

## 8.9. Peer Review Report

(Name of VET Provider) Colegiul Tehnic de Posta si Telecomunicatii "Gh. Airinei"

(Year) 2006

### 8.9.1. Data Sheet\* (\*Updated from Self-Report, if necessary, otherwise identical)

1. Contact information

Name of VET Provider

Colegiul Tehnic de Posta si Telecomunicatii "Gh. Airinei"

Address and contact

1<sup>st</sup>. Romancierilor, Bucharest

Contact persons	Name	Contact
Director	Radu Seefeld	colegiulairinei@gmail.com
Peer Review Facilitator	Adriana Tritu	colegiulairinei@gmail.com
Other Persons responsible	Giovanna Stanica	colegiulairinei@gmail.com

2. Starting situation (e.g. prior evaluations, national quality requirements applicable etc.) and decision to conduct Peer Review (taken when and by whom?)

Policies on quality and quality objectives have properly established the guidelines of the organization, to use its resources to achieve the already established targets. Policies on quality ensure the background to establish and analyse the quality objectives. In accordance with National Quality Assurance Framework, Common Quality Assurance Framework, the provision set by SR EN ISO 9001 and management Resources, the college must determine and ensure the necessary resources in order to:

- Implement and sustain the quality management and to continuously improve its efficiency;
- Raise client's satisfaction by meeting his/her needs.

3. Aims and purpose of the Peer Review

The college want to achieve an external evaluation of implementing quality management in their institution and to use Peer Review as a new instrument for quality assurance and development.

4. External organisation

- Single Peer Review
- Reciprocal Peer Review
- Peer Review in a Network

5. Internal organisation: Describe who is responsible for which task

See Appendix 1

6. Overview of the procedure and time schedule:

Activity	Time frame and (due) dates
Self-Evaluation	May 2006
Self-Report (due 1 month before Visit at the latest)	25 <sup>th</sup> . September 2006
Preparation of Peer Visit	15 <sup>th</sup> .-28 <sup>th</sup> . October 2006
Peer Visit	29 <sup>th</sup> .-31 <sup>st</sup> . October 2006
Peer Review Report	4 <sup>th</sup> week of November
Action Plan and Improvements	1 <sup>st</sup> week of December

## 7. Quality Areas

Q1: Learning and Teaching

Q6: Management and Administration

## 8. List of special evaluation questions for the Peers

See Appendix 2

## 9. Signatures

Name

Radu Seefeld

Position

Head master

Venue

Colegiul de Posta si Telecomunicatii "Gh. Airinei"

Date

20<sup>th</sup> September 2006

### **8.9.2. Description of the VET Provider**

This section includes a summary of the corresponding section in the Self-Report which should ideally not exceed one page.

#### 8.9.2.1. Summary: Description of VET provision

Max.0.5 pag

Founded in 1942, as Technical School of Telecommunications, the school became college according to OMEC no. 4565/19.09.200. At present the school has 129 classrooms and it includes different forms of education such as: full-time education, evening classes, post-school education, part-time education, vocational (technical) education, apprenticeship, post-school education (PHARE).

The school has about 3500 students, trained for the following professions: telecommunications electronists, telecommunications technicians, post office operators, postmasters, computer programmers, telecommunications networks, electromechanics, electrician spooling operator, economics post office operator, telecommunications equipments electronist. They are training in modern classrooms, 14 specialized labs, 5 informatics labs (connected at INTERNET).

The college has the permission to train students in bilingual classes: English, French and German.

#### 8.9.2.2. Summary: Mission Statement

Max.0.5 pag

The college wants to create highly qualified workforce, employability, social cohesion, economic and technological performance and competitiveness by:

Excellency - areas selected for continuous quality improvement are an appropriate response to the clients

Integration - a connection between education, economy, society

Institution development - management develop the mission, vision and values, in order to assure the quality

To extent at an international level: achievement the international reputation in order to obtain diploma and certificates with international recognize.

#### 8.9.2.3. Summary: Quality Assurance and Development Measures and Projects

Max.0.5 pag

The college interest in quality development of VET systems is giving by the role of VET in economic competitiveness and social inclusion, in view of the challenges of rapidly changing socio-economic contexts, in supporting the transition to a knowledge-based society and economy. The role of quality in VET in increasing transparency and mutual trust within and between VET systems is of the utmost importance, in terms of supporting mobility and lifelong learning in the European Union.

These are the main reasons that have led to our policy initiatives in quality development in VET.

#### Management of Quality

The personnel involved into the QMS implementation is adequate trained, there is a necessary experience at the management level for the issuing of the documents that are

needed at the QMS functioning; the school's managers monitor all the time the level of achieving the proposed tasks, by continuous improving the instruments;

#### Projection and development

The organization is opened towards needs of all the interior and exterior clients, and of the client's partners; promoting the equality for the chances at the organization level, the experience, and the expertise for projection and development of the programs that aim the improving of the quality of the offered services, the well known quality of the documents from the management system of quality that are elaborated into the school.

#### Statistical Information

Number of Teachers	F: 109	M: 45
Number of other Staff	F: 49	M: 19
Student/Pupil Enrolment overall Currently Previous year Year before previous year	F: 1130	M: 1405
Student/Pupil Enrolment in Study Branch: Telecommunication Currently Previous year Year before previous year	F: 717	M: 1013
Student/Pupil Enrolment in Study Branch Services Currently Previous year Year before previous year	F: 149	M: 109
Student/Pupil Enrolment in Study Branch (indicate which) Currently Previous year Year before previous year	F: 236	M: 304
Retention Rates	F: 43.5%	M: 55.7%
Graduation	F: 41%	M: 44%
Student/Teacher ratio	16.46	

### 8.9.3. Per Review Procedure

8.9.3.1. Purpose/targets of the Peer Review  
max.10-15 lines

The institution wants to achieve an external evaluation of implementing quality management in their institution and to **highlight Peer Review as a new instrument for quality assurance and development.**

8.9.3.2. Peer Team

List the participants in the Peer Team with their professional and institutional background.

	Name	Institution	Profession
Transnational Peer Evaluation Expert	Pirjo Vayrynen	Finnish National Board of Education	Counselor of Education
Peer Coordinator	Gheorghe Solomon	“Politehnica” University of Bucharest	Professor
Peers	Alexandrina Mihai	“Politehnica” University of Bucharest	Professor
	Florinela Ionescu	“D.Motoc” Technical College	Professor

8.9.3.3. Methods for collecting data and sources  
max. 0,5-1 p.

Interviews  
Observations  
Discussions (free, open)  
Looked after documents  
Study of the self-evaluation reports

Attach Agenda for the Peer Visit in Annex.

