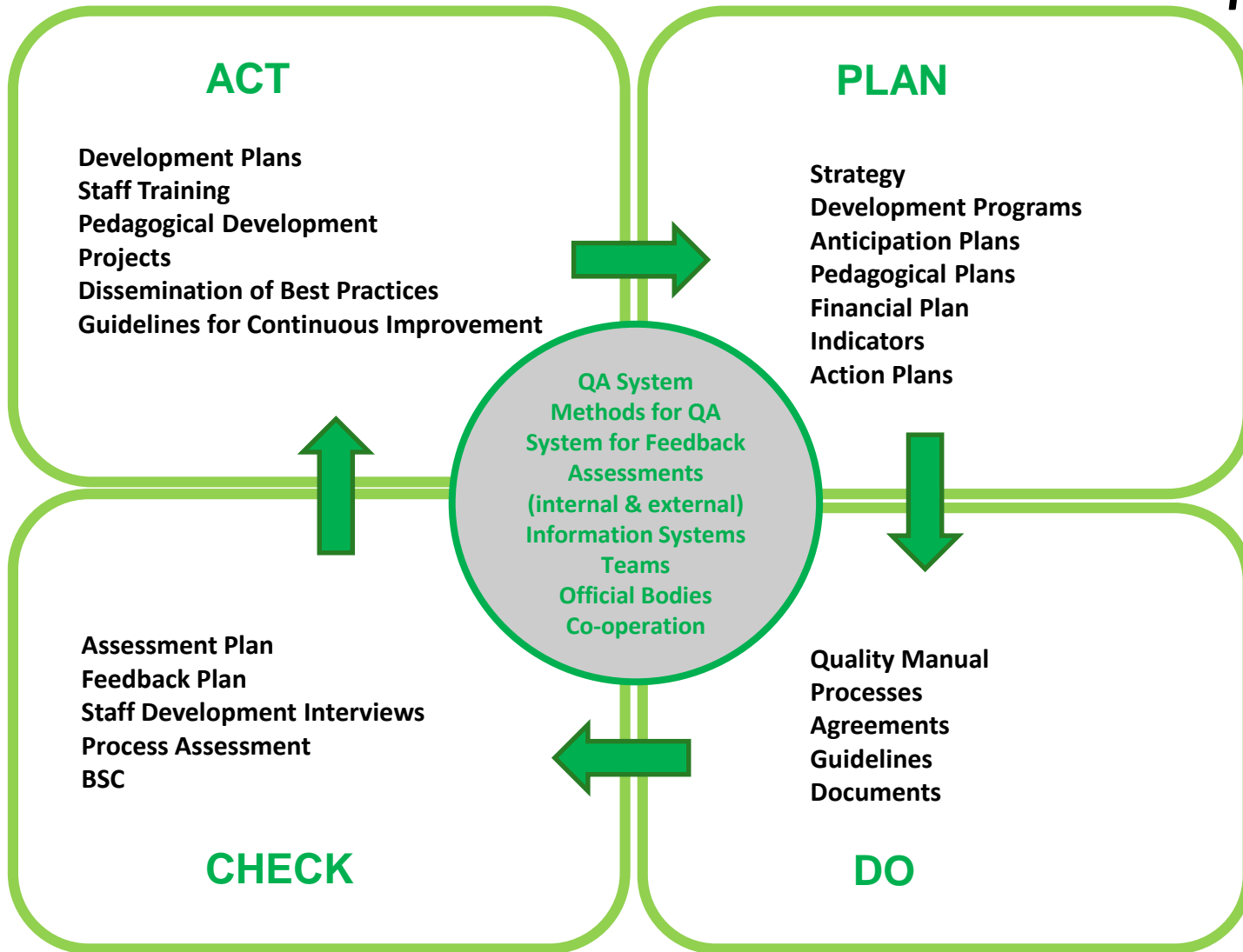


Systematic quality assessment, quality assurance and development of WBL on the level of VET providers

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1. short introduction (20 min.)
2. group work (40 min.)
3. group work report and discussion (30 min.)



Development of WBL

National curricula in 1998 for initial VET

- WBL outside school became compulsory
- competence-based aims for learning
- minimum length (20 study weeks)
- workplace instructor and student also take part in planning and assessment
- learning agreements for each student

Vocational skills demonstrations for all initial VET qualifications in 2006

- students show their skills and competence in workplaces in normal work processes
- all involved take part in planning and assessment (student, teacher, workplace instructor)

Futher VET

- competence tests
- national board for each qualification
- lots of paper work!

VET reform

- one method of demonstrating competence
- teacher and workplace instructor plan and assess
- more learning in workplaces

QA in WBL

Quality cycle

Plan – Do – Check – Act

Peer Review criteria:

1. Planning WBL
2. Cooperation with companies and/or other WBL organisations
3. Suitability of WBL place for the student
4. Information to key stakeholders
5. Guidance and support for WBL
6. Implementation of WBL
7. Monitoring, feedback and assessment of WBL
8. Improvement of WBL

Group work

What are the key elements of QA of WBL in practise?

– three points of view:

1. students
2. school/teachers
3. companies

Group work report and discussion

- Each group reports on their findings and the other groups have a chance to make comments