



Quality in Education and Training



Understanding the concept of quality



The importance of measuring Quality



Understanding and assessing Quality Culture



Trends in Quality in Education and training

Understanding the concept of quality



Lessons learned from EU evaluation studies and EU Leonardo Da Vinci projects.







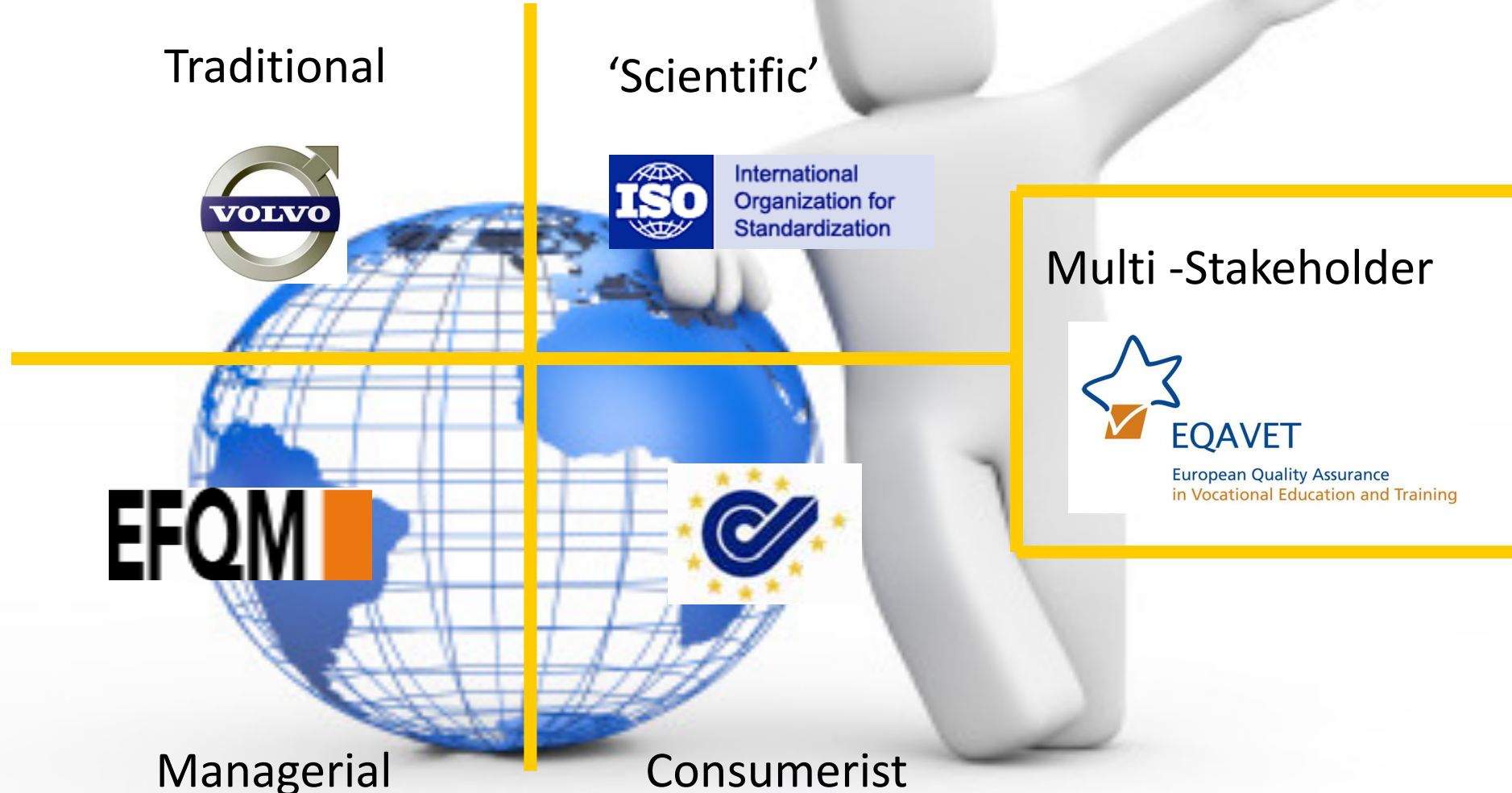




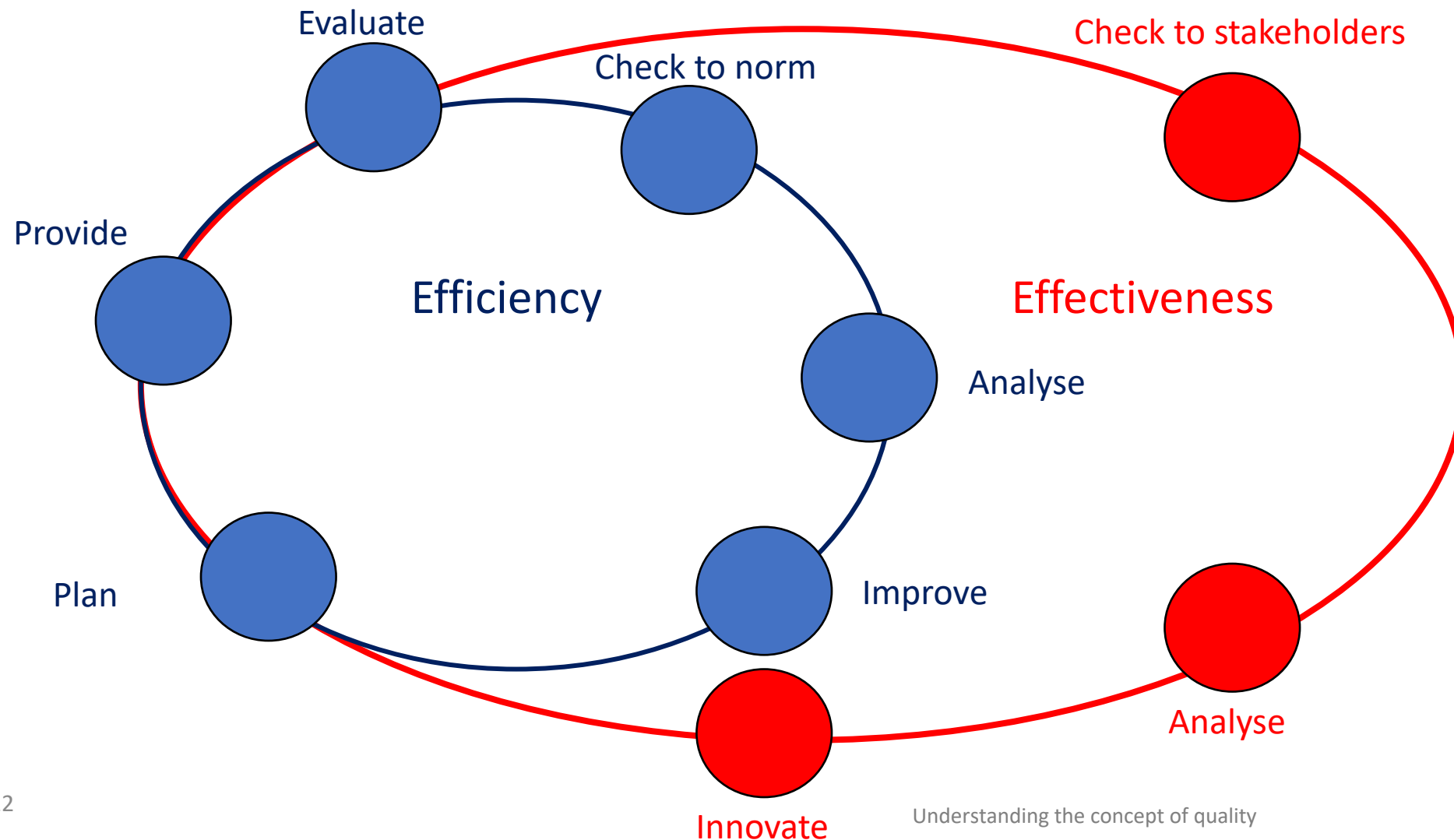
Perspectives



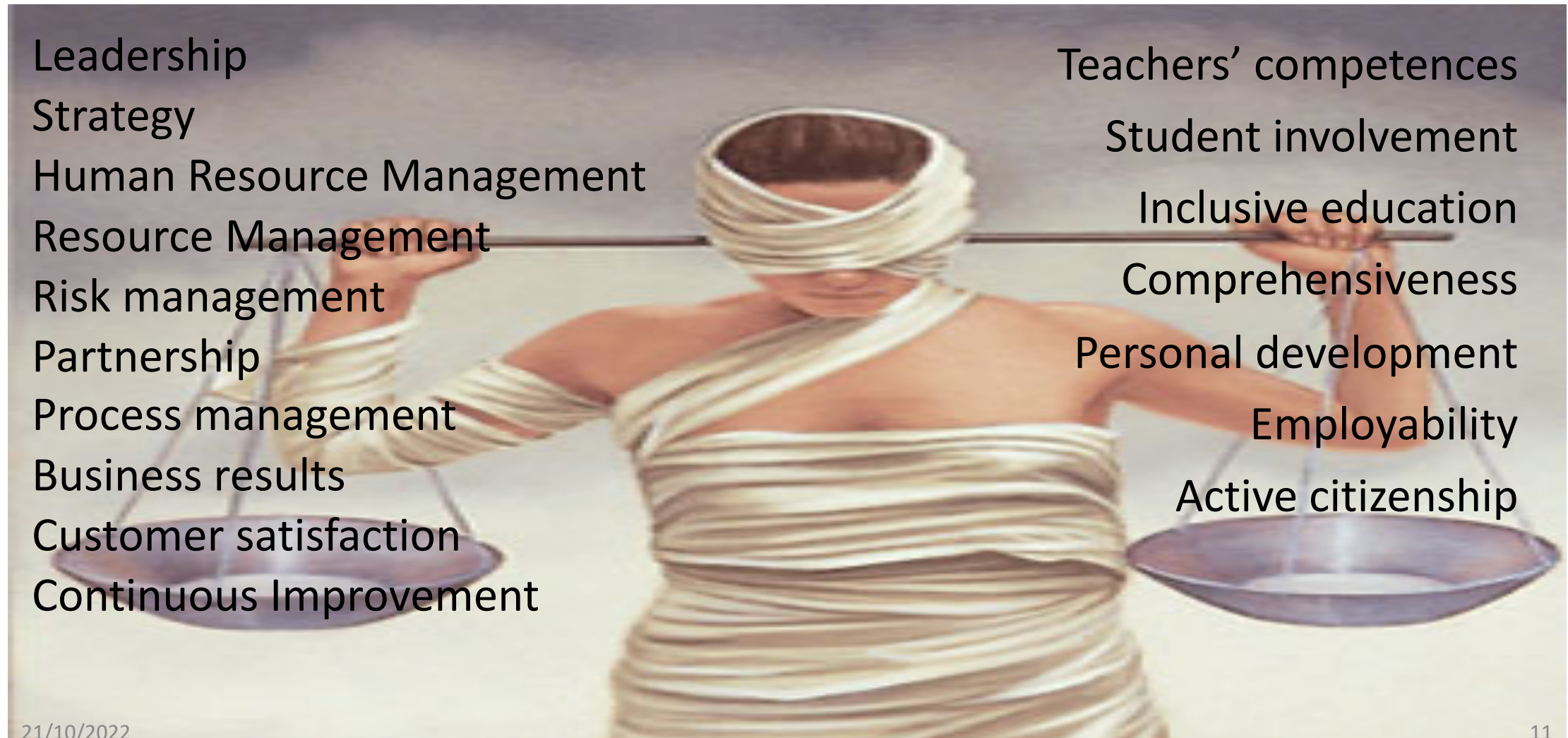
Quality approaches*



Efficiency vs. Effectiveness



Business perspective vs. Educational perspective



The importance of measuring quality



Lessons learned from measuring quality in healthcare and social services.

Measuring what matters the most

What are the key measurements of your health ?

