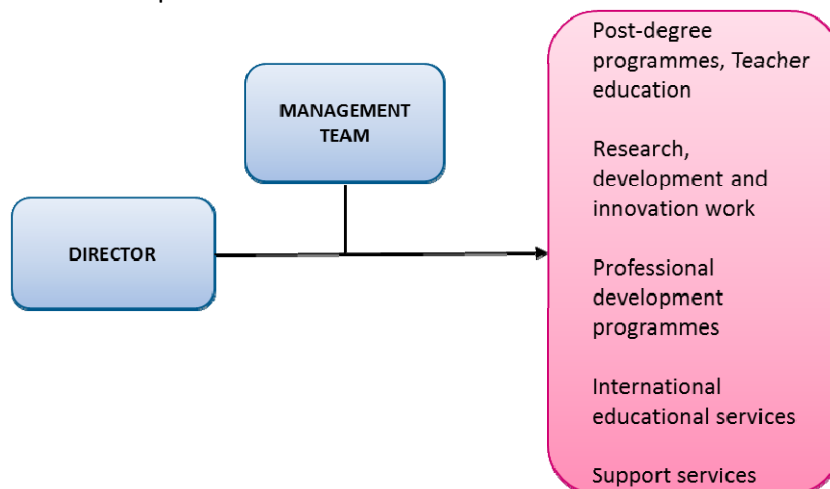


Figure 6: Management of the Teacher Education College

Support services

The role of the support services is to support teacher education programmes, RDI activities, further training courses and professional development services, international educational services, and administration at the TEC. In order to fulfil this function, the support service staff members work together with the support service staff of JAMK's Administration unit in compliance with an agreed and continuously specified division of tasks.

The TEC's Office Team is part of the unit's support services. It is in charge of office and secretarial duties. The *officer* is responsible for the planning and smooth running of the team's work. In addition to him/her, the Office Team consists of the unit's secretaries. Furthermore, the TEC's support services include a study counsellor and web-based pedagogy planners. At their meetings, the support services staff plan their yearly work and develop services provided to support the unit's operation.

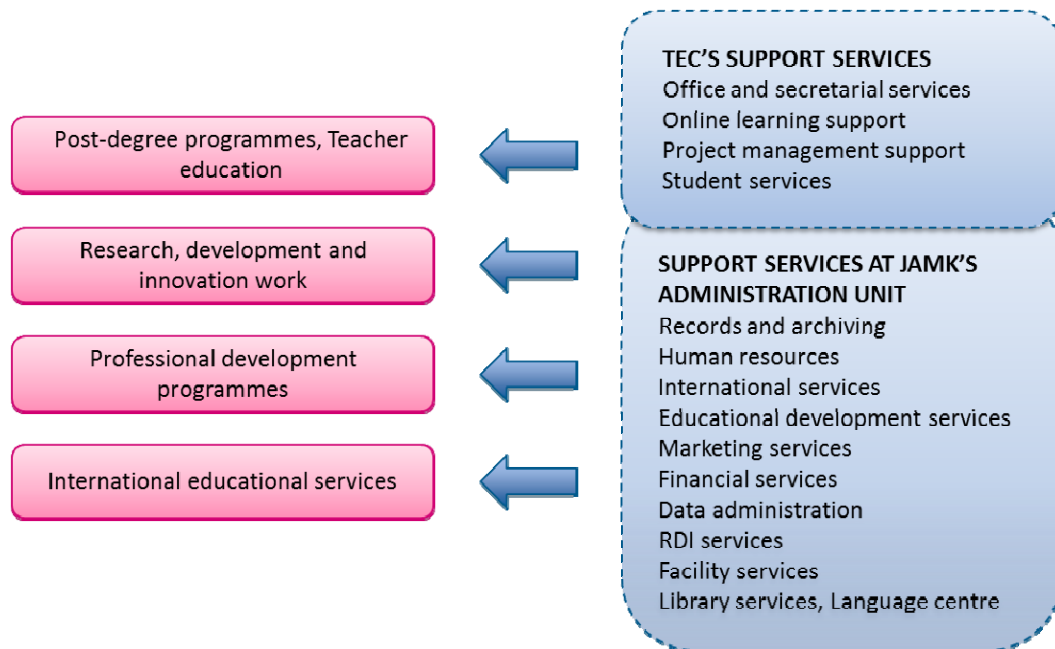


Figure 7: Support services

3 DESCRIPTIONS OF THE ACTIVITIES

The descriptions of the TEC's operational processes are based on the operational process manual of JAMK. Some amendments have been made to the TEC's processes that differ from JAMK's common practices. These include, for example, activities within the processes of teacher education and further education, which differ from JAMK's activities due to the TEC's core mission. The process descriptions can be found on the [JAMK process manual](#) (*usually called TOKA at JAMK*).

