

Working on quality to improve the learning process of our students

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A short introduction...

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Aim of this presentation

The aim of this PLA is to learn about effective practices, issues and common challenges of measuring impact of quality assurance

Aim of this presentation is to address the way we work on this challenge in the Netherlands

Underlying topics:

- What are effective practices to ensure QA has an impact?
- Measure the impact versus increase the impact
- QA not as goal per se but as a mean to increase the quality

Content of this presentation

1. A look at the topic from a Dutch perspective
2. A view at national level: Risk based inspections
3. A view at provider level: How QA works at provider level
4. An example at team level (Education of Learning Support Assistants)
 - How data are used to improve education
 - How the team uses QA for the learning process of the students

A look at the topic from a Dutch perspective

- The aim is to be sure that you are doing the right thing / to be in control / to improve continuously
- Focus: quality and QA at team level to improve the learning process of the student
- Improve the CHECK: measure and analyse the outcome of the educational process at team level
- Improve the ACT: improve the culture of learning (dialogue, quality awareness) and the use of data

The system level

Risk-based inspection system

- Inspectorate: increased focus on the *quality of the QA* of VET-providers.
- Hypothesis: if the QA is properly executed, then the chances of high quality of education are higher
- Good QA means that the VET provider is in control, for that the inspectorate can keep more distance (the frequency and intensity of inspections decreases)
- Indicators for good QA: translation of plans at institutional level to team level, availability of steering information, actions plans for improvement, dialogue with students and companies.

Experiences so far

- The correlation between Q and QA seems rather independent (the quality of the education is good despite critics at QA)
- A system for QA at institutional level doesn't mean automatically QA at team level
- Many data available about the output of the education but not during the process of education → difficult to analyse the causes
- The system of QA works but the impact depends of educational leadership and the professionalism of teacher (ask the right question, PDCA-cycle at team level and personal level)

The challenges

- How to have the right data available at team level and how to use them at team level?
- How can QA at national and institutional level be improved in order to improve QA at team level?
- The system of QA works but the impact depends of educational leadership and the professionalism of teacher
 - Ask the right question
 - Ask the student
 - PDCA-cycle at team level or personal level
 - Analysis of the data at team level during the education process (and not after)

A good practice by Landstede

- The measurement and impact of QA at institutional and team level

Quality assurance by Landstede

Quality starts with yourself!

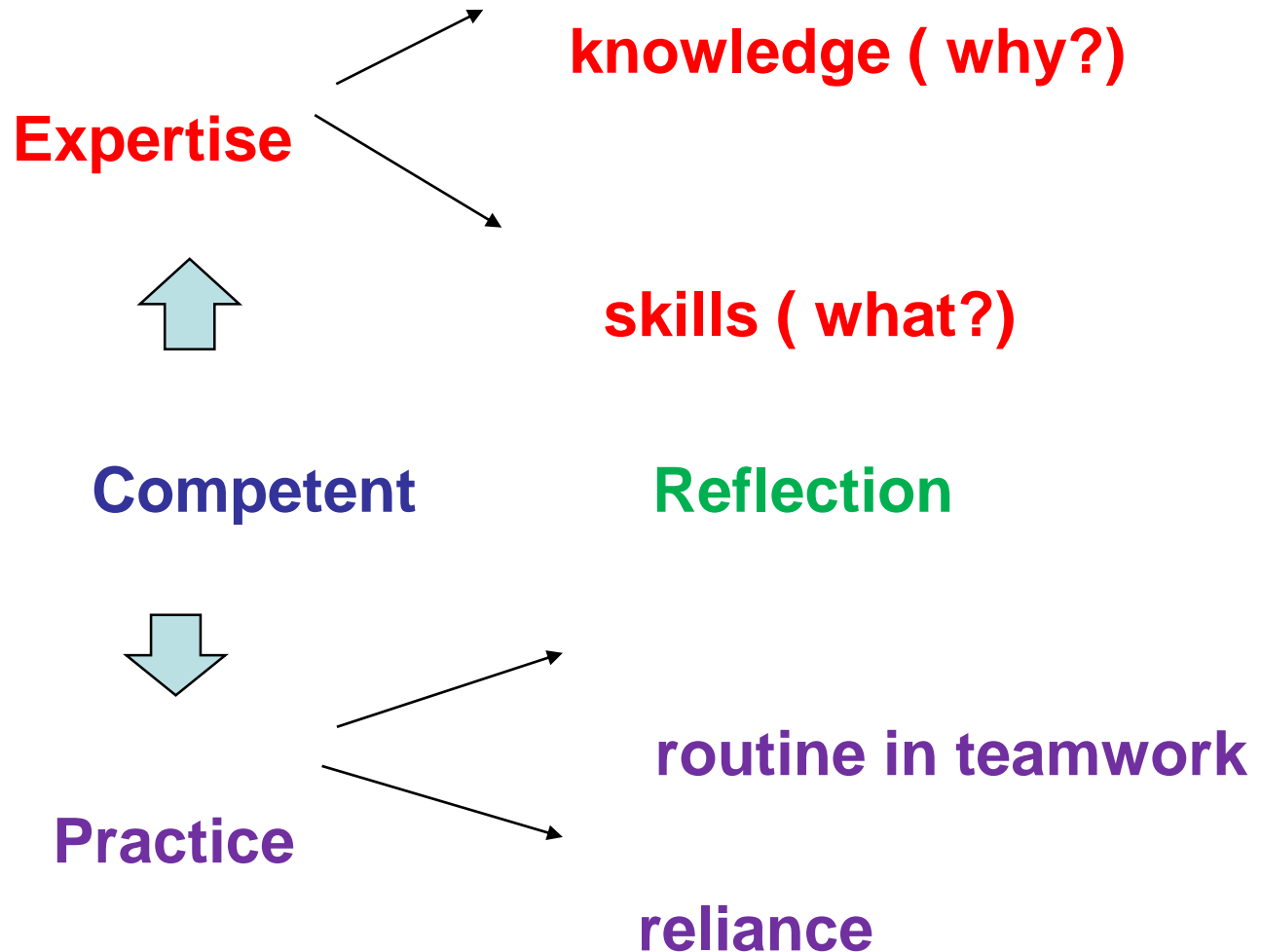
- Starting point is existing policy of the school
- Goals for the next years
- Priority scheduling
- (Self-)evaluation of the teams, from students, from placement companies and audits
- Professionalisation of teachers, improving the development of quality tools, measurable goals
- Quality assurance through formats plan for improvement and team plan
- Cycle of the team plan leads to new policy