### 8.9.4. Assessment of Quality Areas

Please describe the result of the Peer Review in continuous text (only illustrative use of tables). Each quality area and criterion must be assessed separately (max.1 page par criterion).

For each quality area, the description should address the criteria (and the individual indicators, if possible) specifying the quality areas. This is the main part.

The evaluation questions formulated by the VET Provider should be dealt with in the corresponding quality area.

Recommendations for the assessment procedure:

8. The assessment procedure starts at the level of the criterion. All relevant information written down in the “Interview Protocol and Analysis Form” should be assessed with the help of two categories: 1) Examples of strenghts and 2) Areas for improvements. Each category should contain the key words that describe the evidences identified.

9. The strengths and areas of improvements must be summarized and weighed in a general assessment in relation to each criterion.
10. Each criterion will be described and assessed on the basis of the key evidence found on the levels of criteria and indicators. Sources of evidence should also be recorded briefly.
11. Then the Quality Area will be assessed on the basis of the key evidence found on the levels of criteria and indicators. Sources of evidence should also be recorded briefly.
12. Finally, there should be an overall assessment of the quality areas reviewed res.the general quality of VET provision. Furthermore, the Peer Team should make a summary of all Areas of Improvement.
13. Findings that do not fit into any of the quality areas chosen for the review can be attached pending agreement of the VET Provider.
14. Recommendations can also be attached, if asked for by the VET institution.

#### 8.9.4.1. *Quality Area 1: Learning and teaching*

##### *Criterion 1: Teaching contents*

(*Ref. indicators: Adequacy of the teaching content, State of the art teaching contents, Teaching programme in line with students qualifications*);

*Strength:*

- The training contents is adequate, broad knowledge versus in depth knowledge;
- The teaching programme is in line with students qualifications;
- The final qualifications have been translated adequately into learning goals for the teaching programme

*Sources:* teaching curricula; observation of learning and teaching; teaching materials; internal audit interviews with students, staff and stakeholders.

*Questions and answers (interviews):*

**Students interviews**

**Does this institution follow the demand of the working life?**

**A:** Yes. She believes graduating from this high school will help her find a job easily. Bilingual classes are seen as an opportunity to find a work place not just here, but also abroad.

Students refer to their Comenius Project and the oratory competitions. They feel there is a need for international projects.

**What do you like most about the curricula, what are your favorite subjects, hobbies?**

**A:** Foreign languages, Romanian.

**What do you think about the curricula, is it ok, does it help you?**

**A:** Yes, we are offered a lot of information, we can look for the essential information there and also for details in case we want to go deeper into it. We can choose what we want to specialize in later on and prepare for it.

**Do you have any other subjects in English?**

**A:** Yes, British and American Culture and Civilization, History and Geography.

**Is there a system of statistics data collecting regarding the choices that former pupils make after graduating?**

**A:** Yes, there is such a system. When pupils that have graduated come back to school to collect their diplomas they are asked about the choices that they have made, what faculty they attend. There is such an interest in the students' future options.

**Staff interviews**

**How is curricula adapted at the clients' demands?**

Many have been imposed by the Ministry of Education, but there are also some created by teachers themselves according to the clients' demands. Will the evaluation be based on the specific competences...? Yes. There are some fields in which the teachers have specialized, they have contributed in the elaboration of the national curricula. Our school has established some standards of professional training/preparation.

**Interviews with graduates**

**Do you think now, after one year of faculty, that you should have got involved more in the changing of the curricula?**

**A:** Even if we have thought of something like that, I don't know what chances we would have had to actually change something, because we were very young and we didn't have too much courage.

**INTERVIEW II – WITH A COMPANY REPRESENTATIVE (A DEPARTMENT MANAGER)**

I have been working in Romtelecom for 29 years. I have met many people who have graduated from this high school, who then got jobs in Romtelecom and they are professionals, some of them work in Radio Broadcasting Company , in television, for companies like Orange, Vodafone. My wife has been a student here, I have 2 children who are now students, they have also studied in this high school. All the graduates from this high school that I have worked with are very well prepared.

**As a representative of your company, what did the partnership between you and this school consist of?**

Many students from here have done their practice classes in our company.

**What do students do there?**

They do practice with external networks, they have become familiar with the equipment, they worked according to the school curricula.

**Did you take part in the elaboration of the curricula as well?**

No, the curricula is conceived by the Ministry.

**Do you think that after graduating the students can be considered well prepared in the field and they can do any kind of work in Romtelecom?**

Yes, until now they have been well prepared, but I have to say as time passes we would need them to be better prepared in the computers field, too, because the market is continually changing, and the competition is tough.

*Area of Improvement*

Some students and parents consider that the curricula contents too much information, too much theory and not enough practical activities.

The curricula change not enough fast as the evolution of technology, because the domain of Post and Telecommunication is a very dynamic one.

It is not yet possible that the students from this school to participate to other courses that are not done in this school; there is not yet the legal basis.

### Interviews with parents

**What do you think about the curricula, homework, do students have too much to study for too many subjects?**

There is too much information, indeed, detailed information, too much theory. I have been to England and I have seen they place a lot of emphasis on practice, so it's very different and I believe it is more efficient, more useful.

**What do you find most useful at present from the subjects you have studied during high school?**

A: English and the technical subjects, electronics for example, because we will use them in our future careers.

I believe we study too many subjects in a rather superficial way, says one student, I believe it would be better to have fewer subjects but these to be studied more thoroughly.

**Does the curricula change as fast as it is needed?**

A: Not as fast as the evolution of technology but there are optional courses where we have the possibility to introduce the new information, we teach students how to improve their vocabulary on technical issues. Students have to bring new information to class ,present what they heard or read and this way inform their colleagues.

**Is it possible for students to go to other for courses that are not done in this school ?**

A: No. School have certain profiles, there is no legal basis for such interaction between schools ,but there are certain state institutions or clubs where children can go independently for certain courses or activities and we interact with other schools through various projects.

### *Assessment of the criterion*

The training content is adequate, broad knowledge versus in depth knowledge and the teaching program is in line with students' qualifications. The final qualifications have been translated adequately into learning goals for the teaching program. It is necessary to improve the concordance of the teaching content according to the evolution of technology, taking in view the very dynamic domain of the school, Post and Telecommunication.

We appreciate this criterion with the mark: **VERY GOOD.**

### **Criterion 2: Lesson planning**

(Ref. indicators: Coherence between institutional goals and teaching content; Additional teaching projects, - free space beyond the curriculum -; Fulfillment of the teaching program);

#### *Strength:*

- The learning process is based on the institutional mission statements, values and curriculum requirements.



