

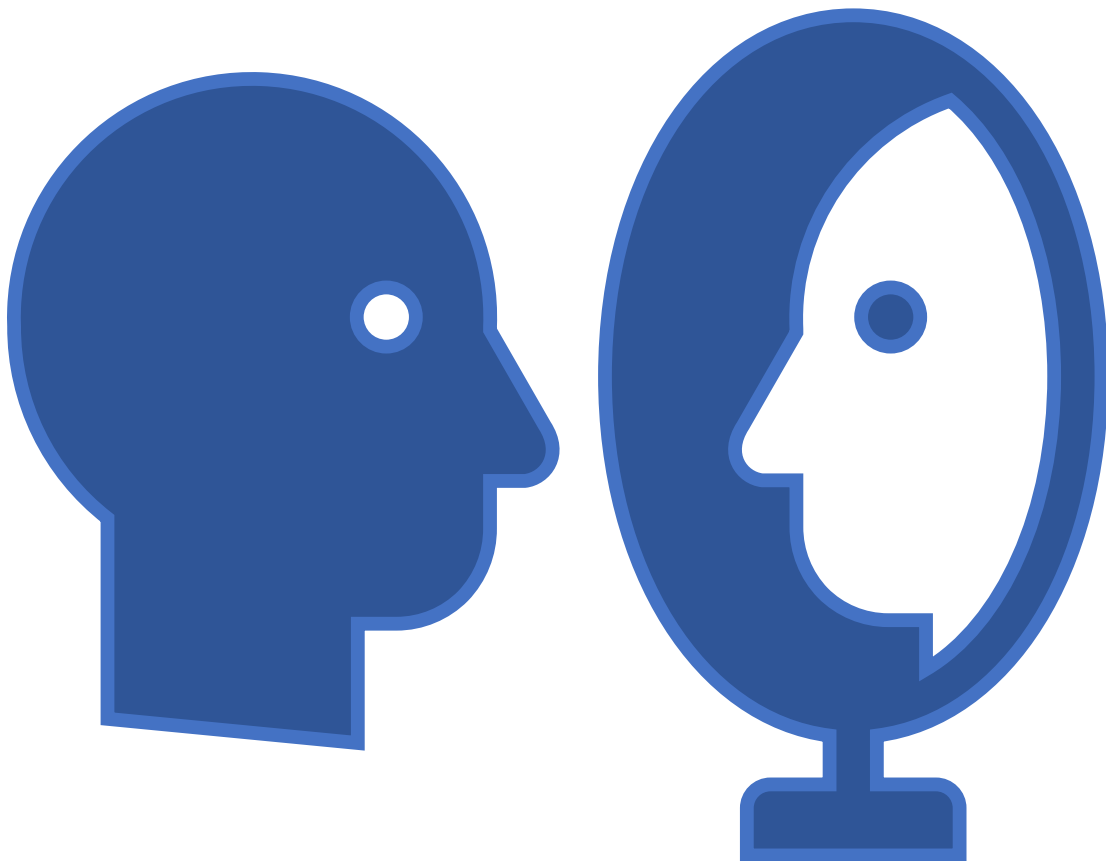


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# Self-Assessment Instrument

for implementing a more personalized Approach of Learning for students with  
Special Educational Needs in VET



Project Result 3 of the Erasmus+ Palssen

Personalised Approach to Learning for Students with Special Needs

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## Introduction

This document is one of 4 Project Results of the Erasmus+ project Palssen:  
Personalised Approach to Learning for Students with Special Needs

With this Self-Assessment Instrument, VET providers are able to identify their current performance on important criteria for implementing a more personalized Approach of Learning for students with Special Educational Needs (SEN)

**It consists of a questionnaire and a processing tool.**

The Self-Assessment Instrument is using the 7S-model of McKinsey with its seven dimensions: Structure, Strategy, Skills, Staff, Style, Systems, and Shared values. The model provides a structure to review current organisation performance when they implement a more Personalized Approach of Learning. This new approach is asking for a new way of working within VET-providers to facilitate education and training for students with Special Educational Needs. In this Self-Assessment Instrument, the 7S model is used to 'check' to what extent key criteria for implementing a more Personalised Approach of Learning are met.

