



For a Better School !

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The evolution of the concept (Yin Cheong Cheng):

- *“Internal Quality Assurance” (the 1970s).*
- *“Interface Quality Assurance” (the 1980s and 1990s).*
- *“Future Quality Assurance” (nowadays – concept under construction)*





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Some Questions:

- *What kind of education should school offer, taking into account the rate and the unpredictability of the social developments ?*
- *What kind of education should school offers to be relevant for this unpredictable future ?*
- *How well learning, teaching and schooling take into consideration the "triple" relevance of education (individual, communitarian, global)?*
- *How well students' self learning is facilitated and sustained as potentially life long ?*
- *How well students' learning opportunities are maximized through new technologies ?*

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The concept

“Quality” means:

- *No shortcomings.*
- *Conformity to specifications / standards.*
- *Satisfying / exceeding the customer’s expectations.*
- *Delighting the customer.*
- *The standardized measure of excellence established by the customer for a specific class of products / services.*



Some comments on the concept:

- *The school is not a factory, the student is not a product.*
- *Quality is relative and not an absolute.*
- *Quality is value & culture driven.*
- *Quality is ensured systemically (“context”, “input”, “process”, “output” indicators).*
- *The evaluation of quality is based on “value added” and “value created”.*
- *The evaluation of quality is “triangulated”: self-evaluation, peer evaluation, external evaluation.*
- *The evaluation of quality has to be informed.*
- *Wherever there is fear and mistrust, there is no quality.*



Quality Models: ISO

- ***Customer focus***
- ***Leadership***
- ***Involvement of people***
- ***Process approach***
- ***System approach to management***
- ***Continual Improvement***
- ***Factual approach to decision making***
- ***Mutually beneficial supplier relationships.***



Quality Models: EFQM

- ***Results Orientation***
- ***Customer Focus***
- ***Leadership and Constancy of Purpose.***
- ***Management by Processes and Facts***
- ***People Development and Involvement.***
- ***Continuous Learning, Innovation and Improvement***
- ***Partnership Development***
- ***Corporate Social Responsibility.***

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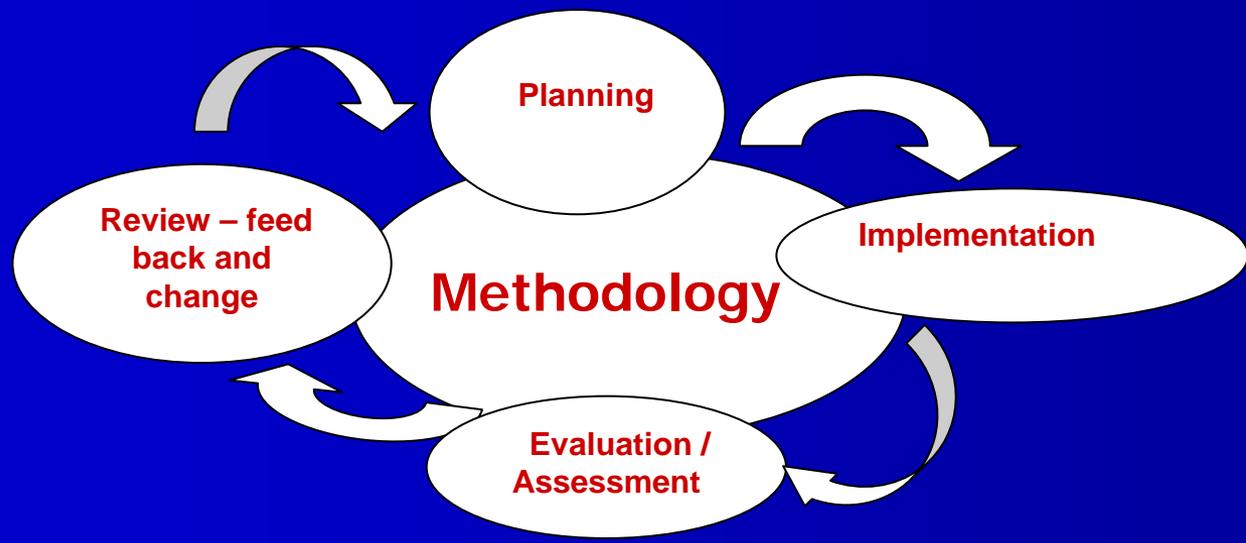
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Quality Models: CQAF – VET

- + The European Self/Evaluation Guide*
- + ENQA VET*



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Common Principles for Quality Assurance in order to ensure accountability and improvement of education and training

- ***QA policies and procedures should cover all levels of education and training systems.***
- ***QA should be an integral part of the internal management of education and training institutions***
- ***QA should include regular evaluation of institutions or programmes by external monitoring bodies or agencies***

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Common Principles for Quality Assurance in order to ensure accountability and improvement of education and training

- ***QA external monitoring bodies or agencies should themselves be subject to regular review.***
- ***QA should include context, input, process and output dimensions, while giving emphasis to outputs and learning outcomes***
- ***QA systems should include:***
 - ***Clear and measurable objectives and standards***
 - ***Guidelines for implementation, including stakeholder involvement***