Blood pressure

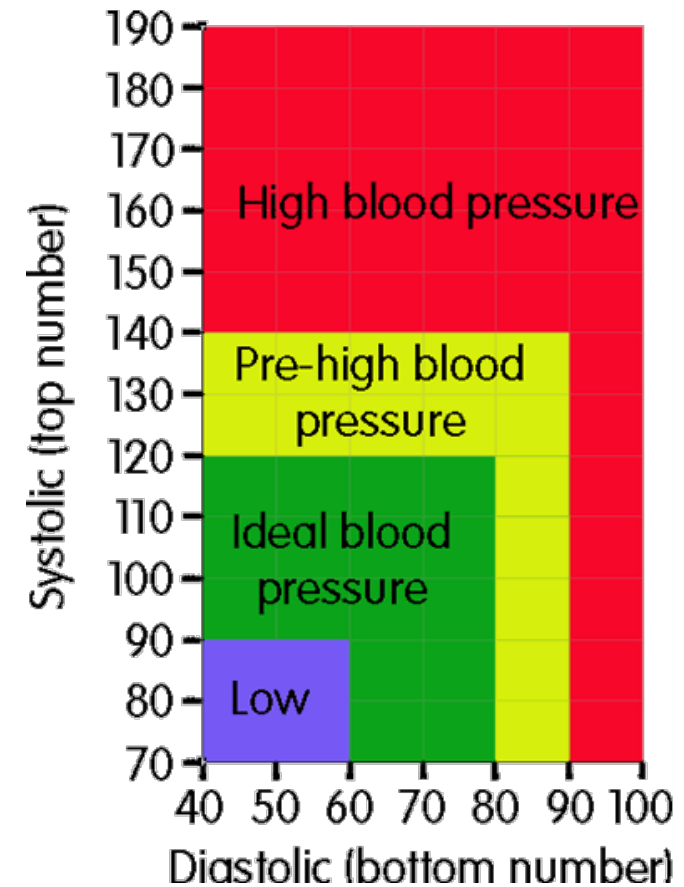


Indicators

- Identification
- Definition
- Validation
 - Relevant
 - Essential
 - Reasonable

Data / information

- Objective
- Subjective
- Quantitative
- Qualitative
- Frequency



Cholesterol level

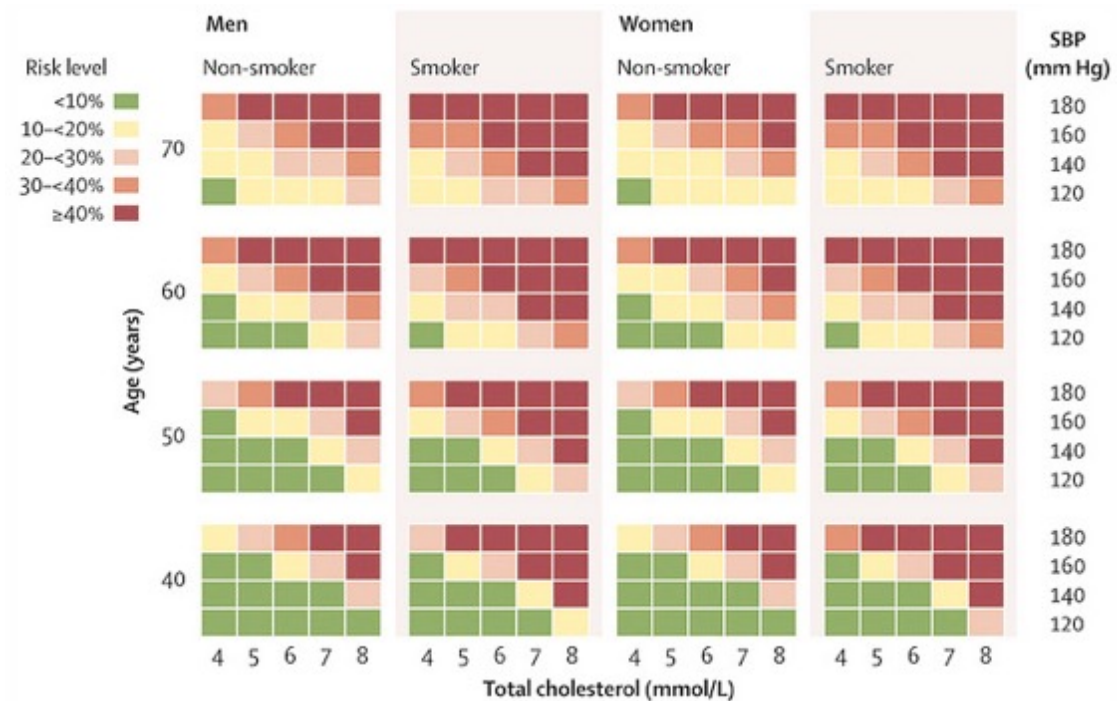


Indicators

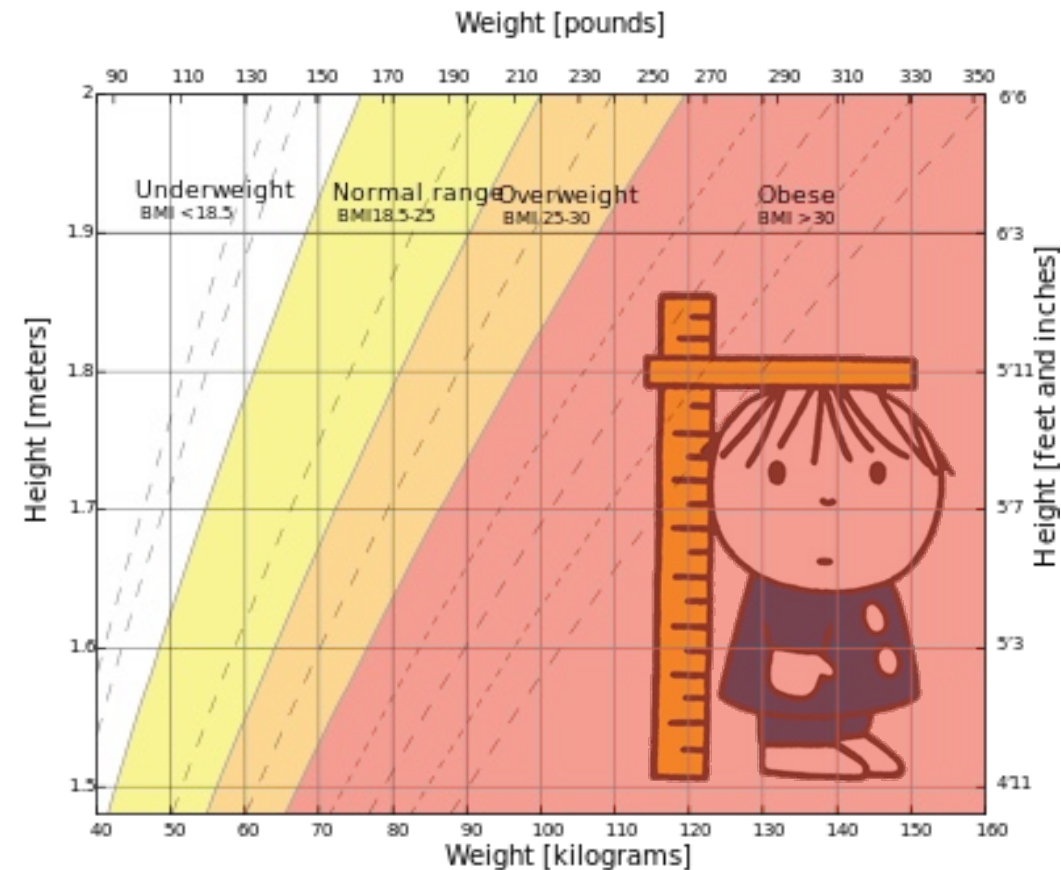
- Identification
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Data / information

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- Quantitative
- Qualitative
- Frequency



Body Mass Index (BMI)



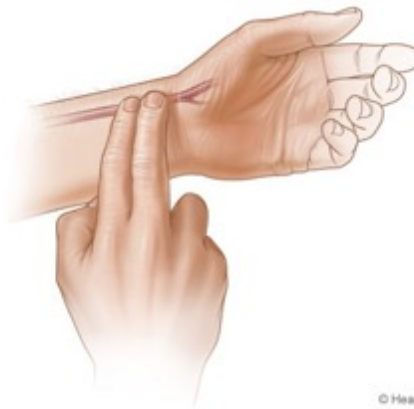
Indicators

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Data / information

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Heartbeat



© Healthwise, Incorporated

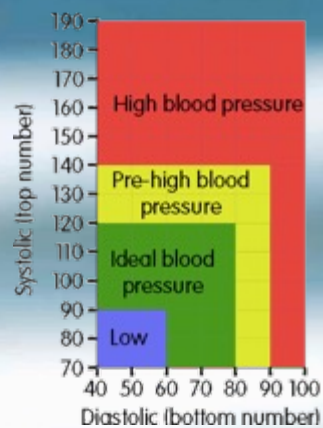
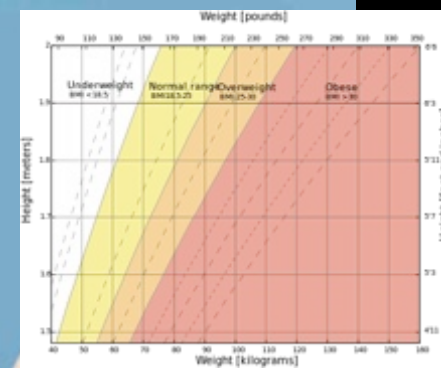
Indicators

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Data / information

- **Objective**
- Subjective
- **Quantitative**
- Qualitative
- **Frequency**

Age	Target HR Zone 50–85 %	Average Maximum Heart Rate 100 %
20 years	100–170 beats per minute	200 beats per minute
25 years	98–166 beats per minute	195 beats per minute
30 years	95–162 beats per minute	190 beats per minute
35 years	93–157 beats per minute	185 beats per minute
40 years	90–153 beats per minute	180 beats per minute
45 years	88–149 beats per minute	175 beats per minute
50 years	85–145 beats per minute	170 beats per minute
55 years	83–140 beats per minute	165 beats per minute
60 years	80–136 beats per minute	160 beats per minute
65 years	78–132 beats per minute	155 beats per minute
70 years	75–128 beats per minute	150 beats per minute



Age	Target HR Zone 50-85 %	Average Maximum Heart Rate 100 %
20 years	100-170 beats per minute	200 beats per minute
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60 years	80-136 beats per minute	160 beats per minute
65 years	78-132 beats per minute	155 beats per minute
70 years	75-128 beats per minute	150 beats per minute

<	Laboratorium	≡
nuchter	ja ⓘ	
HbA1c IFCC	42 mmol/mol ⓘ	
cholesterol	4.9 mmol/l ⓘ	
HDL-cholesterol	2.0 mmol/l ⓘ	
LDL-cholesterol	2.7 mmol/l ⓘ	
triglyceriden	0.55 mmol/l ⓘ	
chol/HDL-chol ratio	2.5 ⓘ	
ASAT	24 U/l ⓘ	
ALAT	31 U/l ⓘ	
g-GT	11 U/l ⓘ	

Reference value: 0.0 – 3.0

EXAMPLE

Reference value: 4.0 – 6.0

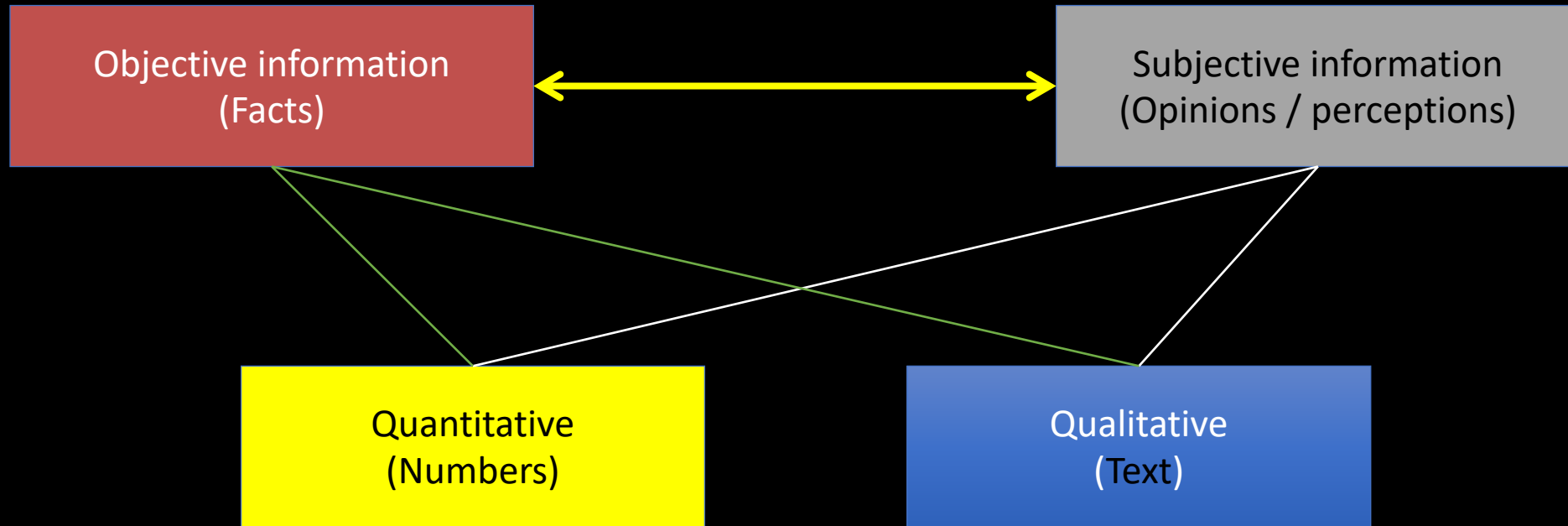
CRP	< 6.0 mg/l ⓘ
vitamine D	111 nmol/l ⓘ
C-peptide	1.2 nmol/l ⓘ
glucose nuchter	7.3 mmol/l ⓘ
kreatinine	74 µmol/l ⓘ
GFR-CKD-EPI	89 ml/min/slo ⓘ
Non HDL-chol	3.0 mmol/l ⓘ
insuline	8 mU/l ⓘ

Measuring what matters the most



What are the key indicators of your health ?