3.1 Educational processes

The descriptions present the activities of 1) vocational teacher education and further education, and 2) pedagogical studies for music and dance teachers.

The educational process descriptions of the post-degree programmes (teacher education) include *planning of education, coordinating the application and student admission procedure and implementation of education*. The descriptions do not cover all the activities taking place at Teacher Education College and in many cases, we trust the expertise of our people.

3.2 Research and development processes

The RDI processes are described following JAMK's common descriptions.

3.3 Continuing education and service processes

The processes of professional development programmes, incl. continuing education and professional development services, comply with JAMK's common descriptions.

3.4 Management and support service processes

The descriptions of TEC's management and support service processes follow JAMK's common descriptions. Separate guidelines and forms have been created for participation in training and conferences, as well as for compilation of statistics on this area.

4 FOLLOW-UP AND EVALUATION

At the TEC, feedback is processed in a decentralised manner. What happens to feedback data plays a key role for the effectiveness of feedback. An essential principle for processing feedback is that the party making decisions on the aspect that the feedback concerns also processes the feedback in question.

4.1 Feedback from students

Student feedback is part of customer feedback, the purpose of which is to provide information on the various processes related to education in order to be able to develop these processes. Key questions regarding the collection of student feedback include:

- Why is feedback collected?
- Where and when is it collected?
- Who will process the feedback and how?

The optimal **allocation** and **timing** of feedback are key principles in developing student feedback. These principles are applied by collecting feedback data on such study process related issues that the TEC can influence with its own choices and decisions. The feedback is partly collected during the relevant activities, partly immediately after these activities, and partly as delayed evaluation.

Feedback on vocational teacher education

Feedback is collected from students in order to develop the TEC's operational processes. The feedback is collected serving the needs of the management, support services, educators of JAMK's Teacher Education College and all teacher education colleges.

As a student feedback development principle, optimal allocation means that we aim to collect accurate and comprehensive feedback on matters related to studies, study guidance, and student support services. The systematically collected student feedback concerns the student selection system of teacher education colleges, the relevance/functioning of the TEC's curriculum and educational process, the profitability of all the aforementioned areas, and the functioning of the support services during the studies.

The TEC management collects feedback on three different aspects: *provision of information on studies, the student selection system, and the implementation and results of the educational/study process*. Data and feedback regarding provision of information and functioning of the student selection system are collected within the joint student selection system of teacher education colleges. The feedback is collected in connection with completing selection forms. Feedback regarding the provision of information on studies and student selection is processed by the team managing the national joint selection for teacher education colleges. The directors of teacher education colleges make the necessary decisions on amendments based on the proposals of this team.

After the initial stage of studies, *'intermediate' feedback* is collected via an online form (a questionnaire regarding the initial stage and the first semester) about the implementation of the educational and study process. All post-degree students give this feedback. Feedback on the implementation and results of the study processes is collected through the so-called *'final'*

feedback. This feedback is scheduled to be given after completion of the entire educational process. The assumption is that the significance of different subareas can be better evaluated after the entire programme has been completed. All post-degree students provide this feedback as part of their studies. The TEC's support services collect feedback on the *availability and functioning of their services* as part of the final feedback.

Information necessary for the guidance of the study process is collected during the educational/study process. Every student is assigned a tutoring educator (an educator "responsible" for the student's education). The tutoring educators collect information and feedback from their own students, on the basis of which the guidance in different student groups can be meaningfully planned and implemented. Feedback is collected at regular intervals during the whole educational/study process, ranging from 'orientation to studies' to a 'summarising final evaluation'. This feedback covers the *objectives, contents, modes of study, and assignments of courses, as well as related guidance*. Feedback is processed by each tutoring educator with regard to the student group for which he/she is responsible.

If the feedback that the educators have received from students for operational changes, also requiring e.g. resource reallocation, the issue is brought to the attention of the TEC's management team. The measures needed to solve the problem are initiated either immediately, if the circumstances so require, or as part of planning for the following academic year.