An example at team level: Learning Support Assistants (LSA)

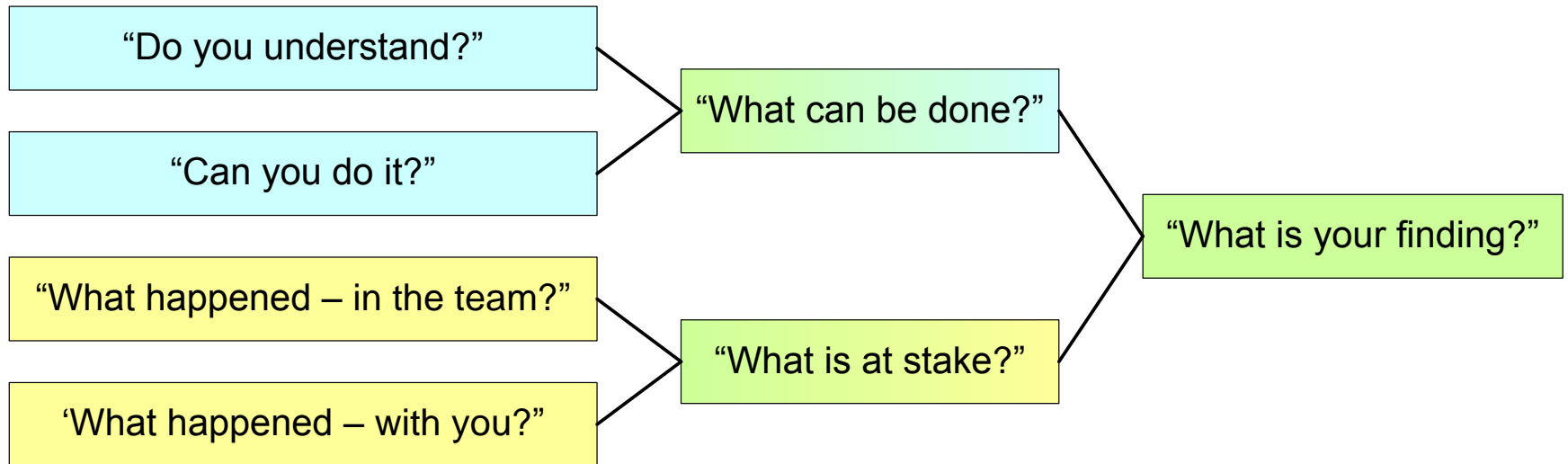
How QA is used to improve the education:

- Increase the effect of the CHECK:
 - Using the dialogue in the team as starting point
 - Improving the dialogue using
 - Theory and vision on learning
 - Input about 21st Century skills
 - Improve reflection at the teacher and team level
- Use the outcome of the learning process (in a direct way) to improve the education

Vision on learning based on:



Seven educational aspects of competency



21st Century skills

Are our students prepared for the unexpected?

PROBLEM SOLVING



ibe

Goals of “learning on the job”

- To create a close connection between learning at work and learning at school
- A more uniform way of coaching and assessing

Added value for the students

- Learning with and between students in a learning community:
 - Developing a more learning and exploring attitude
 - Stimulate students to ask more questions, to explore their questions, to seek for answers themselves
 - A way to help students to connect practice and theory more easily

The design of education

- A group of (about 8) students do their training in one school
- The members are a mix of 1st, 2nd and 3rd year students
- During days at school they work in their own class with a teacher
- The group meets every week in the school of their training
- The training school and Landstede “connect” a coach (teacher) to the group. They coach and teach the group.
- Students reflect on their development in blog/ diary

Increase the PDCA at student level

- Plan: students think and reflect on why they want to do their training in that specific school and what they like to learn there
- Do: weekly meetings with students, analysis of videotapes of themselves, ask questions to coaches about the theory, work individually on assignments
- Check: students reflect on the development in a blog/diary, students are visited in the classroom by a coach (2 times every year) to speak about development of the student in the classroom
- Act: Students formulate new goals

The proof is in the pudding

During the 3 years of their education the student can do part of their exams

These exams are like parts of a jigsaw puzzle and together they form their diploma to a fully qualified Learning Support Assistant (LSA)

PDCA for teachers

Teachers of training schools and from Landstede LSA evaluate twice a year together.

Subjects:

- quality of content: what do students do? What do we do?
- quality of organisation (of learning community, of communication between all "parties", etcetera)
- quality of roles of coaches and assessors

On every subject new actions are formulated