Measuring results



1. Transforming qualitative information (text) about fact and opinions into quantitative information (numbers) so information can be compared
2. Understanding the trends and variation
3. Learning and improving

Effort

Result

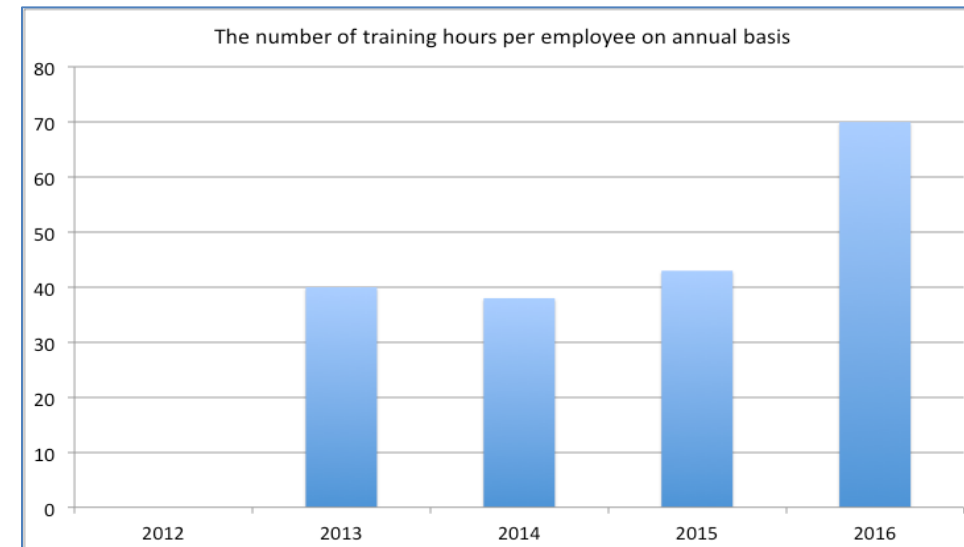


Effort

The VET-provider implements measures for teacher’s development based on a plan for personal growth, continuous learning and building up knowledge, skills and competences.

Explanation of the results:

The diagram shows the average number of training hours per employee (vertical axe) over a period of four years (2013 – 2016) (horizontal axe). Training activities that have been included in the diagram are: formal training, external seminars, in-house seminars and in house training events. The total number of employees of the organisation is 64.



Result

The VET-provider implements measures for teacher's development based on a plan for personal growth, continuous learning and building up knowledge, skills and competences.

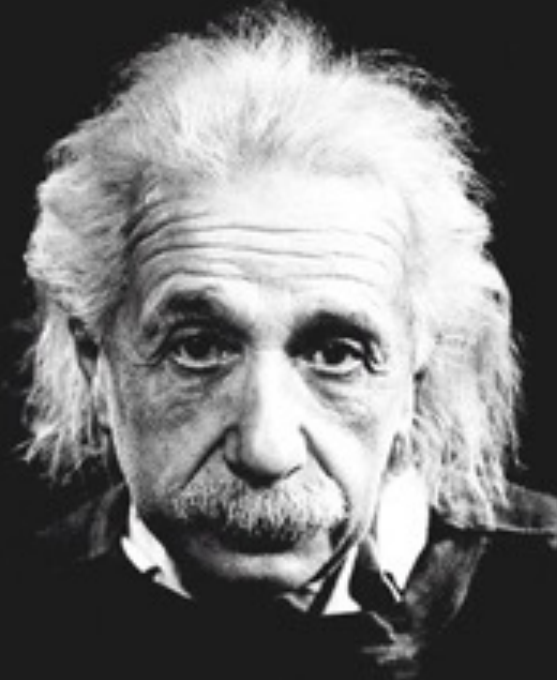
Explanation of the results:

The diagram shows the actual number of employees that have improved their formal qualification (vertical axe) over a period of five years (2012 – 2016) (horizontal axe). Formal qualification is achieved by successful finalising formal professional education and training. The successful achievement is confirmed through a state recognised certificate / diploma. The performance in the year 2013 is mainly caused due to the fact that a number of employees, who have been in the formal training programs, left the organisation. The total number of employees of the organisation is 64.



**"Not everything that
counts can be counted,
and not everything that
can be counted counts."**

-Albert Einstein



Understanding and assessing Quality Culture in Education and Training



Lessons learned from the anthropologic studies and EU Leonardo Da Vinci projects.

Core Questions



What is a quality culture ?

How to assess quality culture ?






Monkey experiment



Definition



Quality Culture



*A mental construct
Shared by the staff
Partly visible, partly invisible
Durable, stable and difficult to influence
The core values are the binder
Expresses the identity of the organization*

What we say how we work

- Aims and objectives
- Structures and systems
- Policies and procedures
- Processes
- Services / Products
- Costs

How we really work

Quality Culture

- Leading principles
- Our opinions
- Our perceptions and interpretations
- Attitude and behaviour of employees
- Our feelings (fear, anger...)
- Our values and norms
- Our rituals and traditions
- Our heroes and stories

Principles and opinions

Values and norms

Rituals and traditions

Heroes and stories

Symbols

How to assess Quality Culture ?



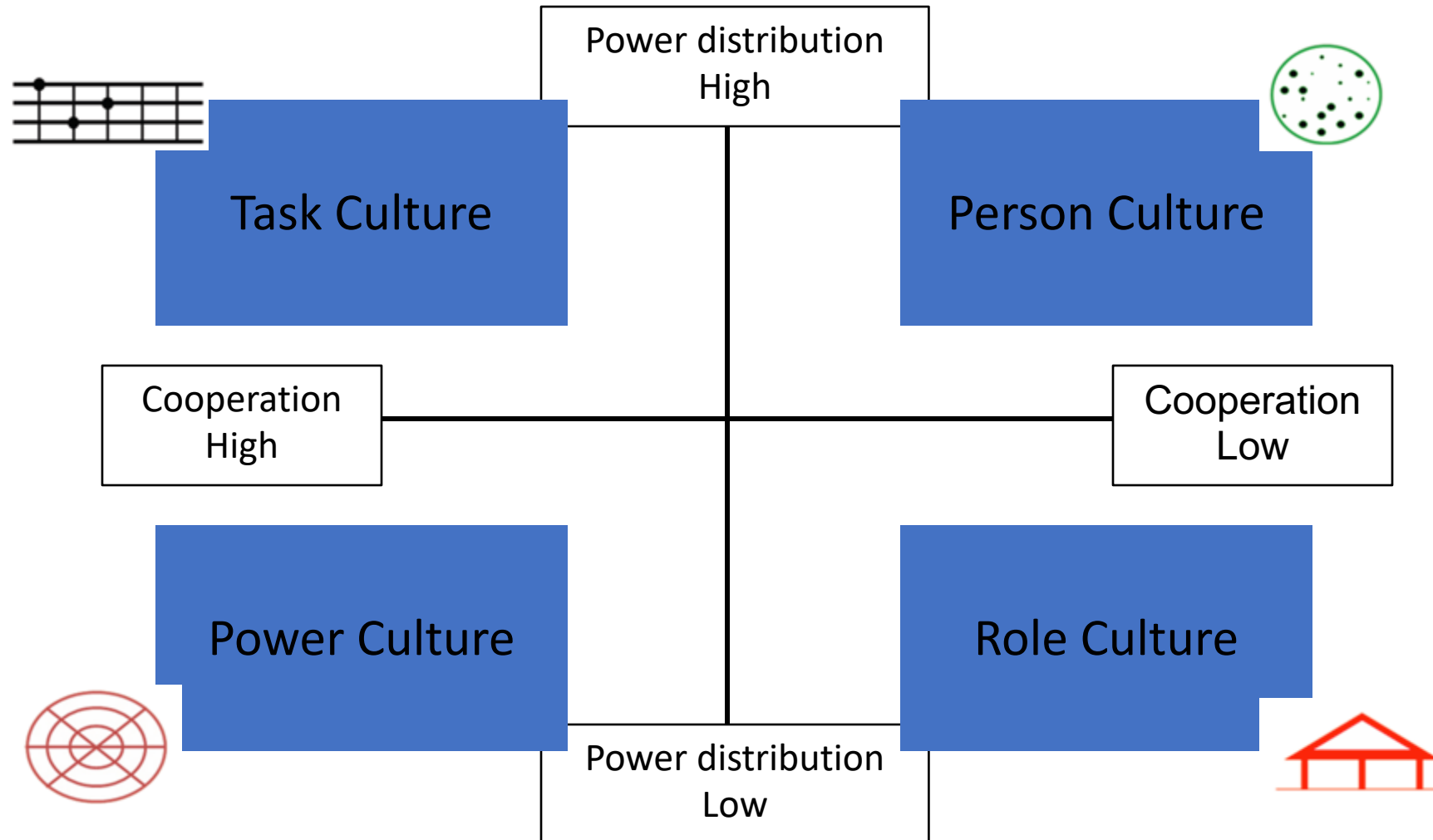
The model





Organisational Culture Model

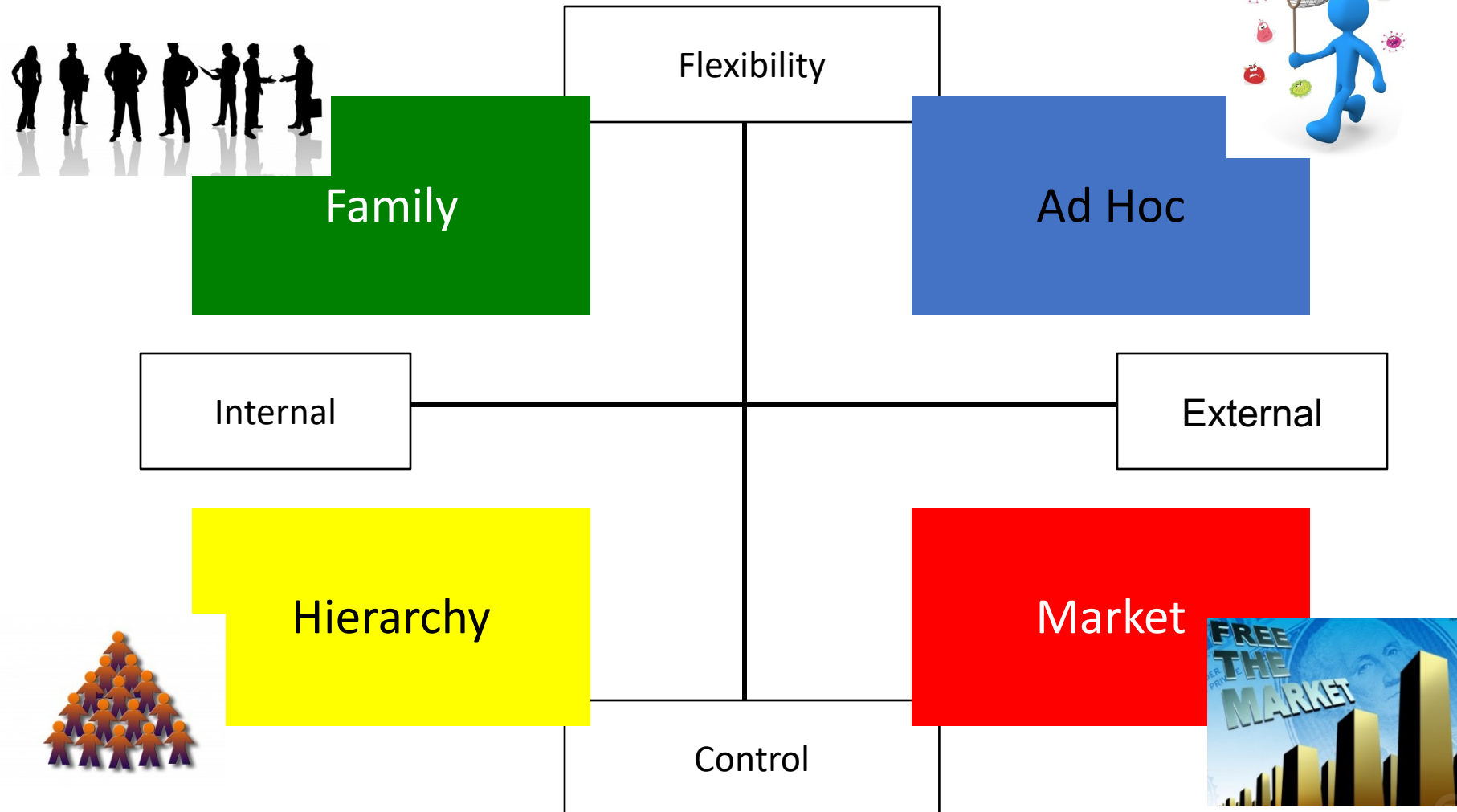
Perspectives: *Power and cooperation* (by Handy)





Organisational Culture Model

Perspectives: *orientation* (by Robert Quin)



Flexible

Involvement

Building human capability and creating a shared sense of ownership and responsibility throughout the organization.

