Presenting our research on involving the labour market with QA in Dutch VET

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Introduction

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The Dutch NRP EQAVET

- Since 2009, NRP EQAVET vested with CINOP

  – CINOP is an educational consultancy and research foundation (100-150 employees, educational advisors and researchers)

  – Mostly work with VET institutions/other VET stakeholders on many topics: quality assurance, flexibilisation, curriculum development, training & team development, data analysis, vision development, lifelong learning

- Team EQAVET: +- 6 members, with many other colleagues from CINOP supporting our activities when needed

Dutch context

- Regionalisation and flexibilization: VET-providers themselves are more in the lead to describe the quality of the education connected to their own ambitions which they set up in coordination with their stakeholders – including labour market!

- Focus for VET is on: creating a shared understanding of what quality assurance is (together with stakeholders), strong learning capacity to improve quality, increasingly involve stakeholders in quality assurance

- The NRP aims to support VET providers during these developments by facilitating sessions, doing research, developing tools, sharing knowledge, etc.

Examples of topics and activities

- Strengthening quality assurance on VET provider level
  - Sessions with educational teams and/or quality assurance employees to strengthen their role with regards to quality assurance
  - Developing tools

- Student participation in quality assurance
  - Next schoolyear: sessions with VET institutions to strengthen the involvement of students in quality assurance/the quality cycle

- Research and innovation, for example…
  - Analysis of reports of Inspectorate: when does an institution get 'sufficient'/'insufficient'
  - How to use data for quality assurance (for example graduate tracking)
  - How to involve work placement companies in quality assurance

Our research

- Goal: gain insight how education and work-based learning can be connected more to improve quality assurance

- Method:

  – Deskresearch

  – Semi-structured interviews with 6 VET providers

  – Closing session with all respondents (discussion and reflection to integrate in final report)

Dutch context i.r.t. work-based learning
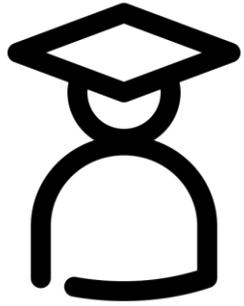
School-based learning
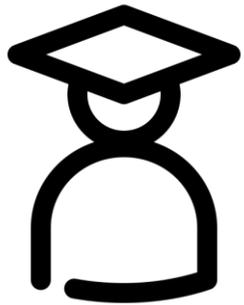
Dual learning

Quality assurance

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Results

It requires considerable time investment to involve work-based learning in quality assurance: shared responsibility
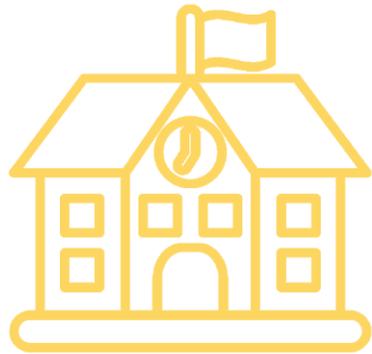
- Provides network meetings
- Matches student & WPC
- Keeps in touch with WPC
- Keeps track of student's development
- Professionalization WPC supervisor
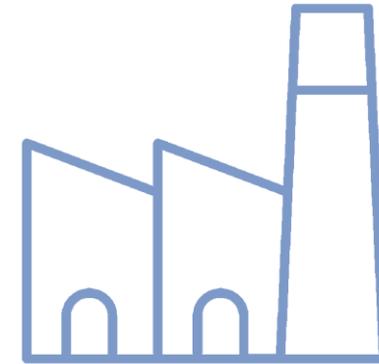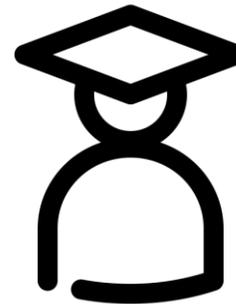
- Supports student
- School curriculum
- Keeps in touch with school

Results

Both VET providers and companies have different systems; connecting the two is challenging.
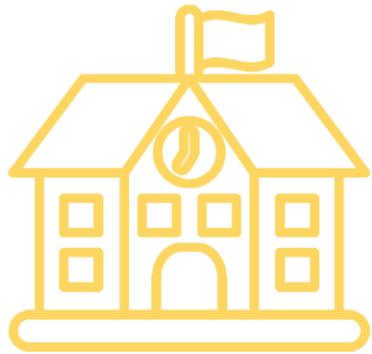
Operational:
- Digital system (i.e. grading)
- Tools and way of working

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Operational:
- Tools and equipment
- Way of working
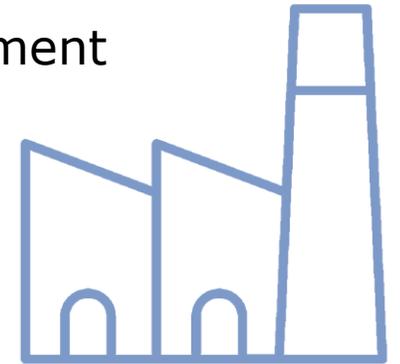
Way of thinking
- Vision on student learning
- Vision on way of working
- Self-regulation

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Way of thinking
- Newest technology in the field
- Company culture
- Vision on what knowledge is

Results

Quality in Dutch system is ultimately dependent on the people that fulfill the essential roles in relation to WBL

- Supports student learning
- Coordinates with WPC
- Connects with WPC supervisor
- Supports WPC supervisor
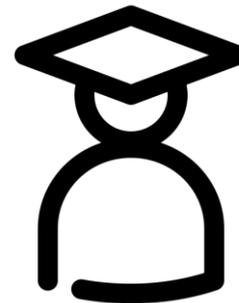
- Connects student learning with school learning
- Stays in touch with school
- Supports student learning

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Key take-aways

- QA should not be tied to person, but to position.

- Educational teams indicate that it is very important to make agreements at the management and administrative level about cooperation on educational quality between the field and the educational teams.

- Where lines of communication are short, there is more evaluation of educational quality, but maintaining these lines of communication is proving challenging with high turnover rates within WPCs and VET providers.

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