



NASJONALT FAGSKOLERÅD

# **The quality aspect for Tertiary Vocational Education In Norway**

Tormod Skjerve  
Aalborg, February 25, 2016

# Agenda

- 1 – Background for the paper on quality in level 5 VET
- 2 – Aims and objectives
- 3 – Quality at curriculum level
- 4 – Quality at institutional level
- 5 – Indicators and measurements of development
- 6 – Implementation

# Paper - Background

- ▶ The National Council for Tertiary Vocational Education
- ▶ Report from the Ministry of Education and Research to the Parliament (Stortinget) on tertiary vocational education (summer 2016)
- ▶ Report from the Ministry of Education and Research to the Parliament on “quality in education” = higher education (spring 2017)

# Aims and objectives

- ▶ Knowledge based policymaking
- ▶ Making tertiary VET more visible and “tangible”
- ▶ Identification of relevant stakeholders and their roles and responsibilities
- ▶ Guidelines for providers of tertiary VET
- ▶ Knowledge based guidance for learning and career pathways
- ▶ Reference framework for developments of quality tertiary VET;

For inspiration and motivation 😊

# Quality at curriculum level

- ▶ **Labour Market Relevance!**
- ▶ Cooperation between VET providers and companies
  - ▶ In school
  - ▶ In workplace
  - ▶ Institutional level
- ▶ Learning outcomes
- ▶ The element of practice;
  - ▶ enabling practical knowledge
  - ▶ testing theory in practice
  - ▶ placements
- ▶ Take into account the students work experience and the access requirements when deciding element/s of practice



# Quality at institutional level

- ▶ **Robust institutions; Strength and sustainability**
  - ▶ Management; professionalism, efficiency and effectiveness
  - ▶ Teachers; expertise, professional knowledge and pedagogical skills, teachers employed in school and in work life
  - ▶ Students; systematic feedback from all students, formal structure for students organisation and involvement in quality enhancements
  - ▶ Relations and partnerships; formal agreements, partnerships with education institutions in different sectors and countries, with companies at local/regional/national level
  - ▶ Economy; guarantee a complete learning program according to marketing and formal approval, systematic R&D-programme

# Indicators and measurements

- ▶ Not duplicating topics covered by mandatory reporting; to education authorities and for statistical purposes
- ▶ The selection of indicators might have a huge impact on the quality aspect of E&T
- ▶ Every measurement exercise should have a clear and direct application to improvements of the quality in specific areas
- ▶ Mix of subjective/objective, qualitative/quantitative, process/result, input/output

# Indicators and measurements - examples

- ▶ National student surveys on student perceptions on the quality of study programs
- ▶ Labour Market relevance
  - ▶ Employer survey on the LM relevance of education programmes
  - ▶ Companies involved in the design of learning outcomes
  - ▶ Annual report regarding elements of practice
- ▶ Robust institutions:
  - ▶ Teachers; relevant work experience, share of total number participating in relevant LLL
  - ▶ Management; complementary experience in the Board, representatives from work life in the Board
  - ▶ Partnerships; with education institutions, with companies, participation in networks



# Implementation

- Policy documents
- Tertiary VET-providers' systematic quality management
- Clarification of
  - Responsibilities
  - Funding
  - Scope
  - Follow up and use of data

Thank you for the attention 😊

- and let's continue the dialogue

