

System Level Impact of Quality Assurance in Initial VET

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Outlook

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- QIBB - in a minute
- Reasons for a PLA on impact in AT
- Open questions on impact of QIBB
- QIBB indicators
- Impact Model (Karl Wilbers)
- Crucial questions: QIBB meta-evaluation

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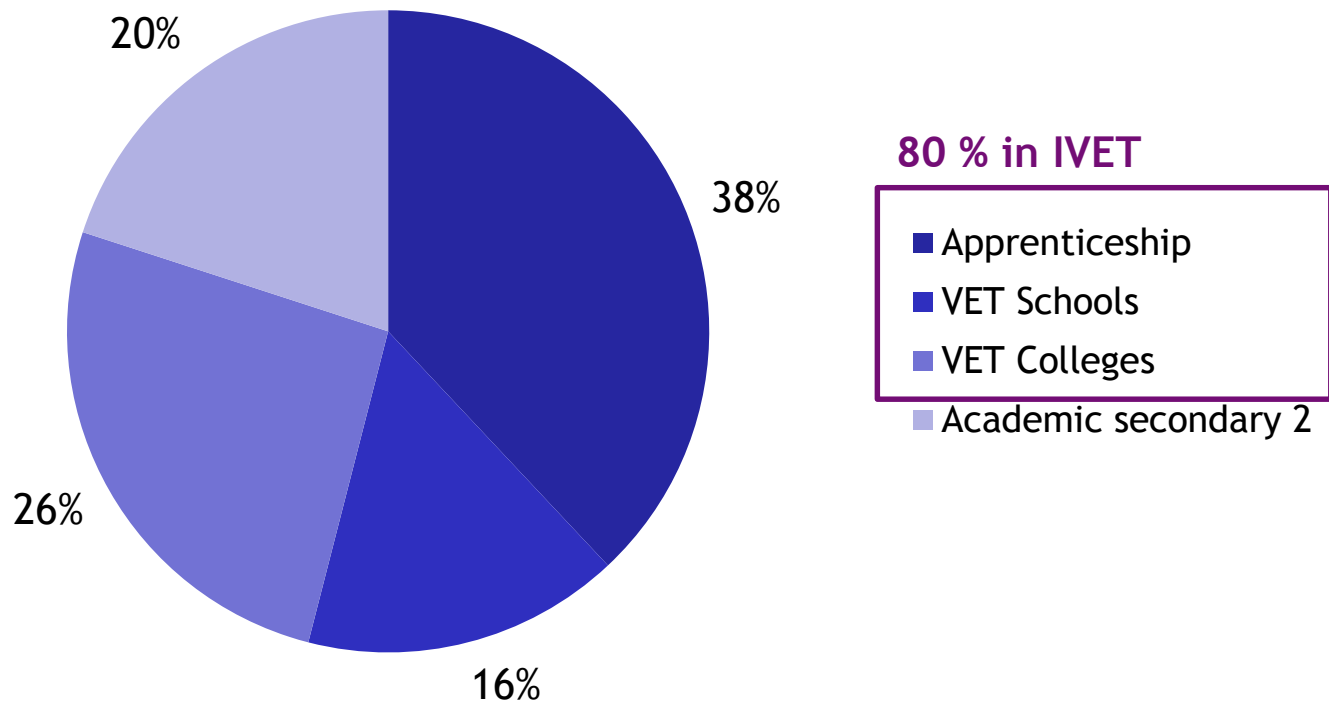
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In Austria 4 out of 5 youngsters are in VET

Distribution of students in year 10 of schooling





QIBB: Quality Initiative VET



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- QIBB started as a project in 2004/05
- QIBB is the **common framework** for quality management encompassing all I-VET school types (full-time schools and part-time schools of the dual system):
 - 647 schools and colleges
 - 26.700 teachers
 - 329.700 students
- QIBB includes **all organisational levels** (schools, school inspection, Ministry).
- QIBB is based on **self-evaluation** and on the **quality cycle**.
- QIBB takes account of **EQAVET**.