Feedback accumulated on the educational/study process is jointly processed at feedback and development meetings and staff meetings as the academic year progresses. The TEC staff process the intermediate feedback once a year. The feedback is also processed by the TEC's management team. The processing is based on the presentation of the head of department and quality officer.

The final feedback is processed by the staff once a year, also on presentation by the head of department, who also makes the amendments deemed necessary in curriculum content and implementation after a joint analysis and discussion. Similarly, the support services staff process the parts of the final feedback concerning their activities, on the initiative of the officer, and implement the necessary amendments to the support service processes under the lead of the officer.

The effectiveness of education is evaluated by means of follow-up questionnaires every two years. The results of these surveys are discussed at the staff meeting and in connection with curriculum planning. The feedback is also processed by the TEC's management team. The feedback is processed by the staff on presentation by the head of department (teacher education).

The aforementioned is summarised in the following table:

Target of feedback	How is the feedback collected?	When is the feedback collected?	Who processes the feedback and how?	When is the feedback processed?
Provision of information on studies	Questionnaire	Beginning of studies September	Marketing coordinator, student selection process staff	October
Application and selection process	Questionnaire	On applying January	National joint selection management team/ Evaluation meeting	June
Study/guidance process and learning outcomes	Process feedback assignments/self-assessment	Continuously	Students and educators, the heads of department Feedback meetings (memorandum)	Continuously
	Intermediate feedback questionnaire	Initial stage of studies Continuing education October Vocational teacher education December	TEC's staff once a year - Feedback meetings (memorandum) TEC's management team (memorandum)	Continuing education November Vocational teacher education January
	Final feedback questionnaire	Final stage of studies Continuously	TEC's staff once a year - Staff meetings (memorandum)	May/June
	Final discussion	Final stage of studies Continuously	Student and educator	Continuously
Educational support services	Final feedback questionnaire	Continuously	Support services staff once a year - Feedback meetings (memorandum)	May/June
Effectiveness of education	Delayed feedback	Every two years	TEC's staff - Staff meetings (memorandum) Management team (memorandum)	January/February

Feedback regarding continuing education and professional development services

The Department of Professional Development collects feedback on education provided on order, professional development for education personnel (OPH), training for competence-based specialist qualifications and apprenticeship type continuing education. Feedback is also collected on continuing education projects subject to with separate funding.

The aforementioned feedback covers the educational and service activities, the various plans these activities are based on, and the results of the activities in the following way:

Target of feedback	How is the feedback collected?	When is the feedback collected?	Who processes the feedback and how?
Study/guidance process and learning outcomes	Interim feedback questionnaire	Half-way through the studies	Educators and planners – Feedback discussion
	Educator’s observations about the educational process.	Continuously during the process	Educators and customers – Feedback discussion Feedback meetings of the Department of Professional Development (memorandum)
	Final feedback questionnaire	End of the programme	Educators and planners – Feedback discussion Feedback meetings of the Department of Professional Development (memorandum) TEC’s management team (memorandum) The Finnish National Board of Education (follow-up of the programmes)
Educational support services	As part of the final feedback questionnaire	End of the programme	Feedback meetings of the Department of Professional Development (memorandum)

In most of the longer education programmes (more than 5 cr), the feedback on the study/guidance process and learning outcomes is collected through the *‘interim’* feedback. Other methods are also used depending on the implementation of the education. The educators collect information and feedback from their students during the process. This feedback information is used for developing education and supporting the ongoing learning process. The *‘final’* feedback is scheduled to be given after completion of the entire educational process. Feedback data is mainly used for planning and developing education and new services.

Feedback summaries are discussed at the feedback meetings of the Department of Professional Development twice a year. The feedback is also processed by the TEC's management team. The processing is based on the presentation of the head of continuing education and quality officer. Furthermore, the Finnish National Board of Education processes the feedback information related to the professional development for education personnel (OPH funded education).

4.2 Feedback from interest groups

The TEC receives and collects feedback from various interest groups regarding its activities, on the plans that provide the foundation for these activities, and on the results of the activities. The most important interest groups are JAMK's administration and the various support functions, as well as the providers of higher and upper secondary-level vocational education. Regional businesses, industries, and the University of Jyväskylä also belong to the TEC's major interest groups.

