

Quality Assurance –self assessment and external evaluation *The Romanian experience*

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Presentation outline

- 1. Context:**
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- 4. Lessons learnt and challenges seen**
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1.2. Quality assurance in education and training in Romania

FRAMEWORK: the QA Law (2006) sets common regulations for quality assurance in the Education and training system (preuniversity – initial VET included, continuous VET, Higher education (HE))

QUALITY GOVERNANCE: INSTITUTIONAL ROLES:

- ❑ the National Group for Quality Assurance in Education and Training - **GNAC**), informal structure that functions as a national reference point for quality assurance in education and training, coordinates the harmonization of quality assurance in education and training
- ❑ two National Agencies for QA in education, one for HE (**ARACIS**) and one for pre-university education (**ARACIP**), responsible for:
 - *external evaluation for authorization and accreditation of all education and training providers*
 - *external evaluation of the quality of education offered by accredited education providers , on a regular basis (every 5 years)*
- ❑ the county school inspectorates responsible for external monitoring and validation of self assessment reports

GNAC - a national QA coordination structure was set up in 2006 – the Romanian Quality Assurance Reference Point (the National Group for Quality Assurance in Education and Training - GNAC), based on Inter-institutional Agreement between the:

- **Ministry of Education**
 - **Ministry of Labour**
 - **Romanian Agency for Quality Assurance in Preuniversity Education**
 - **National Authority for Qualifications**
 - **National Centre for TVET Development**
- and with the participation of social partners**

Integrating CQAF/EQAVET in the national strategy – NQAF gradual implementation

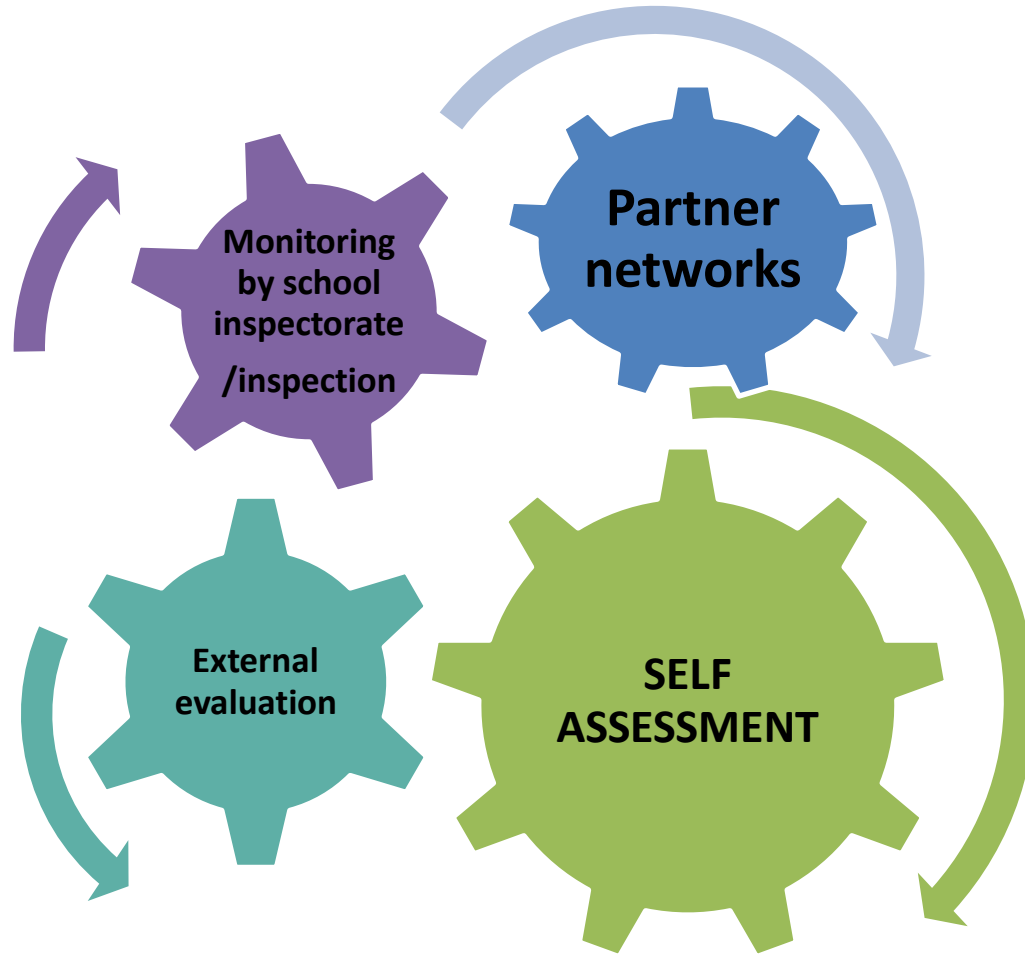
under the coordination of the National Centre for TVET Development (NCTVETD), with the support of the Ministry of education and of the County School Inspectorates, NQAF has been gradually implemented in IVET:

PILOT PHASE (2003 – 2006)

- ❑ 2003-2005, in 22 IVET schools;
- ❑ 2005-2006 school year, in 122 IVET schools

GENERALIZATION (from the 2006-2007 school year), by order of the Ministry of Education, in all (1367) (T) IVET (units) schools

2. Integrated activities to assure of quality assurance



Documents-support for quality assurance



SELF ASSESSMENT

- The self-assessment manual
- Reference standards/ regulation
- Metodology



SCHOOL MONITORING / INSPECTION

- INSPECTION MANUAL
for external monitoring of the quality of education and training



EXTERNAL EVALUATION

- Reference standards
- Authorization Standards
- Accreditation standards
- Legal framework



PARTNER NETWORKS

- Guide to institutional practices
- Strategy for the implementation of the common european framework for quality assurance in professional training, at the system and provider level, using partner networks

2.1. Self assessment

Self assessment at system level

- National Strategy at system level
- IVET System self assessment
- Annual Report on QA
- Review of QA mechanism

Self assessment at provider level

- School Action Plan
- Selfassessment Report
- Improvement plans

2.1. Self assessment at provider level

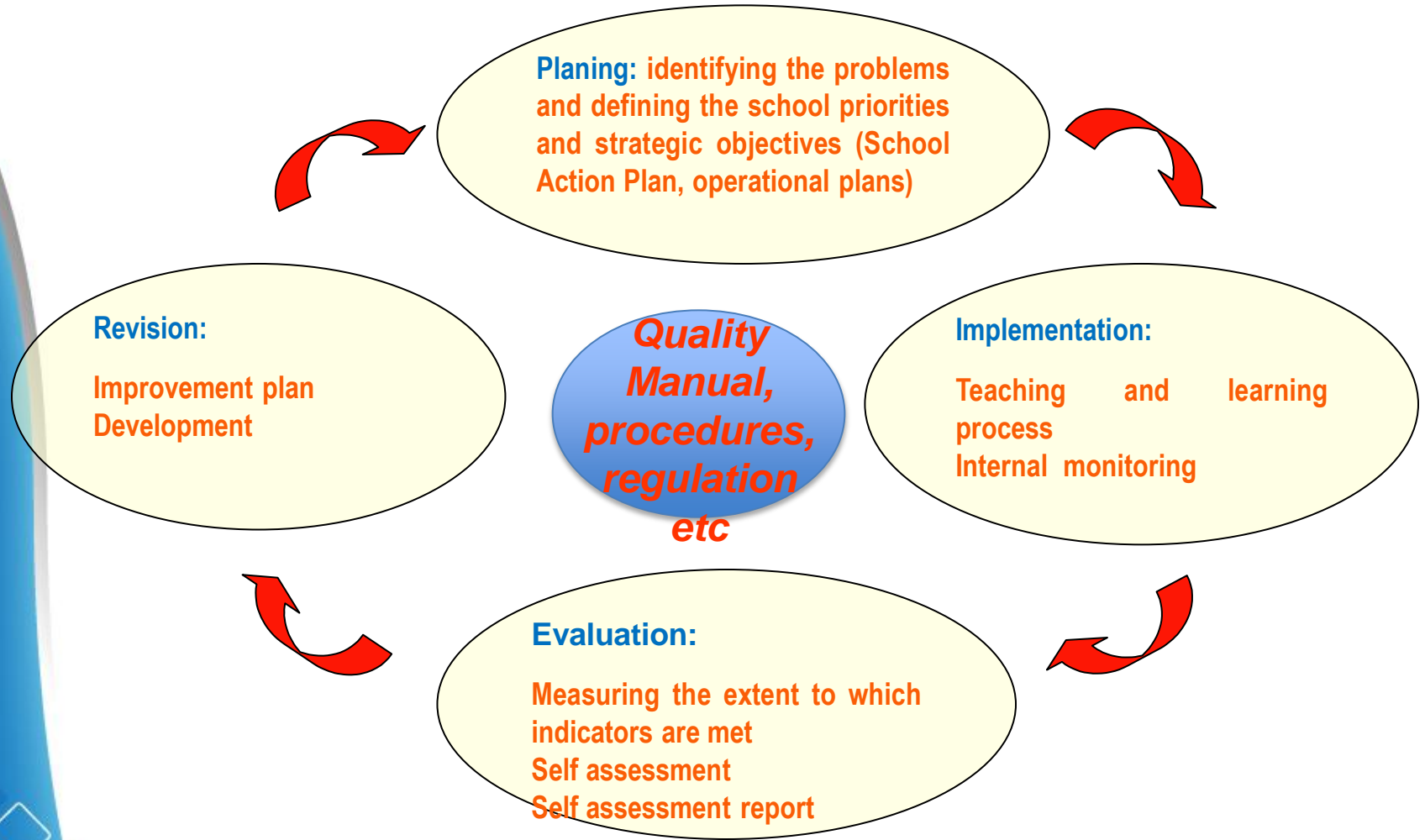
All education providers have to establish an internal Quality Assurance and Evaluation Commission, which:

- ❑ coordinates the institutional self-assessment and apply QA cycle including planning, implementation, evaluation and review for self assessment
- ❑ elaborates the report comprising 7 quality areas (each area including a set of performance descriptors) to assess performance at IVET provider's level:

1. Quality Management
2. Management Responsibilities
3. Resources Management
4. Design, Development and Revision of VET programmes
5. Teaching, Training and Learning
6. Assessment and Certification of Learning
7. Analysis and Improvement

- ❑ Formulates the quality improvement – legal proposals to be approved by the school's management team

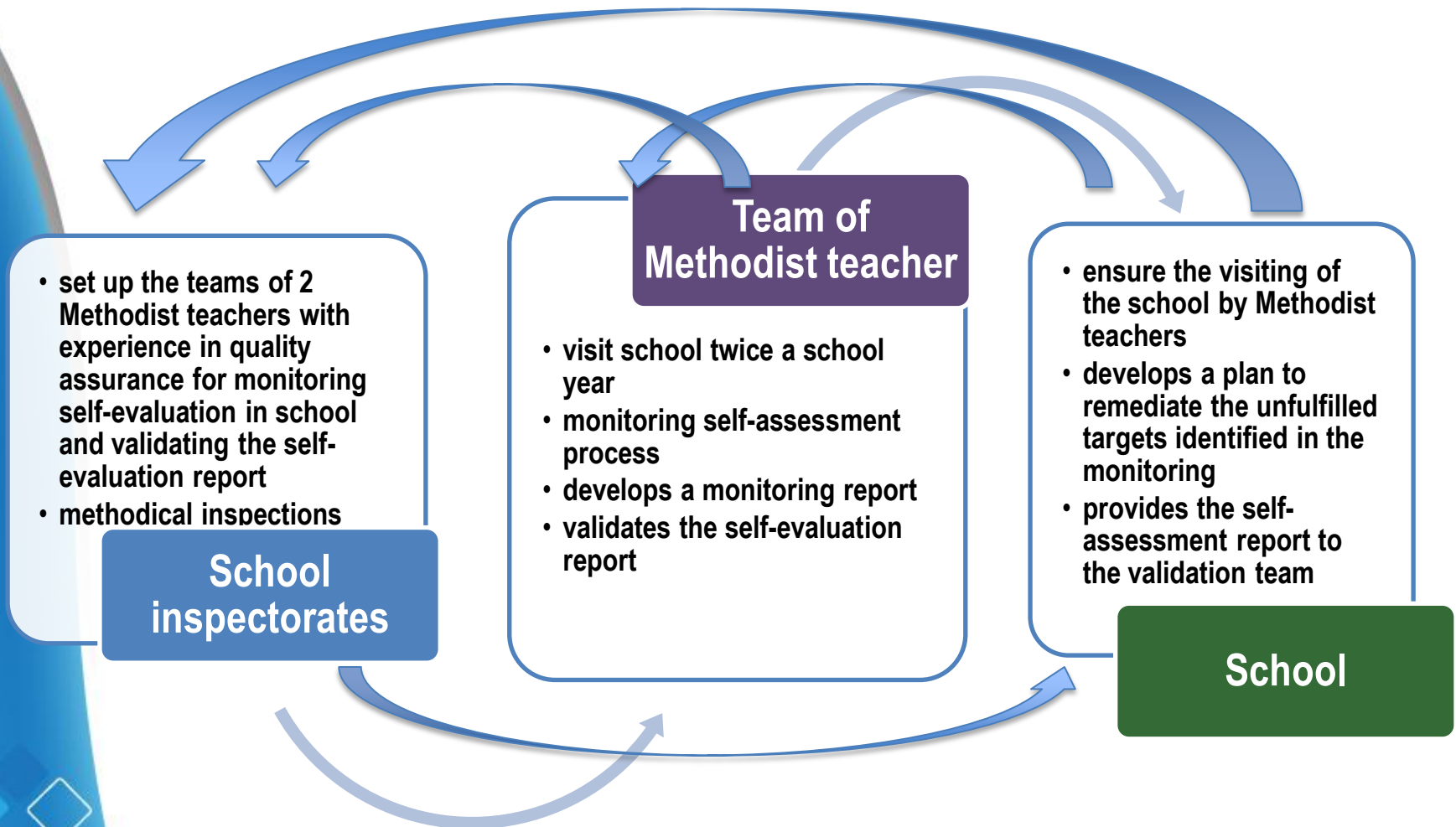
2.1. Self assessment cycle



2.1. IVET system Self assessment tool - example

Priorities	Strategic Objectives	Measures	Output	Outcome	Source	Descriptor
Setting up a stable equitable, efficient and relevant IVET system	<ul style="list-style-type: none"> - Ensuring equitable and flexible access to IVET - Increasing IVET attractiveness 	Support IVET in rural areas	<ul style="list-style-type: none"> -% of IVET schools of total rural IPT units -% of Qualified staff in rural schools of total IVET teachers -Number of scholarships to TVET students coming from rural areas 	<ul style="list-style-type: none"> -% of IVET certified students coming from rural areas of the total number of certified IVET students -% of drop out from rural areas of total drop out in IVET -% of rural IVET employed graduates of total IVET employed graduates 	<ul style="list-style-type: none"> Ministry of education National Statistics Institute 	<p>Addressed to: Ministry of education Descriptor: rural IVET offers real opportunities for education and training</p> <p>Level 1: There is a satisfactory IVET offer in rural areas Level 2: We are satisfied with the quality of rural IVET Level 3: IVET rural development is a priority of public policy Level 4: IVET contributes to rural development</p>