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Reasons for the proposed PLA on „Impact“

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Where are we today?

- QIBB is becoming 10 years old in 2014
- QM structures, processes and tools have been developed for different levels (system, region, school)
- Time, money and personal resources have been invested, supporting systems (e.g. ARQA-VET, consultants...) have been installed

What do we know?

- We know that tools and procedures have been implemented at different levels (system, region, school)
- Indicators show, that there have been changes in certain fields - because of QIBB?

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QIBB indicators at federal level (input, process, output)

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- Q Students success rates (school level)
- Q Successful school entrance
- Q Competence oriented teaching, learning, testing and examining
- Q Individual feedback (QIBB)
- Q Health promotion, exercise and sport
- Q Final examinations

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E.g.: QIBB indicator “competence oriented teaching, learning, testing and examining”

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Objective:

To implement competence oriented teaching, learning, testing and examining at VET schools and colleges

Monitoring:

- 🕒 Number of educational standards that have been published
- 🕒 Finalisation status of new competence oriented syllabi
- 🕒 Teacher training programmes: number of trainings and number of participating teachers
- 🕒 Number of schools and colleges participating in school pilot projects



Open questions

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In general:

- ⊗ What is impact of QM and how can it be measured?
- ⊗ Are there any activities in other countries concerning impact questions?

Concerning QIBB:

- ⊗ Quality of QIBB implementation?
- ⊗ Intended and non-intended effects?
- ⊗ Acceptance of QIBB by different stakeholders?
- ⊗ Is there a measurable impact of QIBB?

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What do we know from Germany?

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 - 🔍 Baden-Württemberg: Analysis of QM system OES “Operativ Eigenständige Schule” (Ebner & Funk, 2012) - acceptance
www.betaimages.de/dc/download.php?file=http://ebner.bwl.uni-mannheim.de/fileadmin/files/ebner/files/Publikationen/Abschlussbericht_OES_2012HP.pdf
 - 🔍 Bremen: Impact of QM on students learning (Ittner/Zurwehme, 2014):
Lernen als Wirkung schulischen Qualitätsmanagements - (k)eine Selbstverständlichkeit? Die Perspektive der Schülerinnen und Schüler als Ausgangspunkt einer qualitativen Studie. Forthcoming June 2014:
www.bwpat.de/ausgabe26/ittner_zurwehme_bwpat26.pdf
 - 🔍 Saarland: Concept analysis of the QM system QBS (Arnold, 2012)
www.saarland.de/dokumente/thema_bildung/Endbericht_Final.pdf