Adaptability

Translating the demands of the external environment into action.

Internal

Defining the values and systems that are the basis of the culture.

External

Defining a meaningful long-term direction for the organization.

Consistency

Mission

Stable

Flexible

Involvement

- Empowerment
- Capability development
- Team orientation

Adaptability

- Creating change
- Customer focus
- Learning organisation.

Internal

- Core values
- Agreement
- Coordination & planning.

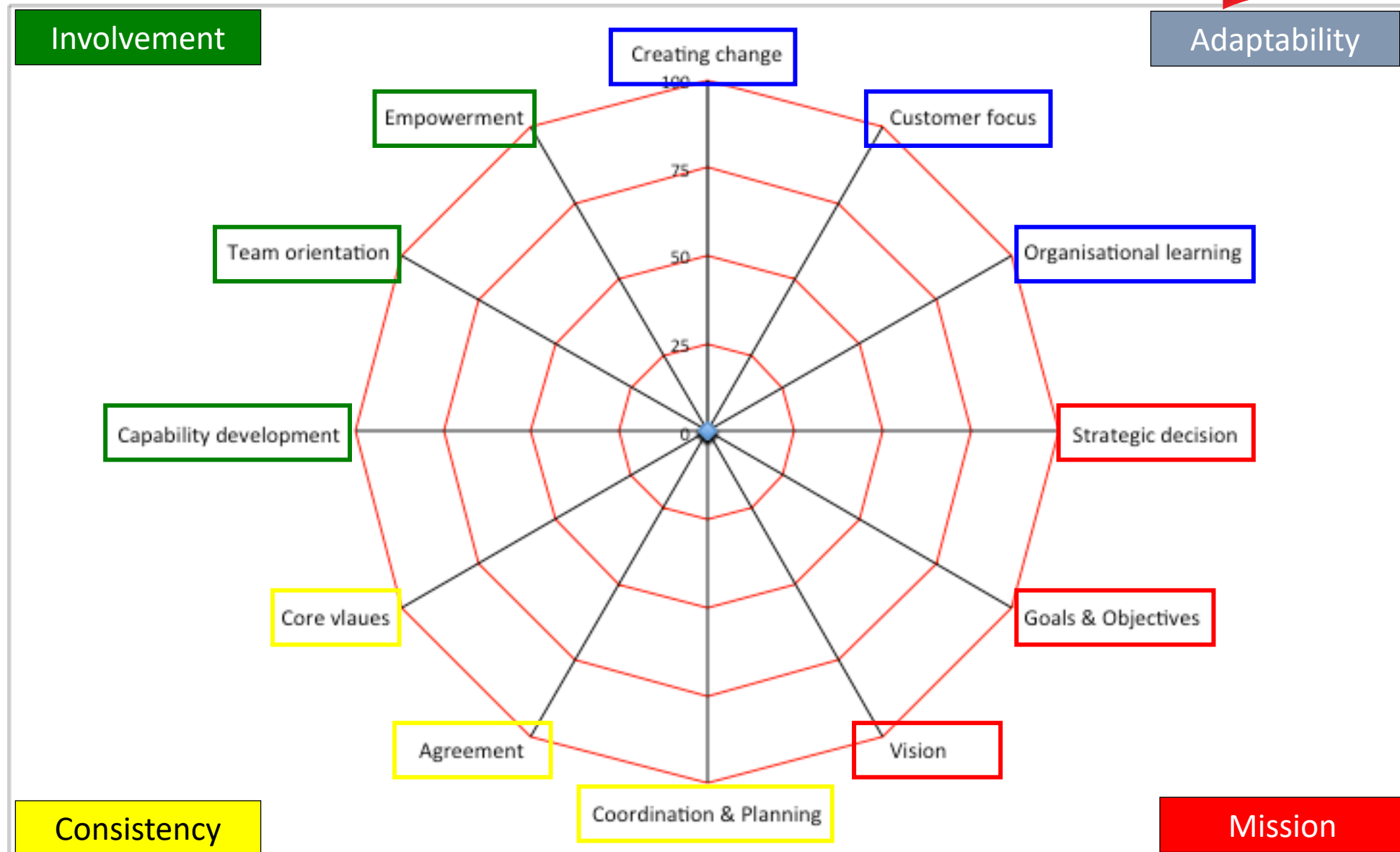
External

- Vision
- Strategic orientation
- Goals & Objectives

Consistency

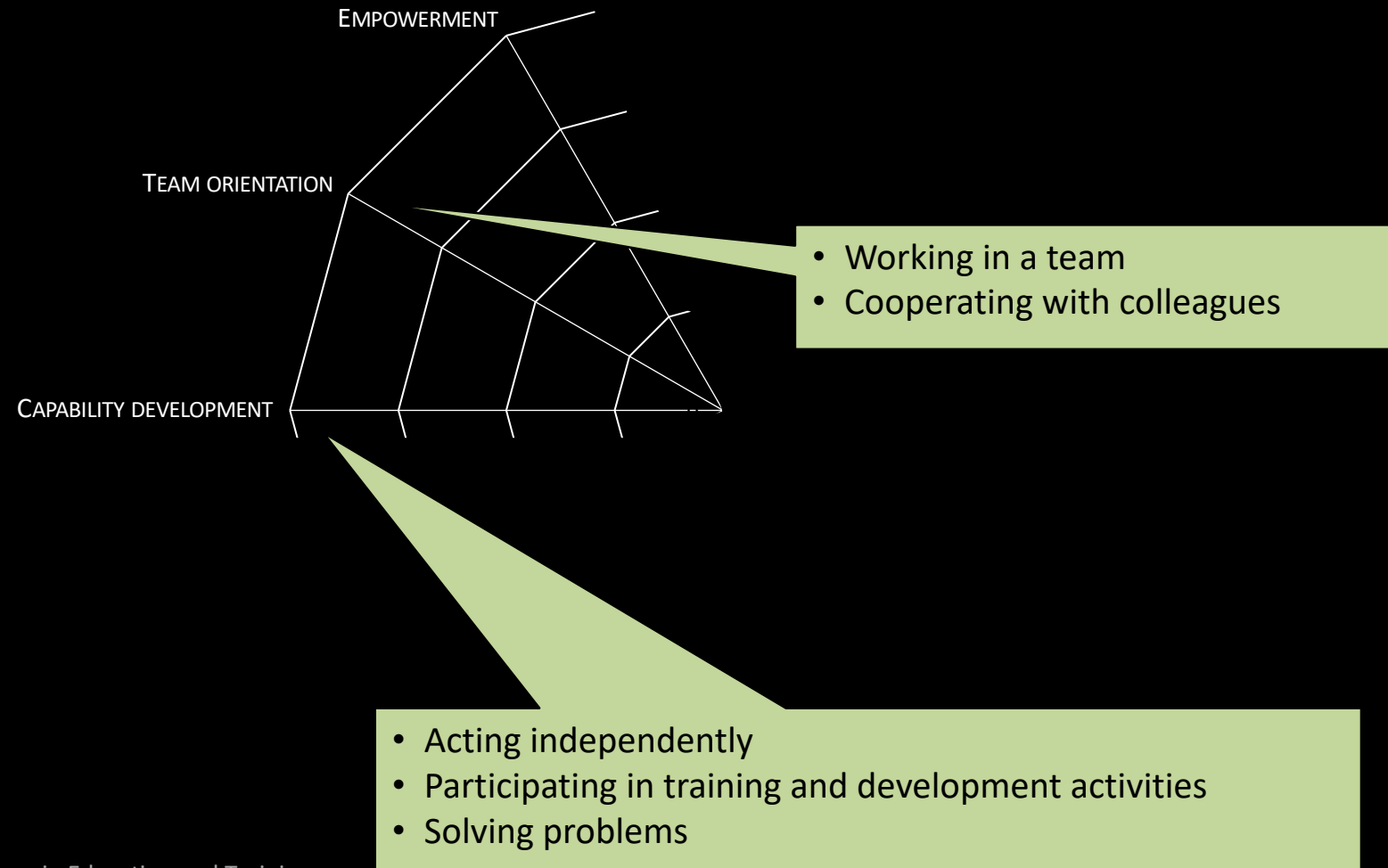
Mission

Stable



Involvement

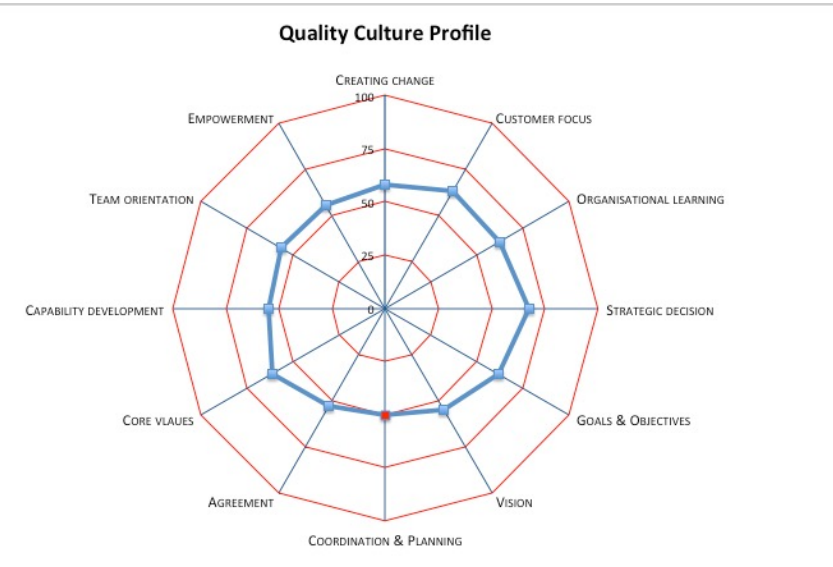
5 behaviour Indicators for each aspect



Quality Culture Survey

Quality Culture Survey

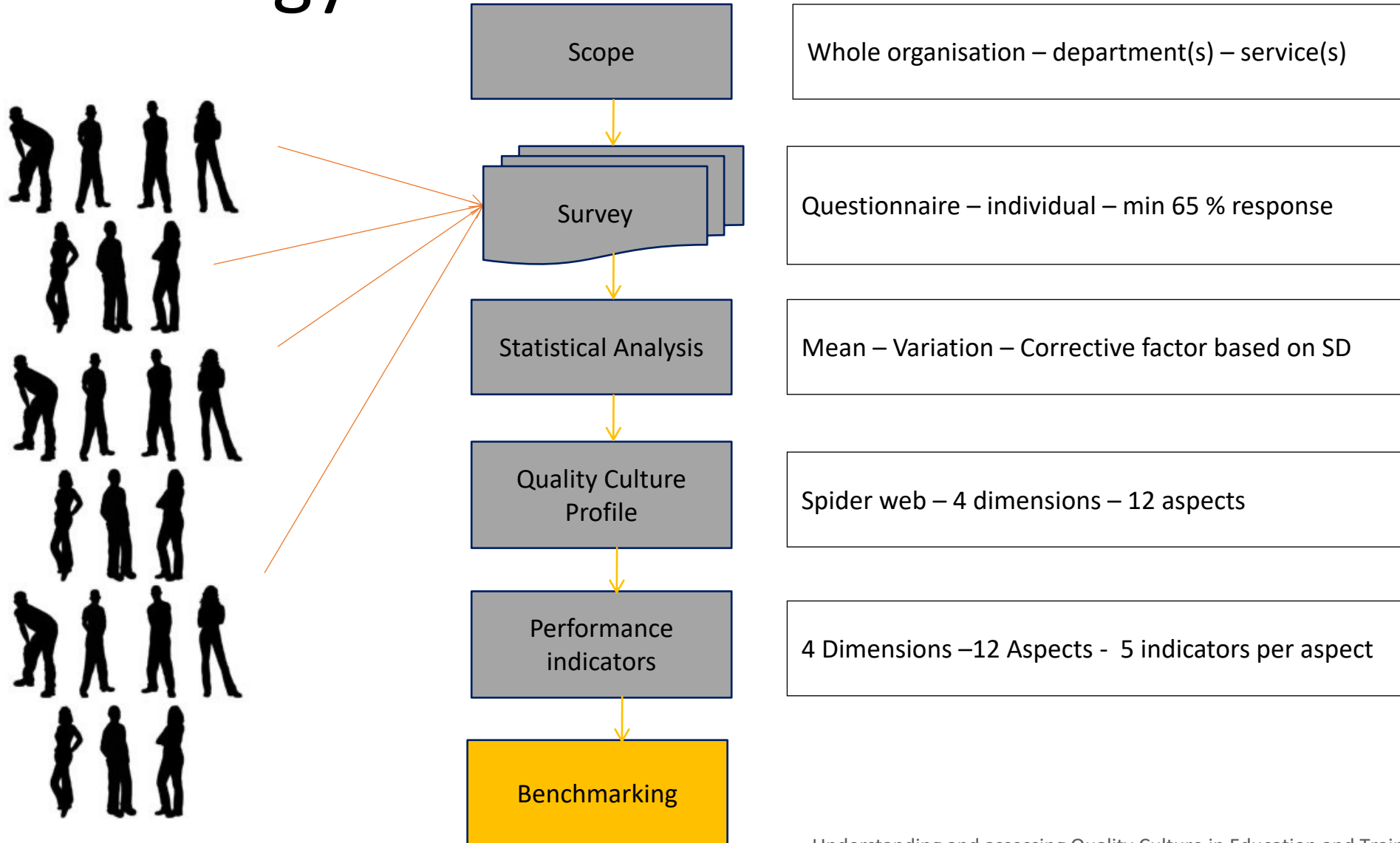
- 4 perspectives
- 4 cultural dimensions
- 3 indexes per dimension
- 5 specific quality 'behaviours' per index (statements)
- Total: 60 statements



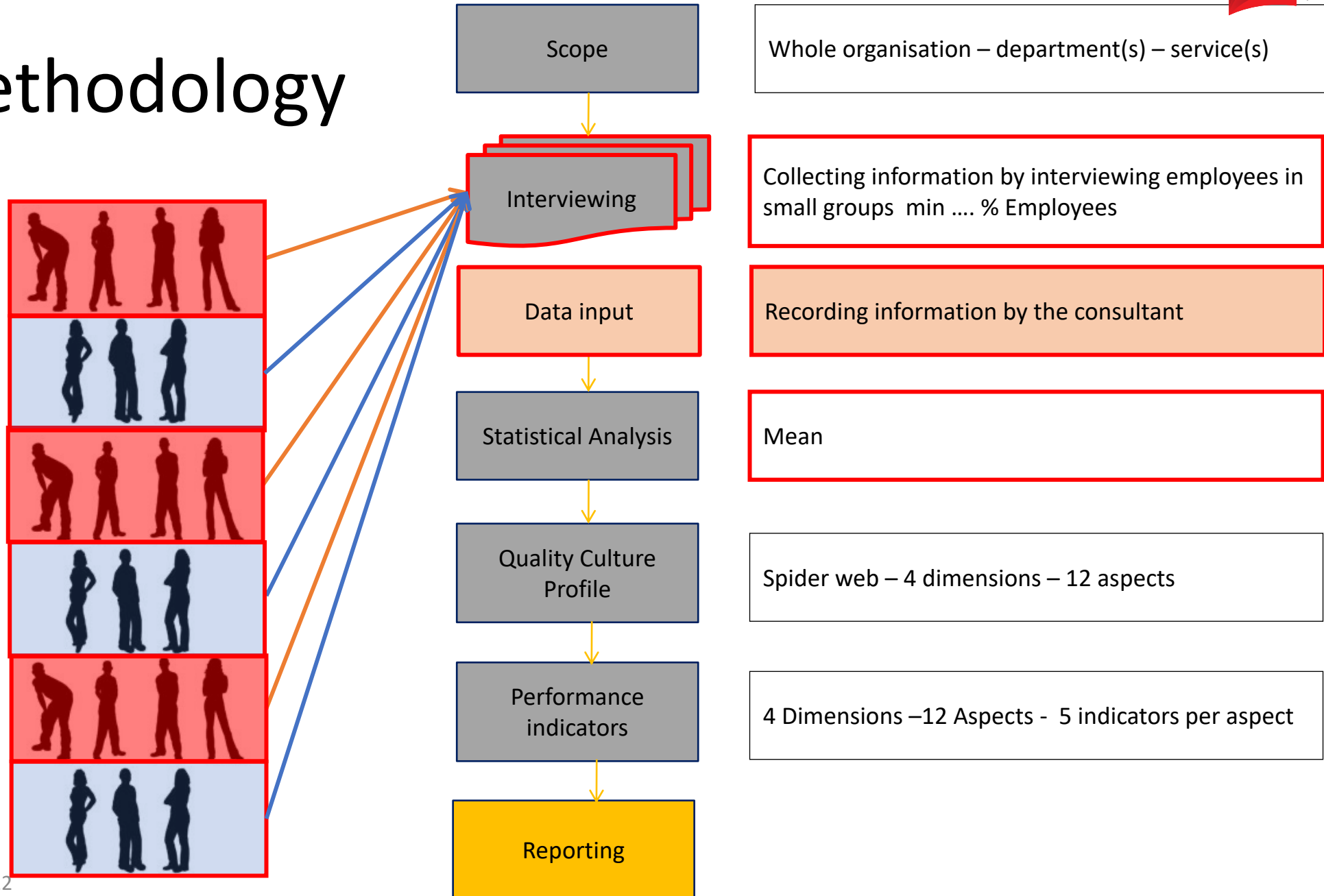
Results:

1. Profile on performance (spider web diagram)
2. Profile per dimension (bar diagram)
3. Strengths of quality culture
4. Prioritising aspects of quality culture improvement
5. Opportunity for benchmarking (comparing quality culture performance)

