

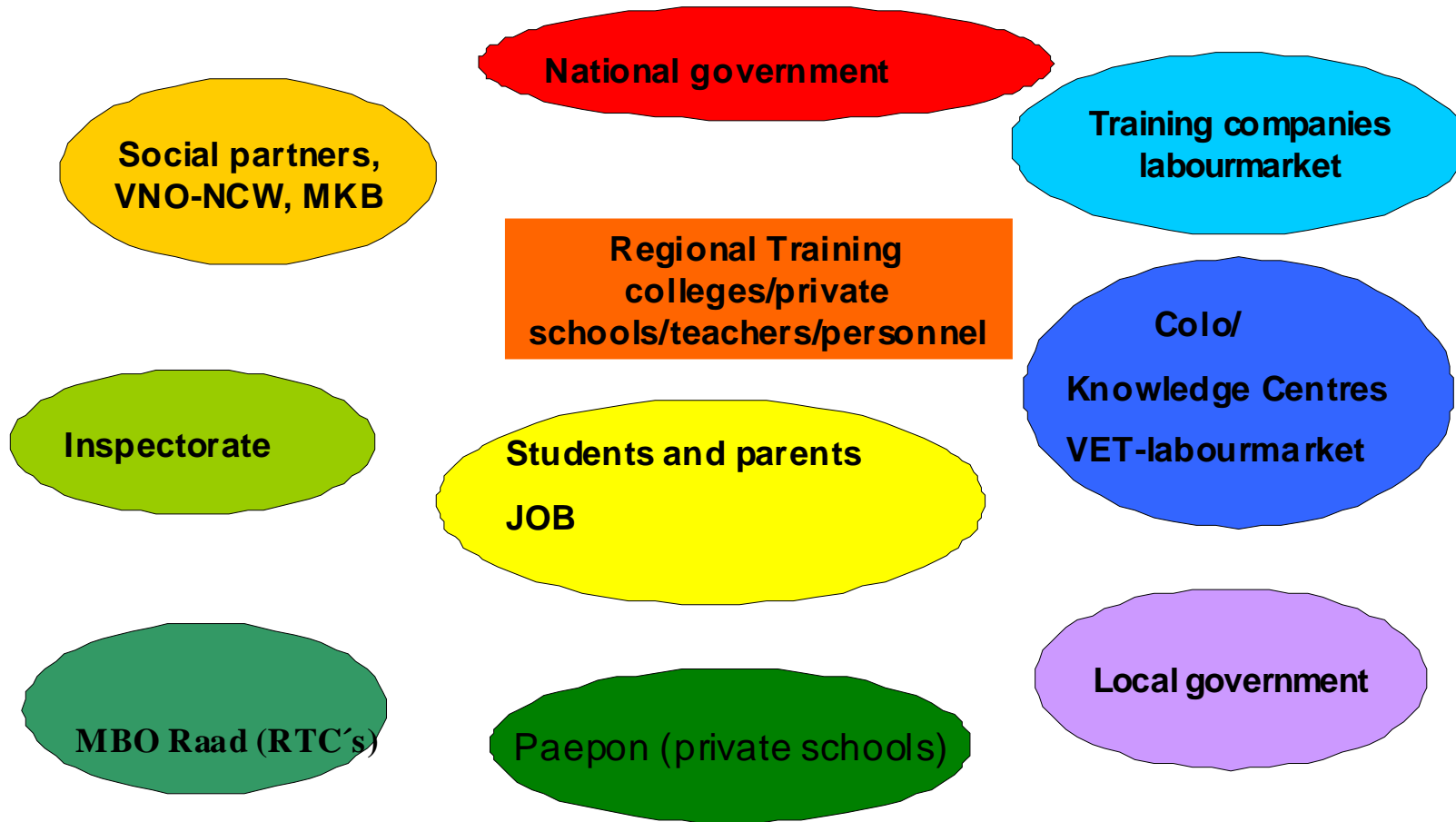
Quality Assurance and Quality Development and experience on the use of Peer Reviews in the Netherlands

