



FINNISH NATIONAL
AGENCY FOR EDUCATION



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PLA ON PROMOTING A CULTURE OF QUALITY, 11-12 June 2018

Quality culture in VET: Different approaches at national level Case Finland

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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

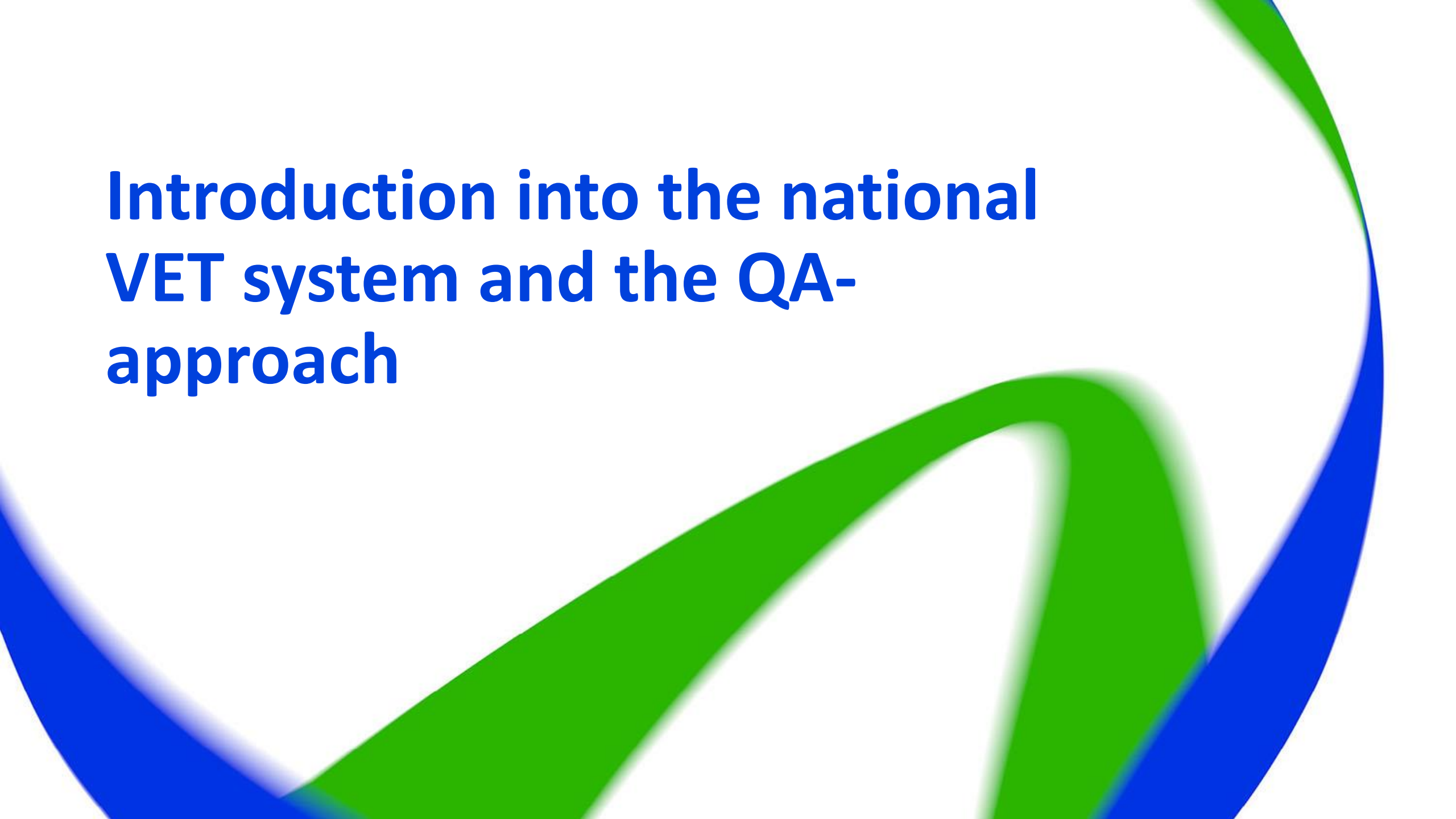
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Content

- Short Introduction into the national VET system and the QA-approach
- Core aims of your national QA System and references to a culture of quality
- Effects we seek to intend with your national QM-system- How do you try to support schools in reaching this intended effects? Are there effects do you try to avoid? If yes, which?
- Do you have existing or are you planning concepts and instruments to support your intended culture of quality? If, yes, how do the look like?