Interest groups play an important role in the TEC's RDI activities. According to the JAMK's quality system, customer feedback is collected at the end of an RDI project. Steering group feedback is collected at the last meeting of the project.

Feedback is collected from the interest groups as follows:

Target of feedback	How is the feedback collected?	When is the feedback collected?	Who processes the feedback and how?
Curriculum	Questionnaire (separately nominated evaluators)	Every two years	Heads of department Management Team - Evaluation discussion and potential developmental measures (memorandum)
Different plans and focuses of development	The performance negotiation process (so-called TATU-process)	Every year/September	Management Team and JAMK's management- Planning meeting; potential developmental measures (memorandum)
Indicators: objectives and results	The performance negotiation process (so-called TATU-process)	Every year/September	Management Team and JAMK's management- Planning meeting; potential developmental measures (memorandum)
RDI activities (action and results)	Customer feedback collected at the end of an RDI project (administration unit collects)	End of the project	R&D manager, project managers Management Team - Evaluation discussion; potential developmental measures (memorandum)
	Feedback is collected from the steering group at the last meeting of the RDI project steering group (memorandum).		

4.3 Indicators

Information on the various indicators is collected as jointly agreed upon at JAMK. The most important indicators are contained in the performance indicators of the Ministry of Education and Culture and the scorecard measuring strategic change at JAMK. The key figures to be examined are quantitative, and performance is evaluated directly based on data transmitted from various systems. These indicators consist of such information about the organisation, staff, and students that is not obtained via the aforementioned feedback system.

The unit's management team regularly discusses the performance data in their meetings. The information is used in connection with the performance agreement process, and they are used to set targets for the following year of operation.

The JAMK's scorecard includes following indicators:

- Bachelor's degrees
- Completed teacher education studies
- Students completing 55 credits or more during the academic year (BA's degrees)
- Credits from the open UAS, separate studies and prep. education for immigrants
- Feedback from degree students
- Outgoing and incoming student and trainee exchanges (over 3 months)
- Bachelor's degrees completed by foreign students
- Employed bachelor's degree graduates one year after graduation
- External R&D financing (t€)
- Outgoing and incoming teacher and expert exchanges (min. 5 days)
- Master's degrees
- Number of publications
- Revenue from sold services (t€)

5 QUALITY IMPROVEMENT

Quality improvement refers to systematic development of JAMK's activities through *internal development projects, follow-up and evaluation data and daily improvement*.

Development projects help to direct the unit's resources to selected development targets that support strategy implementation and play a key role for developing operations. Any development projects of the units are agreed upon in the performance agreement between the rector and the unit. Internal development projects are used to test or introduce new working methods or operating models. The unit's management team agrees upon the practical implementation, follow-up and evaluation of development projects.

Exploiting follow-up and evaluation data is a key part of the unit's quality management. Quality improvement is essentially associated with the idea of continuous development of the educational, RDI work and continuing education and service activities processes based on feedback received by the organisation from its operating environment. Feedback data received from students and stakeholders is processed and utilised in daily quality improvement as described in the quality guide (see Chapter 4). Feedback data is mainly used to develop education and to support the learning process.

At the Teacher Education College, methods for improving quality include various *evaluation and development discussions, feedback and development meetings and planning meetings*, which lead into decisions and development measures concerning a certain operating process when necessary. In individual and group level development discussions, performance is evaluated and agreements reached upon an employee's main areas of responsibility in order to achieve the targets while enhancing commitment to achieving joint objectives. Development discussions are part of JAMK's competence management system, and in this connection, staff competence is charted. Development discussions are also a tool for giving individual feedback.

Yearly organised *unit planning meetings* serve the same purpose at the collective level as development discussions at the individual and group level. They help to ensure that all members of the work community have an overall picture of the activities and needs to develop them. Planning meetings are held regularly every year in connection with the performance agreement process and the process of planning the following academic year's work. *Staff meetings* also discuss and evaluate performance data pertaining to various profit centres and feedback data in order to create a shared understanding of the unit's operation.

The *unit's management team* regularly discusses performance and feedback data on various profit centres at its meetings, agreeing upon the required development measures on this basis. The follow-up and evaluation data is for example used to draft the performance agreement.

Through **daily improvement**, all staff members can contribute to developing the quality of education, RDI work and continuing education and service activities. Each member of the work community can improve the quality of the entire unit's operation by developing *his/her own work and competence*.