

# Demonstrating the added value of VET and Special Needs VET in Finland



EPR Annual Conference  
10-11 June 2013, Dublin, Ireland

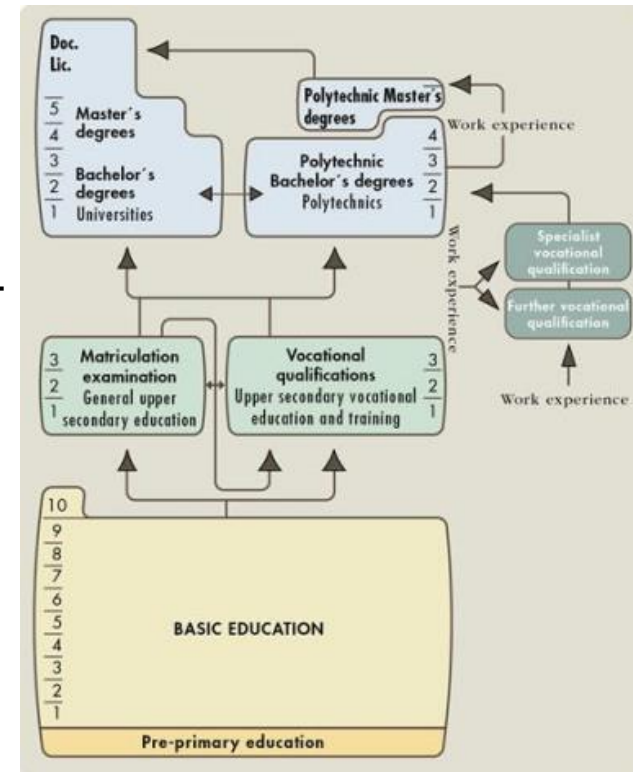


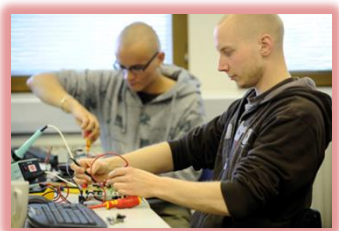
Workshop:  
Outcome measurement within the EPR membership



## Content of the workshop

- Outcome measurement in IVET and CVET
  - Performance Indicators
  - Performance-based funding
- Outcome measurement in Special Needs VET
  - QOLIS -
  - Placement after studies
  - Some other key indicators
  - Portal for showing the results
  - How the results are used
- Discussion





# Performance Indicator for IVET (excluding Special Needs IVET)

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## Consists of three indicators

### Outcome Indicator

- completion of IVET
- employment and further studies
- drop-outs

Measures the performance of education providers based on the outcomes of their students

### Teacher competence indicator

Describes teaching staff's formal qualification level

### Staff development indicator

Describes VET provider's investment of financial resources in developing and maintaining their staff's professional competence.

[http://www.oph.fi/english/publications/2011/performance\\_indicator\\_for\\_initial\\_vocational\\_education\\_and\\_training\\_in\\_finland\\_2011](http://www.oph.fi/english/publications/2011/performance_indicator_for_initial_vocational_education_and_training_in_finland_2011)

# Performance Indicator and performance-based funding for IVET

- Performance Indicator is calculated and used annually for the allocation of performance-based funding (3% of the funding)
  - compares the performance of VET providers
  - conducted by the Ministry of Education and Culture in cooperation with VET providers, researchers and data producers
  - supports improvement of educational outcomes
  - encourages VET providers engagement in long-term and goal-oriented development work
  - facilitates achievement of the goals set for IVET
  - offers information for development and steering for VET providers and educational administration



# Outcome measurement in CVET –some examples

- CVET is upper secondary and additional vocational education and training
- CVET can be certificate-oriented or non-formal



- A national student feedback system called AIPAL concerning competence-based qualifications, which covers
  - Covers: application procedure, completion of the qualification and acquiring the required vocational skills
  - results are reported e.g. to CVET providers, qualification committees, National Board Of Education and the Ministry of Education and Culture
- CVET performance-based funding (3% of the funding) is based on the number of completed further vocational qualifications and specialist vocational qualifications in relation to student working years

## Demonstrating the added value of Special Needs VET

- Need for Special Needs VET
- Learning Outcomes
- Completion of studies
  - Drop outs
- Meeting individual needs and goals
  - Meeting the Special Needs VET goals
- **Quality of Life**
- **Placement at the end and after the studies**
- Paths to employment
- Job retention



