

# QUALITY MANAGEMENT

in North Karelia Municipal Education and Training Consortium

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# 1. Introduction

# Quality management in our organisation

- is related to [strategy](#).
- includes measuring our results ([BSC](#), diverse feedback).
- **involves practicing self-evaluation.**
- includes improving processes continuously.
- involves regular external evaluation.
- based on national quality recommendations and Deming cycle.

The main object of quality management –as well as self-evaluation is to develop education and support learning – the main idea is to **steer**, not control.

## OUR VALUES

The guiding value for our education is **responsibility**.

## OUR MISSION

The mission of the North Karelia Municipal Education and Training Consortium is **to coach professionals for the future**.

## OUR VISION

We are a **recognized pioneer** in vocational education and **wanted co-operation partner**.

# Indicators of our main results

## Based on Balanced Score Card - model (BSC)

### EFFICIENCY OF ACTION

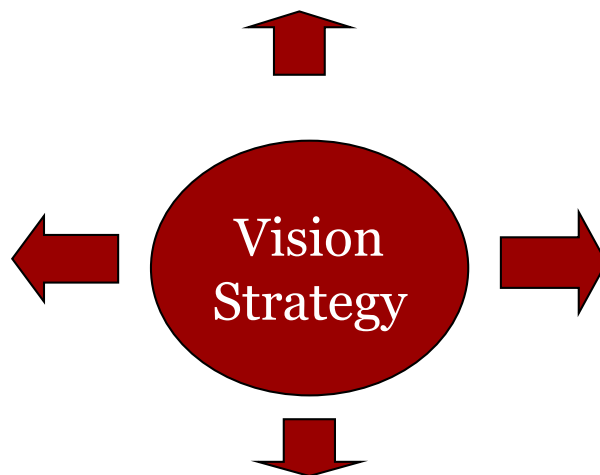
- Rate of graduates' employment % (Stat)
- Total number of qualified students
- Rates of students who continue their education % (Stat)
- Number of financed projects and total value in euros
- Total number of VET students
- Total number of non-VET students

### EFFICIENCY AND QUALITY OF SERVICE AND CO-OPERATION

- Students' feedback
- Working life feedback
- Number of students with double qualification
- Internationalization
  - students
  - teachers
- Special education
  - Number of students qualified (%)

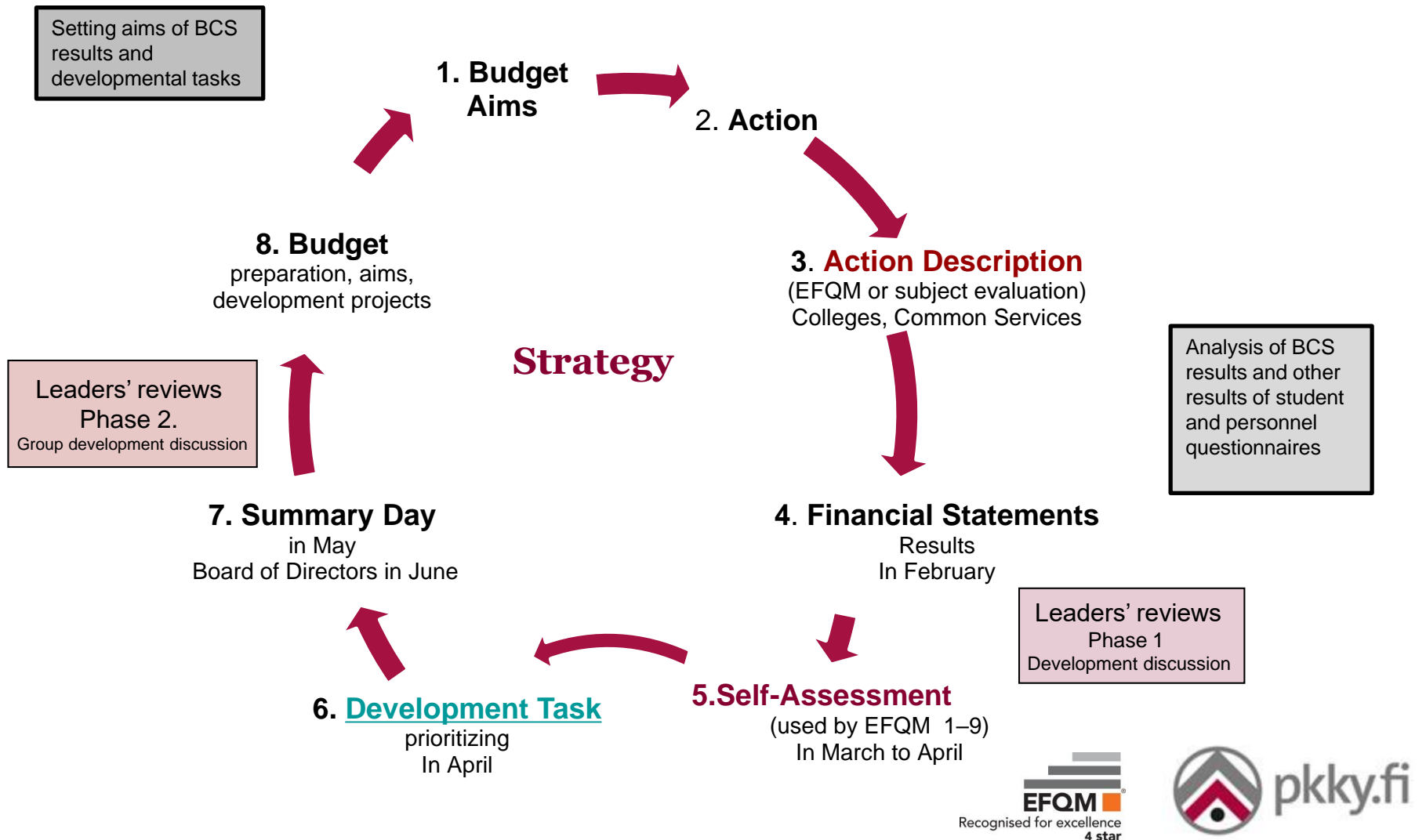
### EFFICIENCY OF PROCESSES

- Drop-out rate (%)
- Qualification (%)
- Educated workplace instructors (%)
- Skills demonstration in the working place (%)
- Economic efficiency (%)



### STAFF PRODUCTIVITY

- Further education (number of days)
- Teachers' work-based learning activities
- Teachers' competence
- Working atmosphere (inquiry results)



## Developmental tasks 2014 - 2016

1. To develop practices of individual guidance
2. To develop learning environments and teaching methods
3. To increase coaching skills of personnel, and develop organisation culture

### Developmental tasks in 2013

1. Student and working life based pedagogy
2. Skills and well-being of personnel
3. Well-being of students

## 2. What we have done?





# Pedagogical subject self-assessment

- **Phase 1.** Pedagogical subject self-assessment in 2013 to find out our situation related to our teaching and learning practices in VET
  - individual self-assessment, collective self-assessment and summery
- **Phase 2.** We defined our pedagogical principals in VET.
- **Phase 3.** Coaching programme to teachers (peda.fi)
- **Phase 4.** Pedagogical subject self-assessment in 2016
  - individual self-assessment, students' hearing, collective self-assessment and summery
- **Phase 5.** Pedagogical innovation as part of ordinary life in VET

## 3. How we continue?

## Developmental tasks 2017

1. To innovate vocational education in practice – pedagogical reform
2. To develop and expand co-operation in (local) working-life
3. To innovate personnel know-how (70-20-10)