The Self-Assessment Instrument provides the following information:

- Why the criteria are important for implementing a more personalized Approach of Learning in VET.
- Feedback to those who contributed the Self-Assessment process:
  - To the VET provider to what extent the criteria are met.
  - To the VET provider to what extent participants in the self-assessment process have a common view on the current performance on the criterion.
- Recommendations to improve the performance on the criterion et instrument

**The processing tool is a separate attachment in in Excel.**

### **Equity, not Equality**

We believe that the key to Inclusive Vocational Education and Training is the acceptance and the support to ensure that education and training facilities are accessible for all students. The European Agency of Special Needs and Inclusive Education states that 'the ultimate vision for inclusive education systems is to ensure that all learners of any age are provided with meaningful, high-quality educational opportunities in their local community, alongside their friends and peers.' Such vision requires a change in teaching and in supporting the learning process of students with SEN. It also requires moving away from the approach a 'one -size-fits-all' education and training, towards a more person-centred and tailored-made approach. To implement a more Personalised Approach of Learning for students with Special Educational Needs, teachers should gain competences to enable them in identifying and in meeting the needs of these students. The ultimate goal of the PALSEN-project is that students with SEN can receive meaningful, high-quality Vocational Education and Training together with their peers in



mainstream Vet-providers. Therefore, students with SEN will work with an individual learning plan which reflects their individual needs, talents, and opportunities. This new way of working aims to achieve formal professional qualification in the mainstream Vocational Education and Training system. The key to equal opportunities is equity, not equal treatment. Only by delivering tailor-made programs based on needs assessment this can be accomplished.

## **Impact**

The Erasmus+ program pays a lot of attention to impact. By this they mean the change that is achieved (partly) thanks to a project – for an individual, for an organization and for society. The fundamental change the project wants to contribute to is one of the indicators to rate the project.

The aimed impact for partner organisations is that they:

- Are considered as good practice of implementing National policy of Inclusive Vocational Education and Training
- Are considered as good practice of implementing European policy of Inclusive Vocational Education and Training
- Have an increased awareness of concrete opportunities of facilitation Inclusive VET
- Have increased concrete actions of breaking down barriers
- Have an increased concrete action of facilitating Inclusive VET

The aimed impact for students with SEN (Target Group) is that they

- Enjoy Vocational Education and Training program in mainstream education with their peers.
- Have a Learner Centred Learning Plan which reflects their individual needs and opportunities.
- Have increased the opportunity to achieve professional qualification in mainstream Vocational Education and Training.

## **Aims**

The Palsen project aims to increase the effectiveness of the outcomes of VET to students with SEN. The project also aims to increase the competences of teachers and VET-organisation providing LCA for each student in their own organisation so they can increase the achievements of their educational and training efforts.

More specific the objectives of the project are:

- To understand the concept of Learner-Centred-Approach, the core-aspects of Learner-Centred Approach and characteristics and elements of an Individual Learning Plan
- To identify and describe innovative teaching methods, techniques and materials which contributes to a Learner-Centred Approach
- To identify and define criteria for developing individualised and flexible curricula



- To gain and to improve competence of teachers in developing an Individual-Learning-Plan for each student based on the concept of Learner-Centred Approach.
- To test and to implement (put-into-practice) the Learner-Centred-Approach and Individual Planning in the daily practice of the teachers of the project

## Project Results

In the project we have produced 4 Project Results:

### **Project Result 1: Learner-Centred-Approach and Persons Centred Planning**

A description of the concept, methods, and techniques

This result describes various concepts 'Learner-Centred-Approach' (LCA) and 'Individual Learning Planning' (ILP): background, application, challenges in the implementation, specific methods, techniques, and examples of ILP. It provides methods, techniques, practices, and examples of LCA in VET and gives more confidence to teachers to create VET that take diversity of learners into account.