- Teachers adapt the plan of the lesson to the pupils' capacity.
- Teachers from the same department usually cooperate; help one another with the planning of the lessons.
- There is a so-called students' council: through the pupils' representatives the pupils are informed and they are consulted on every issue.
- There is a good cooperation between different teachers.
- The students have the possibility to choose between different courses.

*Sources:* lesson plans, staff interviews.

*Questions and answers (interviews):*

**Students' interviews**

**Do you believe you have enough freedom to choose your optional classes?**

**A:** Yes. The majority decides. They can choose from a list. Teachers present the types of optional classes, there is good communication, they don't perceive these classes as compulsory.

**Do they have enough classes to choose from so that they don't feel it is compulsory?**

**A:** Yes.

**Do you have enough possibility to choose among the classes?**

**A:** Yes, we have two or three possibilities of choice, mainly from the technical subjects.

**How do you feel about the possibility to choose between different courses? Do you have this possibility?** Yes.

**What is the size of a group/class?** 25-30.

**In a day class?** Yes.

**How many years do you study in the evening classes?** 13 years.

**Are the teaching programs realistic from the point of view of the planned time? Do you have enough time to prepare for the lessons?**

Yes, teachers try to adapt, to concentrate the content to be taught. One problem would be that we don't have enough equipment in the labs.

**Have the final qualifications been translated adequately into learning goals?**

Yes, most of the times they have.

**How do they feel about the possibility to choose between different courses?**

It is a very useful thing, we would all like to have the possibility to choose between different courses.

**Interview with professors**

**How is the planning of the lessons done?**

**A:** Teachers from the same department usually cooperate, help one another with the planning of the lessons, but this happens on the more general level, when we plan units. When it comes to planning lessons most often each individual teacher takes care of his/her own lesson planning. A very important aspect that we take great pride in is the so-called students' council: through the pupils' representatives the pupils are informed and they are consulted on every issue, we ask for their opinions.

Every type of contribution that a teacher has is shared with the other teachers from the same department; usually the history department and the geography department work very well. We offer materials, different type of texts to the other teachers, from any department.

#### **Interviews with graduates**

**What could be better, what kind of school would have been better than this one?**

A: Maybe a private school.

#### **Interviews with parents**

##### *Area of Improvement*

- Some time the program of the students is too busy.
- The teaching programme is difficult to be accomplished because the curricula contents some time too much obviously subjects, imposed by ministry.
- Some time it is very difficult to finish teaching the whole curricula, there isn't enough time for that.
- In the lesson planning there is too much bureaucratic requirements.

#### **Interviews with parents**

**Do you think your daughter is prepared well enough or would she need some tutoring lessons as well?**

First, I think she wouldn't have time for that, her program is too busy, she doesn't take any tutoring lessons, extra classes are organized in school any way.

##### *Assessment of the criterion*

The learning process is based on the institutional mission statements, values and curriculum requirements. There is a very good cooperation between the teachers from the same department in the planning of the lessons. The teaching program is difficult to be accomplished because the curricula contents some time too much obviously subjects, imposed by the ministry

We appreciate this criterion with the mark: **VERY GOOD.**

**Criterion 3: Creating the learning and teaching processes** (methodological-didactical matters)

(*Ref. indicators:* Teaching methods; Active collaboration of students, Students' responsibility; Combination of theory and practice);

##### *Strength:*

- The teachers try focus the teaching on each individual student, they really know how to teach, how to communicate with the students.
- The teaching methods are modern, interactive and well balanced.
- The teachers give to the students useful material, handouts, textbooks which provide all the necessary information.

- The students appreciate that the majority of teachers, especially the younger teachers, are open-minded, modern, competitive.
- The communication between student-teachers is very good.

*Sources:* learning and teaching materials, observation of learning and teaching, interviews with students, staff and stakeholders.

*Questions and answers (interviews):*

**How satisfied are they with the teaching techniques? What kind of working activities would they like to have more?**

**A:** Techniques vary from discipline to discipline and from teacher to teacher. The teacher's personality is very important; they interact during a class. They communicate well with young teachers.

The teaching style depends on the teacher as well as on the class.

**Are they ever asked to give self-evaluation? Is it taken into consideration for their final evaluation?**

**A:** Sometimes yes, sometimes no. In the English class students were evaluated by their colleagues who felt very comfortable about doing this.

**How satisfied are you with the teaching methods? What kind of activities satisfy you more?**

**A:** Some teachers really know how to teach, how to communicate with the students. Some teachers may prefer to teach mainly the theory, others prefer to focus on practice.

**Do the teachers usually ask for feed back from the students?**

**A:** Sometimes yes. Three quarters of the teachers improve their teaching methods, you can notice a difference, an improvement.

**Is there self-evaluation, to what extent does this influence the final evaluation?**

**A:** Not so much, usually the evaluation is done using tests or by oral examination. Some teachers discuss the results with us, they explain to us why we got a certain mark, others not.

**Are all the teachers friendly, do they know how to communicate with you?**

**A:** Yes, we can ask anything, we are explained everything we need. The teachers give us useful material, handouts, then we also have our textbooks which provide us with all the necessary information.

**Do teachers succeed in explaining complex circumstances using adequate "students language"?**

Yes, most of the teachers know how to communicate with the students, they are very close to them and know what the best way to make themselves understood is.

**Does the teaching arrangement encourage students to combine subject theory and practice (and own experience)?**

Yes, usually teachers explain to us the practical importance of the theoretical concepts taught, they start from practice and go to the theoretical side of the problems. Sometimes, however, there's too much theory and less practice.

**Interview with professors**

**How do you find the teaching material?**

- the internet, documentaries on TV, field trips
- one week ago a trip to Moeciu to see the destruction of the environment in our country, the purpose : education for the environment
- the work is hard but we try

- new generations are changing and we have to move along with the times
- a questionnaire for students on what they would like to study, the optional course
- For the 10th grade, only 2 classes have this optional. At the end of the 9th grade the data was collected; the materials may be done by them where they are interested and by the teacher.