		Systematic promotion of IVET pathway	<ul style="list-style-type: none"> -% of IVET students of total number of preuniversity students -% of IVET students having IVET as the first option 	<ul style="list-style-type: none"> -% of IVET certified students of the total number of IVET students -% of IVET students continuing studies in HE 	<ul style="list-style-type: none"> Ministry of education National Statistics Institute 	<p>Addressed to: principals Descriptor: Students enrolled in our IVET school were drawn to the advantages and prospects training</p> <p>Level 1: Students accept the school's education and training facilities Level 2: the IVET programmes offered by our school are consistent with labour market needs Level 3: The school takes measures to promote its IVET offer Level 4: As a result of the measures taken, the interest of students in our school's IVET offer have increased</p> <p>Addressed to: Partners, regional consortia, employers Descriptor: we are actively involved in promoting IVET</p> <p>Level 1: We are convinced of the importance of IVET Level 2: We know the IVET offer in the field Level 3: We include IVET in our strategic partnerships Level 4: We have a program to promote IVET</p>

2.2. School monitoring / Inspection



2.2. School monitoring / Inspection

ADVANTAGES

- identifying and correcting deviations from the proposed objectives
- identify areas of improvement
- facilitates the construction of databases on quality assurance indicators

WEAKNESSES

- lack of funds for the movement of methodist teachers in schools
- is the extra work for the methodist teachers
- the routine leads to an incorrect evaluation

2.3. External evaluation

- **ARACIP (Romanian Agency for Quality Assurance in Pre-university Education)** is the institution mandated for external evaluation / authorization / accreditation of school units
- ARACIP has a **body of external collaborators** (teachers with experience in evaluation and quality assurance) trained for this activity
- There are **three types of external evaluations**:
 - for authorization
 - for accreditation
 - for periodic evaluation (once every 5 years)

The new approach to external evaluation (probably 2019/2020 school year)

results

- focusing professional training providers activities on developing and improving results

progres

- focusing on ensuring and evaluating the quality of educational services on progress