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Content

- VET in the Netherlands
- Challenges and ambitions for the future
- VET Characteristics
- Quality Assurance in the Netherlands
- The Dutch Peer Review approach and experiences

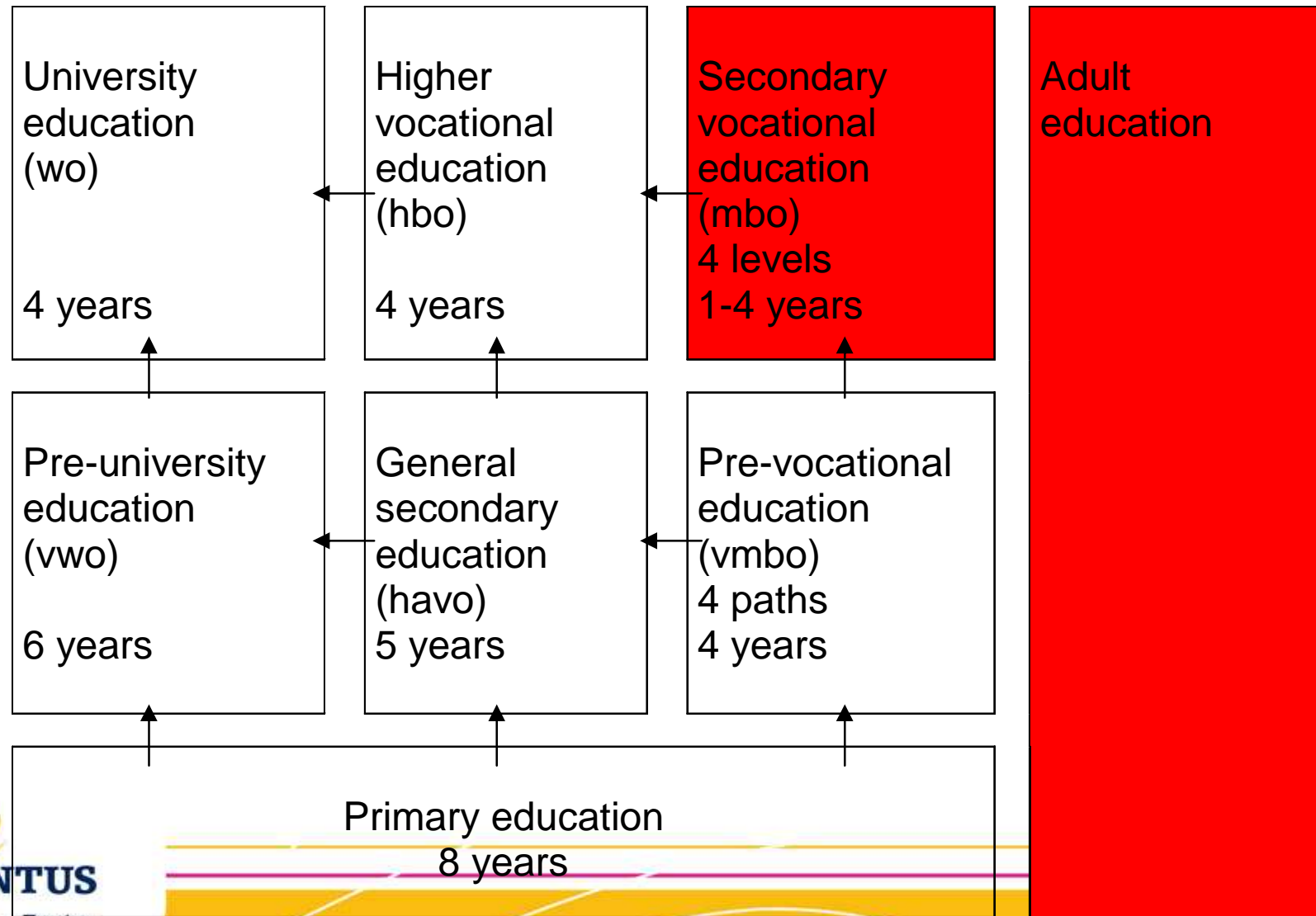
Relevant actors in VET



Challenges and ambitions for the future

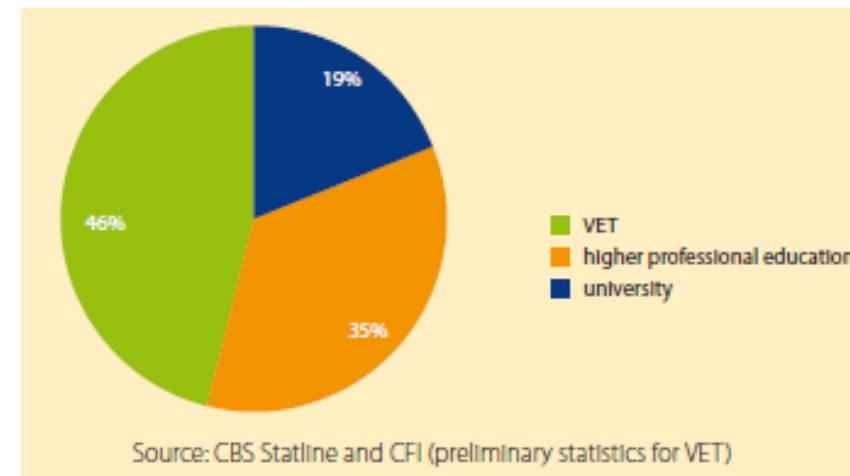
- Improvement of transfer general and prevocational education, VET and higher education
- More flexibility and tailor-made education
- Less drop-outs, better guidance and support, stronger social cohesion
- Improvement of matching education-labourmarket
- Improvement quality of examination, education time and quality assurance
- Implementation of competence based learning

vocational and adult education



Vocational and adult education Facts & figures

- 485.000 students in VET
- About 70 funded schools
- Hundreds of private schools



Vocational and adult education

Vocational education

Two learning paths:

- School based system (20%-60% in practice)
- Apprenticeship system (> 60% in practice)

Four levels: (1-4 years)

- 1. Assistant level
- 2. Basic vocational training
- 3. Professional training
- 4. Middle-management / specialist training

VET Characteristics

- VET-institutions have (budget) autonomy
 - Curriculum design, teacher assignment and examinations.
- **Quality assurance is a responsibility of institutions**
 - To determine, assess, assure and, where necessary, improve the quality of their own vocational training courses.

