

Basis: **Student success** comes first.



"We like working with Noorderpoort's work placement students. It is possible to gather information quickly in relation to the supervision of students and the approach to any problems thanks to a major (online) network to which other professionals are affiliated in addition to those at Noorderpoort and our work placement company. As a result, we are able to offer tailor-made solutions to work placement students, supervising them as effectively as possible during their work placement period." - Employer Grunneger Power, local energy company

Objectives of BPV* quality improvement:

1) Satisfaction in relation to Noorderpoort's on-the-job learning (BPV) supervision among classroom-based learning (BOL) students, on-the-job training (BBL) students and practical supervisors at BPV companies will have risen on a 5-point scale from 3.4 in 2013 to 3.8 in 2017 and 2018. We'll be achieving this in part by focusing attention on digital interaction in relation to study progress between the school and the BPV company.

2) The Work Placement Centre is one means by which 100% of the difficult-to-place students will be successfully negotiated into appropriate BPV places in 2018. This also plays a part in combatting early school leaving (ESL) within Noorderpoort.

"At Noorderpoort, I am being given every opportunity to set myself apart and to excel in my future profession. I'm part of a select group of students able to participate in the specially developed VIP programme lines. I am learning to maximise my abilities, which will allow me to put them to use later in my work, further studies and in society." - Mehmet Bodewes, Noorderpoort student

Excellence Objectives* :

1) Every year during the period 2015-2018, will see the development and implementation of an increasing range of high-quality excellence education in the three **VIP's** programme lines for a select group of senior secondary vocational education students at levels 2, 3 and 4:

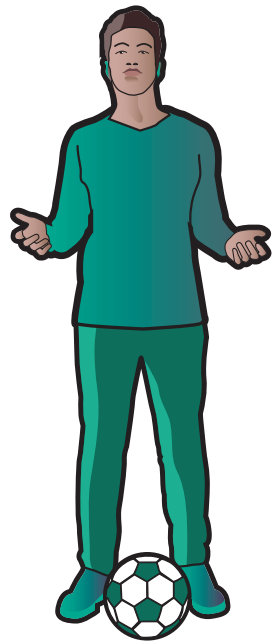
- Professional competitions
- International work placements
- Programmes in weighted education and/or weighted on-the-job learning

2) In 2018, 5% of the students will have successfully participated in our excellence programme and will have developed their expertise to a level of excellence.

3) The number of students who are successful in international work placements which satisfy the quality criteria for excellence will have grown from the current 1% to 2% in 2018.

4) Participating students will rate the excellence programme with an average score of 7.

* Objectives from the Noorderpoort Quality Plan apply up to and including 2018. Establish new standards after 2018.



"During my nursing study programme, I learned more than just a profession. We have been well prepared for a life and career in the 21st century, where change and development is a constant factor." - Tammo Bodewes, former Noorderpoort student

Career and Citizenship Objectives:

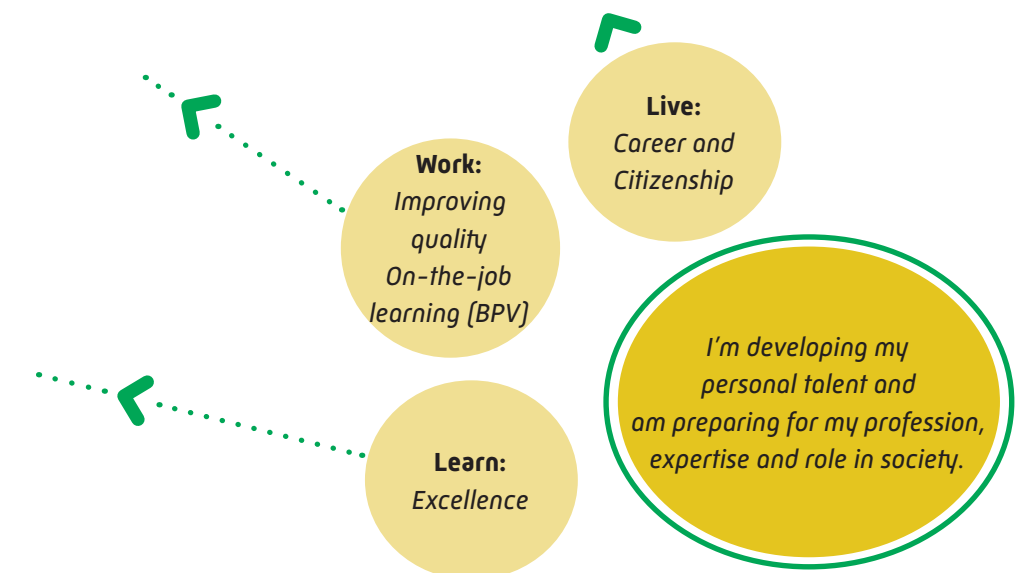
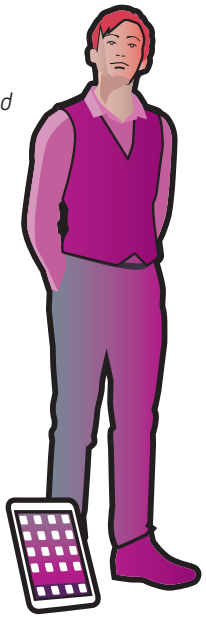
1) Career orientation and supervision will help students to make better, more professional choices when developing their talents and for their future careers. In conjunction with the decreasing professional field and along with introductory and further education, Noorderpoort will be clearly shaping Meijers and Kuijpers' five career competences:

- Reflection on abilities/capacities *who am I, what can I do?*
- Reflection on motives *what do I want?*
- Work exploration testing *what suits me?*
- Career guidance *how do I achieve that and what steps should I take?*
- Networking *who can help me with this?*

2) Satisfaction among students in relation to Career Guidance will increase: (on a 5-point scale) from 2.9 in 2015 to 3.5 in 2020.

3) Noorderpoort's view will be that vocational training and citizenship training are inextricably linked to each other. In connection with the quality dossier, the following components will be included in the Career and Citizenship curriculum:

- Entrepreneurial behaviour;
 - Healthy citizenship (including sport, nutrition);
 - Social topicality in school/education;
 - Long-term collaboration;
 - Critical thinking, dealing with the world of information and forming an opinion.
- This can be implemented both in and out of school.



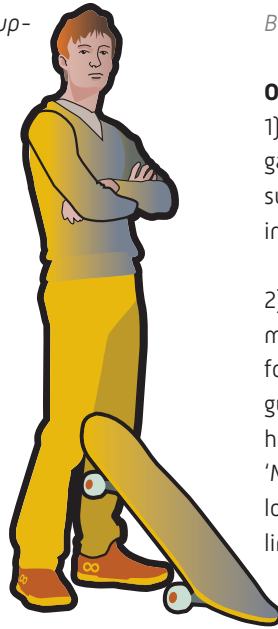
"The world of energy transition is constantly changing. Up-to-date knowledge is important when keeping up with the rapidly developing business world. Thanks to the community set up on Noorderpoort's initiative, I'm able to take additional training at any time, which enables me to keep my knowledge and skills up-to-date." - Boelo Bodewes, former Noorderpoort student

Objectives of Lifelong Learning:

1) Noorderpoort has had a strong tradition of BBL for some time. The percentage of BBL students per study programme is increasing differentially compared to the current Noorderpoort average of 16.6% in 2014. The aim is to achieve an average Noorderpoort percentage of between 17.5% and 20% in 2018.* Moreover, the range of courses, such as the BOL-BBL (classroom-based learning/on-the-job training) variant and the third study programme, is set to increase compared with 2015.

2) By 2020, Noorderpoort will be offering a suitable range of supplementary training and/or retraining (optional modules, BBL, tailor-made solutions) for former students and/or employees in the region's companies/institutions. Flexible learning will be encouraged through the introduction of 'blended learning'.

3) Noorderpoort wants to forge long-term links with former students and is developing a network of alumni for this purpose. By 2018, Noorderpoort will have up-to-date details/contact information for 80% of everyone graduating after 2016-2017 academic year. Alumni will be offered a voucher entitling them to take an optional module at Noorderpoort.



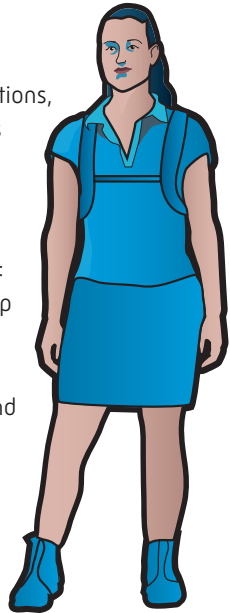
"I am pleased that my preliminary education ties in properly with my study programme at Noorderpoort. Following a smooth admissions process, I began a suitable new study programme. Most of my classes are within a working environment, such as at business premises, enabling me to put what I've learnt into practice straightaway." - Isa Bodewes, Noorderpoort student

Objectives regarding Sustainable collaboration with partners in the region/international region:

1) Learning environments with a practical focus (e.g.: teaching guilds, company assignments, simulations, games, guest lecturers, excursions): tying in with the options available, each study programme gives substance to learning through practical application, both in school and out of school. Each team includes at least two demonstrable examples of this in the team plan.