Introduction into the national VET system and the QA- approach



Decentralised government



- Parliament of Finland
- Ministry of Education and Culture
- Finnish National Agency for Education
- VET providers: Federation of Municipalities, Municipalities or private organization
 - relatively autonomous

No inspectorate system in Finland



EDUFI in a nutshell

- From the beginning of 2017 Finnish National Board of Education and Centre for International Mobility CIMO merged to form Finnish National Agency for Education (EDUFI).

Matriculation Examination Board and Finnish Education evaluation centre 1. 1. 2018

- *EDUFI is a national development agency working under the Ministry of Education and Culture and our tasks and organisation are set in the legislation.*
- *Our core tasks are to develop education and training, early childhood education and lifelong learning and to promote internationalization in Finland.*
- National Reference Point for Quality
- Personnel about 370
- Director General Olli-Pekka Heinonen

Quality assurance mechanisms in Finland (examples)

- **Normative mechanisms:** licensing/accreditation, curricula/qualification requirements, matriculation examination, financing, self-evaluation/self-assessment and taking part in external evaluations (in law since 1999).
- Quality Management Strategy for VET 2011-2020 was made by Ministry of Education and Culture together with main stakeholders.
- By 2015 the VET providers should have had effective quality assurance and quality improvement system / operational system. (The Parliament)
- Ministry of Education and Culture appointed a committee (key stakeholders) e.g. to prepare a set of criteria for evaluation in 2015 - Common criteria for self – assessment and external evaluation

Quality assurance mechanisms in Finland (examples)

- 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.
- The provider can choose the methods of quality management and self-assessment.
- **Voluntary mechanisms** (Quality Management Recommendation for VET, Quality awards for VET, Peer Reviews ...)
- Networking: National QA Network and QA Networks of VET providers
- VET providers can use audits/external evaluation on their own initiative too.