### **How are the teaching materials connected to the national curricula?**

- This has to be studied by all students no matter the profile, general information
- the plan presents the teaching methods and assessment methods,
- the questionnaire shows that students prefer to be taught by the teacher rather than study on their own, they want interaction as well
- the assessment: portfolios, quiz tests, tests, self-assessment and peer assessment
- the different opinions are discussed; how they see themselves and how they see others; this kind of discussion changed the way they see each other and relate with one another
- group age 15 - 16: a difficult age for evaluation, teachers have group discussion preparing them for life
- topics discussed in school and independent work at home; what they are told can be applied
- the grades from 1 to 10; for low grades discussions of the mistakes and signatures from parents that they are aware of the problems
- the SWOT analysis: 2 or 3 marks are analyzed in order to see if there is an improvement or not; for every class and individual
- this is done on a certain level not on every class because some teachers have 18 classes or more and it is difficult
- the improvement plan: for each class, based on the competences that should be developed in students, what the teacher has to do, the students results
- the teacher's own further education: paid by the teacher sometimes, some other times with the help of different programs, projects, being taught by a French teacher how to teach in Romania

### **Personal presentation**

**A:** I teach electronics, I graduated The electronics University.

I have had the possibility of practical experience before becoming a teacher and this has helped me in my teacher career. When I joined the educational system I discovered I like this kind of job and I noticed the children are more open to practical things. I usually start one chapter by an example, a problem solving and through discovering they learn better.

### **How do you motivate your students?**

**A:** When they have to fix something, a TV, a computer they have to know something about what has to be done so that the person called to repair the device doesn't fool them. Then there is the satisfaction that you have done something on your own, for instance changing a battery without help. Another way to motivate them would be presenting them with a comparison between people who work a lot but do not have high expectations and don't improve themselves and people who are very motivated in their work and try very hard to become better, to know more things and to stay up to date with new information. Knowing things it is easier to ask for certain products.

### **How do you make sure that what you teach them is what they need in their working life?**

**A:** We set the basis to which later on they have to add new information, we keep contact with the companies where they practice, they are presented with the latest information in the field, teachers who want to see the latest technology can go to the companies, there is a connection with the stakeholder and the local authority. We keep in touch with modern things.

### **Interviews with graduates**

### **What was it like studying here? How would you describe the climate when studying here?**

It was quite nice to study here, the teachers here are open-minded, we communicated very well especially with the younger teachers. We were somehow disappointed when meeting the university professors, the courses were more boring compared to the courses in high school and

the professors didn't use modern methods of teaching. Some teachers just aren't receptive to new methods, they don't renew the content of their courses, it's not a matter of age. Generally we can apply the things we learnt here in reality.

### **Interview with graduates**

#### **How much did you use self-evaluation?**

A. Yes, at particular subjects we received such tests, we were asked to evaluate ourselves. Usually we would give ourselves higher marks than we deserved in reality. However, this did help us because we knew on what to focus.

#### **Did you need tutoring lessons beside school?**

A: The tutoring lessons have mattered, but school has had the essential role, it was the basis.

The practice classes happen once every two days or sometimes once every six weeks approximately.

### **Interview with parents**

#### **Are you satisfied with the teaching methods in this school?**

Yes, I think they are quite varied and focus on the needs of each type of pupil.

#### *Area of Improvement*

- More modern electronic, technical equipment maybe, like videos, projectors, more computers etc. in each classroom.
- Some time it is not enough time to use the interactive methods.
- There is too much bureaucracy imposed by ministry in the lesson planning.

### **Interviews with a graduates**

#### **What changes would you have wanted to be made?**

Nothing really. More modern electronic, technical equipment maybe, like videos, projectors, more computers etc. in each classroom. I believe the lessons would have been a lot better with such equipment. The school has only two or three projectors which used to be brought to certain classes.

If we had any children we would definitely recommend the same high school to them, we would send them here.

### **Interview with parents**

#### **What do you understand by teaching methods, what do they mean to you?**

The teaching style is very important, there is a teacher type, ideal that we try to reach. Pupils are different, so they need different teaching methods. Sometimes playing a film, using the internet for information helps. It is just as important when a student's level goes up from marks like 4 or 5 to 7 or 8, as another student's performance in a competition. We try to focus the teaching on each individual student. At pupils with 1-2 classes per week it's very difficult to finish teaching the whole curricula, there isn't enough time for that. Children ask for the interactive method. The ideal is that we start from practice and get to theory, not the other way round. The Ministry has not supported this yet.

The system of inspections is not focused on what is really important, the teaching of the lessons, mainly, there is too great emphasis on the existence of the documents, the signing of the presence record, the lesson plans, they want to see that there is a correlation among all these documents, there are too many documents to be filled in, written.

*Assessment of the criterion*

The teaching methods are modern, interactive and well balanced. The teachers give to the students useful material, handouts, and textbooks which provide the necessary information.

The didactical material could be improved and modernised.

Some time it is not enough time to use the interactive methods, because the curricula imposed by ministry contents too much subjects.

We appreciate this criterion with the mark: **VERY GOOD.**

**Criterion 4: Guidance and counseling of students**

(*Ref. indicators:* Recognition of individual needs and adequate support: both lesson planning and teaching periods; Guidance and counseling: teachers fulfill the guidance, instruction needs and support needs, Competence: teachers acquire relevant competences to guide and counsel students);

*Strength:*

- There is a psychologist in the school for the special students counseling.
- For the tutoring classes (orientation and counseling classes) there are compulsory subjects, but students can also choose their own.
- There is a students' council, where every class is represented by the class leader and where teachers participate as guests

*Sources:* personal learning and support plans; interviews with students, staff and stakeholders.

*Questions and answers (interviews):*

**Do they get enough counseling? What type of counseling do they get? Can you describe the process?**

**A:** There is a psychologist in the school who comes at the beginning of each semester to their class and afterwards they can go to her office. For the tutoring classes (orientation and counseling classes) there are compulsory subjects, but students can also choose their own.

Students refer to their students' council, where every class is represented by the class leader and where teachers participate as guests. Meetings are held at the students club.

They speak about a national project financed by the European Union called " The student's lawyer". Within it they meet once a month and they exchange opinions on their student life. This project has been going on for almost a year.

**Do you have enough counseling available? How do you understand it? Is it important for you?**

**A:** Yes, usually the form teachers help us a lot, they teach us how to think, act in various situations. There is also the school counselor that helps us with different problems.

Our teachers have tried to adapt the lessons to the level of each class, they have used individual, pair or group work activities, depending on the class.

*Area of Improvement*

There is not enough counseling about the possibility to study abroad.

**How many of you have had the opportunity to go abroad?**

A: Not very many, there haven't been too many projects, exchanges between our school and schools from abroad.

*Assessment of the criterion*

There is a psychologist in the school for the special students counseling. The counseling is planned according to some compulsory and obviously subject, but the students can also choose their own. There is a students' council, where every class is represented by the class leader and where teachers participate as guests.

There is not enough counseling about the possibility to study abroad because until now there is not enough connection to the other European similar school.

