

EQAVET in Practice

Project No: 2015-1-SE01-KA202-012245

Guidelines “Quality Assurance actions for a good learning outcome”

Organisation: Revalento

Contact person: Roger Van de Winkel

Theme Vision and policy

Attention area 1: Leadership

Recommendation:

Leadership enables the institute to set the right circumstances to create a culture of quality: a culture in which all staff is actively involved in creating an attractive and challenging learning environment, a learning environment in which students are motivated to develop their talents and in which the labour market is actively involved in the process of education. To achieve this effect there is a clear connection between the general learning objectives, the learning outcomes, the vision of the institute and its policy.

1. Develop a strategy through which all staff of the institute are actively involved in discussing vision and policy
2. Chose a limited set of indicators which indicate whether learning climate and learning outcomes are met
3. For all staff arrange for periodic, systematic evaluation and improvement
4. Develop a strategy to actively involve the labour market in the different aspects of education
5. Develop a strategy for life-long learning of staff, which is linked to the vision on education
6. Support the development of an inclusive climate by developing a clear policy and a set of behavioural rules

Attention area 2: Support

Recommendation:

To create commitment of staff within the institute the board and the managers actively support the vision and policy regarding quality, labour market involvement and learning climate. This policy is set out in a long-term plan which is being evaluated.

1. Make arrangements for board members to become active representatives of the institute's vision on quality, inclusive climate and of labour market involvement
2. Arrange for a structure in which managers are responsible for active implementation of the institute's policy regarding quality, labour market involvement and inclusive climate
3. Link policy objectives to concrete budgets, outcomes and indicators

4. Translate policy objectives into a long-term plan and into department objectives, outcomes and related indicators
5. Implement a system in which every member of the staff is involved in activities which are clearly linked to department and institute's vision, policy and objectives
6. Stimulate a climate in which managers demonstrate exemplary behaviour in line with institute's vision and policy
7. Monitor the effect of your policy, and take actions accordingly
8. Adapt the activities related to your policy according to recent information and research, and inform or train the staff accordingly

Attention area 3: Accessibility and inclusion

Recommendation:

The vision regarding quality of education and inclusiveness are set out in clear entrance requirements and introduction programs, as well as in rules which govern the institutes climate. For reaching the objective of education the institute is non-discriminative and capable to recruit students from all its potential target groups.

1. Offer students clear terms and conditions for entering education
2. Recruit students from all your potential target groups
3. Offer supporting programs for students who yet do not meet entry requirements
4. Arrange information as to be able to demonstrate successful equal opportunities policy
5. Ensure that students' and staff's communication and behaviour are guided by an agreed set of core values
6. Address persons who do not act according to your core values

Attention area 4: Reduction of drop-out

Recommendation:

The institute has a one year activity plan as a result of its long-term policy regarding inclusion and the prevention of drop-out. This plan includes monitoring activities and follow-up, and is also linked to career guidance and support for all (future) students and the care structure of the institute.

1. Arrange for Information exchange to understand the causes of drop-out and factors the institute can influence to prevent drop-out
2. Formulate long-term objectives and short-term goals for the reduction of drop-outs

3. Develop a work plan describing which activities are run and the impact they have on prevention of drop-out
4. Develop teachers behavioural competences regarding dealing with the early warning signals for students at risk
5. Arrange for systematic registration of early warning signals and for a follow-up strategy
6. Inform parents regarding study requirements and the guidance and care offer.

Theme Organisation

Attention area 5: Outcome and accountability

Recommendation:

The institute collects results of the achieved learning outcomes consisting of information which is also of relevance for employers, students and further education. The institute shows good governance by making these results public to their different stakeholders. As part of its' culture of quality the qualitative and quantitative information is used for the improvement of the education and the services of the institute.

1. Set periodically targets on learning outcomes and drop-out prevention in different areas (employers, students, further education)
2. Collect periodically quantitative as well as qualitative information about these three areas
3. Develop a strategy to engage all staff in using this information for further development of your education and for the reduction of drop-out
4. Arrange for a strategy to engage employers, students and further education for further development of your education and for the reduction of drop-out
5. Evaluate systematically whether your guidance and care services meet your educational objectives as well as the needs of students
6. Take measures to engage staff and students in the continuous improvement of your guidance and care services

Attention area 6: Staff development and staff allocation

Recommendation:

The main contributors for achieving good learning outcomes are the teachers. To assure for good quality of education this means that the institute is able recruit the right teachers and to keep teachers motivated. The institute knows how individual teachers contribute to its objectives. It has a development policy which supports the life-long learning of teachers and their career path and career wishes.

