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Opening Session

Bucharest Training Workshop

15-19 September 2025

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Implementing partners:



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Welcome speeches

Mario Amigot

EACEA project officer

Galstyan Tigran

Extraordinary and Plenipotentiary Ambassador of the Republic of Armenia to Romania

Introduction

- Mapping of participants' experience with QA
- Overview on Training Program
- Agenda, working methods



Setting the baseline



Participants' experience with QA

Activity: Setting the baseline of expertise



**Tell your neighbour about your
QA expertise**

&

Rate the level of your expertise

Activity: Rating your expertise



Thank you for rating your QA expertise

*

**At the end of our training workshop, you will
rate the level of your QA expertise again**

*

**By comparing both ratings you will see your
learning progress**



Overview on Training Programme

Programme

Day	Our Topics
Mon 1	Welcome speeches, mapping QA experience, program overview, working methods
Mon 2	Basics: Internal Quality Assurance + Change-Management
Mon 3	Competence-based Learning and Assessment
Mon 4	Strengthening links with Labour Market and the economy
Tue	Visit to UCECOM College Spiru Haret and Artifex University
Wed 5	Process Management I
Wed 6	Process Management II
Thu 7	European trends in external quality assessment I
Thu 8	European trends in external quality assessment II
Thu 9	Digitalization of the external quality assessment process in RO I
Thu 10	Digitalization of the external quality assessment process in RO II
Thu	QA4VET Project Governing Board (2)
Fr 11	Wrap up and Evaluation – Looking forward to Offenbach



Procedure in Training Sessions

- Presentation of topic by Aracip / involas
- Self-learning activities of participants in small break-out groups
- Presentation of group work results
- Discussion of presented group work results



... this was just to start.

Let's go!

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Change Management

involas

Erwin Seyfried & Wolfgang Schlegel

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Learning outcomes

- Participants are trained in QA basics and able to apply QA in their institutions
- Participants are trained in change management and able to proceed in managing change
- Participants are able to organize change management in their institutions

Training needs as our starting point

Training Topics

strengthening links with the labor market	😊😊😊😊😊😊😊😊
Aligning learning with workplace demand	😊😊
Competency-based training and assessment	😊😊😊😊😊😊😊😊
Strengthening Quality management	😊😊😊😊😊😊😊😊
Basics of Quality Management	😊😊😊😊😊😊😊😊
Establishing effective process management	😊😊😊😊😊😊😊😊
Using feedback for improving Quality	😊😊😊😊😊😊😊😊
staff training: Roles and professional development	😊😊😊😊😊😊😊😊
Staff training in QA and digital skills	😊😊😊😊😊😊😊😊😊😊😊😊
Use an QA of digital tools and delivery	😊😊😊😊😊😊😊😊
Promoting a quality culture	😊😊😊😊😊😊😊😊
Undertaking peer reviews	😊😊😊😊😊😊😊😊
Governance supporting Quality management	😊😊😊😊😊😊😊😊

ARMENIA ①

Mechanism and procedures for teacher training mentors	Including WDL peculiarities in priority specialties	Elaboration of conditions of financing and fiscal activities for the "real" companies adjacent to VET companies
Including WDL elements in the accreditation standards	Elaboration of standards for work assessment of work-place conditions	Elaboration of curricula and modules for VET institutions leading the "real" companies
Capacity building of VET teachers and mentors	Elaboration of internal quality assurance system at VET institutions	Specific standards for accreditation for VET including aspect of WDL

②

Study visit to Germany!

Terms

“Master,
we want to become
quality experts!
What should we do?”

„We need to
clarify the terms.“



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Quality

Quality Assurance

Quality Management

Evaluation

Assessment

Quality Management System

Quality and Quality Assurance

Quality?



**General understanding:
getting / being „fit for purpose“**

Quality (in VET) is achieved by getting „fit for purpose“

- with activities that are meeting given **standards**
- which are corresponding with **needs of clients**
- by making optimum **use of resources**

◦ **Examples?**

Quality Assurance?

... is to ensure compliance with given standards, customer needs and *optimum use of resources*

... and

... to adapt and improve performance continuously

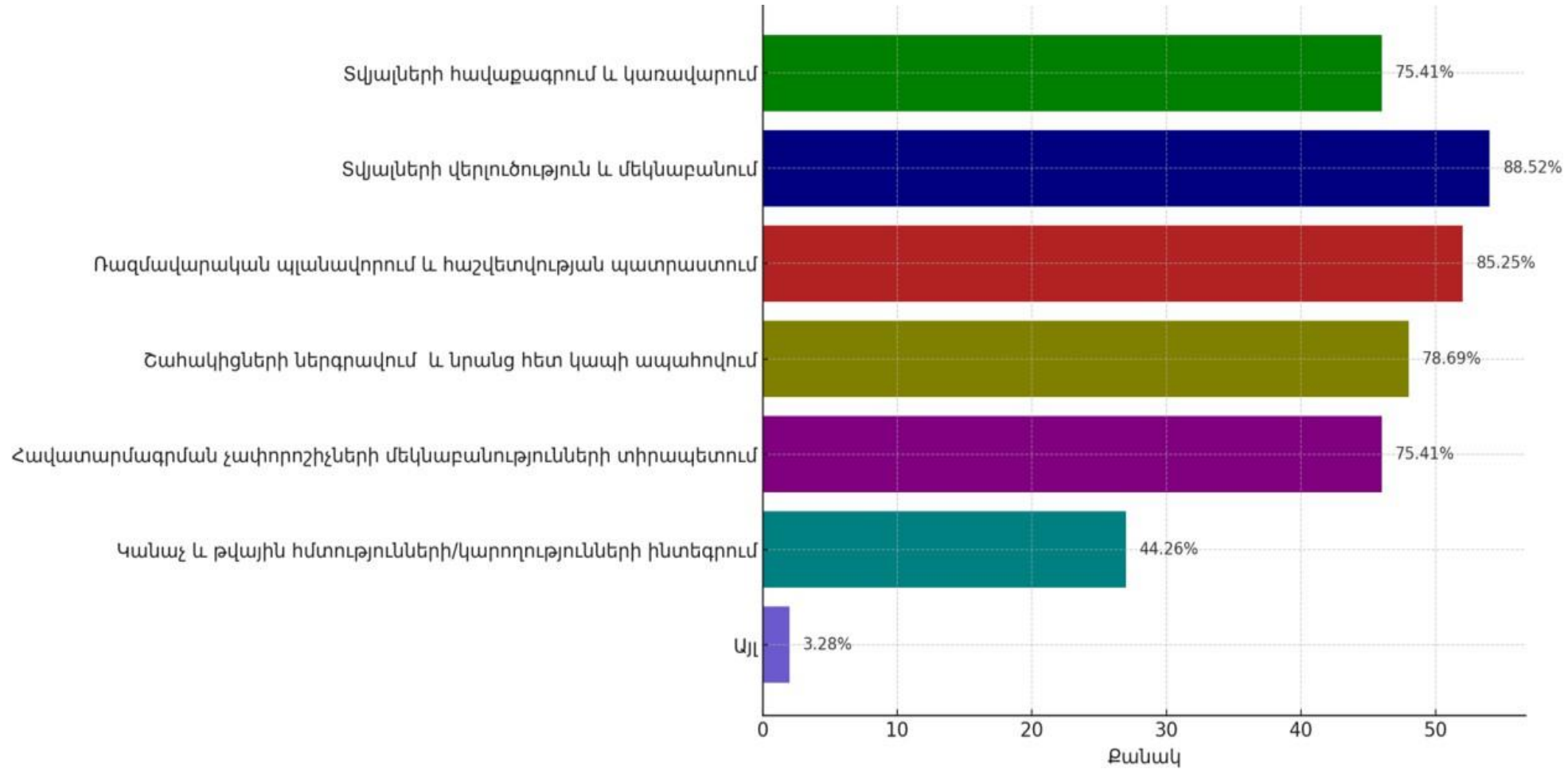


Internal Quality Assurance – **How?**

- **Continuous improvement - by application of **PDCA cycle****
- **Ensuring compliance with standards, clients' needs and optimum use of resources – by **establishing clear and compulsory processes****



Priority activities of Armenian VET schools



Change Management

Basics

■ **Change Management**

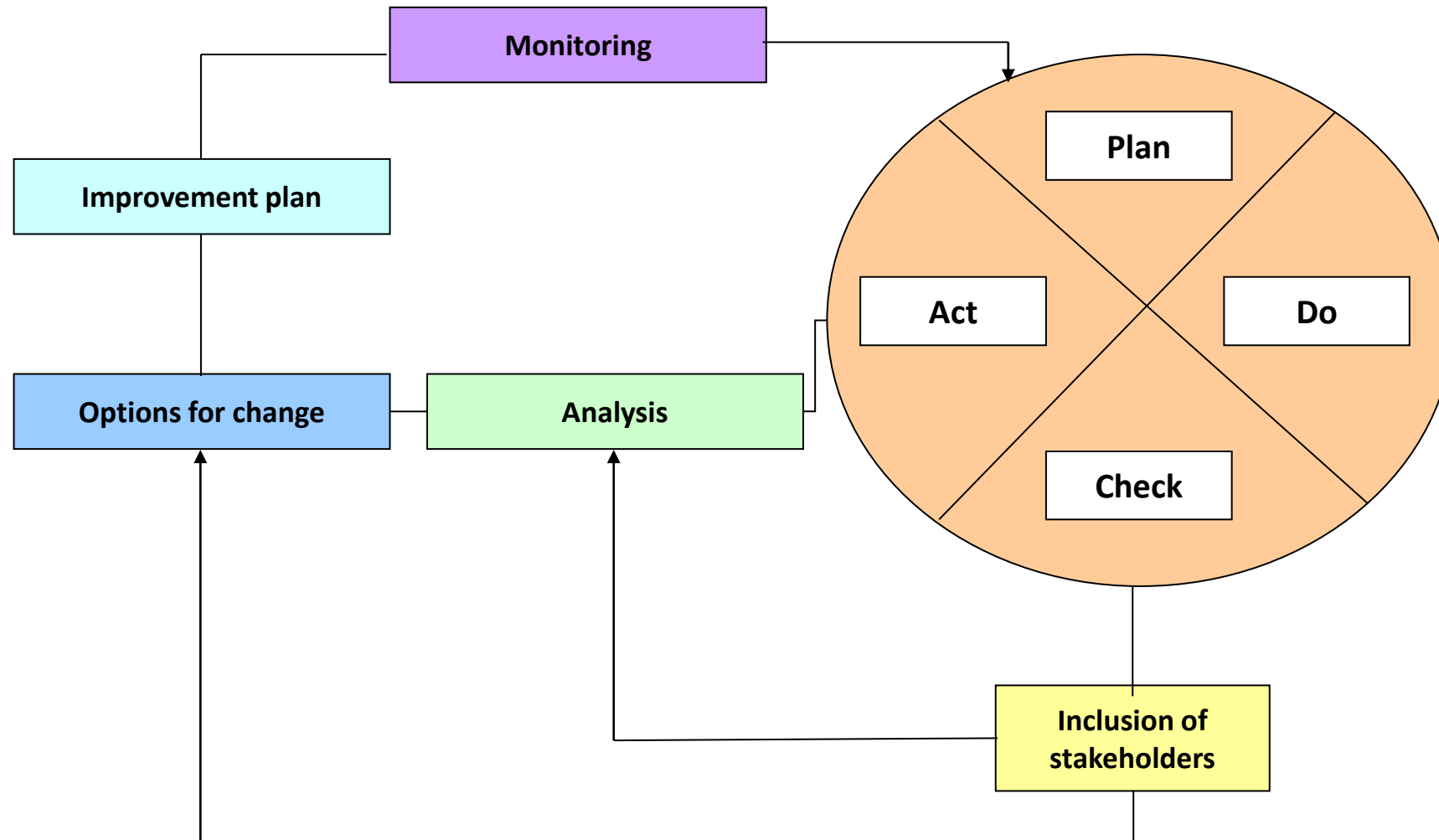
- a framework to organize changes in an organization by implementing **strategies for improvement of quality**
- based on monitoring and assessment results
- an approach to ensure the **readiness of staff** members and other stakeholders for change

Successful Change Management relies on core activities

✓ **Understanding Change**

- ✓ by analysing monitoring and evaluation results from different angles / by inclusion of stakeholders in evaluation and analysis
- ✓ reasons behind (weak) monitoring data, reasons for strong results

Preparing for change



Stepping forward

✓ **Considering options for change**

- ✓ What can be done? What are the most urgent priorities for change?
- ✓ What kind of resources are available to make change happen?

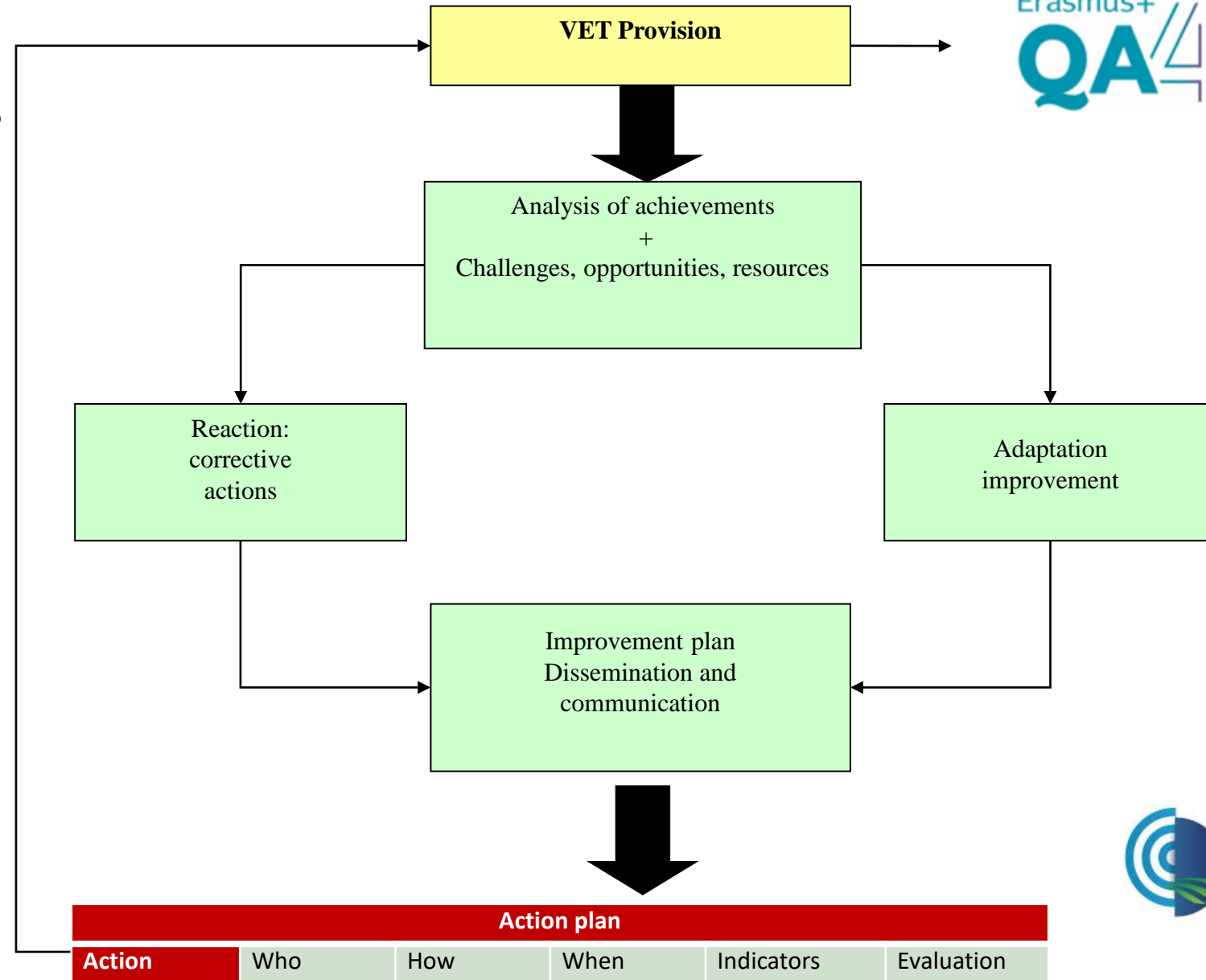
✓ **Drafting and deciding an improvement plan**

