Quality Assurance – self assessment and external evaluation

The Romanian experience

NCTVETD
1. Context:
2. Integrated activities to ensure for QA in VET
   2.1. Self assessment
   2.2. School monitoring / Inspection
   2.3. External evaluation
   2.4. Partner networks
3. Elements of conformity in IVET
4. Lessons learnt and challenges seen
5. Future actions
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 (pre-university – 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

- Partner networks
- Monitoring by school inspectorate /inspection
- External evaluation
- Self assessment
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
- Self-assessment Report
- Improvement plans
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

- **Evaluation**: Measuring the extent to which indicators are met
  - Self assessment
  - Self assessment report

- **Revision**: Improvement plan
  - Development

- **Implementation**: Teaching and learning process
  - Internal monitoring

- **Planing**: Identifying the problems and defining the school priorities and strategic objectives (School Action Plan, operational plans)

**Quality Manual, procedures, regulation etc**
### 2.1. IVET system Self assessment tool - example

<table>
<thead>
<tr>
<th>Priorities</th>
<th>Strategic Objectives</th>
<th>Measures</th>
<th>Output</th>
<th>Outcome</th>
<th>Source</th>
<th>Descriptor</th>
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<tbody>
<tr>
<td>Setting up a stable, equitable and relevant IVET system</td>
<td>- Ensuring equitable and flexible access to IVET</td>
<td>Support IVET in rural areas</td>
<td>-% of IVET schools of total rural IPT/IPT units</td>
<td>-% of IVET certified students coming from rural areas of the total number of certified IVET students</td>
<td>Ministry of education</td>
<td>Addressed to: Ministry of education, Description: rural IVET offers real opportunities for education and training</td>
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<td>- Increasing IVET attractiveness</td>
<td>-% of Qualified staff in rural schools of total IVET teachers</td>
<td>-% of drop out from rural areas of total drop out in IVET</td>
<td></td>
<td>National Statistics Institute</td>
<td>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</td>
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<td></td>
<td>Systematic promotion of IVET pathway</td>
<td>Number of scholarships to TVET students coming from rural areas</td>
<td>-% of rural IVET employed graduates of total IVET employed graduates</td>
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<td>-% of IVET students of total number of preuniversity students</td>
<td>-% of IVET students of the total number of IVET students</td>
<td>Ministry of education</td>
<td>Addressed to: principals, Description: Students enrolled in our IVET school were drawn to the advantages and prospects training</td>
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<td>-% of IVET students having IVET as the first option</td>
<td>-% of IVET students continuing studies in HE</td>
<td>National Statistics Institute</td>
<td>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</td>
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<td></td>
<td></td>
<td>-% of IVET students continuing studies in HE</td>
<td></td>
<td></td>
<td>Addressed to: Partners, regional consortia, employers, Description: we are actively involved in promoting IVET</td>
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<td>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</td>
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2.2. School monitoring / Inspection

- set up the teams of 2 Methodist teachers with experience in quality assurance for monitoring self-evaluation in school and validating the self-evaluation report
- methodical inspections

School inspectorates

Team of Methodist teacher

- visit school twice a school year
- monitoring self-assessment process
- develops a monitoring report
- validates the self-evaluation report

- ensure the visiting of the school by Methodist teachers
- develops a plan to remediate the unfulfilled targets identified in the monitoring
- provides the self-assessment report to the validation team

School
### 2.2. School monitoring / Inspection

<table>
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<tr>
<th>ADVANTAGES</th>
<th>WEAKNESSES</th>
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<tbody>
<tr>
<td>• identifying and correcting deviations from the proposed objectives</td>
<td>• lack of funds for the movement of methodist teachers in schools</td>
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<tr>
<td>• identify areas of improvement</td>
<td>• is the extra work for the methodist teachers</td>
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<tr>
<td>• facilitates the construction of databases on quality assurance indicators</td>
<td>• the routine leads to an incorrect evaluation</td>
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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)

- Focusing professional training providers' activities on developing and improving results
- Focusing on ensuring and evaluating the quality of educational services on progress
- Focusing on relationships: teacher-student, school – teacher/community, school – company
- Approaching a simple, easy to understand language for everyone
- 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://parteneriatpentruicalitate.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
2.4. Inter assistance networks
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 tranversal process and should be holistically approached.

- Coherency of quality assurance approaches for the whole education and training system (including general preuniversitary 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 cannot 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 as 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
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