# Measuring the change of the Quality of Life with QOLIS-Questionnaire and –Indicator



- QOLIS (Quality of Life Impact of Services) is developed in Portugal by CRPG and developed further by EPR Outcome Measurement benchlearning group
- The use of QOLIS in Finland has been designed by the Special Needs VET providers common Quality-team
- Luovi and five of the other six Special Needs VET providers use QOLIS
  - Piloting was 2010 -2011 and implementation started 2012
  - Some mainstream VET providers and workshops, who provide services for students and clients with special needs pilot QOLIS

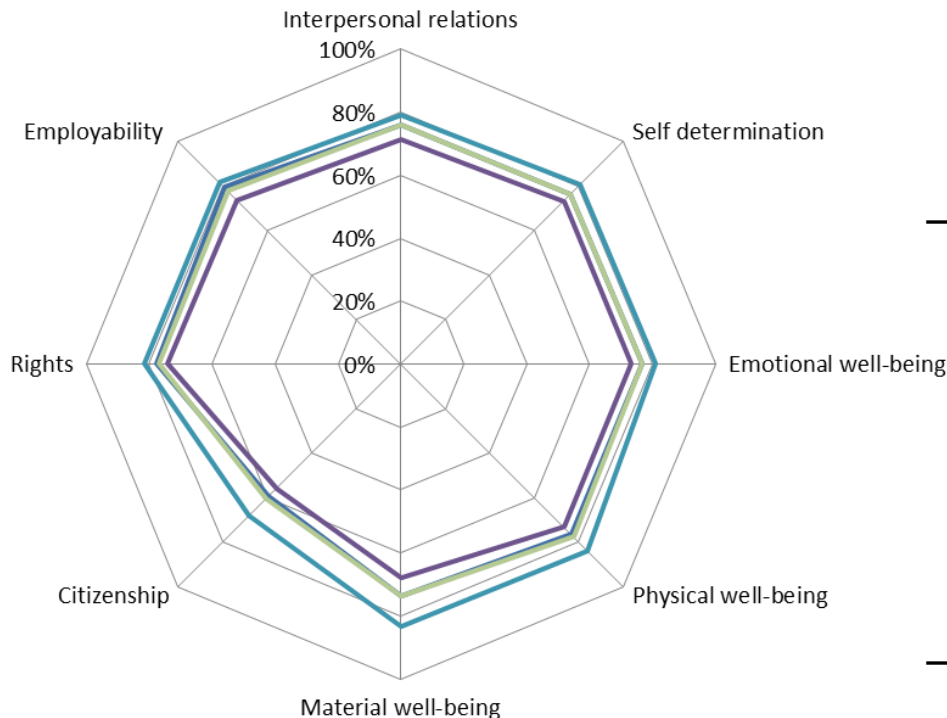






# Example of QOLIS results from May 2012

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- Results are from the questionnaire for IVET students at the end of the studies in 6 Special Needs and 1 mainstream VET college ( e.g. in Luovi 470 students)
- QOLIS-questionnaire contains 55 questions associating to defined QOLIS dimensions (sub-indicators)
  - The scale is 1=totally disagree to 6= totally agree: e.g. Luovi's best result was in Employability (4.8) and lowest in citizenship (3.6)
- Results are analysed against the VET-programs (logical modelling)
- *QOLIS Easy-read version questionnaire is in pilot-phase*

10th of June 2013/Marjut Huttunen

Demonstrating the added value of VET and Special Needs VET in Finland

[WWW.LUOVI.FI](http://WWW.LUOVI.FI)



# Placement after the studies

## - including information about the paths to employment

### Employment, paid work

- \*corresponding to vocational qualification
- \*\*without or with salary support
- \*other paid work
- \*without or with salary support

### Further studies

- \*VET college
- \*high school
- \*polytechnics or university
- \*other option



### Other Employment, e.g.

- \*work-experience preparation
- \*work try-out
- \*work-activity
- \*rehabilitative work activity

### Other placement

- \*military or non-military service
- \*maternity, paternity or parental leave
- \*pension, not employed
- \*other plan

### Unemployment

### Placement unknown

Data collection method is phone interview combined with Webropol questionnaire

Interviewers are staff who know the students, like teachers, class instructors and job coaches  
(max 10-12 students(interviewer))

We also ask

- How did you find your job or study place
- Did you get help from the staff of your college
- Are you employed on your on-the-job learning place