- ✓ Defining objectives, priorities, deadlines ...
- ✓ and individual responsibilities: designate "change agents"
- ✓ Allocating necessary resources

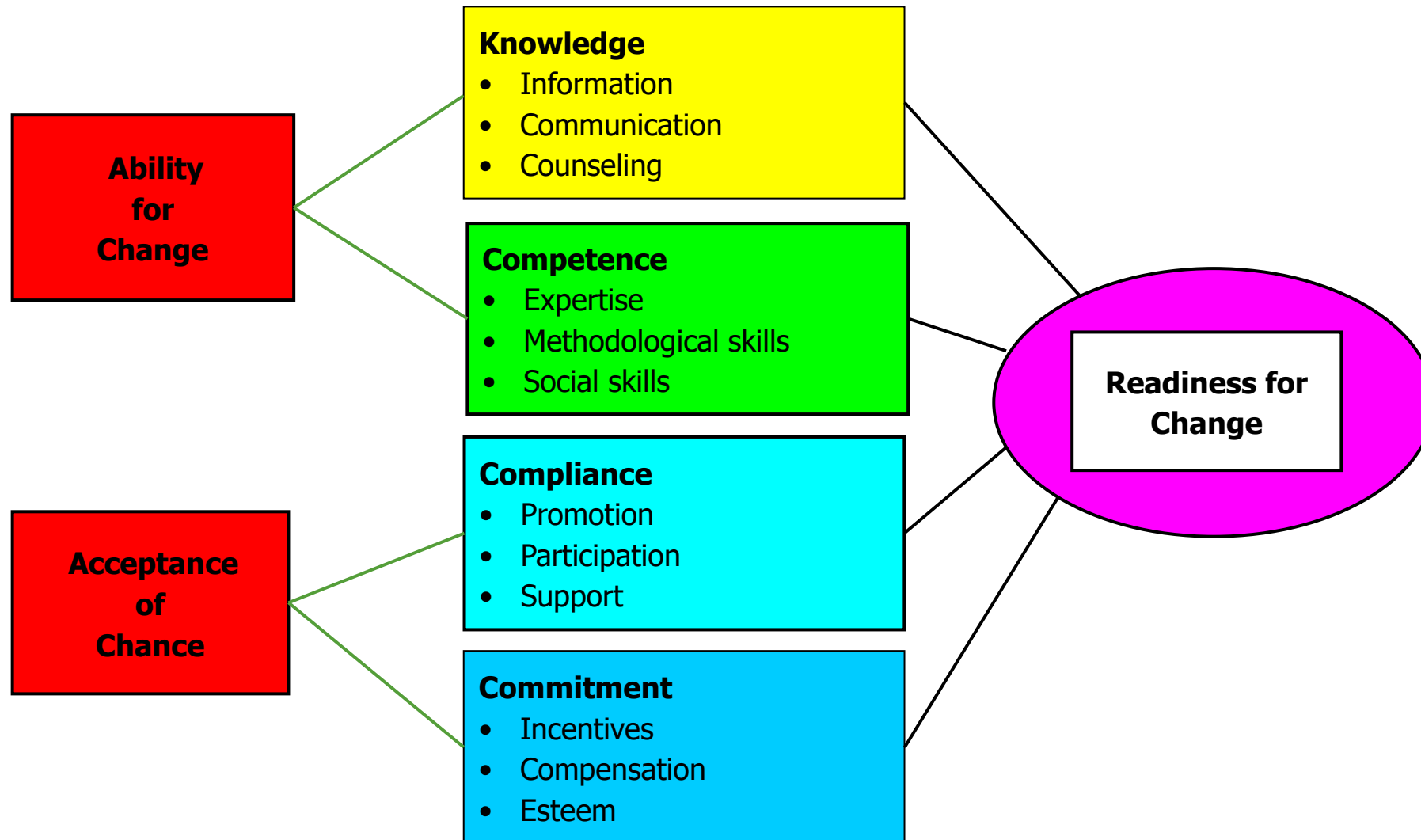
✓ **Monitoring of change**

- ✓ Applying the PDCA-cycle to activities intended to bring change
- ✓ Check deadlines
- ✓ Check the (intended) success of the change activities

Transforming improvement needs into an action plan



Ensuring readiness for change



It's your turn ...



**Self-learning:
Drafting an improvement plan**

Self-learning exercise

- You are asked to draft an improvement plan by addressing the items mentioned in the slide before
- You may work in small self-organised teams and draft the improvement plan together
- Please be prepared to present your draft to all participants in our training session
- You are recommended to draft an improvement plan which is addressing a new challenge or a given weakness in the organization you are working in
- Please add your ideas to ensure readiness for change in your organization

Results of self-learning Exercise

Present your improvement plan

... this was just another step.

Let's move on!

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Competence-based Learning

involas

Erwin Seyfried & Wolfgang Schlegel

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Training Objectives / Learning Outcomes

- * Participants are enabled to design competence-based learning processes in VET schools
- * Participants are enabled to apply CBL principles
- * Participants are enabled to work in partnership with stakeholders involved
- * Participants are enabled to foster a quality-oriented mindset towards other actors involved in the VET system

Understanding Purpose and Notion of Competence-based Learning

Terms

“Master,
we want to become
experts in **CBL!**
What should we do?”

„We need to
clarify the terms.“



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Competence

Competency

Competence-based
Training

Competence-based
Learning

A shift from ...

content-based learning to competence-based learning and from learning objectives to learning outcomes

- ✓ to increase labor market relevance of education and training
- ✓ to close gaps between the education system and the economic system
- ✓ to increase the efficiency of the education system and improve its quality
- ✓ to impart to students the knowledge, skills and competences needed to find a job after completing their studies
- ✓ a solid foundation for the assessment of acquired competences

Implications for teaching and learning

- ✓ a shift from a teaching-centered to a learner-centered approach
- ✓ with the learner-centered approach the students are becoming the subjects of learning
- ✓ with emphasis on self-learning
- ✓ a diversification of learning environments stipulates learning at the workplace (WBL) and other learning environments
- ✓ Recognition of prior learning - means recognition of competences, instead of lessons and study contents

Basics of Competence-based Learning I

CBL is outcome-based: The first step in competence-based learning is to define precise learning outcomes. All training activities are geared towards the acquisition of a set of skills/competencies.

Learner-Centered: CBL is adjusted to the individual needs of the learners. For this reason, CBC empowers learners to master valuable skills / knowledge at own pace. CBC allows freedom for individual choices.

Individualized: CBL learning is adjusted to meet the individual needs of specific learners. Interventions are determined by the learning needs of the learner.

Basics of Competence-based Learning II

Real-life oriented: Learners develop understanding through self-learning. CBL fosters the development of crucial soft-skills such as exploration, analytical thinking, creativity, and problem-solving in learners.

Learners perform investigative, **explorative**, and experimenting **activities** in line with the learning process.

Such **soft skills** give learners a massive competitive advantage when competing for job and business opportunities after graduation.

Competence-based Learning

Understanding the Roots of Competences

Role of Occupational Standards

Occupational standards (OS) describe *work* activities / functions, which are to be carried out successfully within an occupation and the related knowledge, skills and competences (encompassing attitudes, values, behaviors).

OS are competence-based!

"competence" means the proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development.



Role of VET Standards

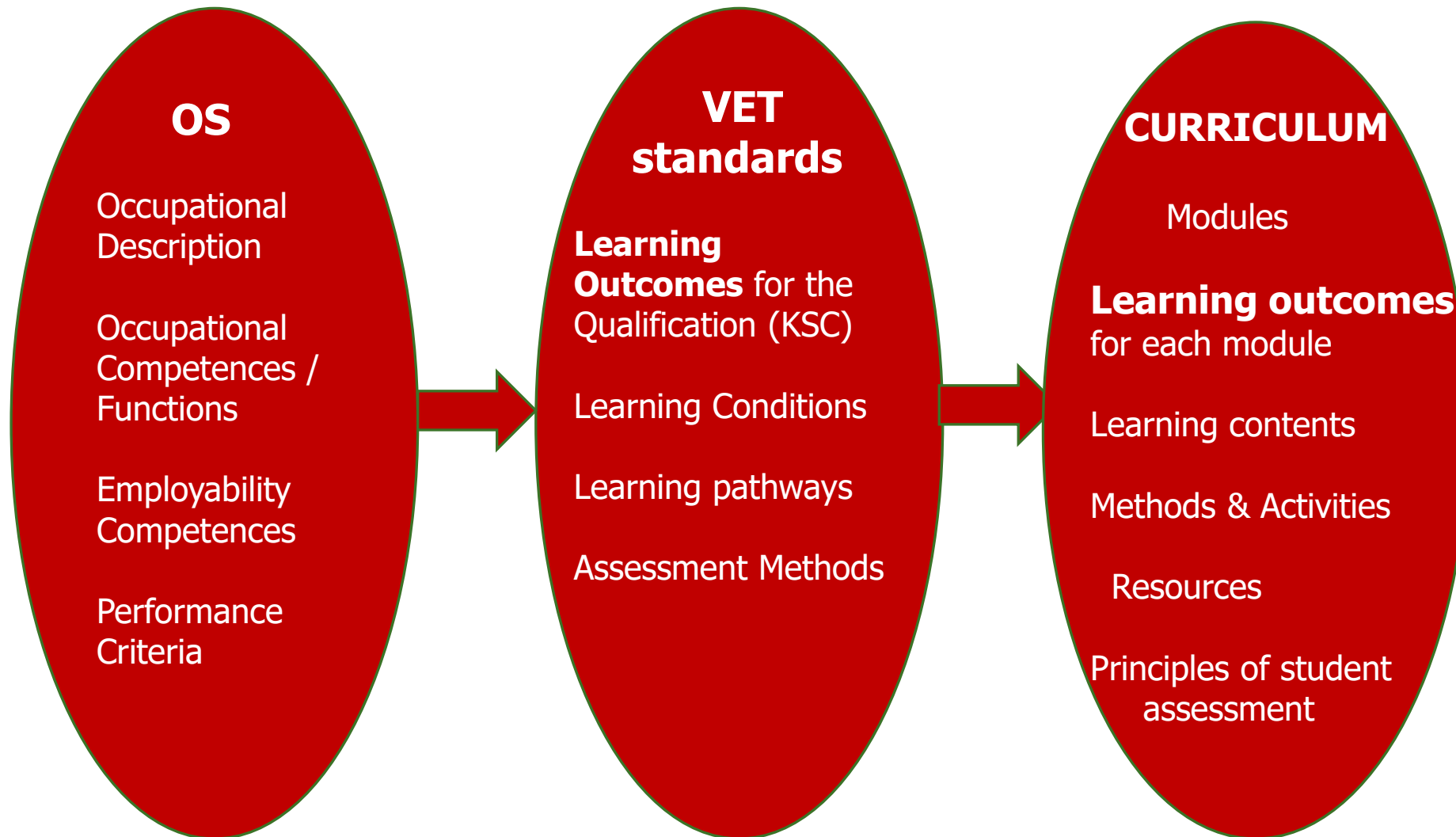
VET standards are statements that define learning outcomes and a learning context reflecting work activities and ensure the quality of learning activities.

VET standards are based on occupational standards!

VET standards are prescribing learning outcomes!

“learning outcomes” means statements regarding what a learner knows, understands and **is able to do** on successful completion of a learning process, which are defined in terms of knowledge, skills and competences.

From Occupational Standards to the Curriculum



Writing Learning Outcomes I

“learning outcomes” means statements regarding what a learner knows, understands and **is able to do** on successful completion of a learning process, which are defined in terms of knowledge, skills and competences.

Begin with an **Action Verb that explains the level of learning expected:**

Levels of learning and associated verbs may include the following:

- **Remembering and understanding:** recall, identify, label, illustrate, summarize.
- **Applying and analyzing:** use, organize, integrate, apply, solve, analyze.
- **Evaluating and creating:** Monitor, test, judge, produce, revise, compose
- Terms such as **know, understand, learn, are not specific enough to** define learning outcomes

Writing Learning Outcomes II

“**learning outcomes**” means statements regarding what a learner knows, understands and **is able to do** on successful completion of a learning process, which are defined in terms of knowledge, skills and competences.

Follow with a Statement

The statement should describe the **knowledge, and abilities acquired**

Starting with:

- You are **able** to ...
- and refer to **Blooms taxonomy**



A Pinch of Theory

Bloom's Taxonomy of Learning

Bloom states that 'human learning develops gradually through a number of stages, whereby mastering a certain stage is precondition to progress to the next stage.' This theory is reflected in Bloom's Taxonomy of Learning.



Complexity Levels and Related Learning Outcomes

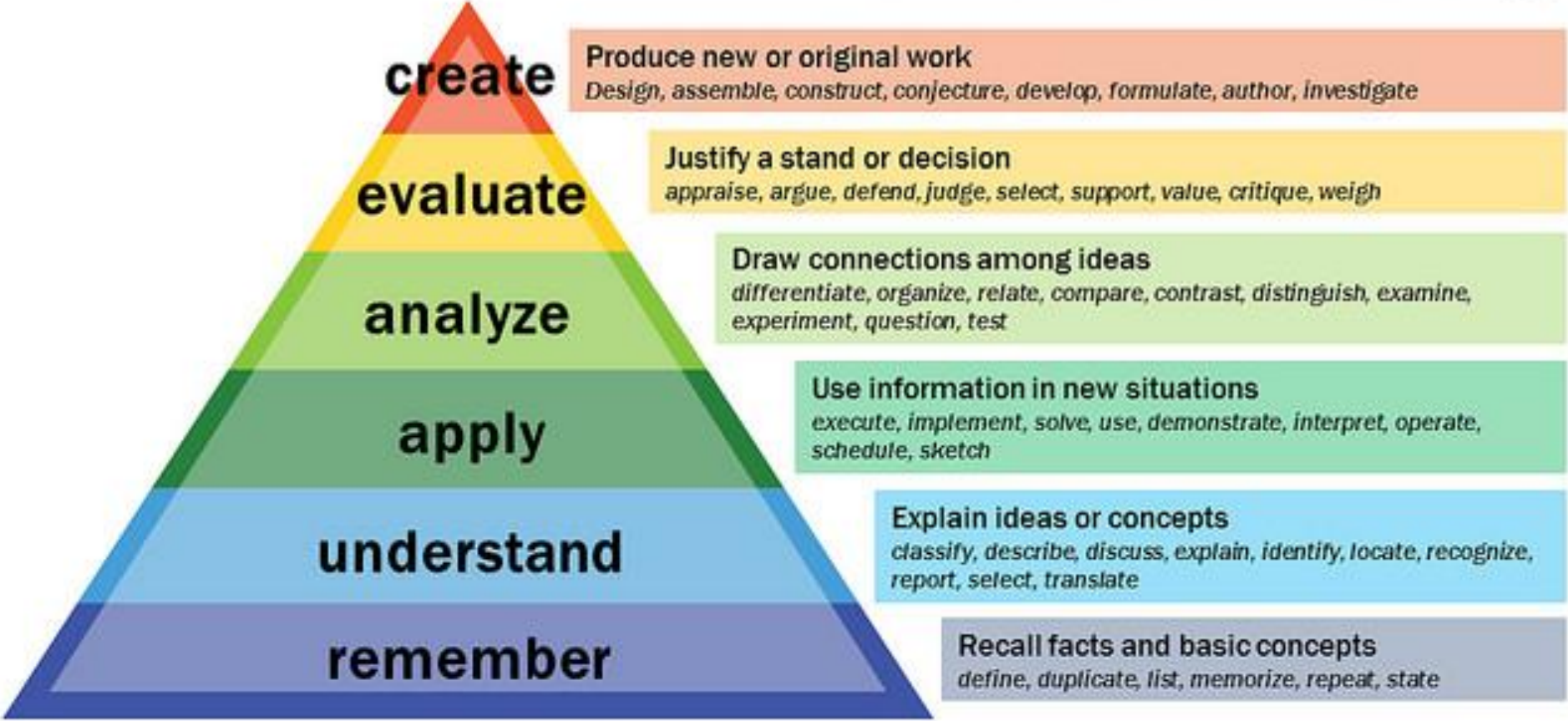
C1: Requires the learner to recognize or recall previously learned information and knowledge, such as: facts, rules, standards, dates, symbols, terminology, names, events etc.
Verbs used: define, name, arrange, describe, choose, list, identify, write, etc.