Common Principles for Quality Assurance in order to ensure accountability and improvement of education and training

- ***QA systems should include:***
 - *Appropriate resources*
 - *Consistent evaluation methods, associating self-assessment and external review*
 - *Feedback mechanisms and procedures for improvement*
 - *Widely accessible evaluation results*
- ***QA initiatives at international, national and regional level should be coordinated in order to ensure overview, coherence, synergy and system-wide analysis***





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Common Principles for Quality Assurance in order to ensure accountability and improvement of education and training

- ***QA should be a cooperative process across levels, involving all relevant stakeholders, within countries and across Europe***
- ***QA guidelines at European level may provide reference points for evaluations and peer-learning.***

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European initiatives / common approaches (in education and training)

- *European documents / reports (e.g. European Report on Quality Indicators of Lifelong Learning - 2002)*
- *ENQA.*
- *ENQA – VET*
- *EAQUALS*
- *Common projects: development of common instruments and best practice sharing initiatives (Socrates, Leonardo da Vinci etc.)*



Romanian initiatives: policy options

- ***A specific Law on Quality of education***
- ***National, autonomous, responsible institutions***
- ***Including accreditation in quality management systems and procedures***
- ***National standards***
- ***Involving school administration (i.e. School Inspectorates and Ministry) in quality control***





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The quality of education – the Romanian definition

The totality of characteristics belonging to a study program and to its provider, by which there are fulfilled all the beneficiaries expectations as well as the quality standards .

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The Quality Education: General principles

- *Is focused on its clients and beneficiaries;*
- *Is offered by accountable educational organizations;*
- *Is focused on results;*
- *Observes individual autonomy and is based on institutional autonomy;*
- *Is promoted by powerful educational leaders;*



The Quality Education: General principles

- *Ensures the participation of all relevant stakeholders;*
- *Is realized by dialogue and partnership;*
- *Relies on innovation and diversification;*
- *Is based on a holistic and systemic approach;*
- *Has as its main purpose the continuous performance improvement;*
- *Understands the mutual beneficial relationship between the educational providers and beneficiaries.*



National standards used in evaluation:

- ***For provisional authorization;***
- ***For accreditation and recurrent evaluation;***
- ***Quality standards (reference standards).***



The domains and criteria for quality assurance:

A. Institutional capacity , with the following criteria:

- the administrative and managerial structures***
- the logistics***
- the human resources***



The domains and criteria for quality assurance:

B. Educational effectiveness , with the following criteria:

- the content of the study programs***
- the learning outcomes***
- the scientific or pedagogical activity of teachers***
- the financial activity***



The domains and criteria for quality assurance:

C. Quality management , with the following criteria:

- the strategies and procedures for quality assurance***
- the procedures concerning the design, the monitoring and the review of study programs and activities***



The domains and criteria for quality assurance:

C. Quality management , with the following criteria:

- objective and transparent procedures for the evaluation of the learning outcomes***
- the procedures for the teaching staff evaluation***
- the accessibility of the learning resources***



The domains and criteria for quality assurance:

C. Quality management , with the following criteria:

- the systematic updating of the data bases concerning the internal quality assurance***
- the transparency of the public information concerning study programs and the diplomas and certificates offered***



The domains and criteria for quality assurance:

C. Quality management , with the following criteria:

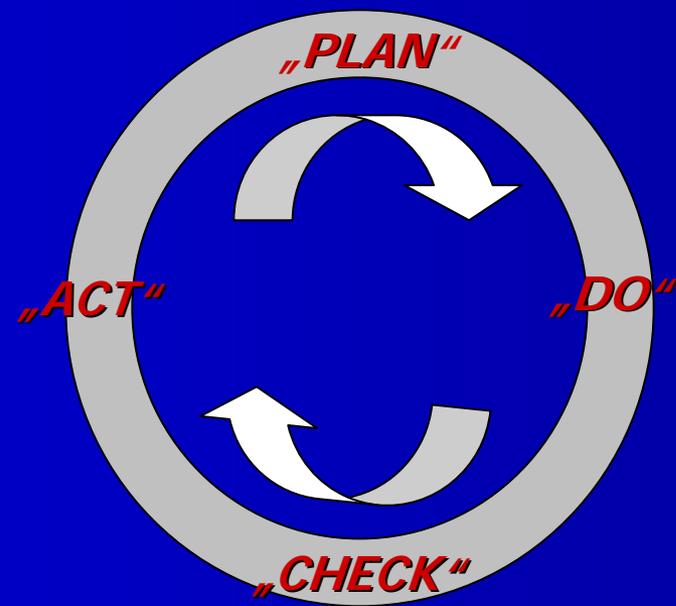
- the functioning of the quality assurance structures established by the law***





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The aim of quality management systems and procedures = quality improvement



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ARACIP :

***Str. Spiru Haret nr. 12,
et. I, cam. 35-46,
București, sector 1, cod 010176***

Tel: 021/3104213; fax. 021/3192096

<http://aracip.edu.ro>

www.edu.ro/ARACIP

E-mail: aracip@mec.edu.ro

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