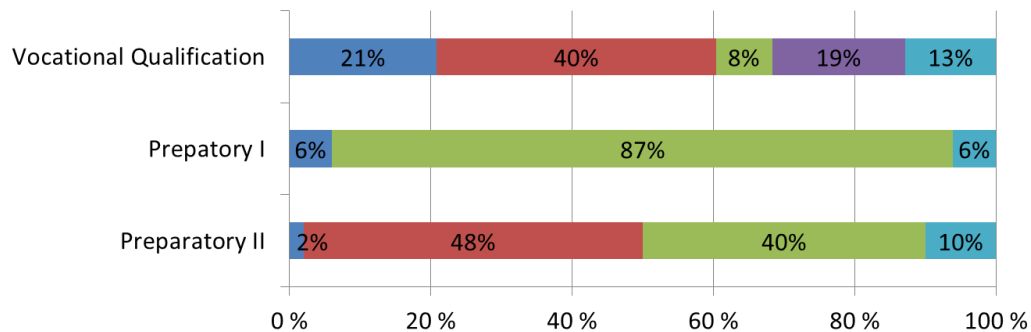
*Placement at the end of studies is registered to Individual Study Plans*



# Examples of placement results from 2012

## Result in one vocational college

■ Employment, paid job   ■ Other employment   ■ Further studies  
■ Unemployment   ■ Other placement



Preparatory I aims to vocational qualifications studies  
Preparatory II aims to work and independent living

- Data was gathered by phone interview for IVET students after their studies in 6 Special Needs and 1 mainstream VET college
- Luovi reached **420** (57%) students, who had finalised their studies during term 2011-2012
- Altogether we have data of 1250 Special Needs VET students' placement after studies
- *The aim is to continue the data collection annually*



# Examples of placement results from 2012

## Placement after Completing Studies: Vocational Qualification

	Employment, Paid Job	Other Employment	Further Studies	Unemployment	Other Placement
College A	31 %	22 %	4 %	23 %	20 %
College B	46 %	18 %	6 %	24 %	7 %
College C	26 %	42 %	7 %	13 %	13 %
College D	21 %	38 %	8 %	19 %	15 %
College E	24 %	49 %	2 %	9 %	16 %
<b>Special Needs VET Mean</b>	<b>30 %</b>	<b>34 %</b>	<b>5 %</b>	<b>17 %</b>	<b>14 %</b>



## Examples of other key indicators

Indicator	
<p><b>Need for Special Needs VET</b></p> <ul style="list-style-type: none"><li>*Reasons for Special Needs VET classification</li><li>*The amount of guidance and support classification</li></ul>	<p>The aim is that all Special Needs IVET students have a verified need for Special Needs VET and they need more guidance and support than mainstream students</p>
<p><b>Learning outcomes</b></p> <ul style="list-style-type: none"><li>*Vocational skills demonstrations results</li><li>* Guidance and support for Special Needs VET students during vocational skills demonstrations</li></ul>	<p>VET providers report their results to National Board of Education, which analyses the data. Feedback and benchmarking data is available nationally and to VET providers</p>
<p><b>Meeting individual needs and goals</b></p> <ul style="list-style-type: none"><li>* During VET and VET transitions</li></ul>	<p>Evaluated against the Individual Study Plan e.g. follow-up, self-evaluation and internal audit together with the students and their carers</p>



## Portal showing the results



- The data of QOLIS and Placement are transferred to AEO Indicator-portal attached to AMKE Indicator-Portal
  - AMKE is the The Finnish Association for the Development of Vocational Education and Training and Most Finnish VET providers are members AMKE's members
- AEO Indicator-portal is designed together with Special Needs VET Quality-team, AMKE Indicator-Portal team and Vejex Oy
- AEO Indicator portal gives access both to organisational and benchmarking results
- In addition many VET providers (also Luovi) build Data Warehousing and Business Intelligence systems to their own data management

Have  
a look



## How results are used

- benchmarking and –learning internally and in partnerships to identify best practices and why they are best practices
- development of Special Needs VET on VET provider, regional and national level and also on European level
- showing the added value of Special Needs VET for different stakeholders (e.g. Ministry of Education and Culture and The Finnish National Board of Education) and also impacting them in issues like
  - Student places and finance of Special Needs VET
  - Delivery and development of VET programs and student services in Special Needs VET and its transitions
  - Support for partners of Special Needs VET and employers, who employ people with Special Needs



## How results are used



- to verify quality management, continuous improvement and Special Needs VET excellence in external audits and quality award competitions (e.g. the Finnish Quality Award Competition for VET)
- a research combining QOLIS and placement results with relevant background information of the students e.g. what is the impact of reason for Special Needs VET to employment



# Partnerships in developing the Outcome measurement of Special Needs VET



- Special Needs VET providers' network and its Quality-team



- Supporting Individual Learning Pathways in partnerships, yty-project funded by the Ministry of Education and Culture



- European Platform for Rehabilitation, EPR and its Outcome Measurement bench learning group



- The Finnish Association for the Development of Vocational Education and Training





**Thanks!**

**Contact information**



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