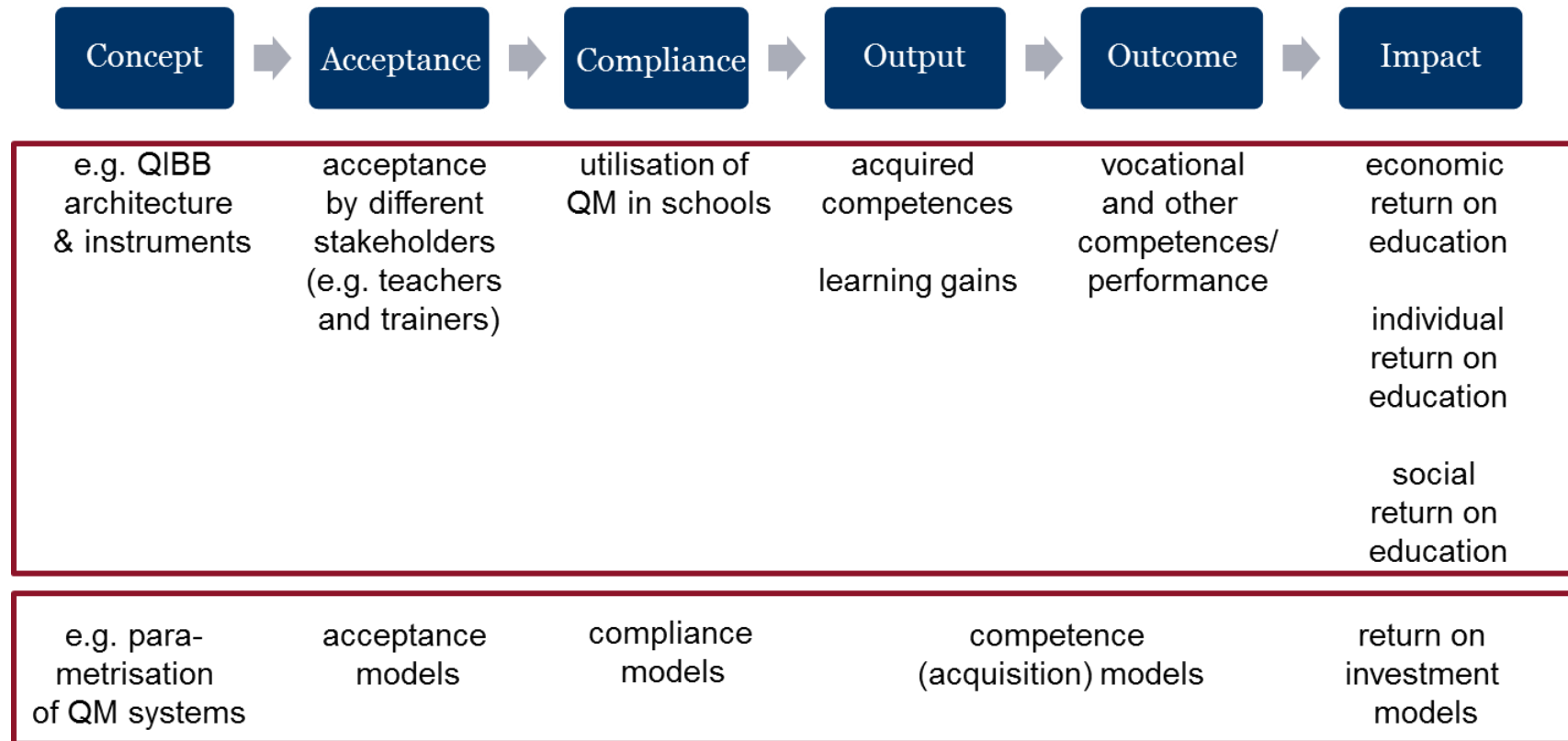
Main results from the German studies

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- 🔍 Stakeholders in schools are informed
 - 🔍 Different acceptance of different QM-instruments
 - 🔍 Difficulties in analysing and understanding of evaluation results
 - 🔍 But: Majority of schools is dealing with consequences out of evaluation results
 - 🔍 High QM-implementation efforts

Impact Model: Karl Wilbers

(University of Erlangen-Nürnberg/ DE)

Impact Model (VET) – Wilbers 2014



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Conclusio and consequences:

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- ⦿ There is no empirical evidence of impact in sense of effects on outcome, output or impact of QM
- ⦿ Quality Management is not a simple, dependent variable



Therefore we focus on acceptance and compliance of QIBB



Crucial questions: QIBB meta-evaluation

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Object of evaluation:

All schools types? All levels?

Type of evaluation:

Formative or summative?

Methodology:

Quantitative? Qualitative? Mixed?

Focus:

Concept Evaluation or Compliance Evaluation?

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Plan for a QIBB meta-evaluation

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- External system evaluation (QIBB meta-analysis) has been foreseen in the „Development and Implementation Plan 2013/14“ (with a clear time line)
- Workshop of the DG with Prof. Wilbers in February 2014
- Identification of the “crucial question” and the necessary decisions that have to be taken
- List of persons who could be invited to apply for doing the meta-evaluation
- Decision of the steering group of DG VET on 30 April 2014: invitation of tenders has been postponed; new decision at the end of this *and* at the beginning of next school year

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Thank you for your attention!

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