Legal requirements for VET

- Educational institutions must meet the following legal requirements:
 - **organise and employ a quality-assurance system to guarantee the quality of training and examinations;**
 - to establish relevant policy and goals in dialogue with stakeholders and in cooperation with other institutions;
 - to assess periodically the quality of education with **involvement of independent experts** and relevant stakeholders

Quality Assurance System (QAS)

- The institutions are free to choose their own model of quality assurance
 - EFQM
 - BSC
 - ISO

About performance indicators

- Health Care e.g.
 - HSMR
- VET e.g.
 - The success rates
 - Student satisfaction
 - + The legal requirements
 - There is always a story behind indicators!

Experiences on the use of Peer Review in Dutch VET

What is a Peer Review?

- **External evaluation**
 - External group of experts, Peers
 - Invited by the institution
for a formative evaluation
- **Advantages and benefits:**
 - Quality assurance
 - Quality development
 - Enhancing accountability/governance
 - ...

Peer Reviews in the Netherlands

- **2 European Peer Reviews
(with a Transnational Peer)**
- **6 National Peer Reviews**

Peer Review & Auditing

Peer Review

- Is for voluntary use by VET institutions.
- Has a formative, development-oriented focus on **answering questions** (Teaching & Learning) (NL)

Auditing

- It is a systematic, disciplined approach to evaluate and improve the effectiveness of (tight) **controls** and governance processes.