Methodology

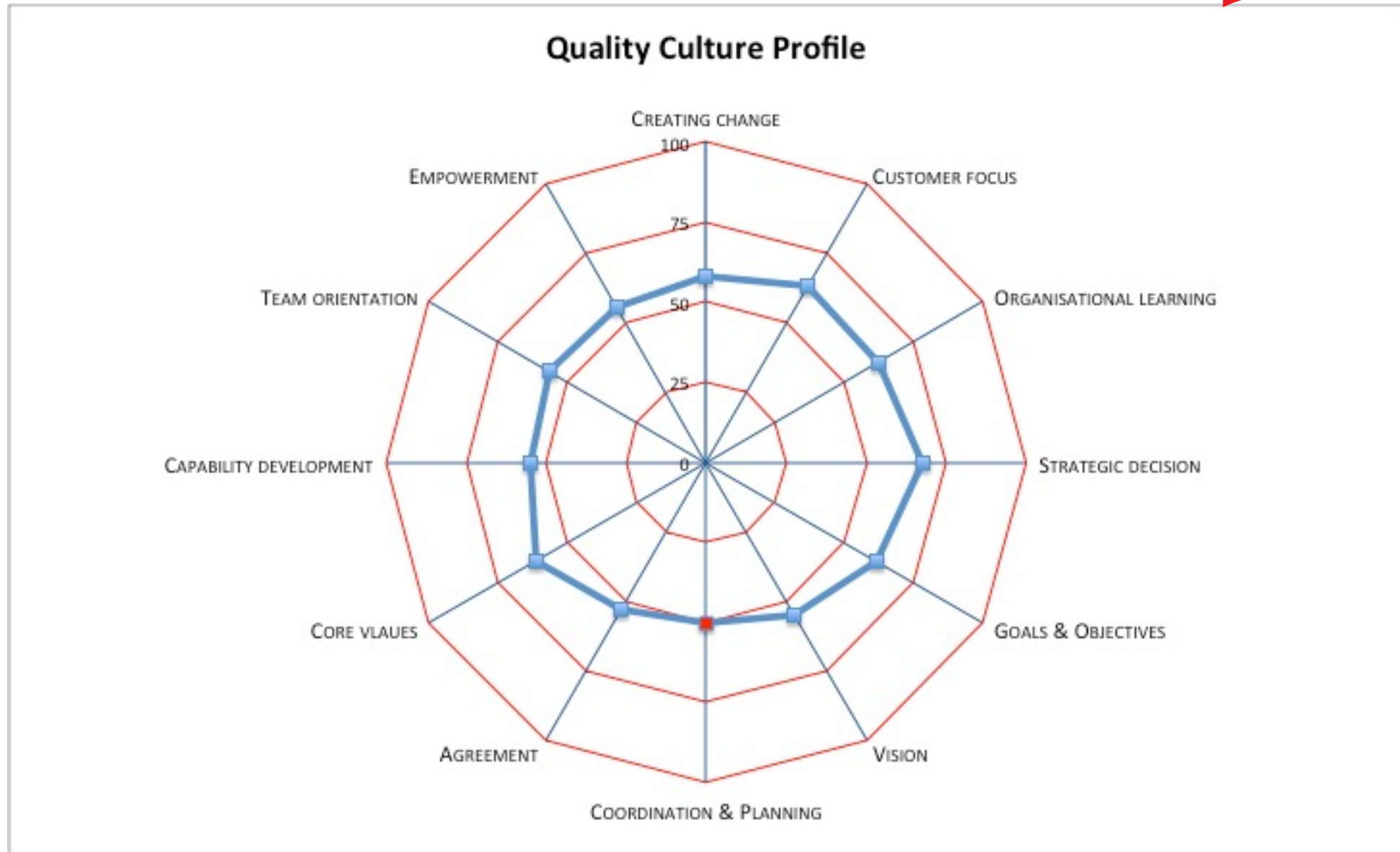


Methodology



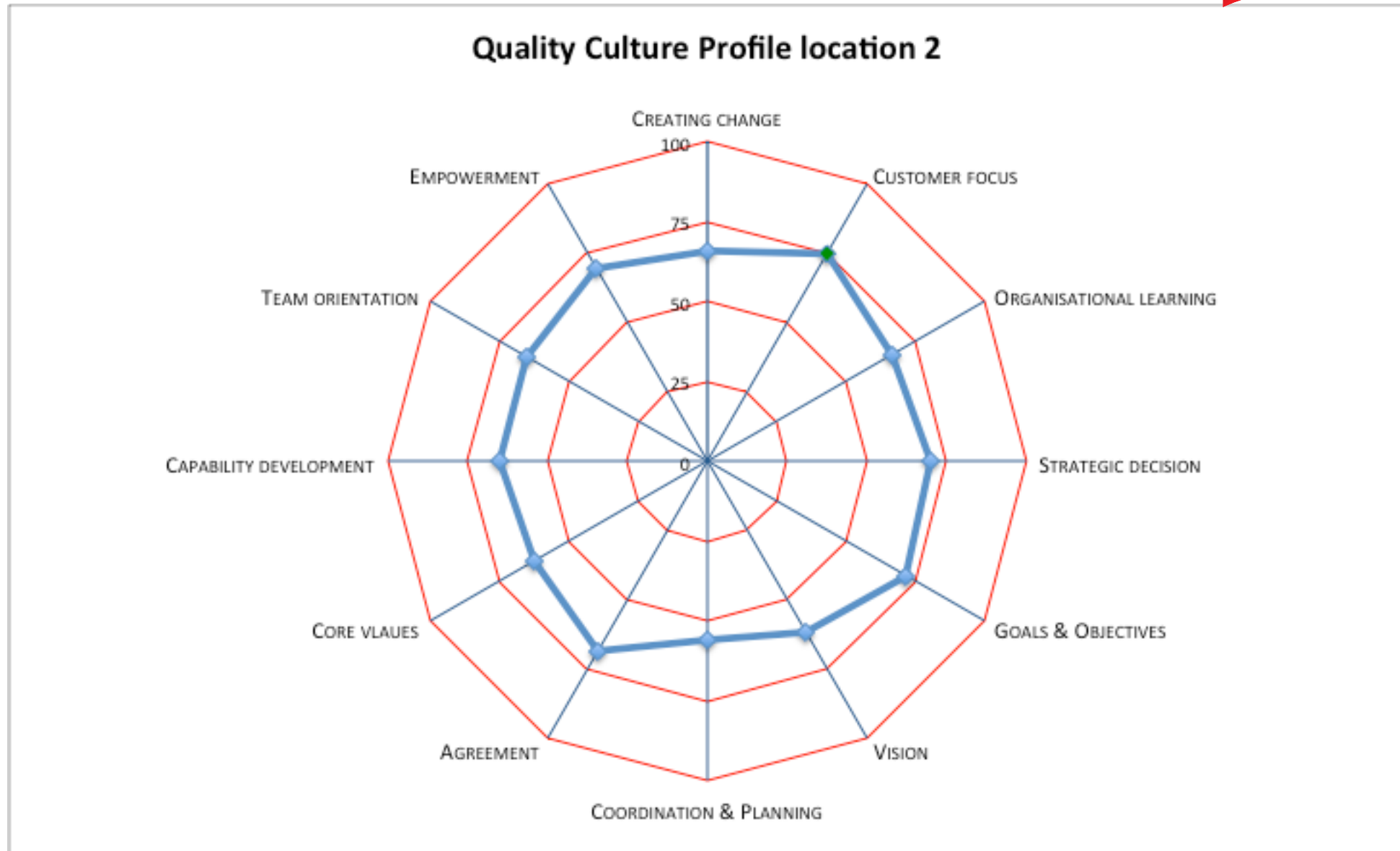
Example





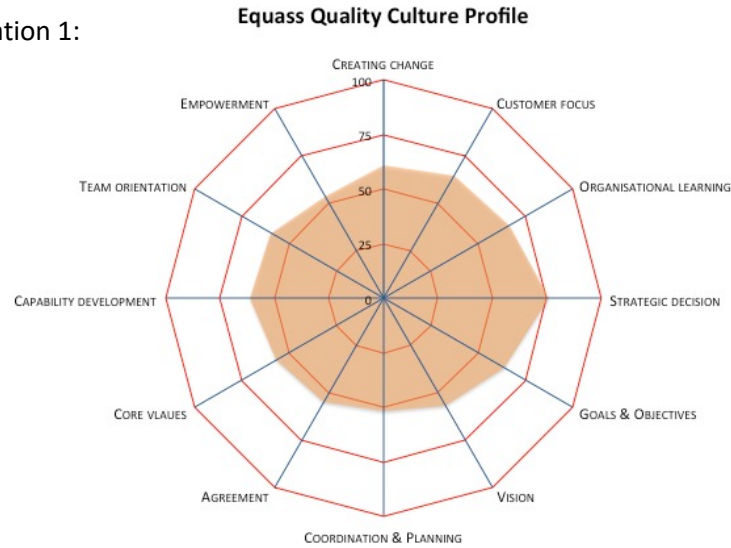




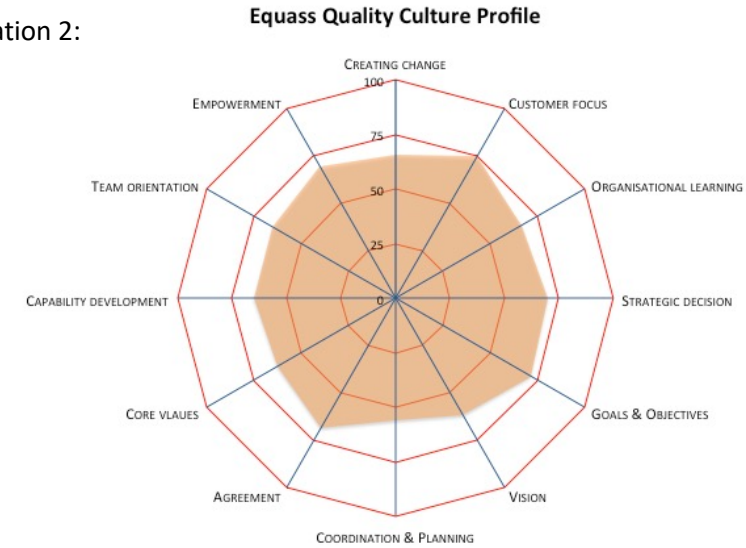




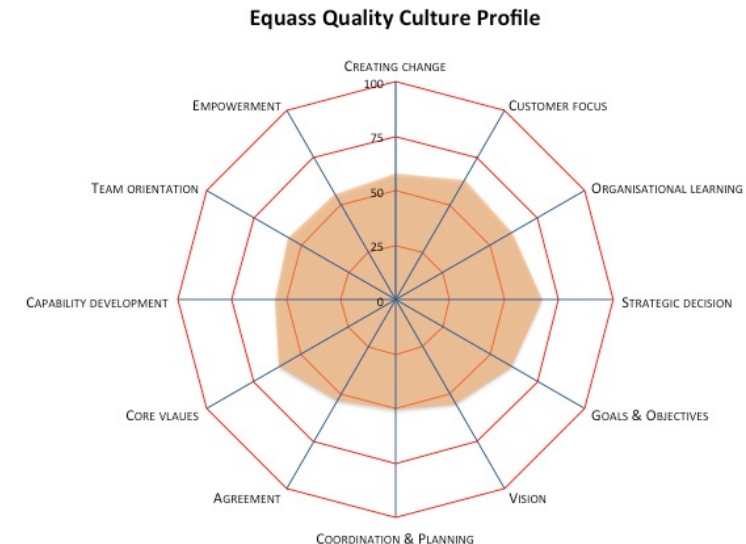