Student/
teacher/
community

- focusing on relationships: teacher-student, school – teacher/ community, school – company

simple
language

- approaching a simple, easy to understand language for everyone

descriptors

- decreasing the number of descriptors in the evaluation standards

2.4. Inter assistance networks

NCDTVET and the County School Inspectorates supported the development of IVET schools inter institutional assistance networks, so that schools can cooperate in monitoring, evidence collecting, experience exchange and staff training activities:

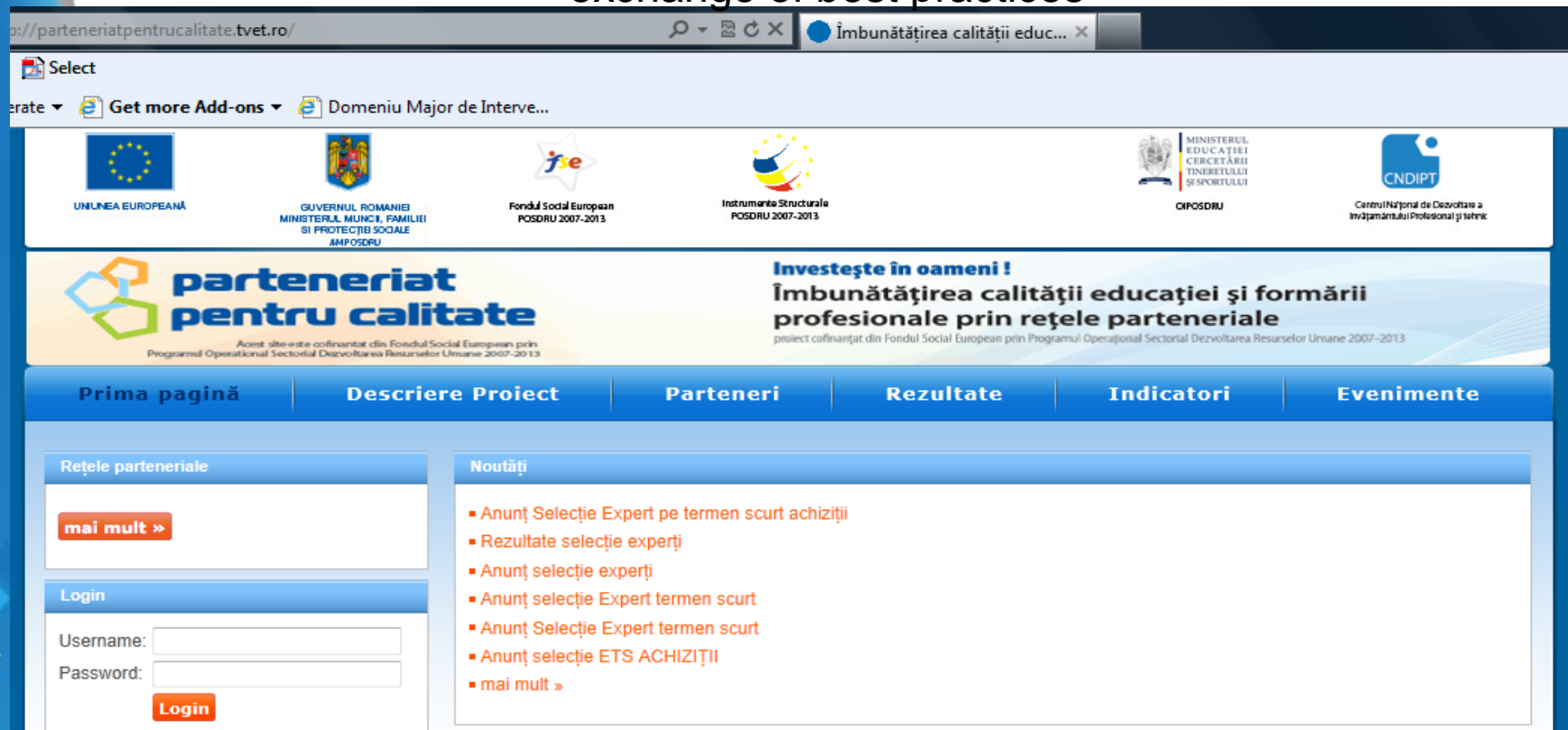
- 2004:** 122 Phare IVET schools were connected in inter institutional assistance networks, to benefit from the 22 resource centers expertise in QA;
- 2005:** the networks were extended to 150 more Phare IVET schools, from rural areas;
- 2006:** all (1367) IVET schools were associated in regional inter institutional assistance networks, by order of the Ministry of education
- Starting with 2011 :** 16 IVET school networks (96 schools) were set up on a sectoral base - peer learning and peer review activities are organised, a website and online platforms are developed to facilitate online communication (<http://parteneriatpentrucalitate.tvet.ro>)