1. Arrange for measures to assure that all staff positions involved in teaching are fulfilled based on competence profiles
2. Take measures to assure that teachers only provide education for which they demonstrable are competent in
3. Take measure to assure that middle-managers and managers know how individual teachers contribute to the objectives of your organisation

4. Take measures to assure that middle-managers and managers know how to motivate and reward teachers
5. Arrange for periodic performance interviews to address the individual contributions of teachers to the objectives of the institute and to stimulate life-long learning
6. Develop a human resource development plan which is linked to the vision of the institute and which guides all your development efforts
7. Make sure that the human resources development plan is adequately resourced

Attention area 7: Employer involvement

Recommendation:

To assure for good learning outcomes the institute arranges for a maximum of employer involvement in the different stages of education. Within the boundaries of rules and regulations measures are taken to involve employers in defining learning outcomes, learning content, delivery of education, examination and evaluation. Continuous engagement of employers contributes to up-to-date and attractive education and to motivated students.

1. Develop an employer involvement strategy which linked to your vision on education and to your objectives
2. Formulate clear goals regarding employer involvement and appoint resources to achieve them
3. Appoint a manager who is responsible for the activity plan to achieve these goals
4. Arrange for support to employers in the deliverance of their contributions
5. Arrange for periodic evaluation of employers contributions with teachers as well as students
6. Assess periodically how professional competences and skills of your students are used at the work place
7. Arrange for periodic employer feedback for the development and update of your education

Attention area 8: Examination / certification

Recommendation:

Examination or certification forms the crown on the study path of each and every student. To contribute to good learning outcomes students need to understand what standards they need to meet, and how this can be done. Apart from legal rules and obligations a

certificate or diploma will increase in meaning if it is explicitly valued by employers and / or further education.

1. Arrange for activities to assure that students understand the examination standards and how they need to meet these
2. Arrange for activities to assure that students understand how the examination standards relate to the world of labour and to further education
3. Arrange for an active involvement of employers in your examination procedure
4. Develop a strategy to periodically assess whether your exam standards are in line with the professional requirements and with requirements of further education
5. Take measures to collect feedback on how employers and higher education value the competences and skills of your former students
6. Arrange for measures to periodically evaluate and update your education

Theme Learner

Attention area 9: Introduction

Recommendation:

The institute arranges for activities which support students to make a correct choice of education. Follow-up activities are arranged for in such a way that they support students in need with the additional support they require to be able to follow their study path successfully. Realistic labour market information regarding the world of labour is provided to manage expectations of different groups of students. All this contributes to the inclusive climate of the institute and to the quality of its education.

1. Arrange for introduction programs for all new students, to manage expectations and to assess potential learner needs at the start of your education
2. Assure that introduction programs are offered in time, to allow students to change education without losing precious time
3. Arrange for supporting programs for those students who are not yet able to meet the entry requirements
4. Implement a system to follow up the students introduction assessments and provide the support needed during the education
5. Make sure to inform all students (and parents) regarding the support they can receive to complete the study path successfully (guidance and care)
6. Arrange for monitoring of the effects of your introduction programs and adjust accordingly

Attention area 10: Guidance

Recommendation:

Providing career advice and support during all stages of education is part of the institutes vision on the objectives of VET education and on quality of education. The services and support offered prevent drop-out and help improve students' professional awareness and career management competences for life-long learning as well as to move on to the next level of education. It thus helps to achieve main learning outcomes.

1. Assure that your guidance and career management program is linked to reaching your institute's goals
2. Assure that you appoint guidance staff who has up-to-date knowledge regarding the world of professional education and labour market
3. Arrange for a career guidance program for students in all stages of their study path (future students as well as current students, absentees)

4. Arrange for individualised services and support in career guidance for students in need
5. Assure that your career guidance program organises a coherent set of activities to develop students' career management competences for life-long learning
6. Arrange for activities within your education which help students to develop self-awareness, a realistic career awareness and their study path
7. Make sure that your guidance also helps students to enter a study path within another institute, in case such a change is beneficial for the student

Attention area 11: Care structure

Recommendation:

When supporting students the competences, preferences and needs of the student are at the centre of your focus. This focus contributes to your prevention policy regarding drop-outs. The institute has developed a care structure which is well in balance with the offerings of the care structure in the region. Start of the support is based on early signalling of students at risk.

1. Assure that the care structure is linked to the vision of your school on quality of education and to your educational objectives
2. Make sure to have up-to-date knowledge regarding the local and regional services available for the support of students with personal issues
3. Develop a strategy for collaboration with regional (youth) care providers to be able to support all students in need
4. Implement a system to enable staff to signal and refer students at risk on time
5. Take measures to assure that professional staff contacts and informs parents and/or caretakers of students at risk when needed

Attention area 12: Internationalisation

Recommendation:

Internationalisation is a way through which the institute is able to develop the international professional context and the knowledge of students, as well as to develop specific transversal competences. In the vision of the institute it will lead to a broader employability and mobility of students and to more attractive education for students. Internationalisation requires specific attention for information transfer to students (f.e. on finances) and accreditation of the offering.