We appreciate this criterion with the mark: **VERY GOOD.**

**Criterion 5: Information to the students**

(*Ref. indicators: Information prior to the teaching program; information during teaching program: the provision of information to the students on all relevant matters during the teaching program is precise and timely*);

*Strength:*

The students are well informed directly or by school site.

The provision of information to the students on all relevant matters is precise and timely

*Sources:* interviews with students, staff and stakeholders.

*Questions and answers (interviews):*

**Does this institution participate in projects, in the teaching of curricula etc?**

**How often have you practiced outside the school?**

B: We have not done any practice outside the school, just in the school. Some time ago the classes used to go to Romtelecom for practice.

*Area of Improvement*

The potential student are not enough informed about the concrete program after the beginning of the school.

Some time the ministry change the rules on-line, in the time of the year school and the students is informed too late about these changes.

**Do you know the curricula, participate in the creation of the curricula? Does your teacher inform you about the curricula? Did this happen before the actual beginning of the school year, are any of you involved in the creation of the curricula?**

A: No. We are informed about the content of the curricula after the beginning of the school year.

*Assessment of the criterion*

The students are well informed directly or by school site.

Only some time the ministry change the rules on-line, in the time of the year school and the students is informed too late about these changes.

We appreciate this criterion with the mark: **GOOD.**

#### **8.9.4.2. Overall assessment of the quality area 1**

The training content is adequate, broad knowledge versus in depth knowledge and the teaching program is in line with students' qualifications. The final qualifications have been translated adequately into learning goals for the teaching program. It is necessary to improve the concordance of the teaching content according to the evolution of technology, taking in view the very dynamic domain of the school, Post and Telecommunication.

The teaching methods are modern, interactive and well balanced. The teachers give to the students useful material, handouts, and textbooks which provide the necessary information.

Some time it is not enough time to use the interactive methods, because the curricula imposed by ministry contents too much subjects.

There is a psychologist in the school for the special students counseling. The counseling is planned according to some compulsory and obviously subject, but the students can also choose their own. There is a students' council, where every class is represented by the class leader and where teachers participate as guests.

**Taking into account the above-mentioned assessment of each criterion we appreciate the quality area as VERY GOOD**



## **Quality Area 6: Management and Administration**

### **Criterion 1: Management style**

(Ref. indicators: Participatory management style- interested groups are included in decision processes; open communication, respect – the management shows respect dealing with teachers demands for autonomy);

#### **Strength:**

- The style of management is excellent.
- All the involved person in the teaching process appreciate the open style of the management staff.
- The management style is participatory, all interested groups are included in decision process.
- There is a good open communication and mutual respect
- This school is the first in the top of school that have MANAGEMENT SYSTEM implemented, about the European norms (Serie ISO 9000).
- A real interest of the principal to assure the correct evaluation of the teachers' activities and to assure an adequate recognition of the best practices.

*Sources:* teaching curricula; interviews with students, staff and stakeholders.

#### *Questions and answers (interviews):*

##### **Interviews with students**

##### **How satisfied are they with the school management?**

A: Students feel protected. If the principal doesn't solve a problem, at least he tries. The secretaries are kind enough. The school has been modernized.

##### **How do you get involved in the management of this school?**

A: Through our representatives in the students' council, we transmit our suggestions to them, we are free to express our opinions.

##### **Do you have the possibility to study abroad?**

A: Yes, but only after graduating from high school usually, during or after college or for college.

##### **Would you find it interesting to study for a few months or a year abroad?**

A: Of course, but there are many financial problems to deal with; the Ministry doesn't support pupils with funds in this respect.

##### **What would be the advantages of studying abroad?**

A: First, we would improve the language, we would meet new people, we would become familiar with a different life style etc.

##### **Does this school have a good reputation?**

A: Yes, there are many pupils who have successfully participated in Olympics, at subjects like Math, Physics, Sports.

## **Interviews with teachers**

### **Are teachers informed about the system of quality that is being put into practice in school?**

**A:** One of the teachers says: in the beginning, it seemed to be a bureaucratic, useless type of activity, but in time I realized that all those things written on paper really had significance, they were important. For example, when I tried to implement the SWOT system of analysis I thought it would only work in companies, but later I noticed that it could also be applied in the school, in the classes, too. A course of quality audit has been organized and it proved to be very useful. We usually continue our work even after the classes, at home. Another teacher says: there are four pilot schools for the management of quality.

### **What kind of evaluation criteria or methods do you use?**

**A:** The criteria are present in certain standards that are stated. The methods of evaluation depend very much on each individual teacher. When choosing the materials, one teacher says, I have to pay special attention to what would be of interest for the students. When evaluating we try not to emphasize the mechanical type of learning, learning by heart, we consider the understanding of the respective notions very important, we, as teachers, also have to put an emphasis on those things that will be of use to them after graduating, that will help them understand different aspects of society. One teacher says she likes to start a lesson by explaining the title to the students, she also asks them to focus on the important aspects of the different personalities' life and character. The explaining of various concepts, for example "democracy" is very important, as well. The use of colors, of symbols, of images is useful sometimes; it attracts the students even more.

### **What kind of reputation does this institution have in Romania? Is it difficult to be accepted in this school?**

**A:** Not really. The teachers here have the reputation of being severe when it comes to giving marks. Those who graduate from this school are generally considered to be well prepared, especially in the telecommunication field. Those who quit school usually don't want to learn, it's not really the teachers', the school's or the parents' fault. They may be influenced negatively by their group of friends or they may have financial problems that prevent them from continuing to study. Luck is also important.

### **What do you think about the implementation of the quality system?**

- It's hard but doable; there is a lot of work, but with the help of the colleagues it can be done and I want to improve myself. The majority are involved. Through the persuasion method.
- This work shouldn't be only papers. Just the important things should be documented, not everything, not all indicators work for every system.
- The manual for quality management has already been translated.

### **What do you think about students?**

I do this because I love children and I do my work with pleasure and that is the reason for which I am involved in this project of quality improvement; I have something to do as long as I work with not very perfect people (students), sometimes communication is hard but I can do that

### **What do you think about the management? Is it open to new ideas ? Are your opinions taken into consideration? What could be improved?**

**A:** The management is open to communication, if we need information about something we can always go to one of the managers and we get an answer or a piece of advise . We consider them more like colleges than superiors. Their way of discussing problems is a friendly one. When I first come to this school I was very well received, I was given small task in the beginning and more important ones after the results. It is good to feel appreciated; we are offered the possibility to improve ourselves.

## **Interviews with parents**

### **Are you asked for your opinions, are you asked to get involved in the school management?**

As parents, we can express our opinions, the school management is open to our suggestions, supports us.

