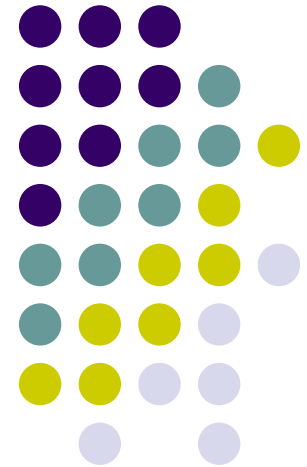


*Higher Quality of Education and Training*  
*– Better Employability*  
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**Organisational Learning,  
Entrepreneurship and  
Quality Assurance in Higher Education**

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# Main concepts



- Organisational learning
- Entrepreneurship and academic culture
- Leadership and innovation
- Quality assurance and quality culture

# Universities : learning organisations



- Shift of schools and universities “that learn” (P. Senge, 2000)
- Learning is integrated: students, professors, university leaders/managers, community => three interconnected systems: classroom, school, community.
- The learning disciplines are the main drivers for constant change and innovation.

# Learning and quality assurance



- Learning and quality should be considered from the perspective of non -(post) industrial stage of society (decline of the control paradigm).
- Quality is internalised by all learning parts (illustrative for “system thinking”).
- Quality learning -> learning for (work) quality (i.e. competence) -> learning to enhance culture

## *Learning principles:*

- *Constructive guidance*
- *Focus*
- *Reflection*
- *Honesty*
- *Self-evaluation*
- *Self-adaptation*
- *Metacognition*
- *Problem solving*
- *Critical thinking*
- *Creativity*

# Universities: a place to integrate (lifelong) learning



- “Universities have a specific role to play here for they operate in what we now as knowledge society.”
- “Universities in the world are beginning to place a great deal more emphasis on higher degrees, of a work-based format, that can be studies part-time and even at a distance. New pot-graduate courses are springing up for different knowledge-based industries – from management to consultancy, from medicine to journalisme and so on.”

(Wu Peng, in Mendel-Añonuevo, ed.,UIE, Hamburg, 2003, pp.130-131)

# Entrepreneurial & cultural investment by universities



- “...differential funding will need to be introduced so that certain parts of the university might be entrepreneurial, working with business and industry, while others would be supporting the pursuit of excellence in the study of non-vocational subjects [\*].” (ibidem, p. 132)

\* arts and humanities

# The Romanian Case follows global and European trends



Clear views on:

- Shifting towards lifelong learning is global (UNESCO documents).
- EU has developed specific initiatives and structures dedicated to quality and learning.
- Member states react with various speed but constantly as regards formalisation of quality assurance: VET adopt variantes of EFQM and CQAF; Universities adopt European Guidelines of ENQA and management models as ISO 9001.

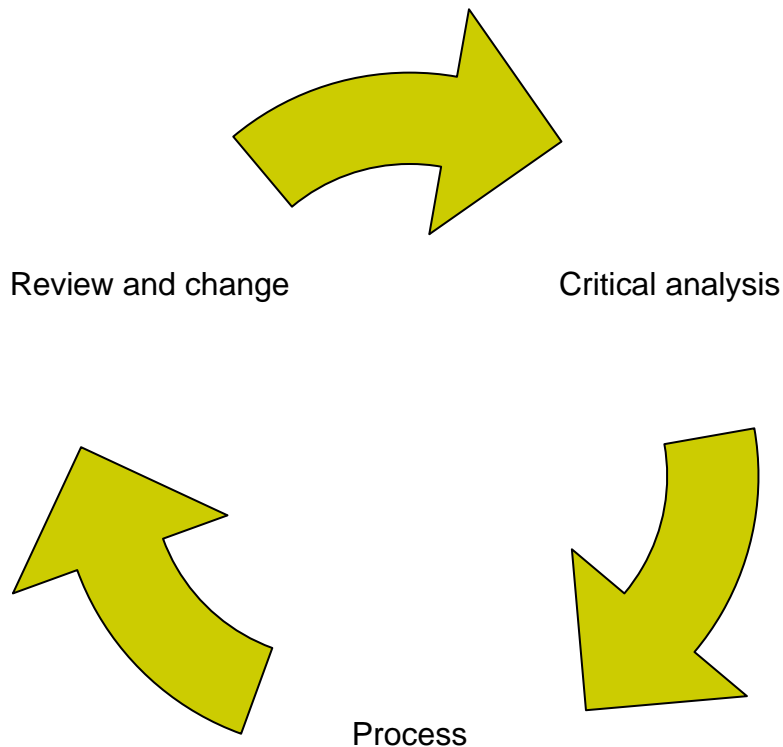
# Specific Romanian aspects (institutions and regulations)



- Single Law on Quality Assurance in Education (Law 87/2006).
- Two regulating institutions for QA and accreditation (ARACIP for schools and ARACIS for Universities) and separate methodologies for institutional evaluation.
- Distinct bodies for accreditation of training and recognition of qualifications: CNFPA for pre-university and tertiary non-university and ACPART for universities.



# Methodology: Quality cycles in Higher Education



- Common frameworks and guidelines for education, quality and qualifications: European Higher Education Area (EHEA), ENQA, CQAF, EQF.
- Characteristics: HE concentrates on research and expertise, PE and VET focus on general abilities for work and life (cultural, vocational and social).
- Quality assured by learning cycles (critical analysis, process, review and change).

# Methodology: VET QA theoretical framework



CQAF (Common Quality Assurance Model)

- Planning (purpose and plan)
- Implementation
- Evaluation and Assessment
- Review (feedback and procedures for change)



# Institutionalisation of quality in RO



- School centered process in PE (quality as a success factor for school development).
- Employer centered process in VET (quality as a success factor for integration to work and society).
- Agency driven process in HE (quality as a success factor for external evaluation/accreditation of study programmes).

# Networking for quality initiatives (place of RO)



- VET: Recommendation to establish a European Quality Assurance Reference Framework (EQARF) as a reference instrument to help Member States to promote and monitor continuous improvement of their VET systems, based on common European references. Since 2007, establishment of QA National Reference Points (QANRP).
- HE: European Quality Assurance Register (EQAR) has been established by the “E4 Group” – comprising the European Association for Quality Assurance in Higher Education (ENQA), the European Students’ Union (ESU), the European University Association (EUA) and the European Association of Institutions in Higher Education (EURASHE) – under the mandate from the Education Ministers from the 46 Bologna countries.

# Quality word clusters in HE (relevance for the RO case)

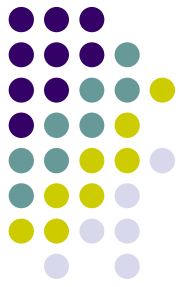


- **CLUSTER A: Quality, Standards, Quality Assurance, Quality Control, Accountability, Enhancement, Improvement.**
- **CLUSTER B: Principles, Values, Independence, Autonomy, Academic Freedom, Compliance, Conformity, Adherence, Convergence, Harmonisation, Standardisation.**
- **CLUSTER C: Assessment, Evaluation, Inspection, Accreditation, Audit, Review.**



# Making quality visible

- Student assessment of teaching
- Annual reporting of faculties and research centres
- Annual self-assessment of professors
- External evaluation and accreditation
- Quality criteria in students' examination (!)
- Quality compliance by integrating students at work place.



# Challenges

- Reference to change, less to innovation.
- Tension between compliance and conformity and creativity and innovation.
- The process remains bureaucratic and rigid.
- Peer reviews not applied.
- Limited flexibility of actors to amend counterproductive regulations
- **Quality perceived as a conservative value.**