Which additional certainty can a Review provide?

- Additional:
 - Is there a management problem?
 - Is the diagnosis correct?
 - Is it possible to implement the designed solution?
 - Is the designed solution efficient?
 - Is the designed solution effective?
 - Will there be adequate control during implementation?

Types of Peer Reviews

- **Problem-finding Review**
 - What is the problem?
 - Why is this a problem?
- **Diagnostic Review**
 - A judgement about the correctness of the diagnosis of a problem
- **Design/blueprint Review**
 - Will the design work? (problem-finding and diagnosis is already done)

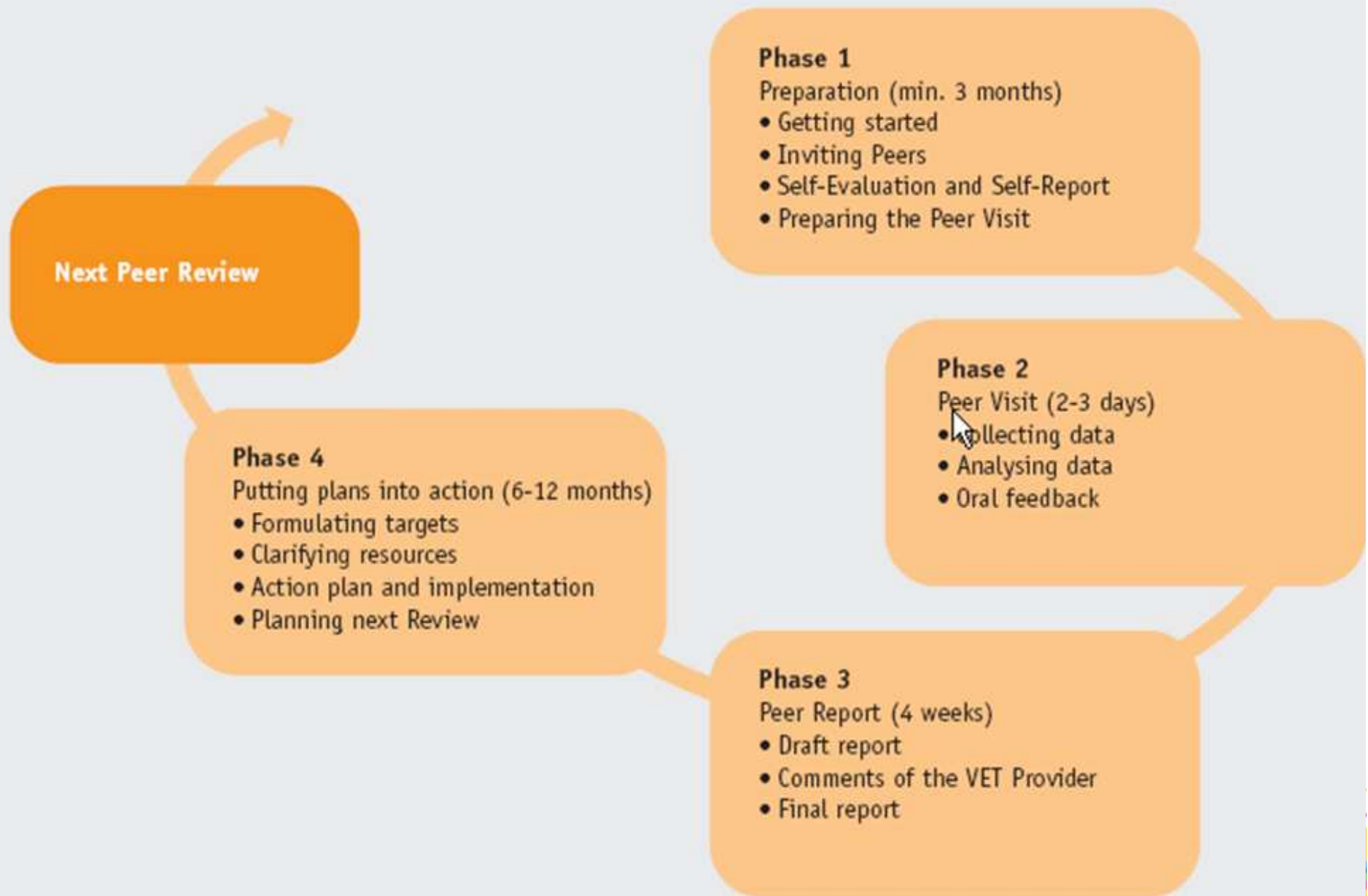
Motivation

- **McGregor's Theory X:**
 - From the view of 'the autocratic manager'
 - Assumptions:
 - Staff members are lazy and try to avoid working as much as possible
 - Staff members don't have much ambition, hate responsibility and prefer to be managed.
 - Staff members are more inclined to think of their own needs than of the needs of the organization.
 - Staff members are resistant to change

Motivation for Peer Review

- **McGregor's Theory Y:**
 - From the view of 'the permissive manager'
 - **Assumptions:**
 - For staff members working is as usual as playing and resting
 - Staff members can work towards accepted organizational targets on intrinsic motivation

Graph 4: Four Phases of a European Peer Review



Desired conditions

- **Commitment**
- **Object for evaluation**
- **Adequate documentation (self report of source grid)**
- **Relation with the Quality approach**
- **Clear tasks and responsibilities**

Choosing quality areas

- Which quality areas show a good performance?
- Which quality areas (might) show problems?
- In which quality areas are developments?
- Which quality areas are most important to our stakeholders?
 - + What is possible in 2 days?

Operationalisation

- How?
 - Decide what is the right indicator for the criterion
 - Decide how to observe/measure this
 - Decide which 'scores' are useful and which are not

Operationalisation

For example
**Management
shows commitment**

Step 1
Indicator

Times on agenda

minuten time

mentioned
importance in interviews