**If you were the principal here, what would you do?**

I wouldn't change anything, actually I can learn more from this high school than from what is happening at the school I work in.

**Interviews with department's managers (All auditors)**

**What do you think about your reputation as a school on the market?**

**Where are you situated in the country?**

A: There are enough good teachers, they are motivated and improve themselves continually, the students who have graduated from this school have obtained good results in college. I have just met a former student who is a really good student at the electronics faculty. This school gives the students the possibility to find a job in the respective technical field, the communications field, there are also students who specialize in other fields too. In the country I have found out that this high school has a really good reputation, when I was in the army I met four people from different areas in the country who knew many good things about this school. There are students who have successfully been accepted in the medicine or mathematics faculty.

**B. Do you have any type of evidence to prove the reputation of this school ?**

A: There have been some studies in this respect

**1. The SWOT analysis: the purpose and ways of putting in practice**

A: For improvement of student learning. For every member of the team the SWOT analysis

**The structure of the history-geography department and the SWOT analysis within the department**

A:

- 5 history teachers
- 4 in geography
- SWOT analysis after the initial test in the beginning of the year we see if students are good in the 1st objective or 2nd
- the improvement plan after the result
- discussion within the department of the results the district teacher's meeting specifies the details of what has to be done
- initial tests for the technical department too
- test the basic knowledge of students and the abilities that they should have so that we can base our future work on those analyses

**Is there a data statistics about graduates?**

Not official but some do come and tell us what university they entered. Before the baccalaureate students are given some questionnaire about what they want to do further on, the form teacher does that, the data is analyzed by inspectorates

*Area of Improvement*

- [To establish a new way to follow the students after graduation.](#)

**Interview with graduates**

**Interview with teachers**

**What would you do in order to improve the activity in the school?**

The Ministry, the Town Hall should provide more funds for school, we also believe that uniforms would bring about some changes for the better, in the students' behaviour, there will be more discipline, more respect, a sort of awareness that they are students, more self-respect, too. There will be less discrepancies among pupils. We probably have such behaviour problems, negative reactions because of the difficult period we are going through, we made a huge leap into democracy and it may be because we do not always understand the concept of democracy, we are confused about the way we should relate one to the others.

### **Interview with parents**

#### **What could be done to improve things when it comes to cooperating with the school?**

I have a daughter in the 10th grade. I have chosen this high school knowing the results that have been obtained at this school by students. I believe parents should support school more, cooperate with the form teachers. The parents' committee should have more initiatives, they should have a managerial plan that would improve the students' activity.

#### *Assessment of the criterion*

The style of management is excellent. The entire involved person in the teaching process appreciates the open and participatory style of the management staff. This school is the first in the top of school that have MANAGEMENT SYSTEM implemented, about the European norms (Serie ISO 9000).

The management of the school is really interested to assure the correct evaluation of the teachers activities and to assure an adequate recognition of the best practices.

We appreciate this criterion with the mark: **EXCELENT**.

#### *Criterion 2: Decision-making processes*

(Ref. indicators: Transparency; Decision making competences; Internal boards; Participation of the students);

##### *Strength:*

- Decision-making processes are transparent to the whole staff.
- According to the European norms regarding the management decision process there is a clear definition of which decision making levels and competences are held by management.
- There is an efficient internal board.
- The students participate in the decision making processes by their representatives.

*Sources:* teaching curricula; interviews with students, staff and stakeholders.

##### *Questions and answers (interviews):*

#### **What do you think about the school management? How is the school run?**

A: It's quite efficient, there are over 3000 students here so it's not very easy to keep track of all of them , to take care of everything.

#### **Interviews with teachers**

#### **How are decisions taken? In a transparent, equitable way?**

**A:** We cooperate, discuss certain decisions. Do you have teams? Yes, many committees, of evaluation, methodological, for the management and control of quality. There are teachers who take part in several committees. We have a quality management system meaning a quality control and quality assurance commission. For technical schools ... Every teacher participates in the solving of problems, at least theoretically they are involved in this.

**What is the management style, communication, transparency, fair play...?**

**A:** We have a good opinion, the style is open to everything new, I have never been refused or rejected when I had an idea, I was free to express myself. The work atmosphere is quite pleasant, relaxed. Usually decisions are taken in a council through vote.

*Area of Improvement*

The participation of the students in the decision making at the ministry level could be improved.

**Are you asked to participate in the school management, are you informed about the different problems that appear?**

A. Not really. We are informed at times through the members of our students' council.

*Assessment of the criterion*

Decision-making processes are transparent to the whole staff. According to the European norms regarding the management decision process there is a clear definition of which decision making levels and competences are held by management. There is an efficient internal board.

The participation of the students in the decision making at the ministry level could be improved.

We appreciate this criterion with the mark: **EXCELENT**.

**Criterion 3: Guidance of conferences and meetings**

(Ref. indicators: Efficient conduct of affair; Transparent decisions);

*Strength:*

The management assure transparent decision in meetings with company representatives.

*Sources:* interviews with students, staff and stakeholders.

*Questions and answers (interviews):*

**Do you have the possibility to interact with other teaches in order to integrate the information from general subjects with technical subjects?**

A: example: discuss the material used, give advice, and bring arguments in favor or against one or the other technique

**Do you have a certain number of days for further education paid full time? In Finland they have 3 or 5 days per year mandatory by law to take part in further education seminars which are working days and are paid full time.**

A: In Romania, after 5 years, Teachers have to do this too every year, and each month there is a day for each department to meet and discuss certain issues.

**Is the school management, the quality control system positive?**

Yes, each teacher tries to be appreciated within this system, we have all been involved in it, we have to deal with the difficulties, to make progress, there's more information to be acquired.

**Does it imply you need more time to prepare, extra money to be spent?**

Yes. The school is quite big. There are few students who come to this high school because they really like this field, they are passionate about it, unfortunately there are more who just happen to get here by accident, because of the computerized high school distribution system and the latter are very difficult to motivate, because there is no finality. Starting from the practice we get to the utility or the lack of utility of studying a subject. Sometimes teachers learn from students, especially when it comes to computers, novelty in the technological field.

The managerial structure could be larger, there could be more managers at such a large number of students.

**What is your collaboration with the school management like?**

Very good, they are open to suggestions.

**What about the young teachers? Are they supported?**

Yes, they are encouraged to attend formation courses, to prepare for the future.

**Are there any possibilities to earn extra money for teachers?**

There are some courses that can be given.

**Did you have the opportunity to go abroad for some exchanges, in order to get informed?**

No, there are many financial problems that prevent us from traveling, becoming familiar with the system in a different country. Obviously, most of the teachers if not all of them would be interested in that.