2.4.Partnership for quality

16 partner networks for 16 domains of activity:

mechanical, electrical, electronics, construction,
agriculture, services, economic, etc

- **network interactivity:** - helps school to compare results with the results of other similar schools
- exchange of best practices



The screenshot shows the website interface for 'parteneriatpentrucalitate.tvet.ro'. The browser address bar displays the URL. The page header includes logos for the European Union, the Romanian Government, the Ministry of Education and Research, and CNDIPT. The main banner features the text 'Investește în oameni! Îmbunătățirea calității educației și formării profesionale prin rețele parteneriale' and mentions funding from the European Social Fund. The navigation menu includes 'Prima pagină', 'Descriere Proiect', 'Parteneri', 'Rezultate', 'Indicatori', and 'Evenimente'. The main content area is divided into two sections: 'Rețele parteneriale' with a 'mai mult »' button, and 'Noutăți' with a list of news items including 'Anunț Selecție Expert pe termen scurt achiziții', 'Rezultate selecție experți', 'Anunț selecție experți', 'Anunț selecție Expert termen scurt', 'Anunț Selecție Expert termen scurt', 'Anunț selecție ETS ACHIZIȚII', and another 'mai mult »' button. A login form is also visible on the left side.

2.4. Inter assistance networks



Invert ▾  Select

e-uri sugerate ▾  Get more Add-ons ▾  Domeniu Major de Interve...

Username:

Password:

Login

- Forum
- Documente
- Informații utile

Centru de resurse:



Colegiul pentru Agricultură și Industrie Alimentară „Țara Bârsei”, Prejmer este o școală în slujba comunității, funcționează ca o structură eficientă și echilibrată pentru toți actorii implicați – îndemnându-i ca MĂINE SĂ FIE MAI BUNI CA AZI

[mai mult »](#)

Școală parteneră:



Colegiul "Emil Negrutiu" Turda. Misiunea școlii noastre constă în formarea unor personalități autonome și responsabile, manifestând spirit de echipă și toleranță care să poată desfășura o meserie ce excelează prin calitate, eficiență și [...]

[mai mult »](#)

Școală parteneră:



Grupul Școlar Agricol "Mihail Kogălniceanu" este o instituție de învățământ care oferă pregătire în domeniul agricol.[...]

[mai mult »](#)

Școală parteneră:



Colegiul Tehnic Agricol „Alexandru Borza” Unitatea școlară și-a început activitatea în anul 1891 sub denumirea de Școala Inferioară de Agricultură. De la înființare și [...]

[mai mult »](#)

3.Elements of conformity in IVET

Curricular standards

- National Curriculum** based on **Training Standards** which are based on **Occupational Standards** validated by **Sectoral Committees**
- Local Developed Curriculum**: allows adaptation and adjustment to the local Labour market needs and employers demand

Accreditation of school's study programmes

Semi-External national exams: participation of employers in the certification exams

4. Lessons learnt and challenges seen - 1

- Quality assurance and improvement is a transversal process and should be holistically approached
- Coherency of quality assurance approaches for the whole education and training system (including general preuniversity education, IVET, CVET, HE) is important
- Legal framework and instruments are needed but not enough for securing the success
- Empowerment of main actors is crucial
- Quality improvement is a long term construction and is giving long term return
- Allocation of clear responsibilities and involvement of all parties (national authorities, local communities, school inspectorates, VET providers) is necessary

4. Lessons learnt and challenges seen - 2

- Ownership among all relevant actors is of crucial importance
- Moving from quality assurance to quality improvement and to quality culture is a long term process; there are incentives but it can not be imposed or set up only by law
- Quality assurance and improvement should be primarily secured in the teaching, learning and training process; commitment of teachers and trainers to quality is a prerequisite of every successful approach
- European developments serve of particular inspiration, but sustainability is achievable through national solutions

5. Future actions

- **Developing a mechanism to evaluate and monitor the quality assurance of work based learning (WBL)**
- **Developing a mechanism for systematic monitoring, evaluation and review of the quality of vocational training at VET system level**
- **Develop a mechanism for recognizing excellence in provision initial vocational training programs**
- **Preparing 200 teachers to apply the quality assurance mechanism at work based learning (WBL)**
- **Developing a quality barometer in VET**

THANK YOU

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