

■ Enhancements in the quality of education and training in SEE - EQET SEE

Presentation of Internal Quality Guidelines for Quality Assurance Agencies in Pre-Tertiary Education

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11.11.2024., on-line meeting

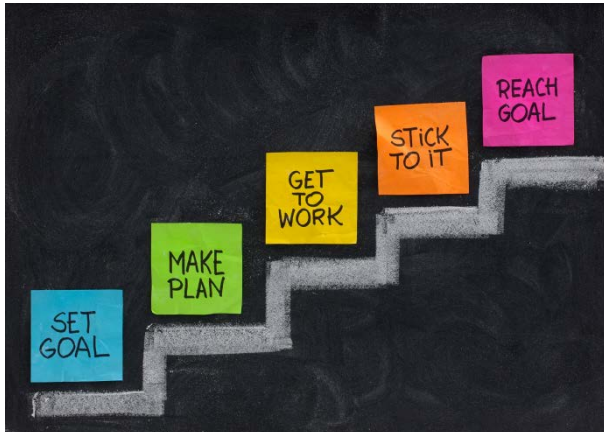
OPENING REMARKS
AND
INTRODUCTION TO
THE DAY



Topics for today:

1. Presentation of the Draft Internal Quality Guidelines for Quality Assurance Agencies in Pre-Tertiary Education
 2. Identification of open questions
 3. Discussion and feedback
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1. Presentation of the Quality Management Tool CAF – Common Assessment Framework
 2. Discussion and Feedback
 3. Conclusions and ways ahead

Presentation of the Draft Internal Quality Guidelines for Quality Assurance Agencies in Pre-Tertiary Education



GOAL of the Quality Guidelines:

1. To put focus on **INTERNAL QUALITY MANAGEMENT OF QAA**
2. To present a Quality Management Tool for Quality Assurance Agencies (CAF)
3. To assist the QAA in their internal quality management
4. To integrate the intellectual outputs into the Internal Quality Management Guidelines/Manual (compilation of the outputs into a single document)

Draft structure of
the Regional quality
guidelines and
procedures for
quality agencies



1. **Introduction** (Purpose of the document, Scope and Application, Background and Context)
2. **Quality Management in Quality Agencies** (Importance of quality management, Different quality management tools, Setting quality management standards and their implementation)
3. **Standard of Competences** (Role and Purpose of Standard of competence, Development of Standards of Competence within EQE SEE Projects, Use of Standard of Competence)
4. **Recruitment Processes for External Evaluators** (Principle of effective recruitment process, Use of Standard of Competences in Recruitment)
5. **Training Needs Assessment** (Role and Purpose of TNA, development of TNA, Implementation of TNA)
6. **Training Programmes for External Evaluators** (Initial Training Programme and Continuous Professional Development)
7. **Competence Assessment** (Role and Purpose, Development and Implementation of 360 degree evaluation questionnaires, Incorporating Feedback)
8. **Environmental, Social and Gender Issues** (Environmental Sustainability, Social Responsibility, Gender Equity)
9. **Conclusions** (Summary of Key Points, Call to Action)
10. **Annexes** (developed documents)

Quality management in Quality Agencies in Education



- Various Quality Management Systems/Concepts
- Most common:
 - ISO
 - European Framework for quality Management (EFQM)
 - COMMON ASSESSMENT FRAMEWORK (CAF)
 - EU tool
 - Recommended for public institutions
 - Quality management technique, based on Total quality management (TQM)
 - Holistic approach to organisation and its performance
 - Self-assessment
- Why?
 - „Leading by example“
 - Improving performance, standardizing operations in all its areas
 - ReSPA

Regional standard of competences for external evaluators



- Subchapters:
 - Role and Purpose of Regional Standard of Competences
 - Development within the EQET SEE project
 - National Adjustments of Regional Standard of Competences
 - Annexes
- OPEN QUESTIONS:
 - Level of detail?
 - National adjustment of the chapter?
 - Connection to the regional policy guidelines?

Recruitment Processes for External Evaluators



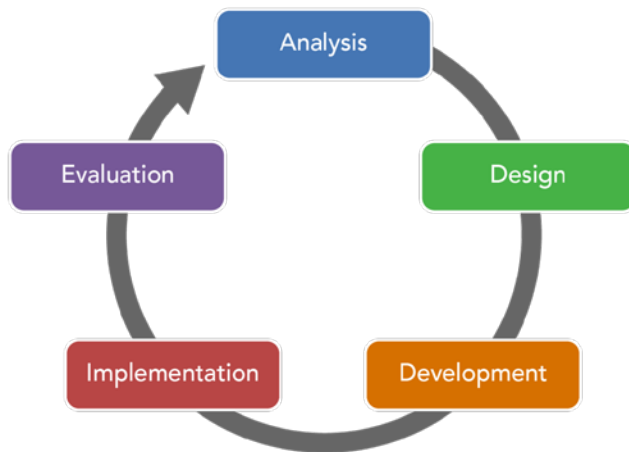
Principles of effective Recruitment Process

Use of Standard of Competences in Recruitment

Open Questions:

- Any other components to be included?

Training Needs Assessment



- Role and Purpose
- Development and structure of TNA Questionnaire
- Implementation
- Annexes

- OPEN QUESTIONS:
 - Description of national processes of development?
 - Instructions for the future use at national level?

Competence Assessment



Role and Purpose of Competence Assessment
Development and Implementation
Incorporating Feedback, Continuous Improvement and Documentation

OPEN QUESTIONS:

- Connection to evaluation?
- Examples of implementation at national level?

Training Programmes for External Evaluators



- Purpose and Significance of the Training Programme for EE
- Regional Training Programme
- Programme Structure

- OPEN QUESTIONS:
- Too detailed structure?
- More information about national implementation with examples?

Environmental, Social and Gender Issues



- Environmental Sustainability
- Social sustainability and Gender Equity
- Annexes

- OPEN QUESTIONS
- Video of trainings?
- Links to publications (manuals and handbooks)
- Links to Good Practices?

Open questions



- **General questions:**
 - Level of usefulness of the document
 - Additional needs?
- **Regional Standard of Competences**
 - Level of detail
 - National adjustment of the chapter
 - Connection to the regional policy guidelines?
- **Recruitment Process**
 - Any other components?
- **TNA**
 - Description of national processes of development?
 - Instructions for the future use at national level?
- **Competence Assessment**
 - Connection to evaluation?
 - Examples of implementation at national level?
- **Training Programmes**
 - Too detailed structure?
 - More information about national implementation with examples?
- **ESG**
 - Video of trainings?
 - Links to publications (manuals and handbooks)
 - Links to Good Practices?

Open Questions



- TRAININGS
- PUBLICATION GOOD PRACTICES
- PILOTING OF GOOD PRACTICES
- Selection of schools for participating in the piloting exercises
- Piloting – to be completed until December 2025

- *New indicators agreed:*
 - 5 schools testing the selected practices (2 VET schools)
 - 5 visits to schools regarding the used practices
 - 1 report by the QA agency (QAA) regarding the used practices
 - 1 set of Conclusions by the QAA about potential further use of selected practices in the system
 - Published Good Practices Publication

Thank you!



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