C2: Requires that the learner relates knowledge to concepts and performance situations. The learner shall summarize, interpret, translate knowledge and apply it to new context.
Verbs used: match, distinguish, describe, explain, estimate, sequence, summarize, interpret, etc.

C3: Requires analysis, synthesis and evaluation of a process, a system, or parts of a product. The learner is required to find solutions and develop methods based on a certain situation, purpose, need or problem.
Verbs used: analyse, conclude, develop, compare, organize, create, etc.

Writing Learning Outcomes

Bloom's Taxonomy



Vanderbilt University Center for Teaching

Quality Assurance of Learning Outcomes

Occupational Standards

- Review and adaptation of OS. OS should contain the whole range of competences needed to perform well on a job...
- ... allowing to draw up competence profiles for recognised qualifications (as required by the legal framework)
- assessment framework defining scope and range of assessment enabling VET providers to draw up proper procedures of awarding / confirmation of qualifications as required by the legal framework.

VET standards

- Review of compliance with OS (all competences included in the OS are transferred into corresponding learning outcomes), adaption of VET standards

Quality Assurance of Learning Outcomes


Curriculum

- Review of curriculum development process, verification of compliance with VET standards: all learning outcomes included in the (modules of the) curriculum should build on the VET standards.

Implementation of VET programs

- Implementation should happen in an accredited institution and be continuously monitored with internal quality tools.

It's your turn ...



**Self-learning:
Drafting a CBL-based module or lesson**

Self-learning exercise

- Choose a VET programme which is offered in your VET school
- Imagine the curriculum of this programme
- Select a certain module or lesson which is part of this curriculum
 - **Draft a CBI-based module or lesson**
 - Define the Learning Outcomes and explain the level of learning
 - Add teaching and assessment methods
- You may work in small self-organised teams and draft the description together
- Please be prepared to present your draft to the other participants in our training session

Results of self-learning Exercise

Present your results

... this was just another step.

Let's move on!

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Competence-based Assessment

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Training Objectives / Learning Outcomes

- * Participants are enabled to design competence-based assessments
- * Participants are enabled to apply CBL principles
- * Participants are enabled to work in partnership with stakeholders involved
- * Participants are enabled to foster a quality-oriented mindset towards other actors involved in the VET system

Basic requirements for CBA

✓ **Valid**

There must be sufficient evidence that the candidate meets the competence specified by the current standard.

The candidate must not be asked to provide evidence of competences that are outside the scope of the standard.

✓ **Reliable**

The assessment must be able to stand up to scrutiny. That is, other assessors should reach the same conclusion.

Evidence-gathering methods should be used to ensure consistency.

✓ **Safe**

All assessments must comply with occupational health and safety standards

Basic requirements for CBA

✓ **Flexible**

There is no single approach to competence-based assessment.

Evidence can be achieved by using different methods, at different times, under a variety of conditions.

Methods must be responsive to the needs of the situation and the candidate.

✓ **Fair**

Assessment must not discriminate against individuals or groups.

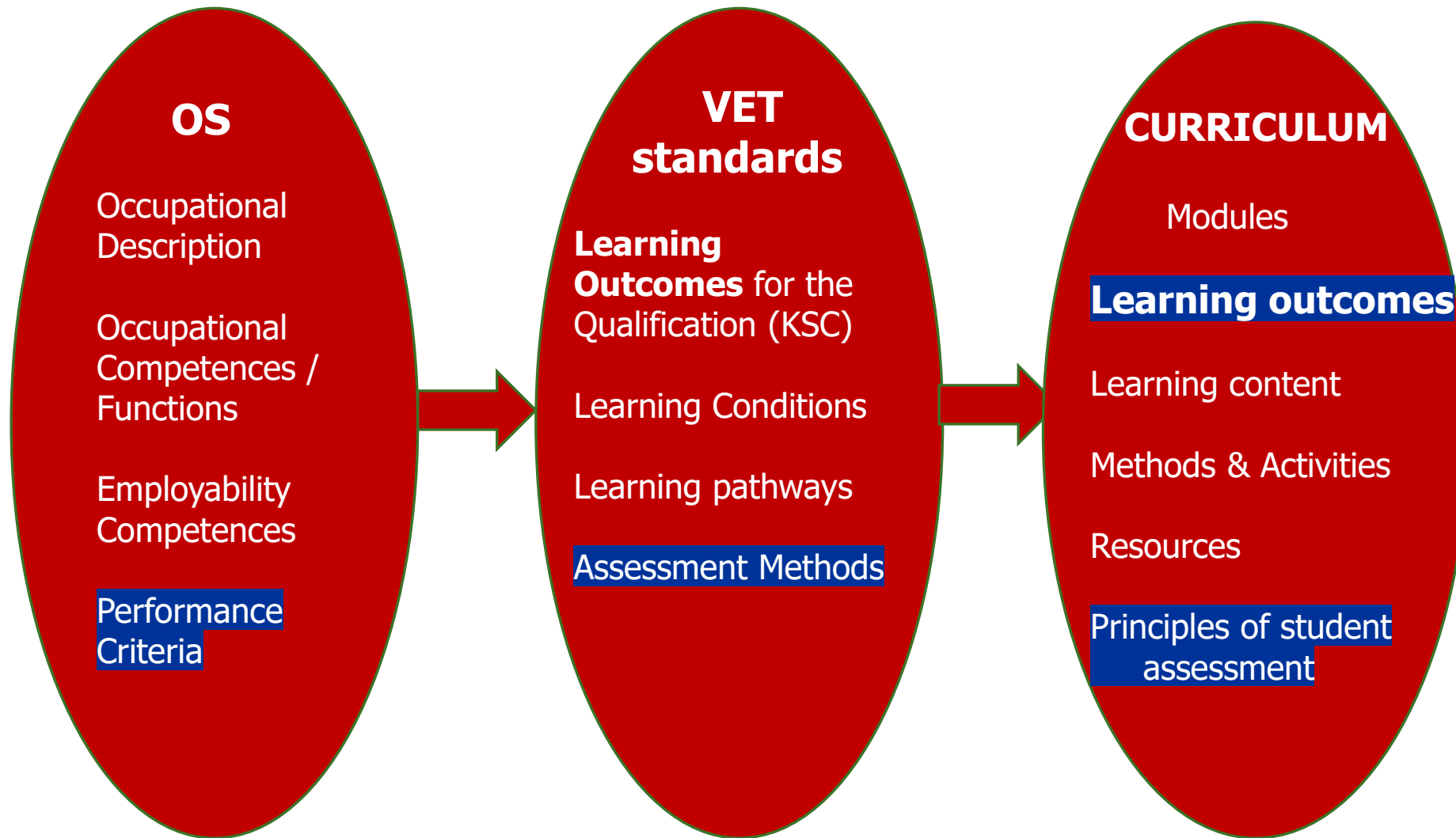
Different people and different situations need different assessment methods, where necessary, reasonable adjustments should be made to meet individual preconditions

Competence-based Assessment

Understanding

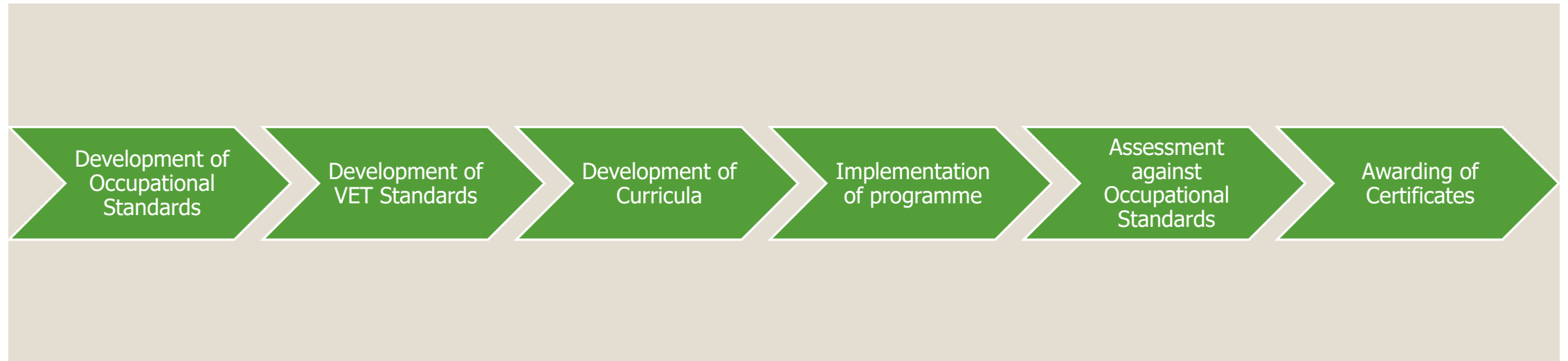
Competence-based Assessment

From Occupational Standards to Competence-based Assessment



Overview

Quality Assurance Framework for VET



CBA: Benefits & Challenges

Benefits of CBA

- ✓ CBA allows learners to build on competences gained in a natural progression
- ✓ CBA can identify competences and competence gaps of learners and ...
... determine additional training needs to close identified gaps
- ✓ Candidates can gain a nationally recognised qualification.

Challenges with CBA

- ✓ CBA calls for changes in teaching and learning (educational shift)
- ✓ Comparability of applied assessment instruments
- ✓ Certain competences are difficult to assess (attitudes)

Assessment Instruments for CBA



Developing Assessment Instruments

Assessment Instruments for CBA

Assessment instruments should

- be in accordance with the requirements of the **occupational standard** of the relevant professional qualification
- allow for collecting sufficient information (providing **evidence**) of acquired competences
- allow a valid **decision** on certification.

Assessment instruments shall be **standardized** to provide for objectivity and reliability (credibility) of assessment operated by assessment institutions.

There shall be regular meetings of the staff involved in the certification process, to **exchange experience** on assessment practices.

Assessment Instruments for CBA

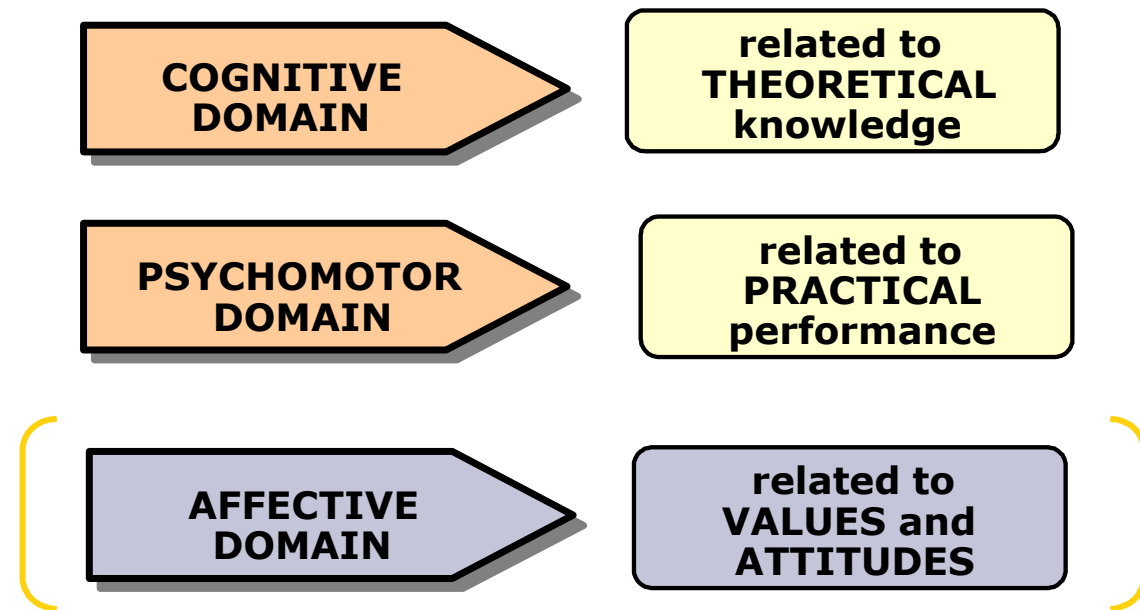
Assessment instruments should be

- stored in **an assessment instruments data bank**
- regularly reviewed (**updated**)
 - considering changes in the **Occupational Standards** for the relevant professional qualification and
 - development in **assessment practices** in VET institutions
 - **Access** to instruments data bank should be **safeguarded**
- **Obsolete assessment** instruments should be **removed**.

Developing Assessment Instruments

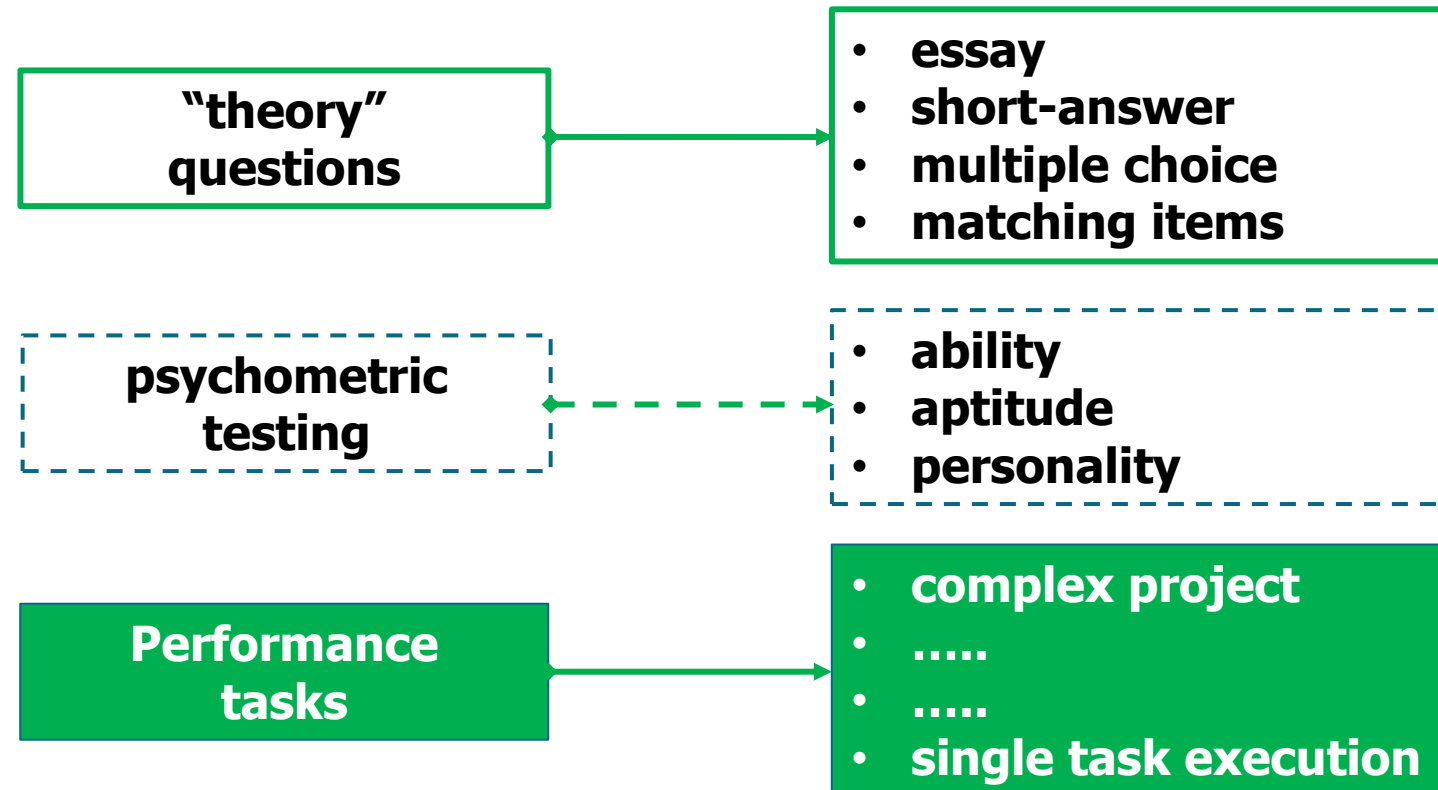
When assessing competences, one may distinguish between three domains.