2) Transition from senior secondary vocational education to higher vocational education (mbo-hbo): mbo 4 study programmes will give shape to Noorderpoort's goals to strengthen the mbo-hbo link-up for those students who wish to transition to hbo. This concerns the following goals: 'Active option guidance', 'Generic mbo-hbo study skills', 'Improving outflow of major mbo study programmes with high drop-out rates in hbo', 'Introduction of optional modules for the transition from mbo to hbo' and 'Monitoring problematic transition routes'. By 2018, this will result in improved study success and a lower drop-out rate, particularly during the first year. The average drop-out percentage will be in line with the northern performance agreements (not exceeding 27.5%).

3) Transition from secondary education to senior secondary vocational education (vo-mbo): Noorderpoort will be focusing its attention on a professional transition and appropriate placement from vo to mbo.



"I was there at the start of Noorderpoort in 1996. I witnessed the growth of our Regional Training Centre (ROC) in the years that followed, but I also experienced the downturn in around 2014. Fortunately, Noorderpoort has always placed its focus on innovation and new educational processes in a way that puts the student's success first. Thanks to the drive and persistence of all our colleagues, a 5% increase in student numbers has finally been achieved, which is something that I'm proud of." - Baukje Bodewes, Noorderpoort team manager

Growth Objectives:

Mainstream education:

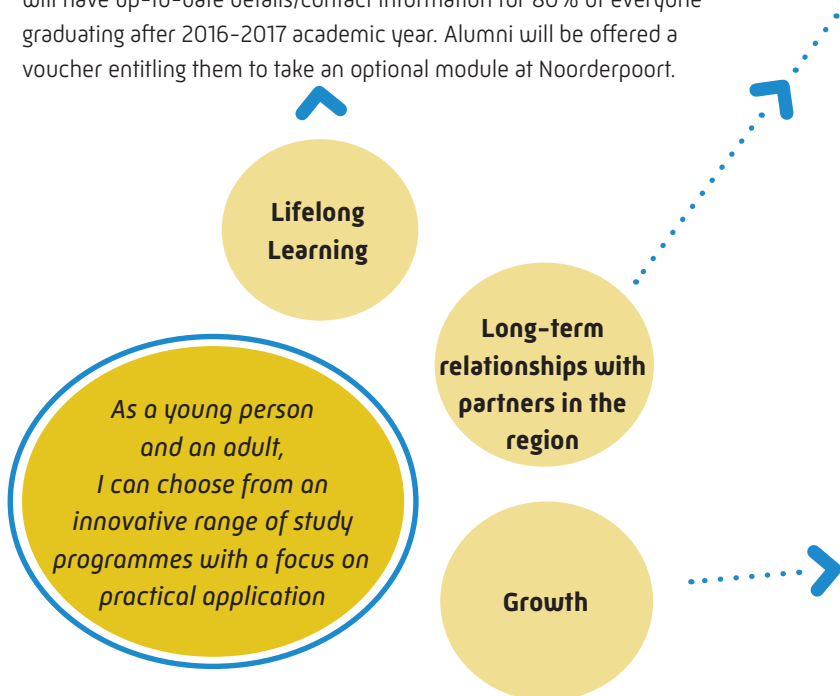
1) Throughout Noorderpoort, the number of students in 2020 will have increased by 5% compared to 2015, allowing quality standards and facilities to be maintained. The degree to which this is achieved may vary according to the school/study programme.

Contract education:

2) Schools are revitalising contract education in conjunction with the market. Focusing on growth compared with 2015.

Education:

3) To remain relevant to adults in the city and region, Noorderpoort will continue to invest in programmes for specific target groups, such as the illiterate and integrating newcomers. This will be done in close alliance with partners in the public and private sphere. The objective is to increase the number of educational and integration programmes (e.g. in response to the arrival of refugees) and to allow participants to make a successful transition from education to vocational education.