External evaluation of VET

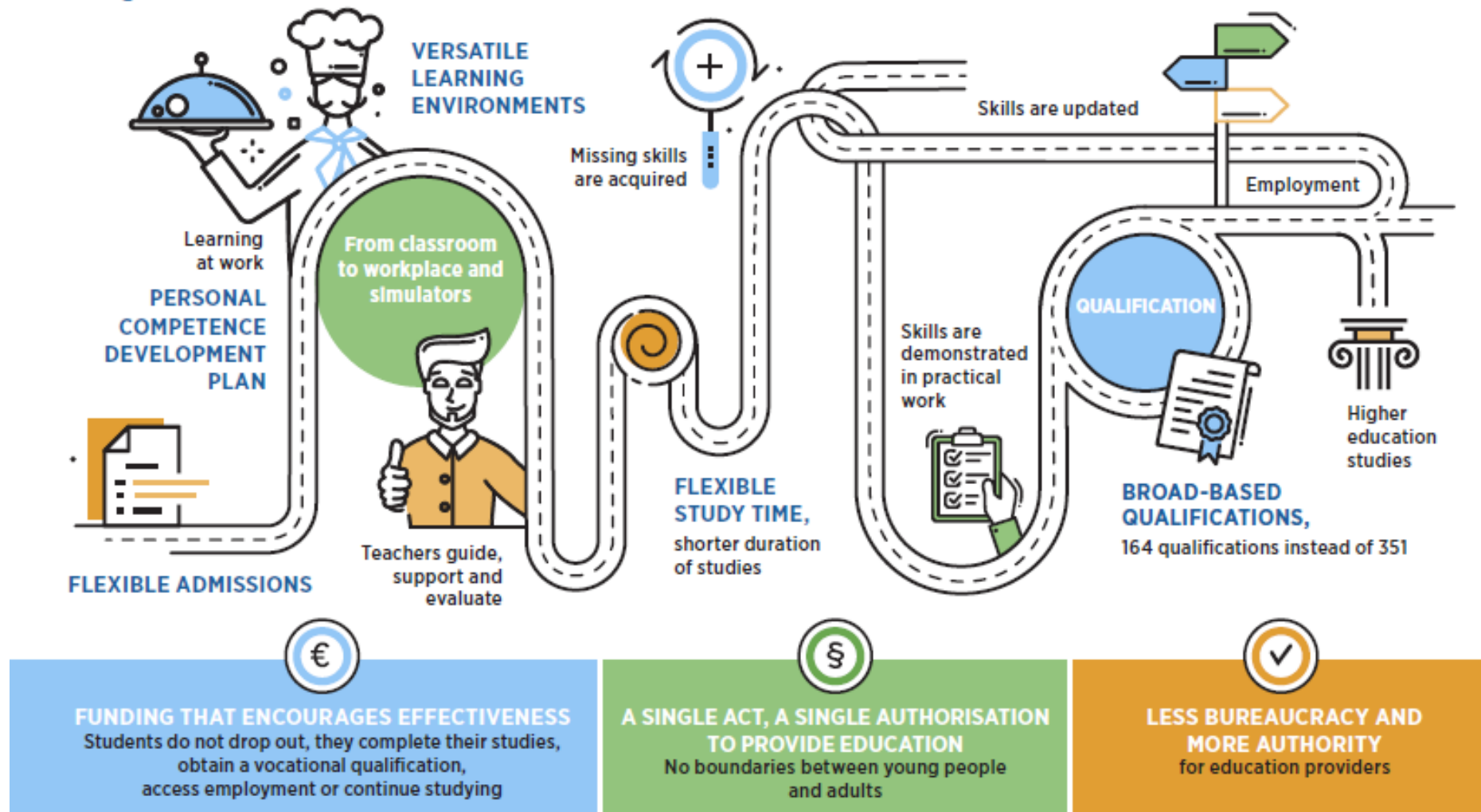
- There is Finnish Education Evaluation Centre (FINEEC) which is an independent government agency responsible for the national evaluation of education. FINEEV is since 1.1.2018 independent unit of EDUFI.
- In many cases one part of the national external evaluation has been self-assessment of VET providers.
- The aim is that evaluation information is utilized in the development of education at national and education provider levels.

**What are core aims of your national QA System and references to a culture of quality?
Which effects do you seek to intend with your national QM-system? How do you try to support schools? Are there effects do you try to avoid?**

VET REFORM

NEW VOCATIONAL EDUCATION AND TRAINING as of 1 January 2018

Working life is undergoing changes. New occupations keep on emerging and old ones disappear. Technology advances. Revenue models are renewed. Students' needs are becoming more and more individualistic. Skills need to be updated throughout careers.