The cognitive and psychomotor domains, are comparatively easy to assess by means of summative testing against occupational standards. It is more difficult to assess the affective component.



Overview of CBA instruments

Assessment instruments can be classified into *written* (or theory), *practical* (or performance) and *psychometric* (or attitudinal) instruments.



Test Item for Theory / Written Tests: Short Answer

EXAMPLE of a Short Answer Item

Occupation: Carpenter

Level: C2

State three tools and materials used by a carpenter for making a window.

1. _____
2. _____
3. _____

KEY/EXPECTED ANSWERS:

Key must include ALL possible answers:

Saw

Chisel

Plane

Set square

Timber

Measure

Test Item for Theory / Written Tests: Multiple Choice

EXAMPLE of a Multiple Choice Item

Occupation: Bricklayer

Level: C2

Question:

Which of the following represent the basic characteristics of cement?

OPTIONS:

- A. Resistant to acids, volumetric mass, type of cement, resistant to water
- B. Resistant to water, hard, low setting, brand, resistant to freezing weather
- C. Hard, fine crushing, colour, resistant to freezing weather, mass
- D. Low setting, volumetric mass, brand, resistant to acids, colour

KEY: B

Assessment Instruments for CBA



Developing a Performance Test

Competence-based Learning and competence-based Assessment

Competence-based Learning

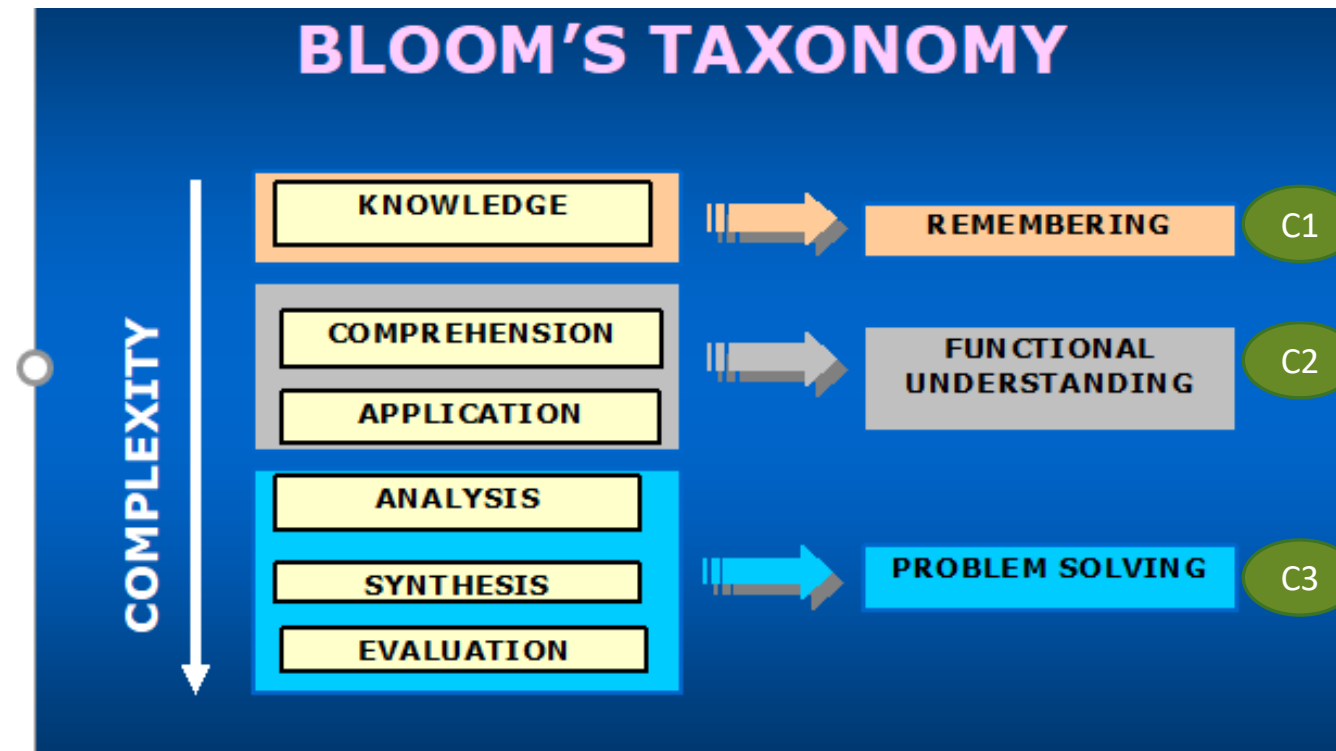
Learning that is designed to provide the required knowledge, skills and competences for a particular occupational standard

Competence-based assessment

Assessment is to check if the knowledge, skills and competence required have been achieved by the learner and can be demonstrated in the work environment according to the required standard

Bloom's Taxonomy of Learning

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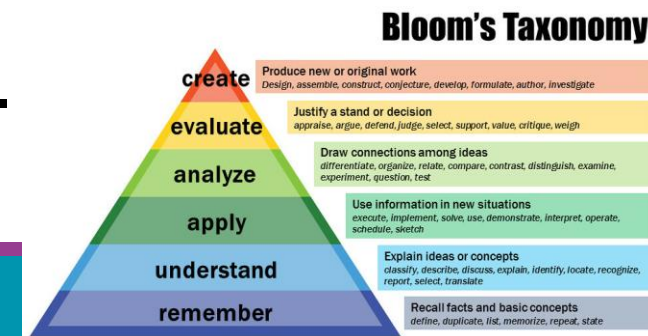
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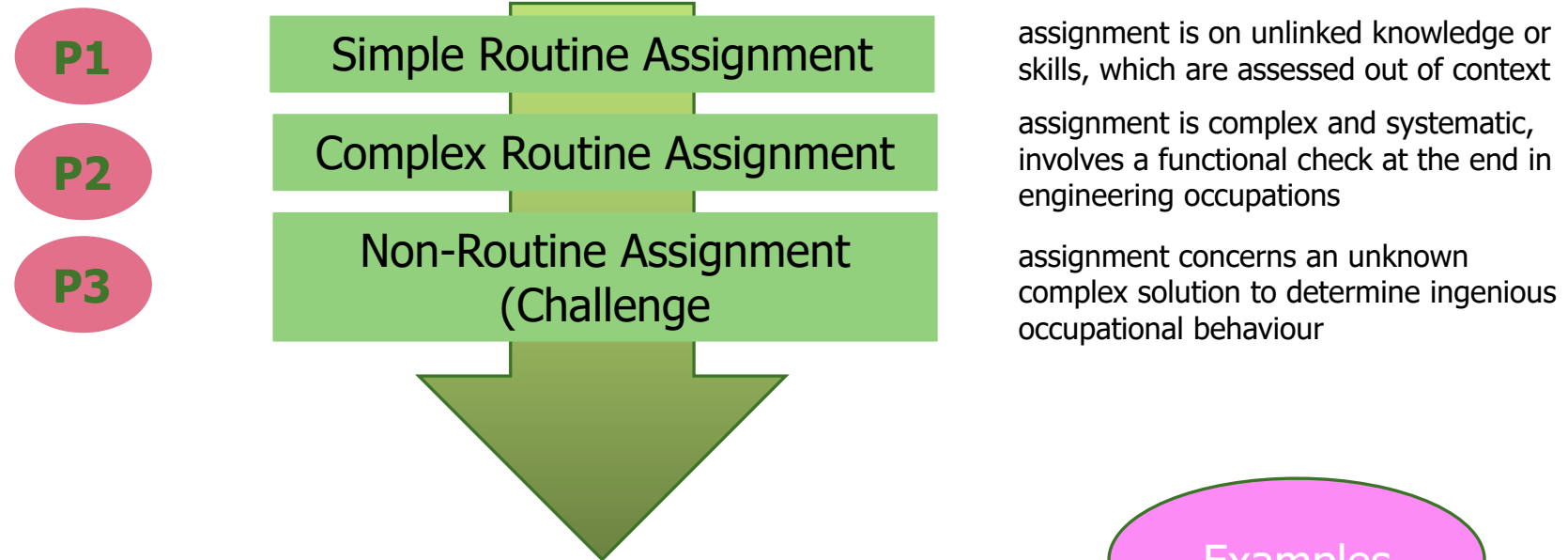
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Verbs used: analyse, conclude, develop, compare, organize, create, etc.



Performance Tests: Levels of complexity



- P1:** Weld two pieces of copper pipes.
- P2:** Perform maintenance of a house plumbing system.
- P3:** A customer reports drain clog-up and pipes spraying from his house plumbing system. Troubleshoot the system and perform necessary maintenance.

Developing a Performance Test

- Formulate the task
- Determine allocated time
- Determine equipment, tools, consumables needed
- Define the assessment setting
- Define actions for occupational safety and health (OSH)
- Formulate the technical scoring guides


Developing a Scoring Guide

Following items should be taken into consideration when developing scoring guides:

- ✓ process (compliance with established technical procedures)
- ✓ product (result in terms of quality craftsmanship)
- ✓ time (as an expression of sufficient routine and self-assurance)
- ✓ overarching aspects of health, safety and environment

Scoring items must be specific, observable and measurable.

It's your turn ...



**Self-learning:
Draft a CBA-based performance test**

Self-learning exercise

- Choose the module or lesson for which you have defined learning outcomes in our previous session on CBL and ...
 - **Draft a CBA-based performance test**
 - Consider the levels of complexity (P1, P2, P3) and
 - additional criteria (time allocation, tools needed, setting, etc.
- You may work in small self-organised teams and draft the test together
- Please be prepared to present your draft to the other participants in our training session

Results of self-learning Exercise

Present your results

... this was just another step.

Let's move on!

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Strengthening Links with the Labour Market and the Economy

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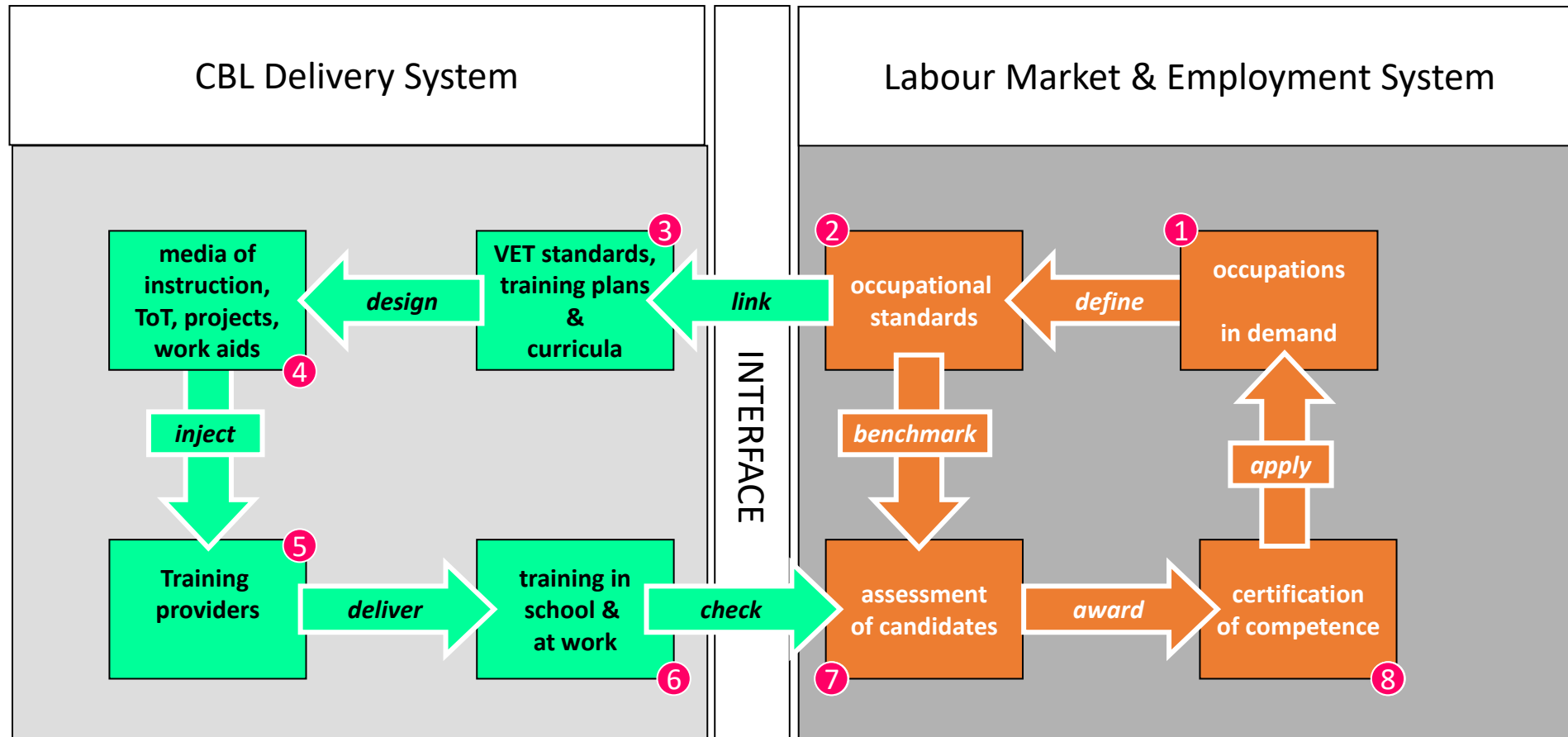
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Training Objectives / Learning Outcomes

- * Participants get a better understanding of the importance of well-established links with the labour market and the economy for competence-based VET
- * Participants are enabled to assess the links of their institution with the (local) labour market and economy
- * Participants are enabled to reveal gaps and shortcomings regarding their links with (local) labour market and economy
- * Participants are enabled to design plans for the improvement of their institution's links with (local) labour market and economy

Strengthening Links with Labour Market and Economy



Strengthening Links with Labour Market & Economy

Occupational standards:

- Labour market and economy signal needs for new occupational standards or for updating existing ones
- Companies support development or updating of occupational standards by providing expertise
- Companies verify draft occupational standards
- Economic actors / business associations are involved in the approval of new or updated occupational standards

Strengthening Links with Labour Market & Economy

Training preparation:

- Local companies and (public) employment service advise on training plans and curriculum development
- Companies support development of teaching and training aids and instructional media
- Companies provide support for training of teachers and trainers, e.g. through internships
- Local companies and (public) employment service provide information on specific occupations and career pathways to students and their parents

Strengthening Links with Labour Market & Economy

Training providers:

- Representatives of local companies and (public) employment services are involved in technical advisory boards of training providers
- Companies support training providers with equipment and training material
- Companies support training providers by purchasing goods or services from them

Strengthening Links with Labour Market & Economy

Training delivery:

- Local companies second staff to provide practical training in the premises of the training provider
- Local companies allow training providers to conduct parts of the practical training in their workshops or labs
- Local companies offer internships and workplace-based learning for students
- Local companies offer apprenticeships for students

Strengthening Links with Labour Market & Economy

Assessment and certification:

- Test instruments based on occupational standards are developed with experts from companies
- Assessment of graduates, in particular of their practical performance, is conducted with experts from companies
- Certificates are issued or at least co-signed by representatives of the business sector

Strengthening Links with Labour Market & Economy

Employment:

- Training providers cooperate closely with (public) employment services to assure placement of successful graduates
- In addition, training providers may have internal placement services for their students, in particular where (public) employment services are not available or weak
- Public employment services provide data on labour market integration of graduates
- In addition, training providers may monitor the careers of their graduates, in particular where public employment services are not available or weak
- Companies provide useful feedback on the job-performance of graduates (tracer studies)

It's your turn ...