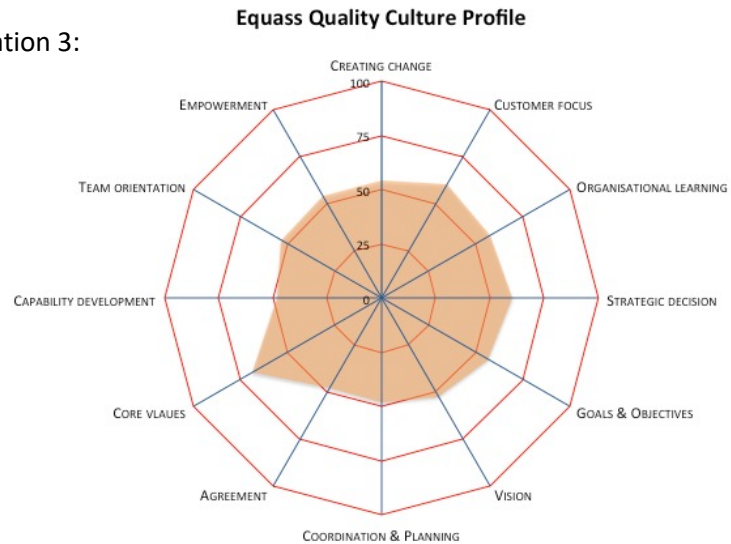
Location 1:

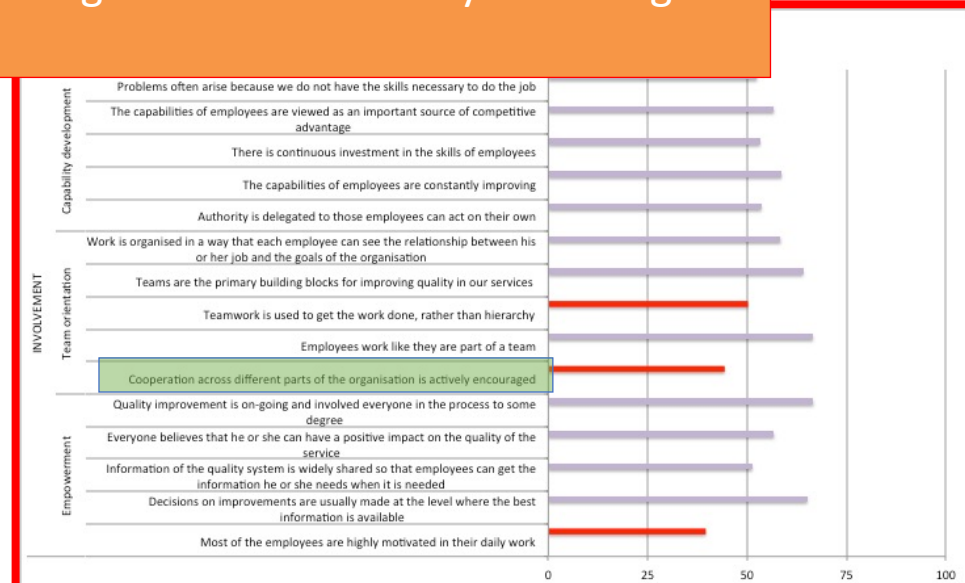
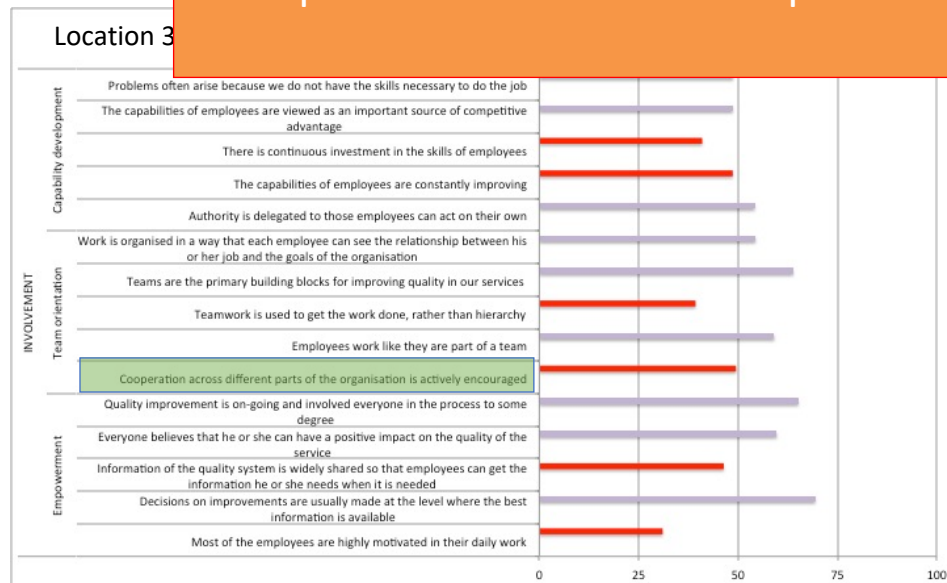
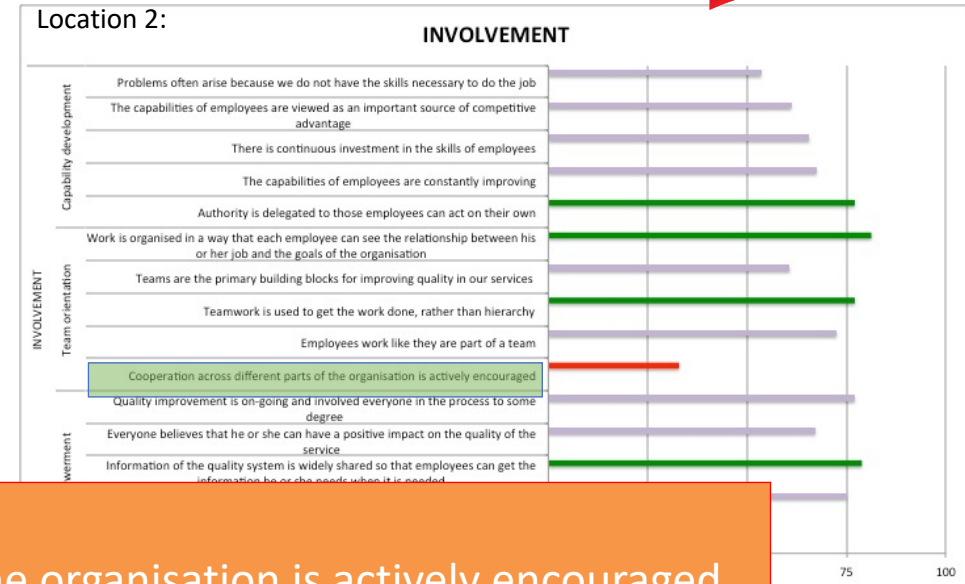
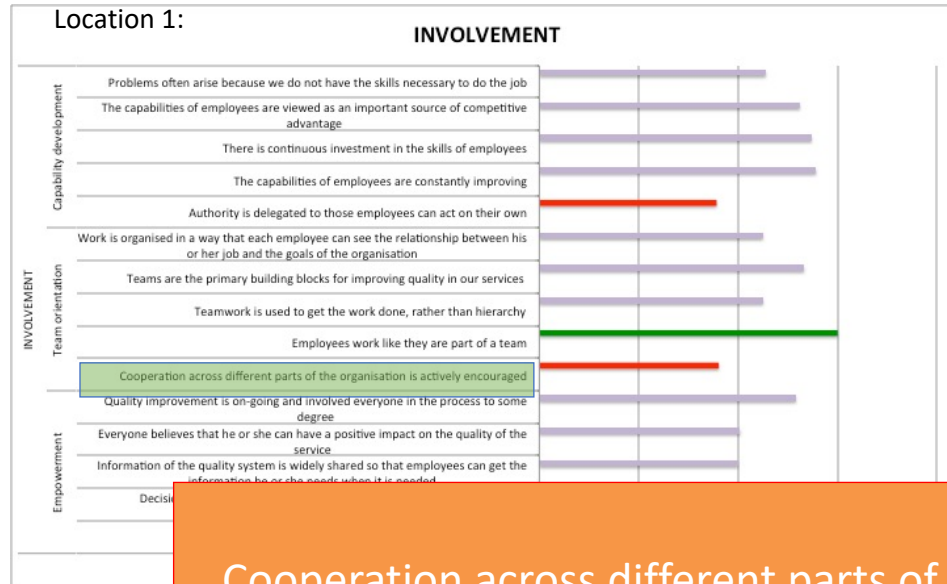


