



FINNISH NATIONAL
AGENCY FOR EDUCATION

Peer Learning Activity on Balancing self-evaluation
with external evaluation in VET systems across the
Europe, 21 - 22 January 2019 Ljubljana, Slovenia

The links/relationship between external evaluation and self-evaluation in VET in Finland

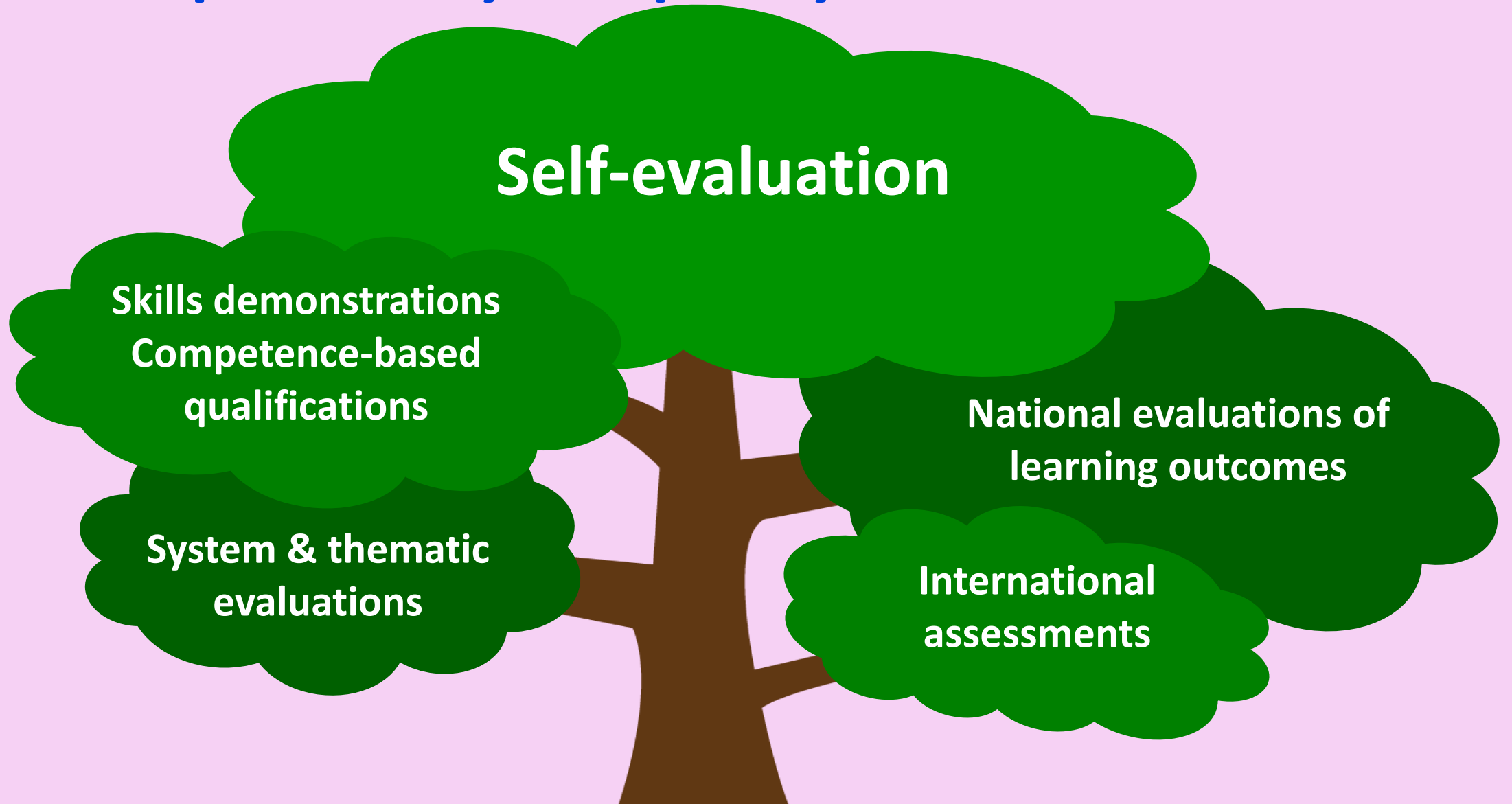
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Quality assurance is
a tool for development

No inspectorate system in Finland

Education providers have main responsibility for quality and evaluation



Self-assessment in VET

- The VET providers have to make self-assessment of the education provided since 1999 and participate in national external evaluations. The key results of evaluations have to be published. **(Law), Since 1.1.2018 self-assessment has to cover all operations.**
- The VET providers have to have a quality assurance system in place (Law, 1.1.2018) and they are responsible **for the further development** of the quality assurance system. (e.g. including self-assessment and taking part in national external evaluations).
- The VET providers can choose the methods of self-assessment (not always, if it is a part of national evaluations). Many of them use the Business Excellence Model, ISO standard, the CAF model or own models for an overall self-assessment.
- Peer reviews are used for specific topics or education fields **including self-assessment and external evaluation.**

Self-assessment in VET

- Action Grant 2017 - Support to the European Quality Assurance in Vocational Education and Training National Reference Points (EQAVET NRP), Decision number - 2017 -0842/001-001, Project Nr 586540-EPP-1-2017-1-FI-EPPKA3-EQAVET-NRP
 - New Criteria for national Peer Reviews has been developed together with VET providers as a part of the Finnish NRP project and support material like video because of VET reform in Finland.
 - Joint activity with Finland, Austria, Slovenia and Croatia on transnational Peer Reviews: Criteria for five key quality areas is key result of this activity.
- Benchmarking of results on a voluntary basis is one way to promote continuous development.
- Development plans are based on self-assessment results and their follow-up (to cover strengths and weak points), external evaluation and other source of information.