**Self-learning:
Draft a plan to improve the links of your
institution with the local labour market
and economy**

Self-learning exercise

- Discuss and analyse with your colleagues the strengths and weaknesses of your institution regarding the links with the labour market and the local economy and
 - **Draft an improvement plan**
 - Describe what needs to be improved, set priorities, identify responsibilities (who should do what) and consider the time and resources you would need.
 - You may work in small self-organised teams and draft the plan together
 - Please be prepared to present your draft to the other participants in our training session

Results of self-learning Exercise

Present your results

... this was just another step.

Let's move on!

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Process Management

involas

Erwin Seyfried & Wolfgang Schlegel

Bucharest Training Workshop

15-19 September 2025

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Implementing partners:



NATIONAL CENTER FOR
PROFESSIONAL EDUCATION
QUALITY ASSURANCE FOUNDATION



Training Objectives / Learning Outcomes

- * Participants are enabled to identify key processes in VET schools
- * Participants are enabled to develop and describe processes according to ISO standards
- * Participants are enabled to implement processes
- * Participants are enabled to review

Basics of Quality Assurance

Internal Quality Assurance

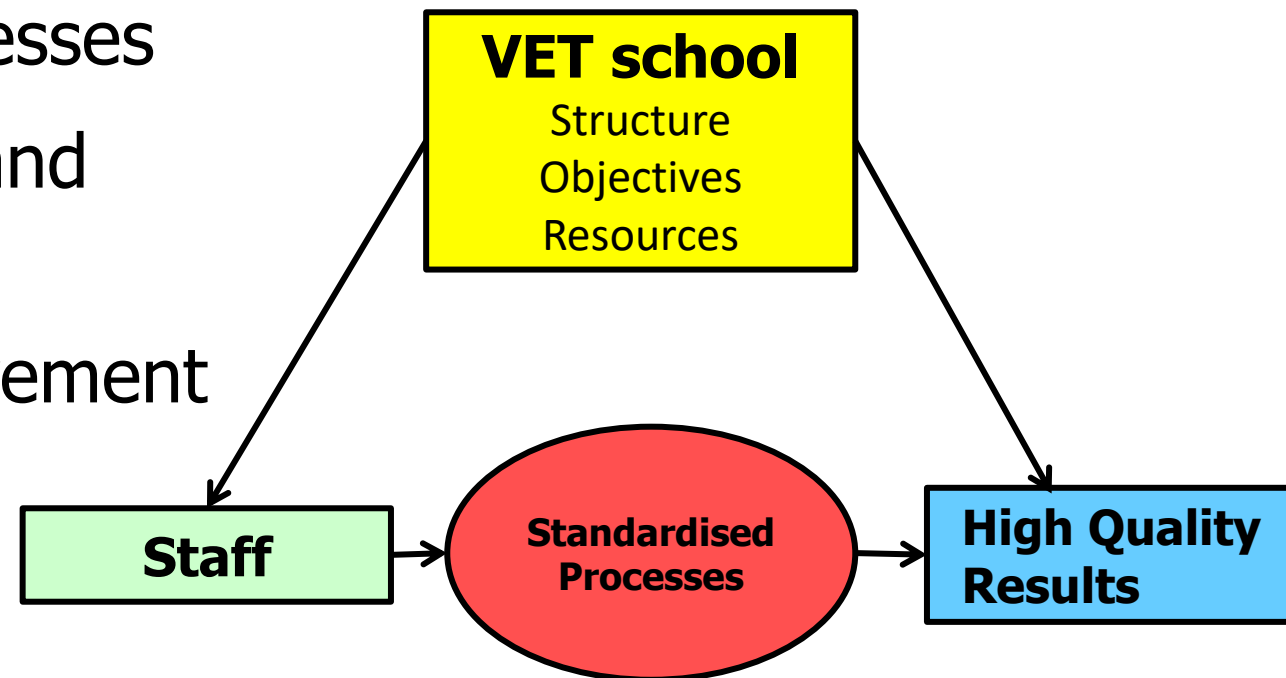
by:

- **ensuring compliance with standards, clients' needs and optimum use of resources – by establishing clear and compulsory processes**
- **application of PDCA cycle**

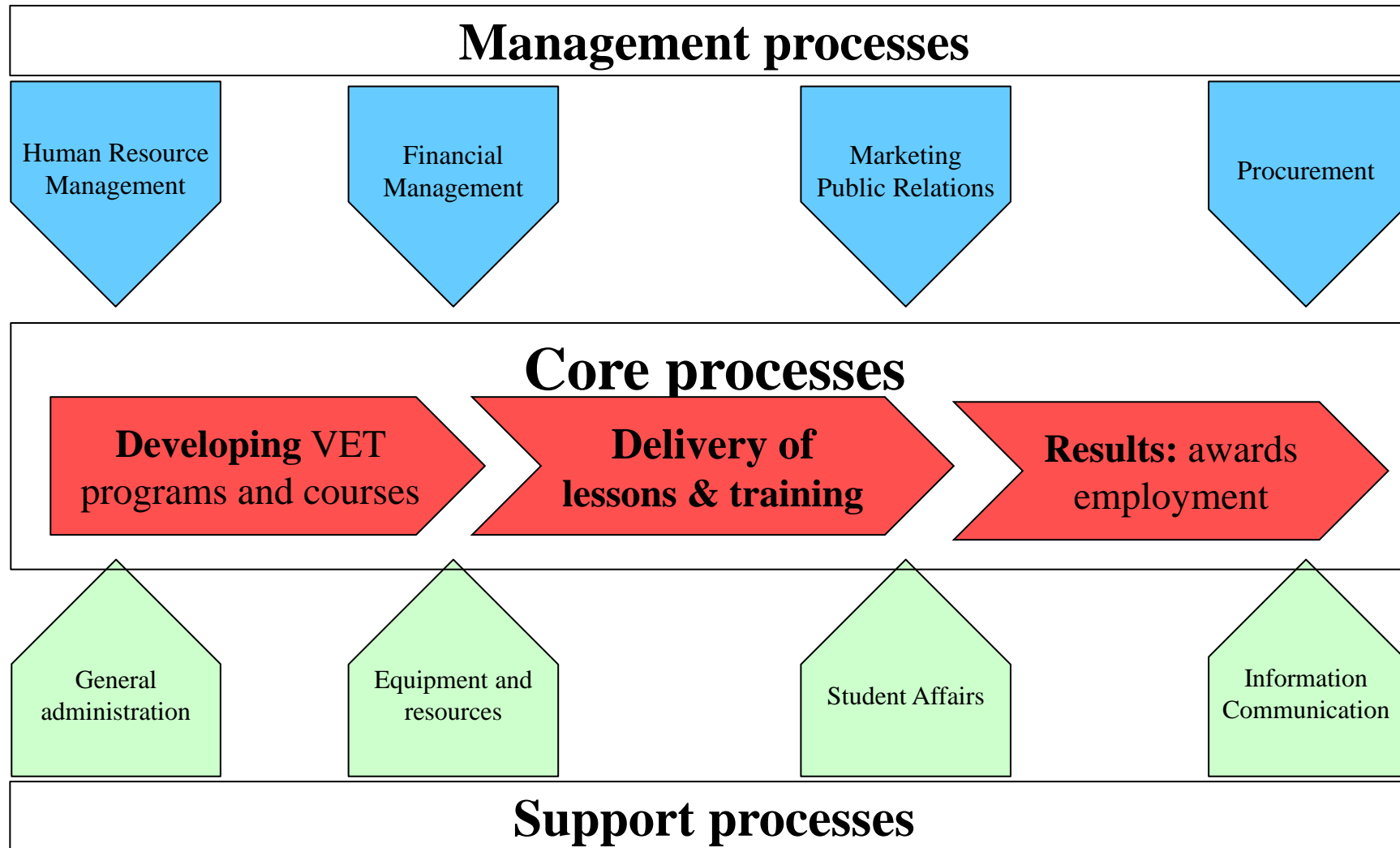


Steps to establish Process Management

- Identification of the essential (core) processes in your school
- Systematic description of these processes
- Implementation of these processes
- Monitoring of persistent flow and quality of process results
- Continuous review and improvement of all processes (PDCA)



Key processes in VET schools



Template – process description for QA, part I

PROCESS DESCRIPTION FOR QUALITY ASSURANCE					
Process name:	Indicate name of the process and name of the departments where the process is applied			Filing system:	Nr of process + version Nr.
Process owner:	Indicate name and position of process owner			Starting date	Indicate starting date of process elaboration
				Date of agreement	Indicate date of agreement on process description
Purpose/objective of the process	Here you should answer the following question: What should be achieved by the process?				
The total result	Indicate the result that is achieved after the process has been implemented				
The steps of the process	STEP 1	STEP 2	STEP 3	STEP 4	
Name of the steps				add more steps if necessary	
Regulations & standards to be applied					
Resources and facilities needed					
Responsibility	Indicate position (and when applicable: name)	Indicate position (and when applicable: name)	Indicate position (and when applicable: name)	Indicate position (and when applicable: name)	
Results	Indicate an operative result	Indicate an operative result	Indicate an operative result	Indicate an operative result	
Previous process	Indicate name of previous process and owner of the previous process				



Process Management - description of processes

Understanding processes

A process is ...

- a sequence of several activities (steps) which are carried out
- in a defined order and building on each other
- (usually) by different people and / or units /or departments of the organisation
- to achieve a certain result or objective.



Most international quality norms (like ISO) require that every process must be planned, controlled, monitored and improved!

Management of processes


means ...

- clearly defined processes for all crucial activities
- clearly defined personal responsibilities
- oriented towards fulfilling customer needs
- following the quality objectives of the organization
- monitoring and assessing process performance
- avoiding mistakes and inefficiency (saving time, costs, and resources)
- Identifying opportunities for improvement of quality

Benefits of Process Management

- Transparency of tasks and accountability
- Clear (personal) responsibilities
- Consistent customer orientation
- New staff members more easily incorporated
- Increased efficiency of service delivery
- Ensuring consistent quality of results

It's your turn ...



**Self-learning:
Drafting a process description**

Items for drafting a process description

- Provide a name for the process
- Appoint a „process owner“
- Define the purpose/objective of the process
- Indicate the result which should be achieved
- Indicate the crucial steps of the process
 - Name the steps
 - Add regulations & standards to be applied
 - Add resources and facilities needed
 - Indicate personal responsibilities and interim results for each step
- Indicate the previous and the next / subsequent process

Self-learning exercise

- You are asked to draft a process description by addressing the items mentioned in the slide before
- Please make use of the provided template – filling the boxes with the information required
- You may work in small self-organised teams and draft the process description together
- Please be prepared to present your draft (the filled-in template), to the other participants in our training session
- You are recommended to draft a process description for a process which is of crucial importance in the organization you are working in

Template – process description for QA, part I

PROCESS DESCRIPTION FOR QUALITY ASSURANCE					
Process name:	Indicate name of the process and name of the departments where the process is applied			Filing system:	Nr of process + version Nr.
Process owner:	Indicate name and position of process owner			Starting date	Indicate starting date of process elaboration
				Date of agreement	Indicate date of agreement on process description
Purpose/objective of the process	Here you should answer the following question: What should be achieved by the process?				
The total result	Indicate the result that is achieved after the process has been implemented				
The steps of the process	STEP 1	STEP 2	STEP 3	STEP 4	
Name of the steps				add more steps if necessary	
Regulations & standards to be applied					
Resources and facilities needed					
Responsibility	Indicate position (and when applicable: name)	Indicate position (and when applicable: name)	Indicate position (and when applicable: name)	Indicate position (and when applicable: name)	
Results	Indicate an operative result	Indicate an operative result	Indicate an operative result	Indicate an operative result	
Previous process	Indicate name of previous process and owner of the previous process				

Results of self-learning Exercise

Present your process descriptions

... this was just another step.

Let's move on!

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European trends in external quality evaluation (II)

Organization: Romanian Agency for Quality Assurance in Pre-University Education

Presenter: Mariana DOGARU, PhD, President of ARACIP

Andrei DUDU, Expert, ARACIP

Place, Date: Bucharest, September 18 2025

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Implementing partners:



NATIONAL CENTER FOR
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QUALITY ASSURANCE FOUNDATION



External QA: Mechanisms & Standards

ARACIP as example of structured QA



ARACIP

- Observations, surveys, interviews, document analysis
- Focus areas: outcomes, well-being, inclusivity, digitalization, teacher development.

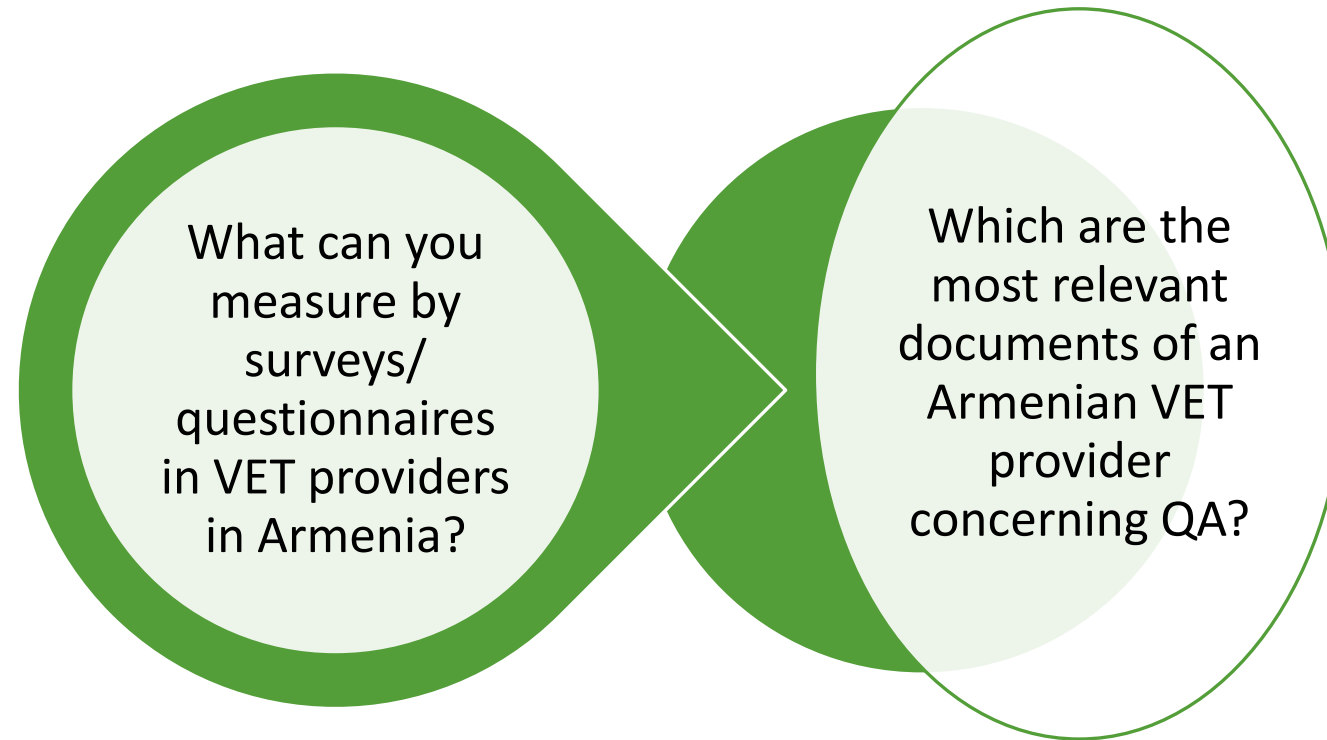


Partnerships with families, employers, NGOs to ensure relevance.



Digitalization & AI: new tools for evidence-based evaluation.

Let`s practice!



Framework and Methodology for Evaluation

Structured framework:

Government Decisions 993 and 994 from 2020

External evaluation guidelines.