**Interviews with company representatives**

**How do you think this partnership could be improved?**

As far as the school is concerned, they are interested in the improvement of the students' training, as far as we, Romtelecom, are concerned, we recommend they have better knowledge in satellite communication, mobile communication etc. If I can help this school, I will not hesitate to do it, because I feel very close to it, I have also lived in the school dorm here, we are like a family, the family of telecommunications.

**What can you say about the communication skills of the students?**

They are very keen on learning, as to myself, I have patience, I believe I know how to get their attention, I have attended some methodology courses, they are very interested in everything that is new. They are usually accompanied by their teachers, the respective subject teachers only.

**Could you help the school in a legal way, for example by making demonstrations of what certain equipments can do?**

Not really, my position in the company doesn't allow me to have such initiatives, I am not one of the people who can make such important decisions, this is a private company, with foreign investors(?).

**How do you present the novelty in this field to the teachers, is there an organized, official type of agreement with the school?**

Well, there's an informal, tacit type of collaboration. However, courses are organized at Romtelecom. Personal, friendly relations usually take the place of a legal, organized frame. The legal frame is more present abroad than in our country. In the end, personal relationships are more important than anything else, even more important than the legal frame, in business, in any form of cooperation.

#### *Area of Improvement*

To create the adequate and legal framework that the practical activities of the student in the companies to be paid.

The financial motivation should be improved.

#### **What are the demands of the working environment?**

Students do not work for our company, they just study, do some practice at Romtelecom. This does not mean that they just assist, see what is going on, they are literally involved in the work there. In the Post office, however, they actually work during the holidays.

#### **What do you think should be done for young people to come to schools and become teachers?**

**A:** Financial motivations. They are very young and they need a lot of things and a teacher salary is not enough so they will most probably leave the system and go for better paid jobs in the country or abroad. Teachers are no longer models for people, many think that teachers are people who haven't succeeded in life.

But there are moral satisfactions being a teacher when you see a student succeeding in school contests, olympics or later going to university and becoming responsible adult.

#### *Assessment of the criterion*

The management assure transparent decision in meetings with company representatives.

It is necessary to create the adequate and legal framework that the practical activities of the student in the companies to be paid. The financial motivation should be improved.

We appreciate this criterion with the mark: GOOD

#### **Criterion 4: Distribution of tasks**

(Ref. indicators: Transparency criteria; Teachers functions within the school community);

#### *Strength:*

The distribution of the tasks is made according to the transparent criteria and procedures.

The teachers appreciate that the distribution of the tasks is fair.

*Sources:* staff timetable, interviews with students, staff and stakeholders.

*Questions and answers (interviews):*

**With staff and professors**

#### **Do you cooperate with the economic agents? What kind of partnerships do you have?**

**A:** We do have close relations with the economic agents, for example Howard-Johnson, through the practice classes that students have there. Contracts are signed with different firms. There are documents that prove the practice done by the students from our school at different firms, they also get hired; approximately 50% of them end up working at the same firms where they have done the practice classes. Dual Telecom is another firm with which we cooperate.

**Will you make a self evaluation?**

A: I have been here for almost 10 years, in the beginning I had much less experience but the fact that I got involved in so many projects made me become a little more competitive. Almost all of my colleagues are attending or have finished postgraduate courses, in our field, computers, it is absolutely necessary. Somebody else: I have worked in this school in two stages, in the 70s , then after 1990. When I came back here I was happy to see many things had changed for the better. I have been encouraged to stay in this school for 3 more years.

**What is the retention rate?**

A: I believe the percentage is good. The percentage is presented separately for boys and girls. The retention rate is 43 for female, 55 for male. At the Baccalaureate the percent is of 82.

**What discussion do you have with the business partners?**

- not us the teachers personally, the colleagues who deal with that
- the SWOT analyses of the students knowledge and their needs for material to improve the teaching process, an instrument for future work, techniques, potential threats, methods and strategies to be used, the opportunities the students have through their qualified teachers
- the lesson is not planned in teams, the optional curricula in planned in teams
- the established curricula is done in teams, in partnership with business partners and local authorities

*Area of Improvement*

There are situations when teachers move to a different school they leave, because they are forced to by the system. It is necessary to find the possibility to improve the system.

There are also situations when teachers move to a different school, but there are not many such cases. When they leave, it usually happens because they are forced to by the system.

*Assessment of the criterion*

The distribution of the tasks are made according to the transparent and criteria and procedures.

There are situations when teachers move to a different school they leave, because they are forced to by the system. It is necessary to find the possibility to improve the system.

We appreciate this criterion with the mark: GOOD

**Criterion 5: Administration**

(Ref. indicators: Appropriate administration; Office capacity; Technical equipment);

*Strength:*

The school management has made efforts to keep all the people interested in education and devoted to school in general, they have done their best to keep valuable people in the school.

Many courses for teacher improvement are organized every year, the teachers' needs and interests are looked into and they organize precisely those courses that are needed and of interest.



There is a very good a strategy for the organization of international projects: Phare, Comenius, Socrates, Leonardo da Vinci projects, both for teachers and students.

*Sources:* school presentation, direct observations, interviews with students, parents, staff and stakeholders.

*Questions and answers (interviews):*

#### **Interviews with teachers**

**What does the management do for human and material resources?**

A: The school management has made efforts to keep all the people interested in education and devoted to school in general, they have done their best to keep valuable people in the school. Many courses for teacher improvement are organized every year, the teachers' needs and interests are looked into and they organize precisely those courses that are needed and of interest. Is there a strategy for the organization of international projects? Yes, we participated in Phare, Comenius, Socrates projects, both for teachers and students. Who makes the reports of such activities? Usually the reports, the results are presented in the teachers' councils; also they are presented on the school site. Have you mentored other teachers in this respect? Have they been informed about these projects? Have you tried to capture the attention of the younger teachers when it comes to these projects? Of course, especially within each chair. ? Our wish/slogan is to do everything well from the first try, every time. We elaborate improvement plans. Do leaflets exist in the school to inform the pupils about the school offer? Yes.

#### *Area of Improvement*

To improve school appearance, the material conditions in the classrooms, the sports hall, the labs.

#### **Interview with parents**

**What is your opinion about the introduction of uniforms in the school?**

Parents agree with the introduction of uniforms, children don't. We like this idea because they would look more like students, you would be able to recognize them more easily, it helps for their security too, because you would know who is a student and who isn't more quickly, then there would be less preoccupation for fashion, differences among them will be diminished, there are big social and financial differences among them. In Finland, they don't place such great emphasis on appearances, they have never thought about the necessity to introduce the wearing of uniforms in schools, for them it is not that important.