External evaluation of VET

- There is Finnish Education Evaluation Centre (FINEEC) which is an independent government agency responsible for the national evaluation of education. FINEEC is since 1.1.2018 independent unit of EDUFI.
- In many cases one part of the national external evaluation has been self-assessment of VET providers.
- The aim is that evaluation information is utilized in the development of education at national and education provider levels.
- The VET providers can use audits/external evaluation on their own initiative too.
- The VET providers can apply Quality Award for VET which includes self-assessment/application and external evaluation. Evaluation team consist of the representatives of key stakeholders.

External evaluation of VET

- VET Strategy for VET 2011-2020 : **Systematic and long-term support** will be given to VET providers at different stages of their QA work. This will develop their quality management by means of self-evaluation and peer learning as well as peer review, recognition and incentives.
- New Quality Strategy for VET 2020 – 2030 is in preparation phase. It will be made together with key stakeholder in quality strategy group chaired by Ministry of Education and Culture. (proposal ready end of June 2019).
- The aim is that evaluation information **is utilized in the development of education at national and VET provider level.**

FUNDING SYSTEM FOR VOCATIONAL EDUCATION AND TRAINING

STRATEGY FUNDING
(a maximum of 4% of the total funding)

IMPUTED FUNDING
(a minimum of 96% of the total funding)

50%

CORE FUNDING

- student-years

Creates

- preconditions for the future provision of education in all fields and for all students
- a foreseeable foundation for the provision of education and qualifications

35%

PERFORMANCE-BASED FUNDING

- qualifications and modules

Guides and encourages to

- target education and qualifications in accordance with competence needs
- intensify study processes
- complete qualifications and modules in accordance with the set objectives

15%

EFFECTIVENESS-BASED FUNDING

- access to employment
- further studies

- **Student satisfaction (2020-)**
- **Company satisfaction (2022-)**

Encourages to

- redirect education to fields where labour force is needed
- ensure that education corresponds to the needs of the working life and is of high quality
- provide readiness for further studies

An example: The links/relationship between national external evaluation and self-evaluation in VET

THE STATUS OF VOCATIONAL
EDUCATION AND TRAINING PROVIDERS'
QUALITY MANAGEMENT SYSTEMS, 2015

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External evaluation of QA systems

- National external evaluation of the QA systems of the VET providers has been made in 2015: A set of criteria were developed for the self-assessment of VET providers together with key stakeholders and for the use of external evaluation/study visits (sample based validation) which gave also information on key factors of QA.
- Ministry of Education and Culture has decided based on the results of the evaluation to give financial support to QA networks of the VET providers.
- EDUFI as Finnish Quality Assurance National Reference Point provides different kind of support for VET providers. The topics chosen to the EQAVET NRP projects have been those which were the improvement areas in the external evaluation of QA systems in 2015.
- Next national evaluation of QA systems of VET providers has been postponed to 2021-2022 because of the VET reform.
- New criteria is in development phase and the piloting will be in 2020.

The structure for the Criteria for self-assessment as part of national evaluation and national external evaluation in 2015

1. QUALITY CULTURE AND QUALITY MANAGEMENT AS A WHOLE (6 + OVERALL ASSESSMENT)

2. STRATEGIC PLANNING AND OPERATIONAL MANAGEMENT (14)

3. PEOPLE AND OTHER ACTORS IN VET (6)

4. BASIC TASKS OF VET

- 4.1 EDUCATION AND TRAINING AS A WHOLE (7)
- 4.2 EDUCATION PROVIDED AS INSTITUTIONAL VOCATIONAL UPPER SECONDARY EDUCATION AND TRAINING (15)
- 4.3. COMPETENCE-BASED QUALIFICATIONS FOR ADULTS AND PREPARATORY TRAINING (16)
- 4.4 APPRENTICESHIP TRAINING (11) 4.5. PRE-VOCATIONAL PROGRAMMES (15)
- 4.6. FEE-BASED SERVICES (13) 4.7 SUPPORT SERVICES FOR STUDENTS (7)
- 4.7. SPECIAL EDUCATION SERVICES PROVIDED IN VOCATIONAL SPECIAL EDUCATION INSTITUTIONS (13)

5. EVALUATION, FEEDBACK AND RESULTS (4)

6. IMPROVEMENT (6)

Results

One of the central strengths in the quality management systems was:

- The strengths in the Improvement-evaluation area were related to the utilization of follow-up, evaluation and result data in decision-making and development activities, to project activities and network collaboration as well as to the practices of learning from others.

One of the central development needs in the quality management systems was

- The central development needs in the Evaluation and use of results - evaluation area were related to creating well-functioning evaluation procedures and communicating of evaluation results, as well as to ensuring evaluation competence. In addition, it was discovered that procedures for the evaluation of quality management systems need to be created. Initiatives and network collaboration as well as to the practices of learning from others should be more on the focus .

- <https://karvi.fi/en/publication/the-status-of-vocational-education-providers-quality-management-systems-and/>



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Kiitos!
Thank you!

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