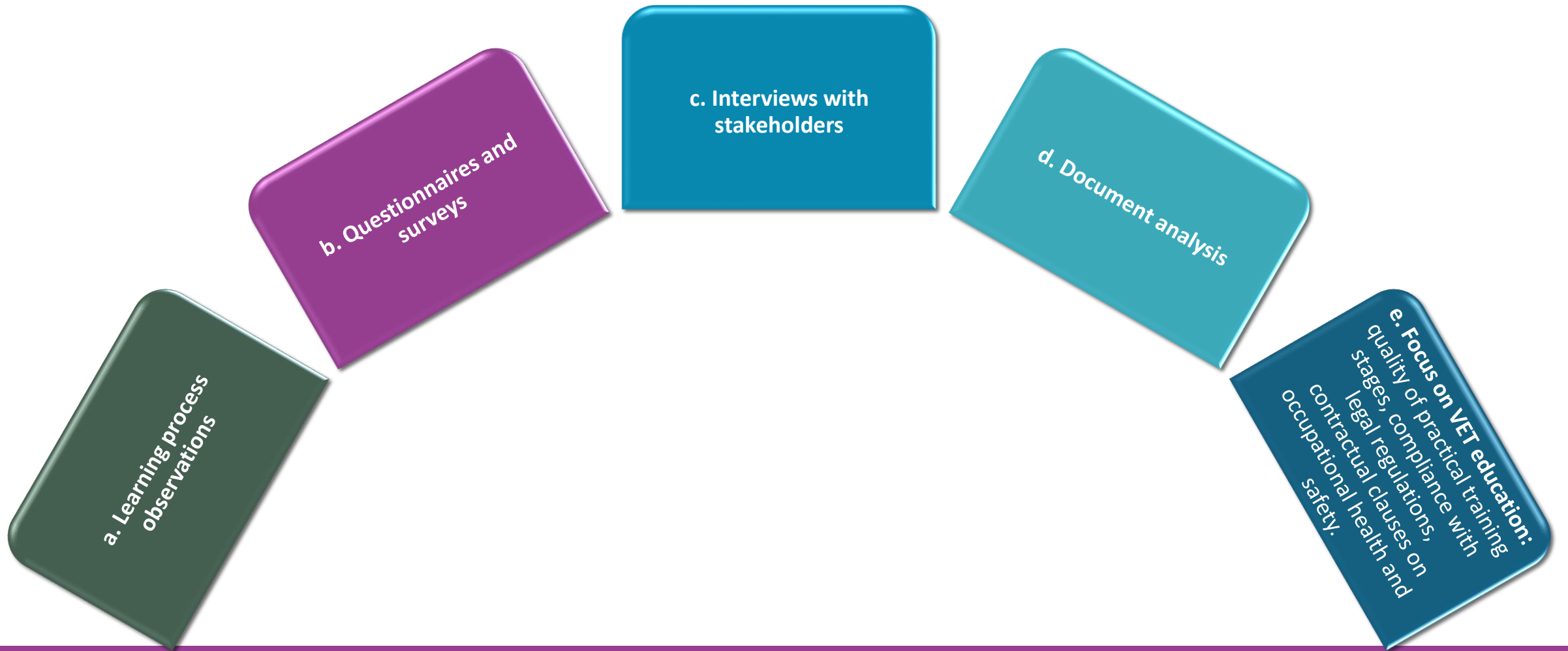
Three main dimensions:

capacity (institutional resources and infrastructure),

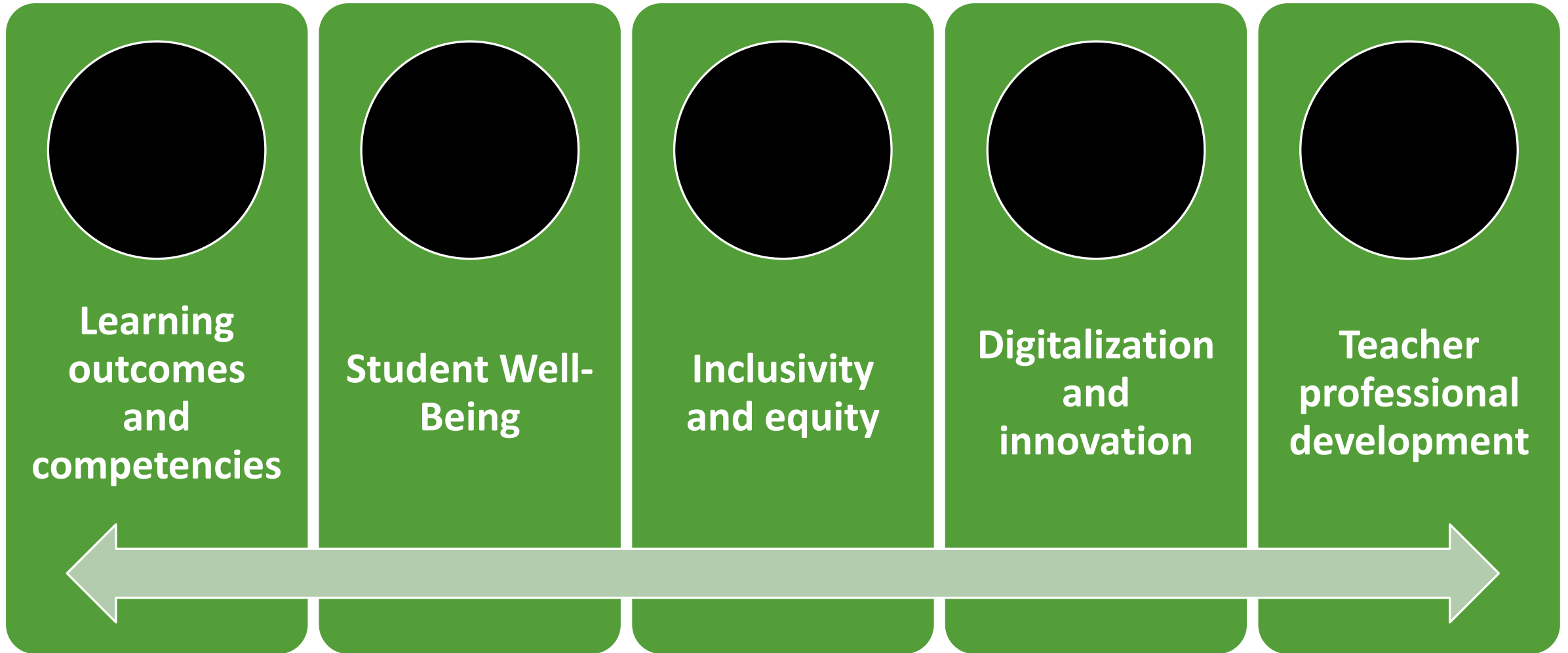
educational effectiveness (learning outcomes and student well-being)

Management of quality (leadership, planning, and continuous improvement).

Evaluation Methods



Focus Areas in quality management



Challenges and considerations

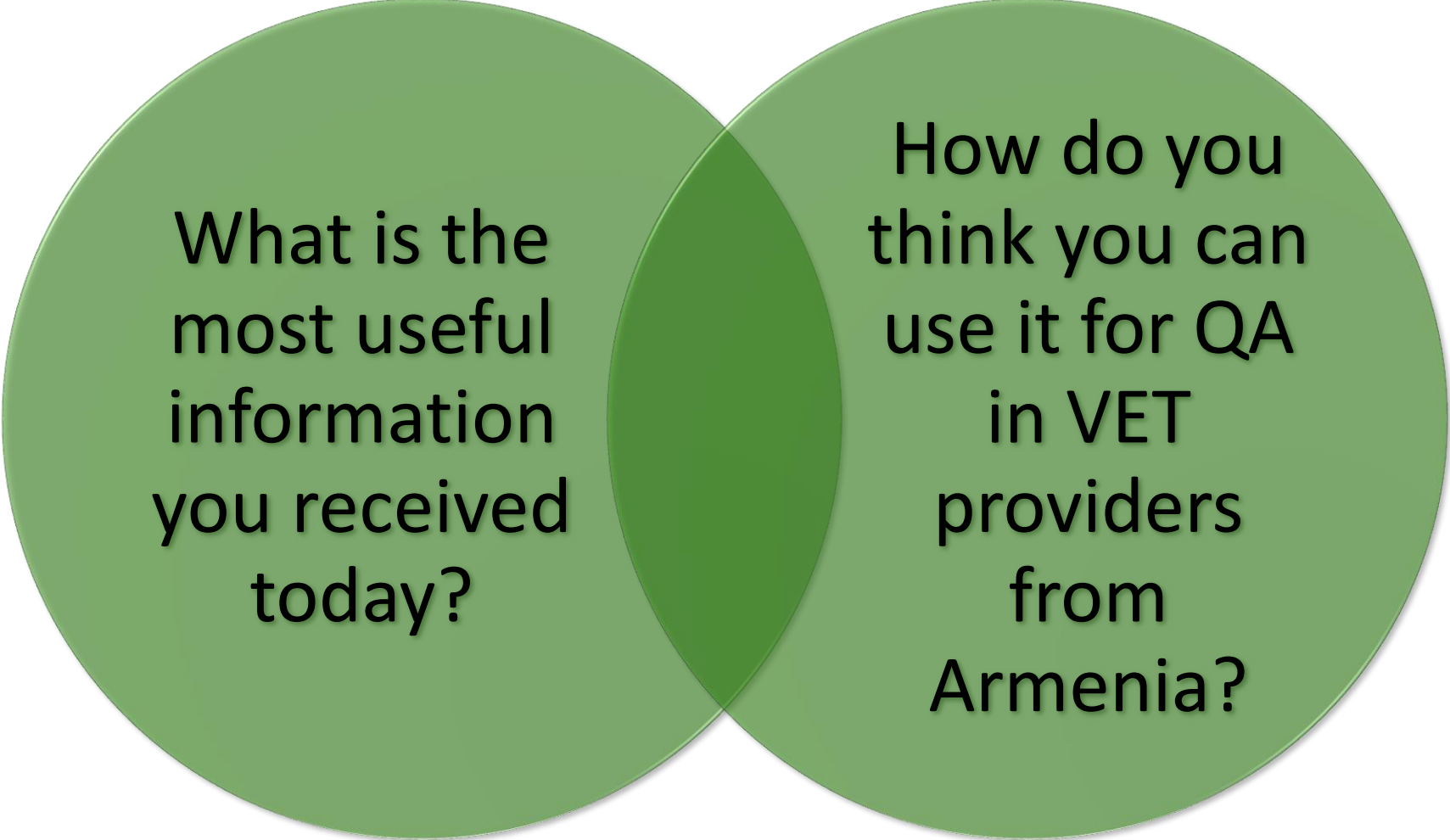


**Data
complexity**

**Contextual
variability**

**Stakeholder
engagement**

IT'S YOUR TURN!



What is the most useful information you received today?

How do you think you can use it for QA in VET providers from Armenia?

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Digitalisation of the external quality evaluation process in Romania (II)

Organization: Romanian Agency for Quality Assurance in Pre-University Education

Presenter: Mariana DOGARU, PhD, President of ARACIP

Andrei DUDU, Expert, ARACIP

Place, Date: Bucharest, September 18, 2025

"Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency. Neither the European Union nor the granting authority can be held responsible for them".



ARACIP Platform

https://calitate.aracip.eu

The screenshot shows a web browser window with the URL https://calitate.aracip.eu/_layouts/AracipMc/Landing.aspx?RedirectUrl=%2f_layouts%2fAracipMc%2fdefault.aspx. The page features a green header with the text: "Acest site este cofinanțat din Fondul Social European prin Programul Operațional Sectorial Dezvoltarea Resurselor Umane 2007-2013. Pentru informații detaliate despre celelalte programe cofinanțate de Uniunea Europeană, vă invităm să vizitați www.fonduri.ro."

The main content area has a white background with the heading "Fondul Social European - Investește în oameni!" and several logos including the European Union flag, the Romanian coat of arms, and logos for the Ministry of National Education and Research and ARACIP.

A large yellow banner with a lock icon contains the text: "PENTRU A ACCESA PAGINA DORITĂ ESTE NEVOIE SĂ VĂ AUTENTIFICAȚI". Below this, it says: "Conținutul acestui site nu poate fi accesat decât de utilizatorii înregistrați. Pentru a vă autentifica, apăsați aici." with an orange arrow icon pointing to the right.

The footer is green and contains the text: "Conținutul acestui material nu reprezintă în mod obligatoriu poziția oficială a Uniunii Europene sau a Guvernului României." and "© 2012 Agenția Română de Așezare a Calității în Serviciul Personalitatii". On the right side of the footer, there are links for "Calificabilitate", "Termeni și condiții", and "Contact".

ARACIP Platform (https://calitate.aracip.eu)

The screenshot displays the ARACIP Platform interface for editing a learning unit. The browser address bar shows the URL: https://calitate.aracip.eu/_layouts/AracipMc/RFE/EditLearningUnit.aspx?ID=610c47dd-66d0-4f4d-a92f-a1a300f6985-d. The page title is "Editare Unitate Învățământ". The main content area is titled "ȘCOALA GIMNAZIALĂ 'ANTON PANN' BRAILA" and contains a form with the following fields:

- Loc unic de sertare:** BRILA
- Denumire Scurtă:** ȘCOALA GIMNAZIALĂ 'ANTON PANN' BRAILA
- Denumire Completă:** ȘCOALA GIMNAZIALĂ 'ANTON PANN' BRAILA
- Titlul Unității Învățământ:** Fara titlul
- CodȘiruaș:** 40402
- Județ:** BRAILA
- Fel Unitate:** Unitate independentă
- Formă Funcționare:** Supt
- Tip Unitate:** publică
- Limba Funcționare:** Limba română
- Mod Funcționare:** dual schimburi / zi
- Este furnizor de educație:**
- Progresul Unității poate fi monitorizat de UNICEF:**
- Valabil De La:** 22.09.2007
- Valabil Până La:**

Below the form, there is a section titled "Biblioteca de documente este accesibilă!" and a section for "Forme Încălziment" with a checkbox "Doar Formele de Învățământ valde" and a table with columns "Formă Încălziment" and "Disponibilitate la data începerii".

Annotations on the screenshot:

- General data about the school (name, address, number of shifts, etc.)** (points to the school name and address fields)
- Levels, Qualifications/ Educated specializations** (points to the 'Titlul Unității Învățământ' field)
- Data on the structures assigned to the school with legal personality** (points to the 'Tip Unitate' and 'Formă Funcționare' fields)
- Data on school staff and CEAC** (points to the 'Biblioteca de documente este accesibilă!' section)
- Data about the school (pupils' results, ethnic structure, etc.)** (points to the 'Forme Încălziment' section)

ARACIP Platform (https://calitate.aracip.eu)

Dear Formele de Invatamant valide

Formă învățământ	Disponibilă la data curentă	
Program "A doua școală"	Da	
Învățământ de zi	Da	

ADĂUGĂ FORMĂ ÎNVĂȚĂMÂNT

Edițiune Date Generale

Locații și Contacte

Locații

Tip locație	Adresa locație	Disponibilă la data curentă	
Școală centrală	Localitate: BRAGA, Str. SOMELIU Nr. 33	Da	

ADĂUGĂ LOCAȚIE

Contacte

Tip contact	Detalii contact	Disponibilă la data curentă	
Telefon Fix	239674091	Da	

ARACIP platform (https://calitate.aracip.eu)

The screenshot displays the ARACIP platform interface for school identification data. The browser address bar shows the URL: <https://calitate.aracip.eu/> layouts/AracipMc/SchoolDB/SchoolIdentificationData.aspx?SrcUri=Dashboard%3fraelLearningUnitId%3d610c. The page title is "ȘCOALA GIMNAZIALA 'ANTON PANN' BRAILA".

The interface includes a navigation menu with options: "A.F.E.", "Regimul de învățământ", "Date introduse de P.E.", "Contractarea", and "Date identificare școli (1-12)".

The main content area is divided into two columns. The left column lists various data categories for school identification, each with a corresponding icon and a range of values in parentheses:

- Date identificare școli (1-12)** (highlighted in green)
- Date de primărie (14-23)**
- Mediu familial (24-29)**
- Condiții de acces (30-38)**
- Baza materială (39-46)**
- Resurse umane și procesul didactic (47-64)**
- Participarea elevilor în anul școlar anterior (65-69)**
- Situație școlară în afara școlii în anul școlar precedent (70-79)**
- Experiențe în activități internaționale (80)**
- Alte rezultate în activitatea școlii (81-88)**

The right column displays the following sections:

- D1 - Denumirea unității**: A table with columns "Denumire", "Cod", "Localitate", and "Județ". The data row shows: ȘCOALA GIMNAZIALA "ANTON PANN" BRAILA, 401012, BRAILA, BRAILA.
- D2 - Mediul de rezidență al școlii**: A section titled "Mediu" with a sub-section "Titlu".
- D3 - Poziționarea școlii în localitate**: A section titled "Poziționare școlii" with a sub-section "Zonă periferică".
- D4 - Școala dvs. sau structurile coordonatoare este situată într-o zonă dezavantajată!**

School identification data, data about students, about the ethnic structure of the school, about the results obtained, access conditions, human resources of the school (teaching degrees, continuity on the job, hours of continuous training), material base, results of international competitions and tests, etc.