### **Project Result 2: Facilitators, barriers, and recommendations**

A description of facilitators and barriers and recommendation to the implementation of LCA and ILP in mainstream VET

This result gives a comprehensive overview of facilitators, barriers, and recommendations of implementing LCA and including key differences of national VET systems in the partner countries. Barriers are categorised in two categories: within the scope and outside the scope of influence.

### **Project Result 3: Self-assessment Instrument for Learner Centred Approach**

This result is a tool that supports VET providers to assess their current performance of applying a LCA and ILP. Through this self-assessment process VET providers will have the opportunity to identify priorities for improving their performance. It provides feedback on current performance and support the process of setting priorities. The self-assessment instrument can be applied at individual, department and at organisational level; the outcome of the self-assessment process is visualised and direct available; the instrument is easy to use in any 'Excel environment' and can also be used to monitor achievements of improvement actions.

### **Project Result 4: Manual Learner Centred Planning**

This result is a manual for implementing the concept of ILP. The manual comes with a flexible digital tool (Excel file). The manual can be applied at individual, at department and at organisational level, adapted to individual needs of the students, the teacher, the coach, and the organisation and easily used in the communication about the learners between teachers, coaches, and management. Other VET providers can use the manual. It can easily be adapted to specific context and/or needs of the learning with SEN and the VET provider.



## **Participating organisations**

### **The Netherlands**

REA College Pluryn

ROC RijnIJssel

All about Quality Consultancy

### **Slovenia**

Biotehniski izobraževalni Center Ljubljana

### **Portugal**

CFAE CENTRO-OESTE

### **Italy**

Forbusiness Lifeskills S.r.l.



## Assessing Personalised Approach of Learning in VET

The McKinsey 7-S model is one of the most well-known methods for assessing the opinion of any group of people regarding their organisation. The seven fixed factors give you insight into the performance of your organisation or department. The questionnaire below is based on this model. It is a useful tool to assess the readiness for your organisation in implementing a more Personalised Approach of Learning for students with Special Educational Needs. (SEN).

Try to have 10 people to fill in and to complete this questionnaire. Ensure a balanced composition of the group which is a good, representative reflection of the total number of people of the organisation / department. The questions are divided into the seven areas that McKinsey indicates in his model. Changing actions within one area always affect the other six. Make sure you are well prepared.

STRATEGY		Strongly disagree	Disagree	Undecided	Agree	Strongly agree
	In our organisation,					
1	... we have a clear vision of Personalised Approach of Learning for students with SEN.					
2	... we have a Personalised Approach of Learning a part of the mission, aims and values.					
3	... we initiate interventions based on the evaluation of achievements.					
4	... we have employees who endorse the vision of PAL for students with SEN.					
5	... we have employed staff who are in charge for supporting its teachers in providing PAL to students with SEN.					
6	... we have a program for the structural development of competences of its employees.					
7	... we involve the student in the development of a more Personalised Approach of Learning.					
8	... we consider innovation as a success factor for implementing new ways of teaching.					
9	... we evaluate education and training activities to students with SEN on regular basis.					
10	... we consider empowering of students as an important element of education and training.					



STRUCTRE		Strongly disagree	Disagree	Undecided	Agree	Strongly agree
	In our organisation,					
1	... we support employees in exploring and initiating new educational approaches.					
2	... we are an organization where changes can be implemented quickly.					
3	... we know what is mandatory and flexible in the curriculum / learning programs.					
4	... we take specific measures eliminating gender stereotypes linked to professions.					
5	... we make an effort to adapt and to make the VET programs as for all students.					
6	... we consider the individuality of SEN students, adapting access to the labour market.					
7	... we respond to the increasing needs of the labour market for advanced vocational skills.					
8	... we make efforts in breaking down potential barriers for participating and learning of students with SEN.					
9	... we are available to support other schools experiencing difficulties.					
10	... we manage and making decisions to solve problems.					