1. Assure that the objectives of your internationalisation policy are linked to your vision on education and the related objectives

2. Appoint a manager who is responsible for the active implementation of the internationalisation policy and its year plan
3. Make sure that the year plan has clear goals, and that means are labelled to achieve these goals
4. Arrange for a wide range of options at certified locations to enable students to follow abroad a part of the education / work based learning
5. Arrange for clear information and structure to help students apply as well as prepare themselves for an education period abroad
6. Arrange for certified educational activities and support within your own institute for foreign students

Theme Teaching

Attention area 13: Curricula

Recommendation:

The institute's policy regarding labour market involvement is visible in the way employers or employer organisation are involved in the definition of the content of the education. Involvement can be limited due to law and legislation, but even so the institute arranges for input and feedback from the professional domain, taking into account the future demands from that same domain. The institute offers up-to date vocational education which is valued by employers.

1. Arrange for employers' involvement regarding input on the content of your education and the needs of the labour market
2. Involve employers in updating the teaching staff regarding their knowledge of the professional domain of the labour market of your vocational education
3. Integrate the development of life- long learning skills and competences within your education
4. Make sure that all teachers know the professional area their education is aiming at
5. Develop a structure and procedure through which your educational programs can be tailored to the needs and experiences of the individual students
6. Arrange for feedback from employers on how they value the professional knowledge and skills of your students
7. Arrange for feedback from alumni on how they value what they have learned
8. Develop a procedure to use feedback from teachers, students and employers to update your education

Attention area 14: Methods of teaching

Recommendation:

To offer attractive education, to motivate students and to reach its objectives the institute makes use of a variety of teaching methods. These methods are chosen because they are effective and efficient. Also, they meet the learning style of the individual students. Employers are involved in teaching as an additional means to enhance the attractiveness of education and to increase the vocational reality of education.

1. Develop a strategy for a periodic staff reflection on teaching methods and how they contribute to the objectives of your institute
2. Arrange for feedback from students regarding education and the learning methods used

3. Arrange for a variety of approaches for the same learning content to provide solutions for differences in the learning style of students, and train staff if needed
4. Make sure that in your education employers are involved to increase the learning effect and the vocational reality
5. Arrange for periodical feedback of employers regarding their contributions and act accordingly
6. Arrange for periodical feedback of students and act accordingly
7. Arrange for periodical feedback of teachers on methods used and act accordingly

Attention area 15: Coaching, mentoring and tutoring

Recommendation:

Within the education of the institute educational roles of coach, mentor and tutor are defined and are related to the vision and objectives of your education (f.e. in work based learning and in problem based learning). Tasks and responsibilities related to these different roles are defined. And staff who are appointed to these roles poses the required skills and competences. Students know where to turn to.

1. Make explicit how coaching, mentoring and tutoring contribute to the achievement of your learning objectives as well as in meeting the needs of the student
2. Take measures to assure that the teaching staff appointed to specific tasks, roles and responsibilities contribute to the learning outcome
3. Make sure that the appointed staff possess the right competences and skills to fulfil these different roles correctly
4. Inform students regarding the roles and responsibilities of coach, mentor and tutor and on what their own responsibilities are
5. Arrange for periodic feedback regarding the learning outcomes of coach, mentor and tutor and taken measures accordingly

Attention area 16: Apprenticeship and WBL

Recommendation:

In its vision on education the institute has described how work based learning (WBL) and / or apprenticeship contribute to the intended learning outcomes. To make apprenticeship and WBL effective the institute sets standards and arranges for a network of employers which are able to meet these standards. Also the institute prepares the students prior to a WBL placement or apprenticeship and evaluates the learning outcome with students as well as employers.

1. Arrange for a process in which staff is involved in defining the basic criteria which employers need to meet for offering WBL or apprenticeship positions
2. Make sure the institute is able to offer a sufficient variety of WBL and apprenticeship positions covering the vocational domain of the education
3. Arrange for a process through which employers become well-informed and receive support in setting up the proper learning conditions for students
4. Make sure that employers, students and institute understand each other's own role and responsibility regarding WBL and apprenticeship
5. Take measures to assure that the students' level of knowledge and competences is meeting the entry requirements of WBL and apprenticeship
6. Arrange for a process in which the individual student, employer and teacher together define the learning objectives
7. Make sure that individual learning objectives of WBL and apprenticeship are assessed and evaluated together with the student and employer