

DDLETB:

Seeking a role for self-evaluation in the
journey we are on

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Our challenges

Dublin and Dún Laoghaire ETB

- Created 2013 with the amalgamation of 3 organisations:
 - Co. Dublin Vocational Education Committee
 - Dún Laoghaire Vocational Education Committee
 - + 3 Training Centres from the former national training and employment agency

What do we do in FET?

- Youthreach Centres (11)
- Further Education and Training
 - Adult Education Services (9)
 - Post Leaving Certificate Colleges (5)
 - Dual Provision Schools (9)
- Training Centres (3)

Our current challenges since the amalgamations
(similar to everyone else in the room...)

- Four different Quality Assurance agreements with QQI
- Different strengths in the different Quality Assurance processes
- Different cultures?
- Now it is time to challenge some of those pre-conceptions

As we work to develop new QA systems and re-engage with QQI...

- We know we need to conduct a self-evaluation process
- How can we use it in the journey we are on?
- But first we need to consider:
 - What have we been doing with respect to self-evaluation?
 - Is it sufficient?

Self-Evaluation models for Programmes

- Youthreach Quality Framework
- Service/centre self-evaluation
- Programme self-evaluation/monitoring

The Equavet Quality Cycle



Plan

Teach

Self-Evaluation, leading to a programme improvement plan /monitoring

Assessment
IV
EA
RAP

Community Education, the Quality Assurance Cycle, Reflection & Self Evaluation

- Need for a course identified in consultation with the community
- Course delivered
- Where the course is accredited:
 - IV
 - EA
 - RAP
- For all courses: Self evaluation during and after the course
 - Feedback from learners
 - Feedback from tutors
 - Feedback from community groups/organisers
- Feedback used to:
 - Improve future iterations of similar courses
 - Identify future education needs for the group

Quality and Self-Evaluation are not the sole prerogative of accredited courses:
ALL OUR LEARNERS DESERVE IT

Service/centre self-evaluation

- In-Centre Self-Evaluation Coordinator/s appointed, External Evaluator appointed
- Survey of past learners for feedback
- Survey of programme staff
- Qualitative interview with Department Head
- Survey of current learners
- Data used to complete a self-evaluation checklist
- Programme Evaluation Report drawn up, reviewed by External Evaluator
- Programme Improvement Plan drawn up in conjunction with management

This is where we are... but where do we want to go, and how do we get there?



Different Languages, Different Cultures



So, how can we develop a common culture and find a common path?



Equavet Statement on Quality Assurance and Self-Assessment

- “Before there can be engagement with quality assurance, there needs to be a shared understanding of quality at the system and provider level and agreement on what it means in different contexts and systems. This understanding is best developed within the context of VET provision rather than being externally defined by, for example, the inspection methodology. As it can be hard to measure some of the most important characteristics of high quality VET, it is important to develop this shared understanding of what really matters. This can also help to ensure quality assurance is undertaken at every level within the VET provider.”

http://www.eqavet.eu/Libraries/PLA_Budapest_2013/EQAVET_PLA_in_self-assessment-final.sflb.ashx



How can we use self-evaluation to help forge a common culture of quality?



I would like to see...

- A self-evaluation system where a consideration of quality (as opposed to simply quality assurance) is central:
- Consisting of a series of iterative reflective dialogues and feedback loops
 - Learners/teachers/other stakeholders have an awareness of their role in contributing to a culture of quality, and feed into the self-evaluation process
 - Centre-level evaluation of self-evaluation data and development of a culture of quality
 - Service level reflection on results of self-evaluation and promotion of a culture of quality within the service
 - ETB-wide analysis of results of self-evaluation, identification of development needs, and championing of an ETB-wide culture of quality

Sean Feerick, EQAVET Enhancement Seminar April 2016



Self-assessment for VET providers and EQAVET

Self-assessment as part of QA is about

1. **learning organisations and learning individuals**
2. **and needs self-reflection at all levels (not just school level)**
3. **being an integral part of everyday life of schools**
4. **There should be continuous discussion about QA and what it comprises**
5. **Developing a shared understanding of quality**
6. **The involvement of all stakeholders**
7. **Implementation of self assessment at all levels**
8. **The „right” balance between development and control**
9. **EQAVET can be used at a framework that encourages self-assessment and autonomy of VET providers**

What next?

- Where we are going?
 - Re-engagement with QQI with one common Quality Assurance
- How will we get there?
 - Self-evaluation using national and international best practice, such as EQUAVET Toolkit
 - Identifying and sharing the strengths of the different centres and services
 - Recognising the values we share, and working towards a common vision, culture and commitment to Quality: ***at centre, service, ETB and ETBI-wide level***

To mis-quote Bertie Ahern...



... and no, I am not going to upset the apple tart!