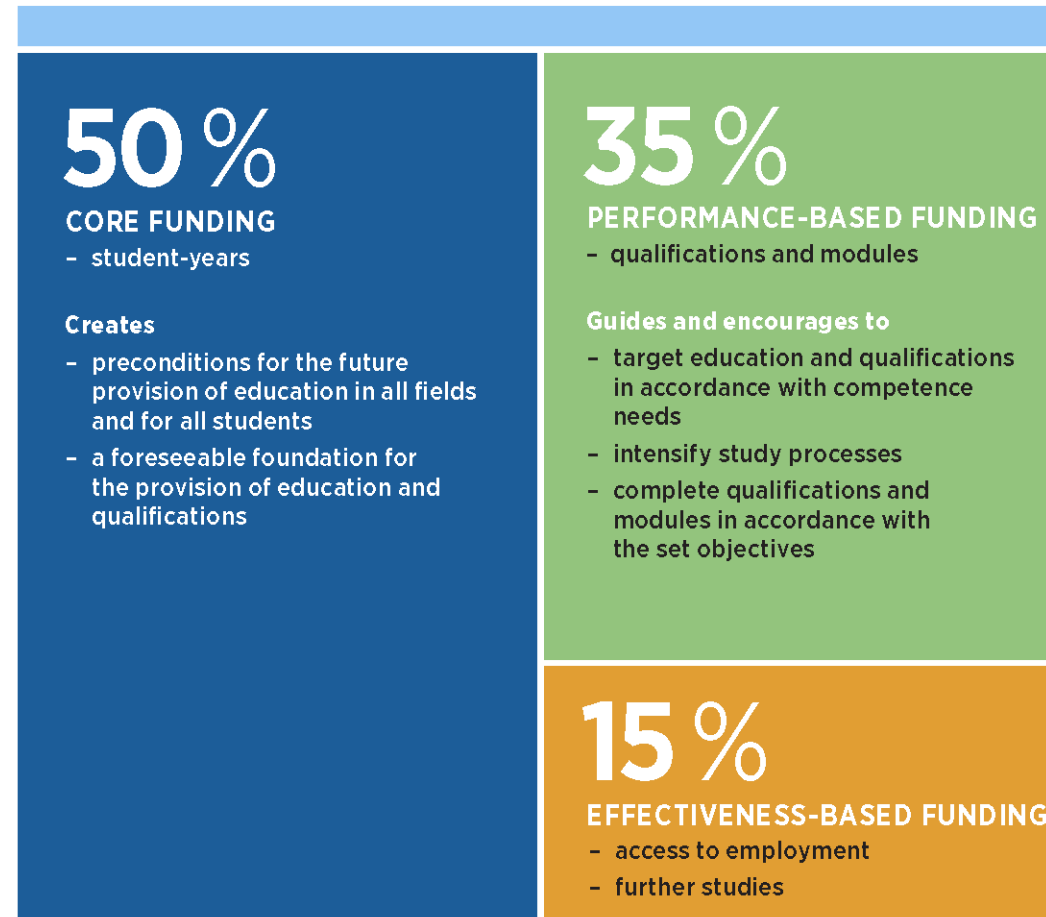
More authority and responsibilities for education providers

- Education providers will have more authority and responsibility in ensuring that the education meets the needs of both the working and business life and individuals.
- Operations will be re-organised so that students can receive the necessary skills quickly and effectively.
- Resources will be targeted at ensuring good performance, effectiveness and high quality, because funding will be based on these.
 - **A well-functioning quality management system as the basis for all operations.**
 - Education providers will also have responsibility for those in need of more support.

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)



- 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

VET REFORM and its impact on Quality Culture

- Flexible application and admission system
- A clearer range of qualifications, less qualifications
- Skills and competences can be acquired in many different ways during work and study career
- Vocational skills are primarily demonstrated in practical work situations at workplaces (=competence demonstrations)
- Individual study path for all and a personal competence development plan.
- More versatile learning environments
- More guided learning at workplaces etc.

Do you have existing or are you planning concepts and instruments to support your intended culture of quality? If, yes, how do they look like?

A decorative graphic consisting of thick, curved lines in green and blue, swirling around the text.

National external evaluation:
THE STATUS OF VOCATIONAL
EDUCATION AND TRAINING PROVIDERS'
QUALITY MANAGEMENT SYSTEMS, 2015

Anu Räisänen
Tarja Frisk
Risto Hietala
Marjut Huttunen
Aila Korpi
Leena Koski

The central strength in the quality management systems was e.g.:

Strategic management and management of operations

The strengths in strategic management and operations management were related to the command of the strategy process and the involvement of staff in that process as well as the integration of quality management in strategic management and operations management. The significance of the management's commitment to the long-term promotion of quality management was emphasised.

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)

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

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The central development need in the quality management systems is e.g.:

Quality Culture and Quality Management

The development needs in the area of quality culture and the quality management system were related to documentation of the quality management system, creation of an electronic version of that system and use of information systems, harmonization of procedures in the different operational units and operations, and involving the different parties such as staff, students, working life partners and stakeholder groups in the quality management and its continuous development. Other central development areas that also emerged were related to ensuring the competence on quality management and evaluation.

Results of the project



Yhteisrahoitettu
Euroopan unionin
Erasmus+ -ohjelmasta

**Q-KULT-TYÖVÄLINE
OPPILAITOKSEN
ORGANISAATIOKULTTUURIN
ANALYSOINTIIN**
Tukeeko organisaatiokulttuurinne
laadunhallintaa?