For example, Secondary School "Anton Pann" in Brăila has 305 declared students, of which 140 Romanians and 165 Roma (54% of students are Roma)

Aveti aici este realizat prin Fondul Social European prin Programul Operational Sectorial Dezvoltarea Resurselor Umane 2007-2013

Acces Administrare R.F.E. Colaborare Registre Generale Căuta o școală

Bine ai venit, Doamna Mărioara Dogaru (Administrator Aplicație)

R.F.E. Registre Catalog Învățământ Date Introducere de R.F.E. Contribuție Mediu familial (26-28)

ȘCOALA GIMNAZIALĂ "ANTON PANN" BRAILA

Mediu familial (26-28)

D26a - Estimați structura etnică a elevilor din unitate (pe baza coordonatorilor și structurilor) în anul școlar curent, pentru învățământul de zi:

Etnie	În gradiniță număr copii	În școală număr elevi	Gradiniță [%]	Școală [%]
Română		140	0.00	45.90
Romi		165	0.00	54.10
Total	0	305	0.00	100.00

D26b - Dacă în unitate ați precizat prezența unor elevi de etnie romă, răși dintre aceștia sunt înregistrați în evidențe pe baza autoidentificării din partea familiei

Etnie În gradiniță număr copii În școală număr elevi

As for the family's level of education, in the "Anton Pann" Secondary School in Brăila, the average of the parents' years of study is 7.74 years (178 children have at least one parent with 8 grades graduated, 52 children have one parent with secondary education, 1 child has at least one parent with higher education and 74 children do not have even one parent with 8 grades).

207

Etarea unora și proveniența didactică (57-66)

Participarea elevilor în anul școlar anterior (57-66)

Situația școlară la sfârșitul anului școlar precedent (70-76)

Experiențe în activități interdisciplinare (80)

Alte realități în activitatea școlară (81-88)

Total 6 305 0.00 100.00

D26b - Dacă în unitate ați precizat prezența unor elevi de etnie română, câți dintre aceștia sunt înregistrați în evidențe pe baza autoidentificării din partea familiei?

Etnie În grădiniță număr copii În școală număr elevi

Nici un răspuns selectat.

D27 - Estimați distribuția efectivelor de elevi din învățământul de zi, în anul școlar curent, în funcție de nivelul educațional al familiei (coordonatoarele și structurile):

Nivel Educațional	În grădiniță număr copii	În școală număr elevi	Grădiniță [%]	Școală [%]
Cel puțin un părinte are studii generale (8 clase absolvite)		178	0.00	58.36
Cel puțin un părinte are studii medii (8 clase absolvite)		52	0.00	17.05
Cel puțin un părinte are studii superioare		1	0.00	0.33
Nici un părinte nu are studii generale (sub 8 clase absolvite)		74	0.00	24.26
Total	6	305	0.00	100.00
Număr mediu de ani de studiu	6	7.74		

D28 - Dacă în unitate (pe baza coordonatelor și structurilor), pentru elevii de la învățământul cu formă „Învățământ de zi” și /sau din programul „A doua școală”

As for the students belonging to vulnerable groups (students with SEN, students from single-parent families, poor students, students left in the care of relatives, students in foster care) in the "Anton Pann" Secondary School in Brăila is the following situation presented next to it

Mediu familial (26-28)

https://calitate.aracip.eu/ layouts/AracipMc/SchoolDB/FamilyEnvironment.aspx?SrcUrl=Dashboard%3fraelLearningUnitId%3d610c47dd

Resurse umane și profesional didactice (27-46)

Participarea elevilor în anul școlar anterior (27-46)

Situația profesor la sfârșitul anului școlar precedent (70-76)

Experiențe în activități interdisciplinare (8a)

Alte realizări în activitatea școlii (8a-88)

Total 300 0.00 100.00

D26b - Dacă în unitate ați precizat prezența unor elevi de etnie romă, câți dintre aceștia sunt înregistrați în evidențe pe baza autoidentificării din partea familiei

Etnie - În grădiniță număr copii În școală număr elevi

Nici un răspuns selectat.

D27 - Estimați distribuția efectivelor de elevi din învățământul de zi, în anul școlar curent, în funcție de nivelul educațional al familiei (coordonatoare și structură):

Nivel Educațional	În grădiniță număr copii	În școală număr elevi	Grădiniță [%]	Școală [%]
Cel puțin un părinte are studii generale (și clase absolvite)		178	0.00	59.33
Cel puțin un părinte are studii medii (clasa absolvită)		52	0.00	17.33
Cel puțin un părinte are studii superioare		1	0.00	0.33
Nici un părinte nu are studii generale (nu s-a absolvit)		71	0.00	23.33
Total	0	300	0.00	100.00
Număr mediu de ani de studii	0	7.74		

D28 - Dacă în unitate (școala coordonatoare și structură), pentru elevii de la învățământul cu formă „Învățământ de zi” și /sau din programul „A doua școală”

The structuring of the teachers by teaching grades obtained, the situation in the "Anton Pann" Secondary School in Brăila is the one displayed next to it

Google x Resurse umane și procese: x

https://calitate.aracip.eu/_layouts/AracipMc/SchoolDB/HumanResourcesAndTeaching.aspx?SrcUrl=Dashboard%3fraeiLearningUnitId%3

Aplicatii Google YouTube SportsDirect.com ... imagini taxonomia L.

2025 - Pagina Unității Didactice - Detaliu activitate de T.A. - Continuare Resurse umane și personal didactic (37-46)

ȘCOALA GIMNAZIALĂ "ANTON PANN" BRAILA

Resurse umane și personal didactic (37-46)

Informații personale ale unității didactice din unitate

D57 - Distribuția pe grade didactice a personalului didactic angajat, în anul școlar curent:

	Număr cadre didactice	Structură [%]
Număr cadre didactice cu gradul I	4	50.00
Număr cadre didactice cu gradul II	2	25.00
Număr cadre didactice cu deficiență	2	25.00
Total	8	100.00

D58 - Precizia numărului cadrelor didactice din școală (școala coordonatoare, inclusiv unitățile subordonate) în anul școlar curent:

	Număr cadre didactice	Total unitate [%]
Numărul total de cadre didactice din școală (pentru toate disciplinele)	8	100.00
Numărul de cadre didactice calificate	8	100.00



- Categories of documents:**
- Incorporation documents (CIF, deed of incorporation, articles of association, etc.)**
 - Human resources documents (organizational chart, REVISAL, list of positions, list of teachers, teachers' portfolios, training activities, etc.)**
 - Financial documents (tax certificate, PO fee for evaluation, etc.)**
 - Operating documents and material basis (ROI, material base holding documents, etc.)**
 - The school's educational offer and educational results (list of curricula, educational offer, etc.)**
 - Design documents (PDI/PAS, operational plan, etc.)**
 - Quality management system documents (ECAC Regulation, ECAC Strategy, mandatory procedures, etc.)**

Google Centralizator

https://calitate.aracip.eu/_layouts/AracipMc/FE/Dashboard.aspx?raeiLearningUnitId=610c47dd-66d0-4f4d-a92f-a1a300f6985d&SrcUrl=

Aplicatii Google YouTube SportsDirect.com Imagini taxonomia L...

Acest site este cofinanțat de Fondul Social European prin Programul Operațional Sectorial Dezvoltarea Resurselor Umane 2007-2013.

Acasă Administrare R.F.E. Calendar Registrare Generale Contul școlii

Logo-uri: Uniunea Europeană, România, Școala Gimnazială "Anton Pann" Braila, Ministerul Educației, ARACIP, și iconuri pentru utilizator, mesaje, și accesibilitate.

Bine ai venit, Doamna - Mariana Dăgăru (Administrator Aplicație)

R.F.E. Registrare Usury Încălzire Date școlii de R.F.E. Centralizator


ȘCOALA GIMNAZIALĂ "ANTON PANN" BRAILA

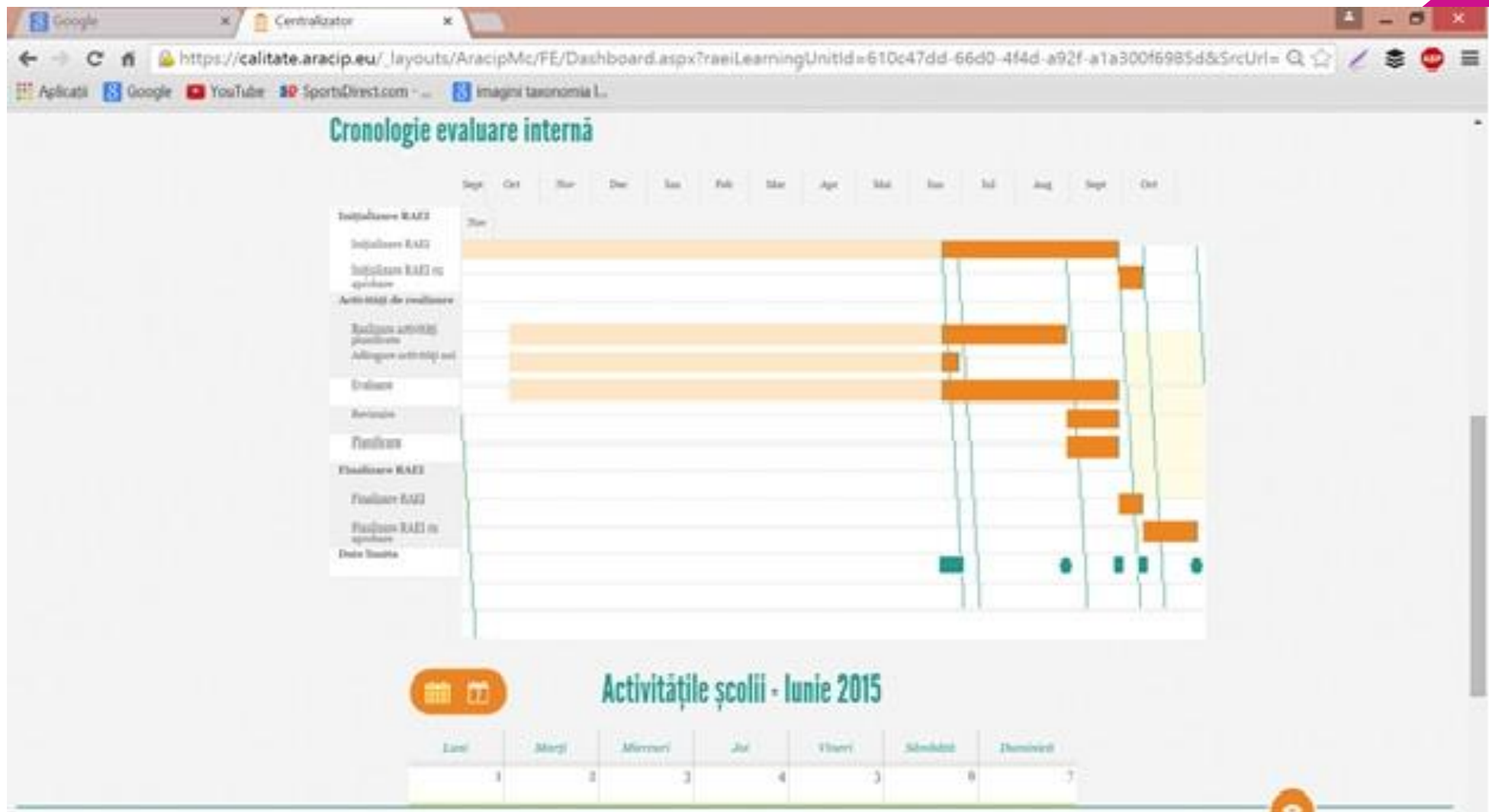
Încetă să completezi RAEI în modul simulare

Stare RAEI

Perioada de raportare curentă pentru ȘCOALA GIMNAZIALĂ "ANTON PANN" BRAILA este: 5014 - 5015. RAEI este inițializat

Baza de date Descarcă RAEI Raportare Arhiva rapoarte





Efficiency index(1)

The individual analysis of the unit is carried out on the basis of the evaluation indicators and on the basis of the information provided by the synthetic indicators that contributed to the construction of the intermediate and final indicators.

The main characteristics of the unit for which global representation indicators were determined, also taken into account in the calculation of the educational efficiency index, were the following:

(a) Characteristics of the educational establishment

- the type of educational unit, defined by the school network
- the territorial distribution of the investigated units with the highlighting of risk factors (isolated schools, forest crossings / railway / heavily trafficked road / weather with snow or floods etc.)
- characteristics of structure and context
- structure and organizational characteristics, including the number of subordinate structures
- levels schooled in the educational unit (including subordinate structures)

Efficiency index(2)

(b) Characteristics of the target population (beneficiaries) / characteristics of the family environment

- the ethnic structure of the students

- the family's level of education

- the characteristic of vulnerability from a social point of view (low economic level / students with special education needs or with other health problems / students belonging to families different in type from the traditional ones: single-parent / care of grandparents or other relatives / institutionalized or in foster care)

- students' access to the school (average travel time to school and access conditions)

(c) Characteristics of the school's educational offer (resources / services) (meal and accommodation services / school doctor / school psychologist etc.)

Efficiency index(3)

Material Basis

- *infrastructure (educational space, utilities, services offered)*
- *endowment elements (school furniture, teaching resources, school library, equipment with computers and audio-visual means)*

Human resources

- *characteristics of the teaching staff (distribution by grades, qualification, staff stability, participation in continuous training)*
- *covering the didactic norms*
- *auxiliary teaching staff and non-teaching staff*
- *management staff*

(d) Characteristics of the teaching process

- *the number of students per teacher*
- *computerization of the teaching process (degree of use of computers, use of educational software, IT equipment)*

Efficiency index(4)

(e) Characteristics of school goals (results with students)

- pupils' participation in classes during the school year

- the situation of the number of students at the end of the school year (school flow, students in a situation of dropout)

- the school situation at the end of the school year (results by levels)

real information about the unit, taking into account the resources and conditions of the educational process.

(f) Results of national assessments (results of national tests, baccalaureate, professional competence certification exams)

(g) Additional qualitative indicators: participation in international evaluations and/or dissemination of information / organization of alternative education classes / teachers who authored textbooks and / or were present in exam commissions etc.

(h) School route – continuation of education

The efficiency index is determined by the ratio of the unit's results to its resources, so I offer

Efficiency index(5)

Construction of indicators

In order to determine/construct the indicators, the following clarifications of particular importance are required.

- The first refers to the nature of the factors selected in the construction of an indicator. Aiming to evaluate the educational efficiency of the unit, for the construction of the efficiency indicator, the factors with direct influence were selected, with the most objective functioning and that correlate as well as possible with the quality of the educational process.
- The second aspect refers to the number of indicators subsumed to a global indicator, which represent influencing factors on the represented characteristic. It is good to approach all aspects for the evaluation of the unit, respectively the analysis of all factors, but in order to define a synthetic indicator, it is necessary to select those that prove to have a real effect. The increase in the number of factors in defining a synthetic index of representation of the characteristic must be viewed with reservation. A large number of factors can lead to hiding/diminishing the enhancement of precisely the one (those) with real effect. In order to aggregate, the selection of factors requires a prior individual analysis to assess its power of discrimination.
- The third criterion that must be taken into account in the synthesis is to ensure a single logical sense of the evolution of the indicators, as an effect produced.