SYSTEMS		Strongly disagree	Disagree	Undecided	Agree	Strongly agree
	In our organisation,					
1	... we work in Interdisciplinary teams to foster knowledge and taking new perspectives.					
2	... we promote mechanisms for self-evaluation and reflection on teachers' practices.					
3	... we allocate resources (time, staff, budget, etc.) for projects.					
4	... we are aware of our crucial role in defining a vision and objectives for a more inclusive VET.					
5	... we use clear a language in the organization's intentions and guidance on inclusive education.					
6	... we support all teachers and educational staff in creating and establishing inclusive environments.					
7	... we have a system of collecting and analysing feedback of supporting students with SEN.					



8	... we have a system of collecting and analysing feedback of its education and training to students with SEN.
9	... we have a system of assessing, analysing and documenting needs and interest of students with SEN.
10	... we have a system of designing, monitoring and documenting measures for supporting students with SEN.


STYLE	
	In our organisation,
1	... we have a strong approach on meeting student's interest (besides collective interest).
2	... we trust on the competencies of its employees.
3	... we actively encourage teamwork between employees of different disciplines.
4	... we have an open, transparent and flexible approach in exploring a more Personalised Approach of Learning for students with SEN.
5	... we communicate in a open and transparent way.
6	... we are open to suggestions from the student council / individual students.
7	... we actively encourage personal development of its employees.
8	... we encourage employees to take decisions and to take responsibilities for their actions.
9	... we involve employees in making decisions.
10	... we facilitate employees to have control about their work.

Strongly disagree	Disagree	Undecided	Agree	Strongly agree

STAFF	
	In our organisation,
1	... we have a strong student-oriented approach.
2	... we are aware of our role and responsibility concerning vocational education and training to students with SEN.
3	... we work in multidisciplinary teams.
4	... we deliver services of coaching for students with SEN.

Strongly disagree	Disagree	Undecided	Agree	Strongly agree





5	... we are open for implementing a more personalised approach of learning.
6	... we create a safe environment where students can "take risks" and/or even fail.
7	... we think in possibilities instead of limitations.
8	... we see and respect every student as an individual person.
9	... we are responsive to student needs and suggestions throughout the entire learning process.
10	... we are engaged to empower students.


SKILLS	
	In our organisation,
1	... we have knowledge about Personalised Approach of Learning of students with SEN.
2	... we are able to design tailored made plans for vocational education and training of the students with SEN.
3	... we are able to communicate with students with SEN effectively.
4	... we are able to build up a relationship with students with SEN.
5	... we are able to create trust and confidence with students with SEN.
6	... we have good observations skills.
7	... we are able to respond adequately to learners' needs.
8	... we are able to 'think outside the box'.
9	... we are able to reflect on individual competences and functioning.
10	... we are pro-active: thinking ahead and being focussed on preventing problems instead of solving them.

Strongly disagree	Disagree	Undecided	Agree	Strongly agree

SHARED VALUES	
	In our organisation,
1	... we have defined core values for Personalised Approach of Learning in Vocational Education and Training.
2	... we have an organisational culture that allows and appreciates diversity.

Strongly disagree	Disagree	Undecided	Agree	Strongly agree



3	... we emphasise inclusion of students with SEN in vocational education and training programs.
4	... we emphasise abilities and competences of students with SEN.
5	... we contribute to create a more inclusive society.
6	... we have a participative and collaborative culture.
7	... we contribute to awareness rising and exercising fundamental rights of students with SEN.
8	... we promote Vocational Education and Training free of prejudice and gender stereotypes.
9	... we believe that every individual person deserves chances.
10	... we have staff who have a strong engagement with the organisation.