OPAS



Oppaat ja käsikirjat 2017:2a



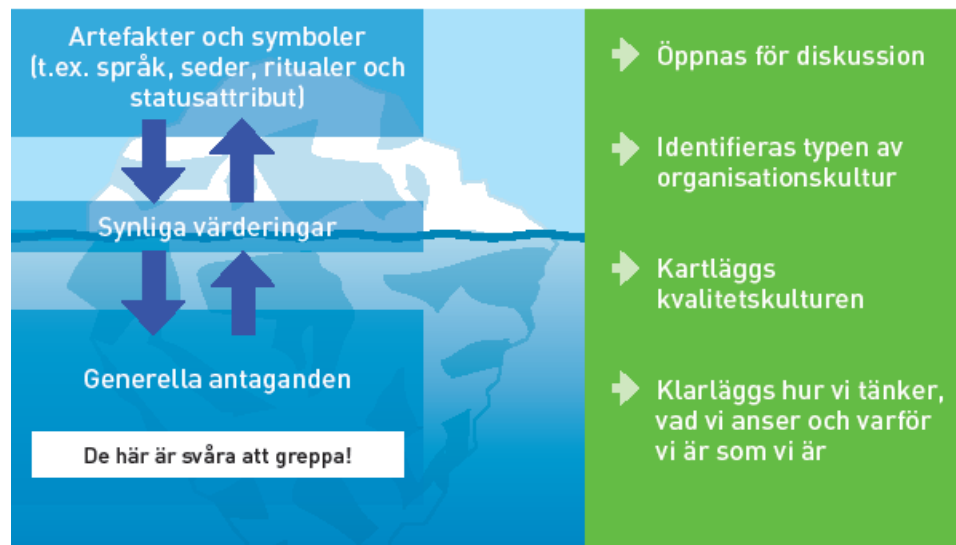
Guider och handböcker 2017:2b

Stöder din organisationskultur kvalitetsstyrning?

Med Q-KULT-verktyget synliggörs de grundläggande begreppen.

Organisationskultur

Med Q-KULT-verktyget



För att lyckas med kvalitetsstyrningen behöver vi båda:



Tukeeko organisaatiokulttuurinne laadunhallintaa?

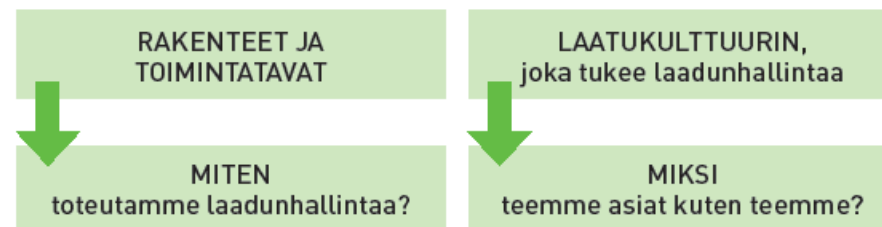
Q-Kult -työvälineen avulla perimmäiset käsitykset tehdään näkyviksi.

Organisaatiokulttuuri

Q-KULT -työvälineellä



Onnistuakseen laadunhallinta tarvitsee molempia:



Videos

<https://www.youtube.com/watch?v=AeGtGJbmRNk>

<https://www.youtube.com/watch?v=C-93ndXlIM>

<https://www.youtube.com/watch?v=UmnJ2YpoVAA>

<https://www.youtube.com/watch?v=KBplGtAOPbo>

Videos are made together with the students in Turku Vocational Institute.

Other systems and tools e.g.

- Quality Management Strategy for VET 2011-2020 will be updated in autumn 2018 -. (including quality culture)
- Student satisfaction (2020-) – national system since 1.7.2018-
- Company satisfaction (2022-) – national system
- National external evaluation of QA systems (planned 2019), will be postponed because of the reform and will most likely be 2021.
 - VET providers can use the criteria in their own self-evaluation. (updated in previous EQAVET project).
- New Criteria for national Peer Reviews developed together with VET providers, video and other material.
- Support networking of VET providers e.g. use of Q-KULT.
- Identification of skills and competences needed in QA.



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Kiitos! Thank you!

Leena Koski

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