remarks in minutes

Step 2
Registration /
observation

Look at agenda's

Observe

interview:
- How do you ...?
- How important is it for you ...?

Look in minutes

The methodology

- All choices must have underlying arguments
- Triangulation, one source is no source
 - The Review must be reproducible

A useful Review for the organisation is ...

- ...relevant
- ...solid
- ...efficiently obtained

The Quality Gap

- **Ist-position** (as it is position)
- **Soll-position** (to be situation)
- Description of a (possible) **difference**
- **Cause** for this difference
- **Impact** of this difference

Disclosure van sources

Persons

Interview

Reality

Observation

Documents

Content analysis

About giving advice to the institution

No

- Procedure x is not followed
 - ADVICE: follow procedure X!

Yes

- Not following procedure X is caused by :
 - Obscurity/lack of clarity in the procedure
 - lack of clarity in the division of tasks
 - Insufficient preparation
 -
- Advice can only be given after investigating the problem and not just on professional judgement alone!

The Peer Team (in the Netherlands)

- The **Peer Coördinator** (chair)
- The **Evaluation expert /Peer**(secretary)
 - They are involved in all reviews in the institute
- **Two Peers**
 - Asked for their expertise by the institution for their expertise in the chosen quality areas
 - » Or
 - A **transnational peer**
 - An **expert in gender mainstreaming**
 - All Peers must be able to work according to the Peer Review Procedure (and work in tandems)

Selection of the Peers

- No: colleagues from own institution
- Yes: representatives of previous or following education, companies, institutions etc.
 - Obligation: Training & procedure (forms)
 - Thus
 - » Objectivity
 - » No discussion with the turkey about the Christmas meat
- A relation with governance

What we learned

A Peer Review

- Why ...
- What ...
- Who ...
- When ...

Looking back

- **Vet in the Netherlands**
- **Challenges and ambitions for the future**
- **VET Characteristics**
- **Quality Assurance in the Netherlands**
- **The Dutch Peer Review approach and experiences**

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