Location 2:

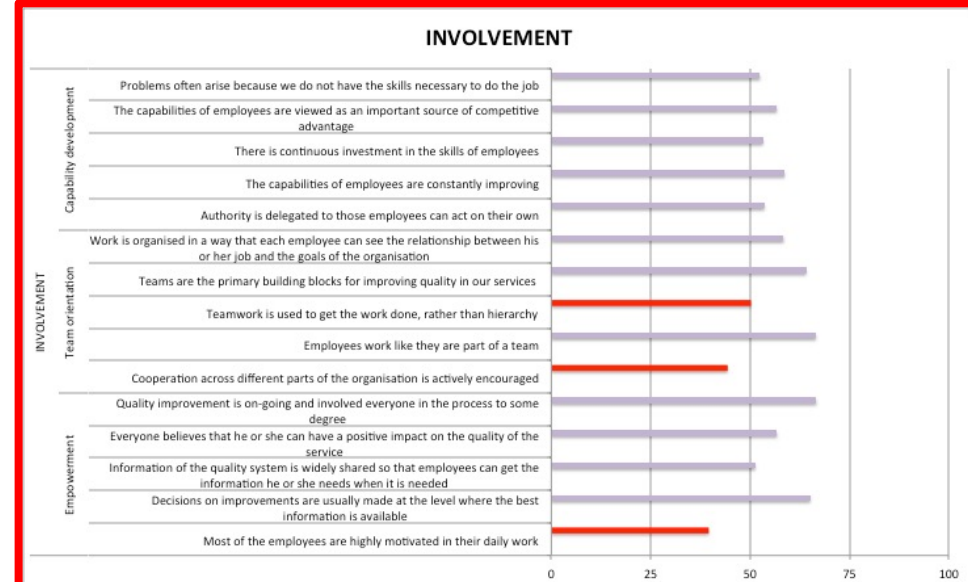
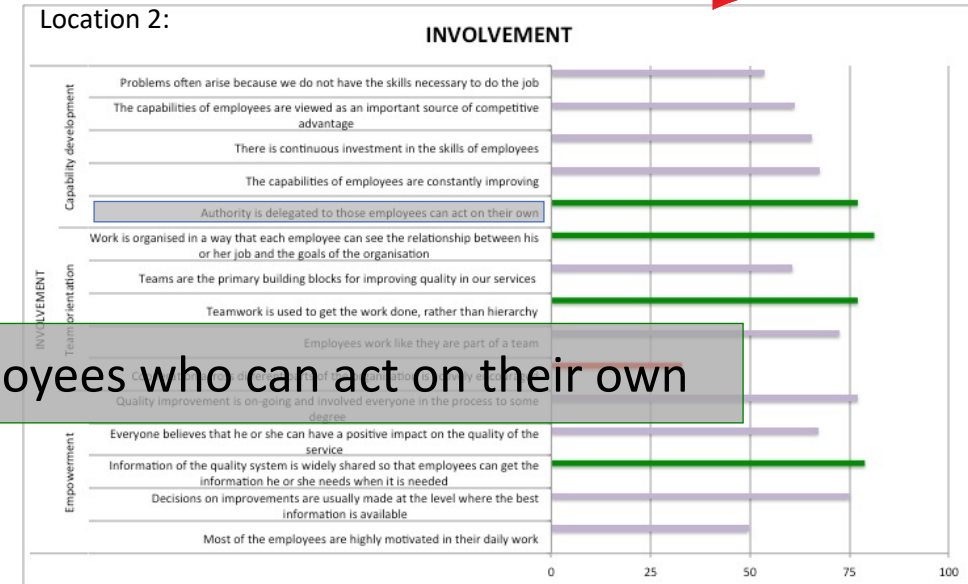
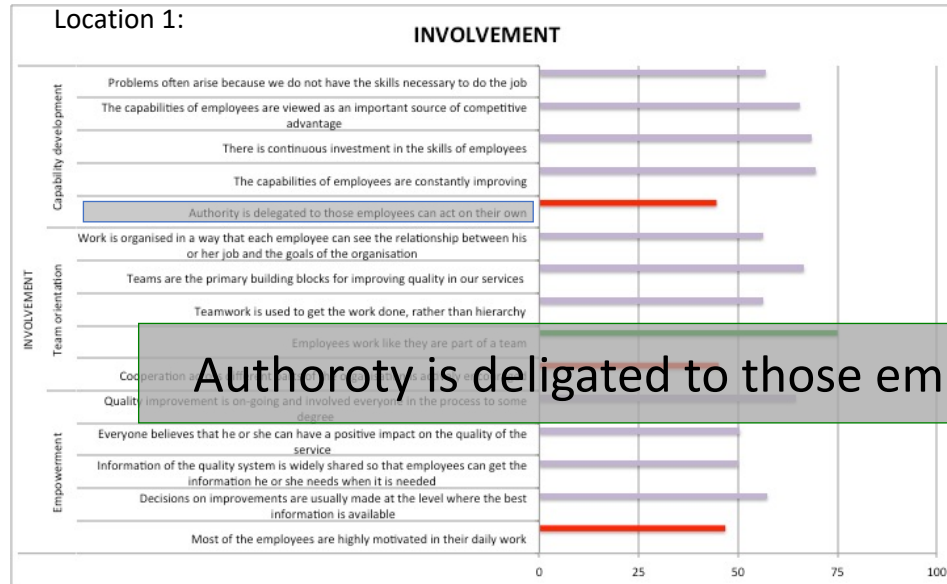


Location 3:





Cooperation across different parts of the organisation is actively encouraged



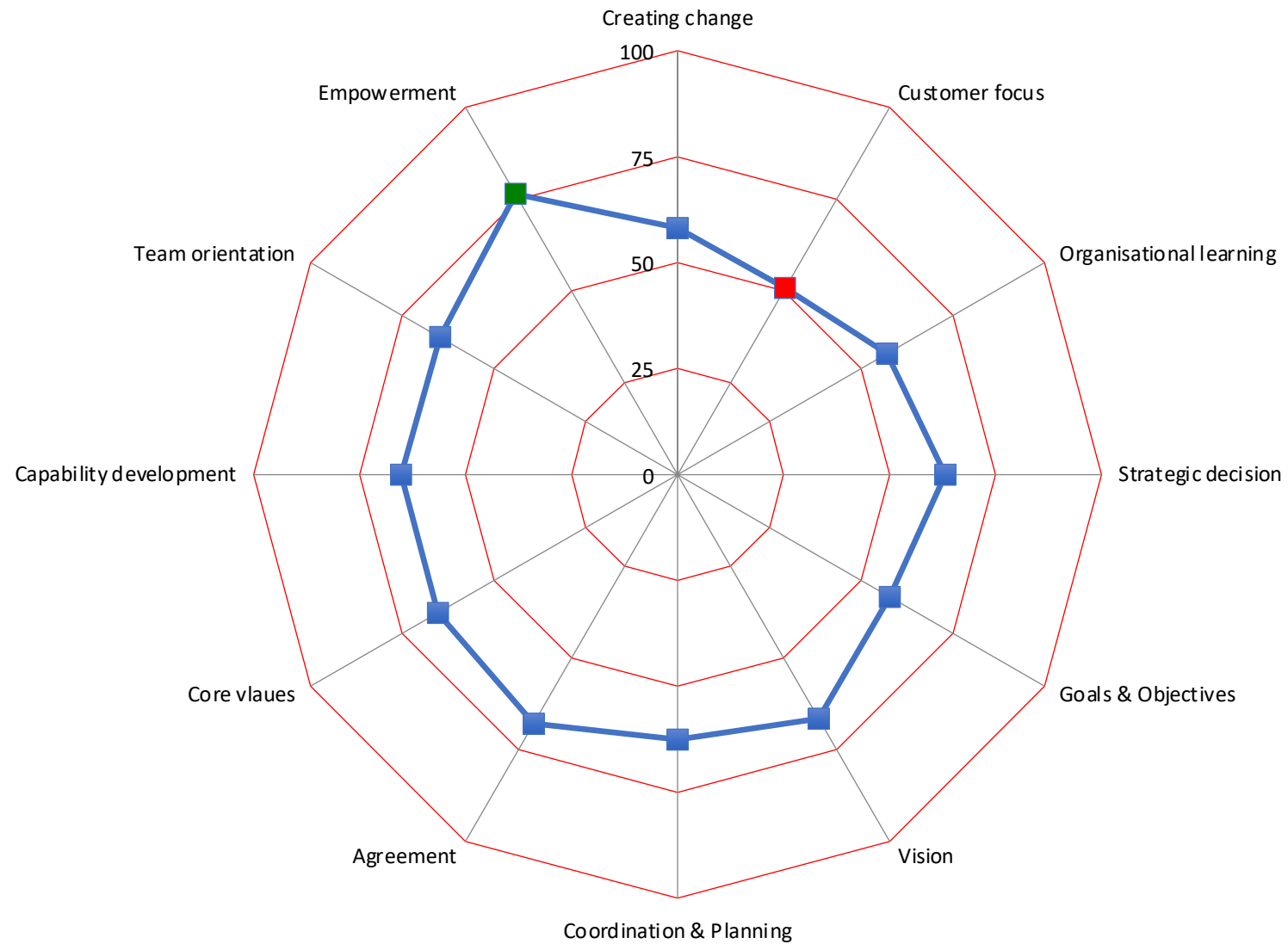
Case study



The VET provider



Quality Culture 2014





Objective: Increasing awareness of needs and expectations of Students & external stakeholders.



Be clear and realistic on your needs and expectations

Brain storming and planning with employees

Discussion with staff about an event with the purpose to understand the needs and expectations of Students and external stakeholders.