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Digitalisation of the external quality evaluation process in Romania (I)

Organization: Romanian Agency for Quality Assurance in Pre-University Education

Presenter: Mariana DOGARU, PhD, President of ARACIP

Andrei DUDU, Expert, ARACIP

Place, Date: Bucharest, September 18, 2025

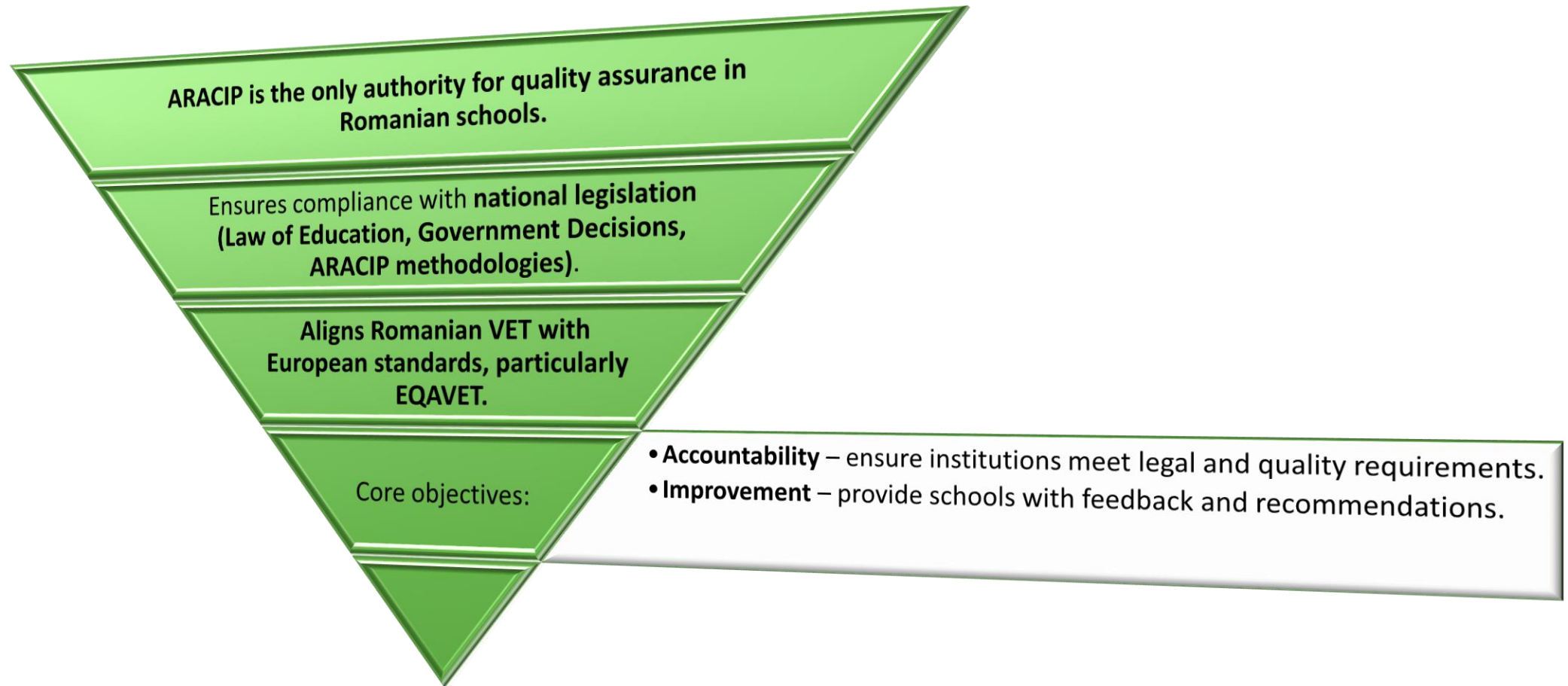
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Purpose of External Evaluation

Guarantees quality education: aligns school activities with standards.

Supports transparency: results published, accessible to stakeholders.

Promotes improvement: highlights strengths and areas to improve.

Links education with labor market: ensures training is relevant for employers.

Protects learners: ensures safe, equitable, and effective learning conditions

Types of External Evaluation



Provisional Authorization

- Required before a school or new qualification begins operation.
- Focus: infrastructure, curricula, and staff readiness.

Accreditation

- Granted after first graduates complete the program.
- School becomes part of the national education system.

Periodic Review

- Every 5 years.
- Checks sustainability of quality processes, results, and compliance with evolving standards.

Standards and Structure

Based on **Government Decision no. 993/2020**.

Organized into:

- **Domains** (Institutional capacity, Educational effectiveness, Quality management)
- **Sub-domains** (e.g., teaching staff, learning environment)
- **Criteria** (specific quality expectations)
- **Indicators** (measurable evidence)
- **Descriptors** (rules/results for minimum compliance & reference standards for excellence)

Steps of External Evaluation

1. **School application** (authorization, accreditation, or review).
2. **Document submission:** curricula, annual reports, self-evaluation reports.
3. **Team of 2–4 external evaluators** assigned.
4. **On-site visit:** lesson observations, classroom inspections, facilities check.
5. **Stakeholder interviews:** students, teachers, parents, employers, community.
6. **Evaluation report:** findings, improvement recommendations, decision on authorization/accreditation

Role of External Evaluators

Profile: experienced teachers, evaluators, or managers with proven competence.

Selection process:

- Portfolio & CV submission
- Interview
- Training & site visits (3 pilot visits)
- Written assessment
- Annual re-evaluation of performance
- At least 40h recent training
- Ability to travel outside their county
- Managerial experience = advantage

Tools for External Evaluation

Document Analysis: activity reports, curricula, internal evaluations.

Lesson Observation: classroom teaching quality, student engagement.

Questionnaires: distributed to teachers, parents, students.

Interviews: with principals, teachers, students, employers, local authorities.

Community Feedback: ensures school relevance to regional labor market needs.

Outcomes of External Evaluation

Outcomes of External Evaluation

Quality Reports: identify strengths and weaknesses.

Improvement Plans: mandatory for schools after evaluation.

Efficiency Index: measures outcomes vs. available resources.

Transparency: results published on ARACIP's online platform.

System-wide learning: aggregated data helps shape national policies.

Digitalization of ARACIP Processes

ARACIP Platform: <https://calitate.aracip.eu>

Integrated system for **internal and external evaluation**.

Digital data collection: schools upload reports, evaluators access information.

Annual reporting becomes standardized, reducing paperwork.

Supports **real-time monitoring** of school quality indicators.

Features of ARACIP Platform

User Access: each school designates 1–2 responsible staff.

Internal Evaluation Section (PDCA):

- Plan → Do → Check → Act cycle of improvement.

External Evaluation Section: evaluators' access for reports & findings.

Dashboards:

- For schools → self-monitoring of performance.
- For ARACIP → national data aggregation & benchmarking.

Assistance: tutorials, user manuals, YouTube guides, piloting in 200 schools.

Benefits of Digitalization

Efficiency: reduces bureaucracy, saves time.

Transparency: data & evaluation results publicly accessible.

Accuracy: real-time reporting minimizes errors.

Comparability: standard data forms across schools.

Improvement-focused: schools can track progress year by year.

Challenges of Digitalization

Infrastructure Gaps: rural schools lack modern equipment & internet.

Training Needs: teachers and evaluators require digital upskilling.

Data Privacy: GDPR compliance is essential.

Resistance: some stakeholders reluctant to abandon traditional paper-based processes.

Funding: digital transformation requires ongoing investment.

Efficiency index(5)

Construction of indicators

In order to determine/construct the indicators, the following clarifications of particular importance are required.

- The first refers to the nature of the factors selected in the construction of an indicator. Aiming to evaluate the educational efficiency of the unit, for the construction of the efficiency indicator, the factors with direct influence were selected, with the most objective functioning and that correlate as well as possible with the quality of the educational process.
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European trends in external quality evaluation

(I)

Organization: Romanian Agency for Quality Assurance in Pre-University Education

Presenter: Mariana DOGARU, PhD, President of ARACIP

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Introduction

- External Quality Assurance (EQA) is **essential** for:
 - Maintaining educational standards
 - Ensuring alignment with **labor market needs**
 - Building **trust and transparency** in VET systems
- Guided by **European frameworks** but tailored by each state
- Focus: **comparisons between developed and developing economies**

EQAVET

EQAVET = European Quality Assurance Framework for VET

Provides:

- **Principles** for quality assurance
- **Indicators** (employment rates, stakeholder satisfaction, training access)
- **Descriptors** for evaluation consistency

Purpose: foster a **cohesive European approach**

Widely adopted across EU with national variations

European trends in QA

Learning outcomes as the foundation of curriculum design

Examples from Romania (requirements from national standards)

B.54. *Ensuring the relevance of designed learning activities for the development of key competencies – with an emphasis on literacy and numeracy skills – or professional competencies, as applicable.*

B.62. *Organizing and implementing learning activities aimed at developing key competencies – with an emphasis on literacy and numeracy skills – or professional competencies, as applicable.*

Motivation as a driver of engagement

Examples from Romania (requirements from national standards)

C.55t. *Collaborative design of workplace learning activities by the practice tutor and the teacher responsible for monitoring the implementation of the practical training stage.*

B.46t. *The existence of measures ensuring that the qualifications of personnel responsible for workplace learning (the practice coordinator from the educational institution and the tutor from the enterprise) are aligned with the professional qualifications being taught.*

European trends in QA

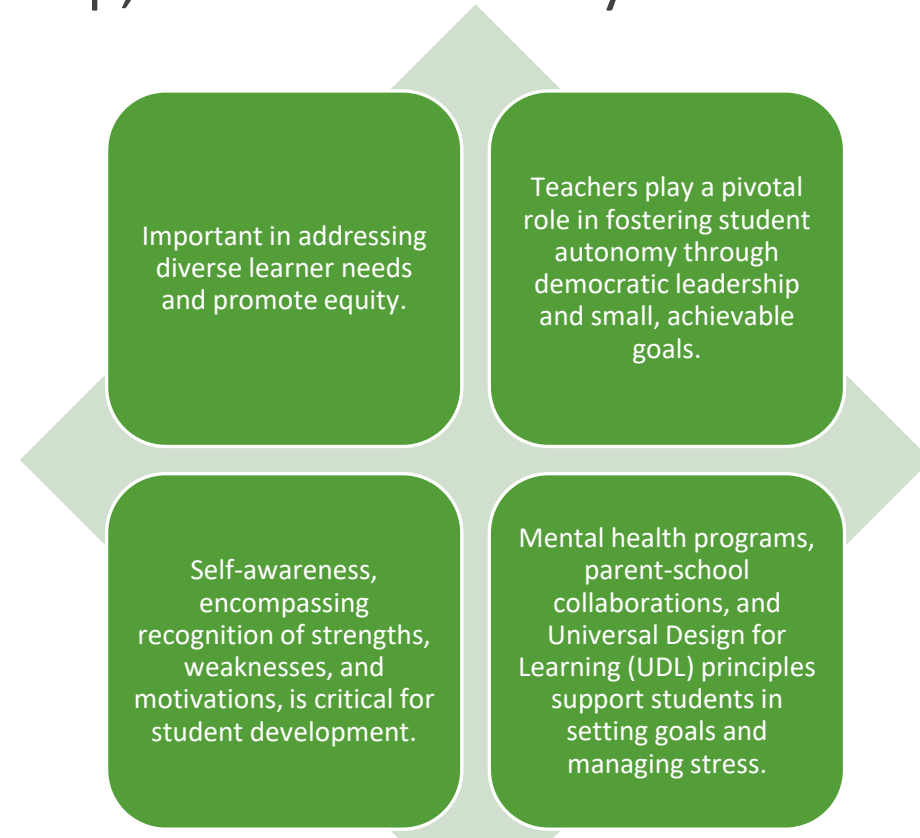
Feedback and digitalization for continuous improvement

Embracing errors as learning opportunities

Addressing socio-economic barriers

European trends in QA

Teacher leadership, student autonomy and fostering self-awareness



Examples from Romania (requirements from national standards)

C.88. Facilitating the implementation of evaluation activities (including for extracurricular activities) to develop autonomy and the capacity for self-regulation in toddlers, preschoolers, and students.

C.89. Statistical processing of evaluation results and the use of processed data to establish subsequent learning tasks.

European trends in QA

Evidence-based strategies for autonomy and reflection

- Acknowledging the importance of understanding students' current knowledge levels, deliberate practice, and constructive feedback.
- Normalizing errors and personalizing learning enhance autonomy and self-awareness.
- These interventions are vital in underserved communities, where students face heightened emotional and social challenges.

Examples from Romania (requirements from national standards)

B.8.t. *Conducting practical training stages at the economic operator in accordance with the planned schedule and achieving the outcomes established by legal regulations.*

C.88. *Facilitating the implementation of evaluation activities (including for extracurricular activities) to develop autonomy and the capacity for self-regulation in toddlers, preschoolers, and students.*

European trends in QA

Collaborative partnerships

- Bidirectional school-family collaborations and afterschool programs foster autonomy and belonging.
- In Romania, these partnerships are regulated by the National Education Law (Law No. 198/2023, as amended) and are mandatory for dual or vocational education programs.

- **Role and importance of partnerships:**

- Development of practical competencies

- Alignment with labour market needs

- Benefits for all parties

Examples from Romania (requirements from national standards)

C.39. *The existence of partnership agreements with public institutions, economic operators, or NGOs, or the procurement of complementary educational services to expand and improve the use of new digital technologies in the educational process.*

C.2. *Including projects, partnerships, programs, and/or measures in the PDI/PAS regarding collaboration between the educational institution, parents, and the local community to achieve the established strategic objectives.*

B.35t. *Establishing, through contractual clauses, the alignment of workplace training facilities at the economic operator with the requirements of professional training standards for each qualification taught in vocational/dual education.*

B.46t. *The existence of measures ensuring that the qualifications of personnel responsible for workplace learning (the practice coordinator from the educational institution and the tutor from the enterprise) are aligned with the professional qualifications being taught.*

Challenges and best practices in EQA

Challenges

Standardization vs. Flexibility: balancing EU-wide criteria with local needs

Limited resources: infrastructure, funding, trained staff (esp. Romania & Bulgaria)

Resistance to change: traditional teaching staff reluctant to adopt authentic methods

Regional disparities: urban vs. rural inequalities in VET provision

Best practices

Denmark: digital platforms for structured student & employer feedback

Sweden: extensive training for external evaluators → objectivity & consistency

Finland & Norway: authentic assessments in real workplaces, strengthening relevance

Luxembourg: flexible curricula, cross-border collaboration, strong tripartite partnerships (state–employers–employees)

Trends & Innovations

Digitalization of evaluation: real-time data dashboards, e-platforms

Data-driven innovation: predictive tools for dropout prevention, curriculum updates

Lifelong learning focus: tracking graduates' access to continuous training

Social inclusion: addressing neurodiversity, vulnerable groups, multilingual contexts

AI & emerging technologies: enhancing evaluations and feedback mechanisms

Conclusion

EQA in VET = balance between EU standards & national adaptation

Key drivers of success:

- Employer engagement
- Digital platforms & data-driven tools
- Continuous evaluator training

For Romania:

- Strengthen private sector partnerships
- Invest in infrastructure and teacher training
- Promote innovative, authentic assessments

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Wrap up & Evaluation of Training Workshop

Involas: Erwin Seyfried & Wolfgang Schlegel

Bucharest Training Workshop

15-19 September 2025

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Rating your level of achieved QA Expertise

Capturing key findings

Further learning needs

Looking forward to Offenbach

Activity: Rating your learning progress



At start of our training workshop you rated the level of your QA expertise

*

Now at the end, you rate the level of your QA expertise again

*

By comparing both ratings you will see the **learning progress**

Decorating the wisdom tree

What is the most important insight you take home from this training workshop

*

Write it on a card

*

Place the card on our wisdom tree

Further learning needs

In this workshop, we covered various QA topics. Which topics would you like to explore in more depth?

Write your ideas on a card
(max. 3 topics; one card for each topic)

Looking forward to Offenbach

Subject according to the QA4VET workplan

Workshop on digital and green accreditation

Provisional Agenda

- ❖ Presentation of an accreditation agency
- ❖ Site visit to a VET provider with digital and green expertise
- ❖ Training for teachers and trainers

... this is not the end!

See you in Offenbach!

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