"My many years of experience in the business community mean that I have plenty of in-house knowledge that it is my pleasure to pass on to the new generation. Noorderpoort is offering me the chance to develop further and I am of course seizing this opportunity with both hands." - Berend Bodewes, lateral entry teacher at Noorderpoort and nominated for Noorderpoort teacher of the year 2021

Objectives regarding Strengthening the employee's professionalism:

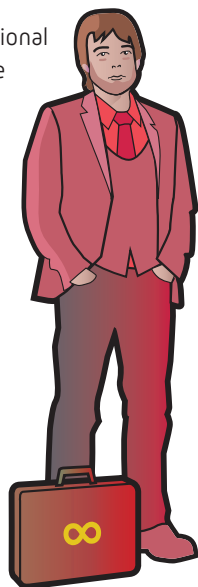
1) At Noorderpoort, qualifications underpin everything, and demonstrable and visible competence are standard requirements. There is a framework for each employee grade which sets the minimum requirements with which employees must (constantly) comply.

2) In the Noorderpoort profile, it is not only a matter of competences and professional expertise, but also specifically a matter of professional attitudes, professional conduct, working as part of a team, talent and visible ownership. Employees are sustainable and flexible in terms of their employment and consciously contribute towards students' success in their everyday activities. Related activities are being developed in the team training plans.

3) Teaching staff will satisfy the minimum qualifications described in the teacher's qualifications dossier/Professions in Education Act (Wet BIO) and must have been entered in the teachers' register no later than 2017. In this respect, they will be able to maintain their professional standards in a target-oriented and conscious manner when the time comes for re-registration. Noorderpoort facilitates this.

4) Noorderpoort expects the attitude of both students and employees alike to be one that is open to learning. Educational staff will request annual feedback about their competence by means of student evaluations and classes observed by colleagues. The Profscan (90°) and a 360° feedback tool are being used for this.

5) Noorderpoort aims to provide a maximum response to developments in the professional field. Each year, all educational staff will perform at least one activity in professional practice (e.g. a teacher work placement, job shadowing, etc.) to maintain their competence level and thereby maintain an active connection with the professional field for which they are providing training. Each year, other employees will perform at least one activity at a school to keep properly abreast of developments in education.



Professional staff are supporting me as I develop to become a successful professional

Strengthening the employee's professionalism

Teams' ability to self-organise

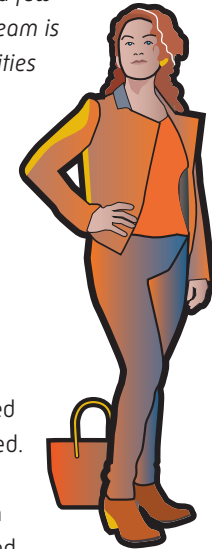
Appropriate management and support

"It is pleasing, as a student, to be supervised by a well-organised team of professionals. The short lines of communication mean it is clear to me at all times who I can put my questions to." - Isa Bodewes, Noorderpoort student

Strengthening Objectives 'Encourage the team':

- 1) By 2020, all teams will be self-organising and task-mature. This means that the team:
 - will have a shared and mutually supported (educational) vision;
 - will be clear about the team's assignment and the framework within which they are working;
 - will be working on the basis of, and will be accountable for, its quality and results.
- 2) The team's task maturity will partly determine the style adopted by line managers and the interventions made for growth towards self-organisation.
- 3) Each team will have fully implemented the Professional Statute based on individual abilities, competences, work capacity, preferences, talents and job function. An even distribution of work during the year and between team members will also be taken into account.

"I've been a member of the 'From Manager to Educational Leader' pilot team for a few months now. The aim of the pilot team is to make many administrative activities superfluous, partly as a result of effective self-service tools. As a result, I'm able to give the team greater guidance in becoming task-mature." - Baukje Bodewes, Noorderpoort team manager



Objectives regarding Appropriate management and support:

- 1) The course of the people-centred leadership profile is being continued. Directors will provide leadership based on the five result areas from the leadership profile supplemented with Noorderpoort-wide portfolios.
- 2) The line manager will be responsible for guidance of the team in becoming task-mature and further to this will also have express HR responsibilities towards his employees. By 2017 at the latest, the development-focused assessment will have been initiated in respect of team managers in the same way as it is applied to directors. Depending on the team's task maturity, the team may propose the appointment of a team manager, should it come up for discussion.
- 3) Noorderpoort will make at least 68% of its resources available for the immediate implementation of vocational education. This means an increase from 65% to 68%.
- 4) Noorderpoort will opt to support students and staff in an integrated manner that is in line with the LEAN principles. We are working to achieve high-quality staff (both centrally and in the schools) with professionals who work in a multidisciplinary and service-oriented manner. The staff will add expertise to the primary process in order to facilitate the student's success in the best manner as possible.