

The quality aspect for Tertiary Vocational Education In Norway

Tormod Skjerve Aalborg, February 25, 2016

Agenda

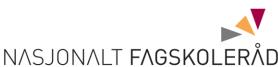
- ▶ 1 Background for the paper on quality in level 5 VET
- → 2 Aims and objectives
- → 3 Quality at curriculum level
- ▶ 4 Quality at institutional level
- ▶ 5 Indicators and measurements of development
- ► 6 Implementation



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)



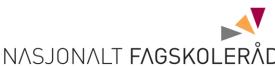


Aims and objectives

- 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



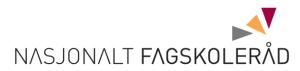
Indicators and measurements

- 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



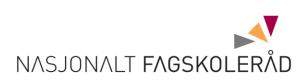
Indicators and measurements - examples

- 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