Students consultation

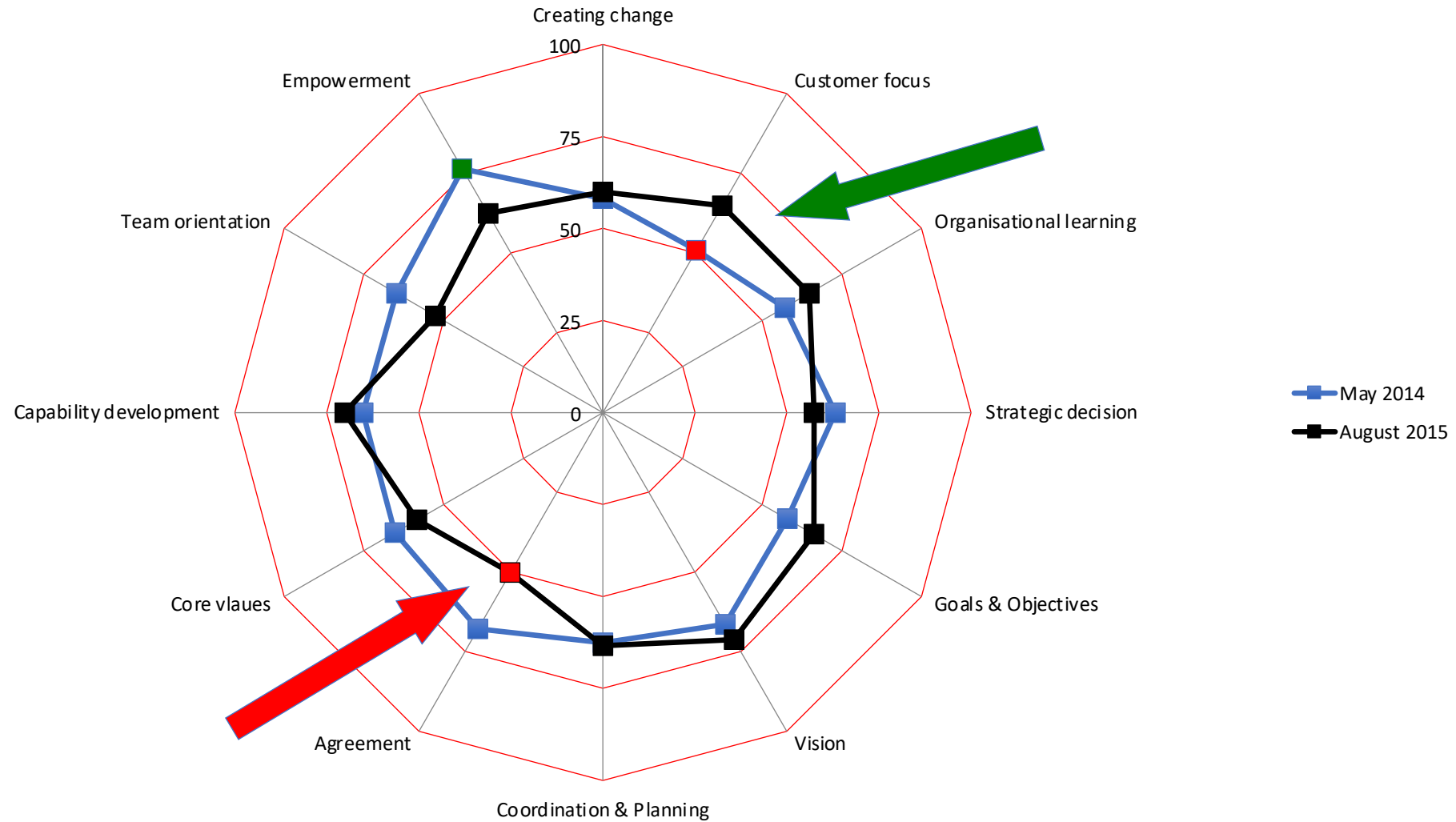
Meetings with service users about their needs and expectations towards offered services.

Stakeholder consultation

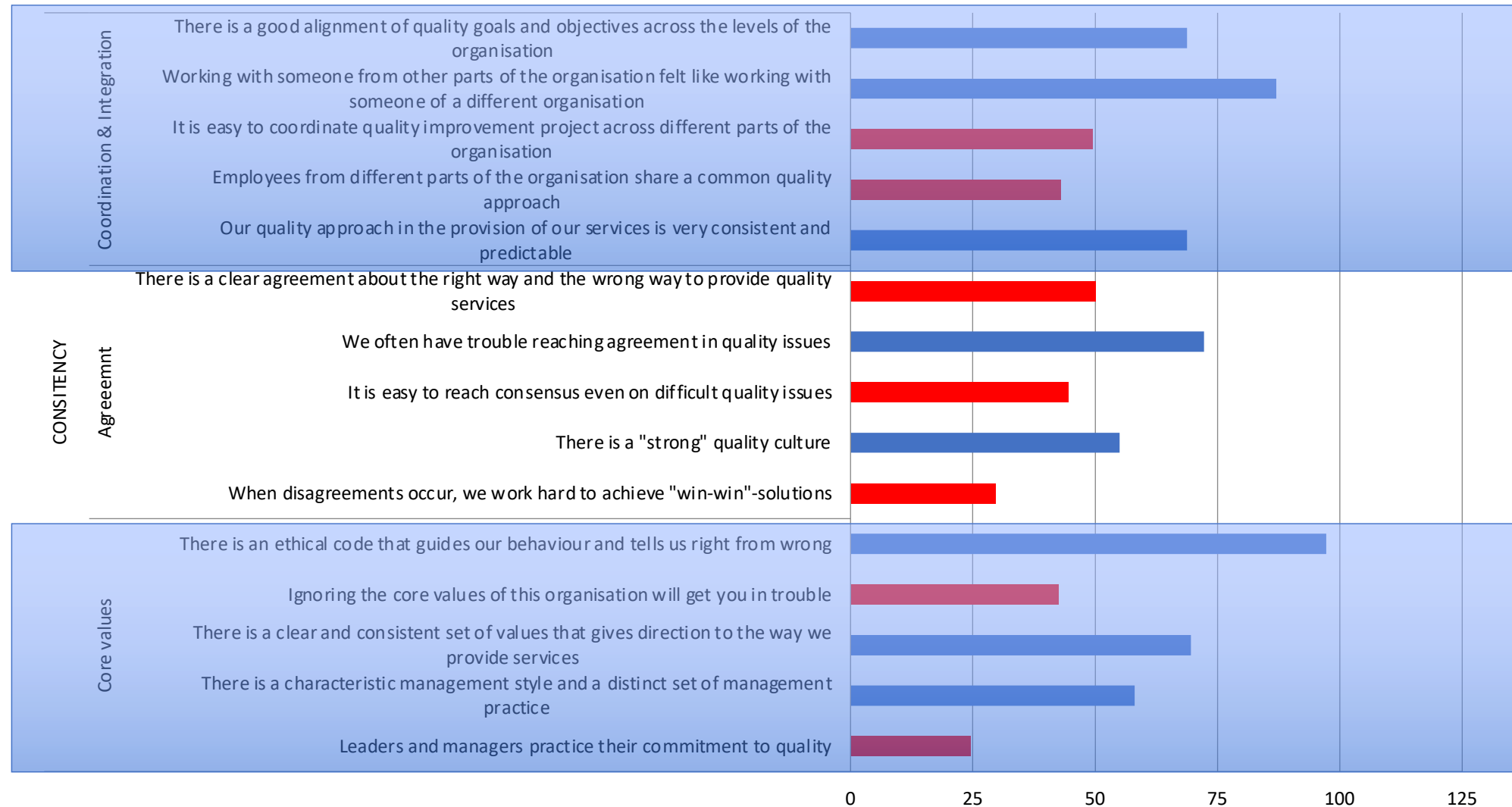
One day seminar on “needs and expectations” with staff, key partners and external stakeholders



Quality Culture Profile 2014 and 2015



Consistency



Meeting the manager



- The manager is part of culture and therefore part of the problem.
- Manager want to 'fix' problem with staff.
- Cultural problem: many emotions "in the air".

Detailed analysis



- Lack of communication
- Lack of trust (between individuals, departments and management/staff)

Competence building

- New experiences:
 - knowledge and skills
- Workshops:
 - Organizational knowledge
 - How to listen to each other?
 - How to work as a team?
- Practicing knowledge and skills in daily work



Plan for the future



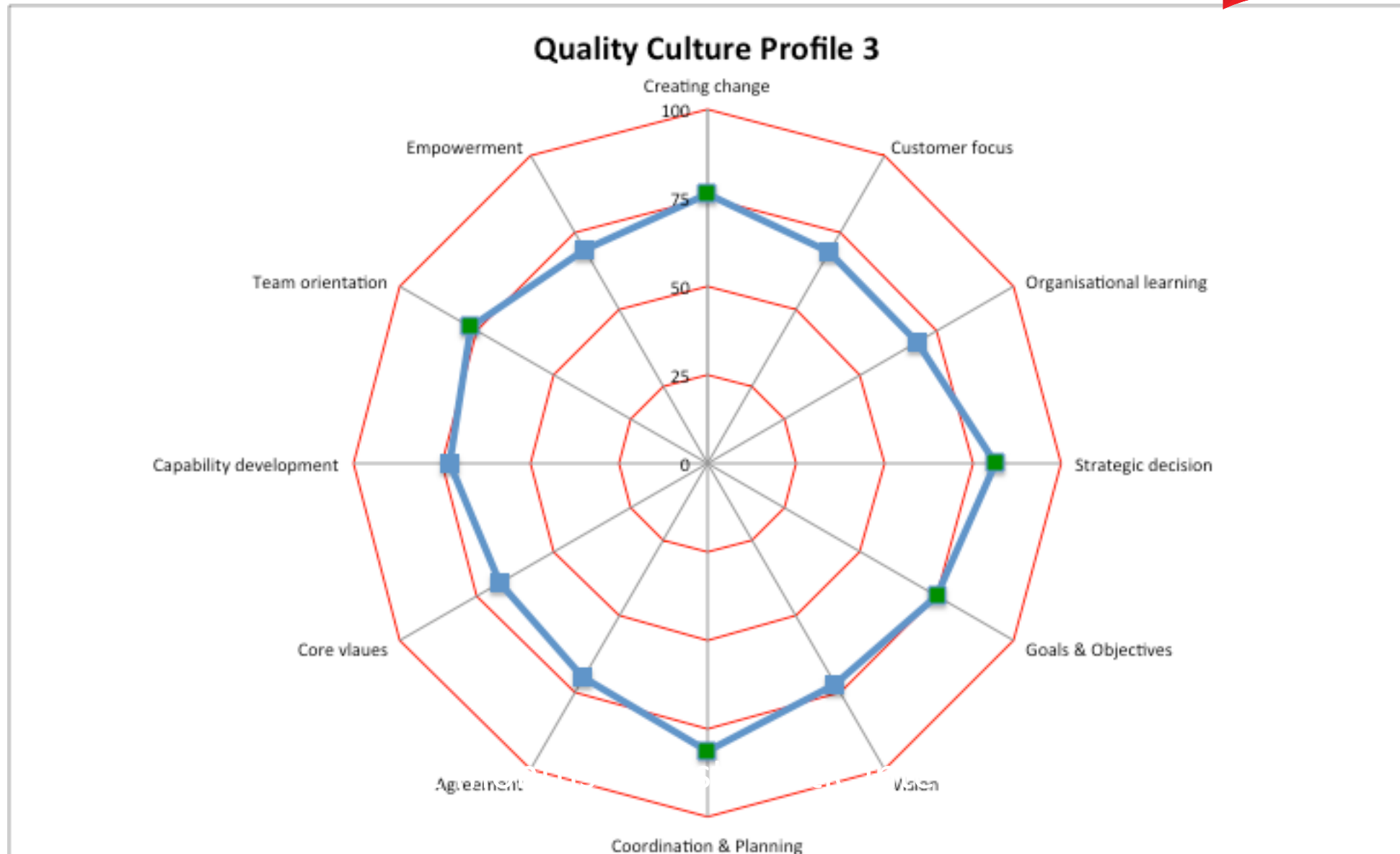
Strategy development

- Mission
- Vision
- Values
- Strategy
- Goals
- Tasks and responsibilities
- Activities
- Ways of working

2-days strategy seminar with all staff, management and the board to develop a plan for the future

RESULTS

After 12 months of systematic interventions



1. Developing Sector Specific Quality Frameworks for education and training
2. Development of National Standards for education and training
3. Performance measurement (strong orientation of achieving of results and outcomes)
4. Benchmarking (Identifying and learning from the 'best in business'; National and European scope)
5. Bench learning (learning from each other in a systematic way of comparing ways of working, achievements and impact)
6. External auditing – inspection (systematic and standardised way of controlling the delivery of quality in Education and Training)
7. Managing diversity of students in the delivery of education and training (changing target groups - Inclusive education)
8. Assuring quality as criteria for accreditation (Assuring quality as a key criterion for accreditation (recognition for providing education and training) and funding.

Trends in Quality in Education and Training



Lessons learned from measuring quality in healthcare and social services.

Trends in Quality in Education and Training



THANK
YOU