#### **Interviews with graduates**

**What would you change about this school if you were the manager/principal of this school?**

A: I would improve its appearance, the material conditions in the classrooms, the sports hall, the labs. When it comes to computers, they are enough, but some of them are good, others not so good. Things however do improve.

#### *Assessment of the criterion*

The school management has made efforts to keep all the people interested in education and devoted to school in general, they have done their best to keep valuable people in the school.

There is a very good a strategy for the organization of international projects: Phare, Comenius, Socrates, Leonardo da Vinci projects, both for teachers and students.

It is necessary to improve school appearance, the material conditions in the classrooms, the sports hall, and the labs.

We appreciate this criterion with the mark: **VERY GOOD**

#### **8.9.4.4. Overall assessment of the quality area**

The style of management is excellent. All the involved person in the teaching process appreciate the open and participatory style of the management staff. This school is the first in the top of school that have MANAGEMENT SYSTEM implemented, about the European norms (Serie ISO 9000).

The management of the school is really interested to assure the correct evaluation of the teachers activities and to assure an adequate recognition of the best practices.

The school management has made efforts to keep all the people interested in education and devoted to school in general, they have done their best to keep valuable people in the school.

There is a very good a strategy for the organization of international projects: Phare, Comenius, Socrates, Leonardo da Vinci projects, both for teachers and students.

It is necessary to improve school appearance, the material conditions in the classrooms, the sports hall, the labs.

**Taking into account the above-mentioned assessment of each criterion we appreciate the quality area as VERY GOOD**

#### 8.9.5. Overall Assessment

8.9.5.1. Overall Assessment of the quality areas reviewed res. The general quality of VET provision

Max.1.5-2 pp.

#### **Overall assessment of the quality area 1: Learning and teaching**

The training content is adequate, broad knowledge versus in depth knowledge and the teaching program is in line with students' qualifications. The final qualifications have been translated adequately into learning goals for the teaching program. It is necessary to improve the concordance of the teaching content according to the evolution of technology, taking in view the very dynamic domain of the school, Post and Telecommunication.

The teaching methods are modern, interactive and well balanced. The teachers give to the students useful material, handouts, and textbooks which provide the necessary information.

Some time it is not enough time to use the interactive methods, because the curricula imposed by ministry contents too much subjects.

There is a psychologist in the school for the special students counseling. The counseling is planned according to some compulsory and obviously subject, but the students can also

choose their own. There is a students' council, where every class is represented by the class leader and where teachers participate as guests.

**Taking into account the above-mentioned assessment of each criterion we appreciate the quality area as VERY GOOD**

### **Overall assessment of the quality area 6: Management and Administration**

The style of management is excellent. The entire involved person in the teaching process appreciates the open and participatory style of the management staff. This school is the first in the top of school that have MANAGEMENT SYSTEM implemented, about the European norms (Serie ISO 9000).

The management of the school is really interested to assure the correct evaluation of the teachers activities and to assure an adequate recognition of the best practices.

The school management has made efforts to keep all the people interested in education and devoted to school in general, they have done their best to keep valuable people in the school.

There is a very good a strategy for the organization of international projects: Phare, Comenius, Socrates, Leonardo da Vinci projects, both for teachers and students.

It is necessary to improve school appearance, the material conditions in the classrooms, the sports hall, the labs.

**Taking into account the above-mentioned assessment of each criterion we appreciate the quality area as VERY GOOD**

#### 8.9.5.2. Summary of Areas of Improvement

Max.1pp

### ***The need of improvement from interviews in Quality Area 1: Learning and teaching***

Some students and parents consider that the curricula content too much information, too much theory and not enough practical activities.

The curricula change not enough fast as the evolution of technology, because the domain of Post and Telecommunication is a very dynamic one.

It is not yet possible that the students from this school to participate to other courses that are not done in this school; there is not yet the legal basis.

Some time the program of the students is too busy.

The teaching programme is difficult to be accomplished because the curricula contents some time too much obviously subjects, imposed by ministry.

Some time it is very difficult to finish teaching the whole curricula, there isn't enough time for that.

There is not enough counseling about the possibility to study abroad.

The potential student are not enough informed about the concrete program after the beginning of the school.

Some time the ministry change the rules on-line, in the time of the year school and the students is informed too late about these changes.

## *The need of improvement from interviews in Quality Area 6: Management and Administration*

To establish a new way to follow the students after graduation

The participation of the students in the decision making at the ministry level could be improved.

To create the adequate and legal framework that the practical activities of the student in the companies to be paid.

The financial motivation should be improved.

There are situations when teachers move to a different school they leave, because they are forced to by the system. It is necessary to find the possibility to improve the system.

To improve school appearance, the material conditions in the classrooms, the sports hall, the labs

Summary of area improvements:

- improvements of the relations with local communities for receiving funding; establish new partnerships institution companies-VET-universities;
- the development of a national legal framework for students practice;
- the improvement of school infrastructure and of work medium like European standards;
- the youngest teachers must be formed in the spirit of access European funding;
- more diversifications of projects, collaborations, international contacts with other school in the domain;
- human resources must adapt their preparing efforts to the dynamic of technologies in their domain;
- permanently connections with success graduated, monitoring the employability and create a real bond between school and graduates;
- the diversification of intercultural exchanging.

### 8.9.6. Annexe

Annex relevant documents, i.e. the Agenda of the Peer Visit, interview guidelines, observation guidelines etc.

8.9.6.1. Agenda of Peer Visit

**Timetable for Peer Visit: 29-31 October 2006**

**Day 1: Sunday, 29 October 2006**

Time	
Arrival and Welcome	15.00-16.00
Evening	

**Day 2: Monday, 30 October 2006**

Time		
8.30 – 8.40 Welcome	principal & facilitator principal's office	
8.40 – 9.20 Preparation of Review		
9.20 – 9.45 Questions and discussion	2 students	
9.45 - 10.30 Interview round 1	Departments' managers	
10.30 – 11.00 Analysis in Peer Tandems Incl. Coffee Break		
11.00 – 12.00 Class Observation (switching classes optional)	a) class 1 b) Tandem 1	a) class 2 b) tandem 2
12.00 – 13.00 Lunch	Restaurant	
13.00 – 14.00 Guided school tour		
14.00 – 14.30 Analysis in Peer Tandems		
14.30 – 15.15 Interview round 2	4 teachers	
15.15 – 15.45 Analysis in Peer Tandems Incl. coffee break		
15.45 – 16.30 Interview round 3	4 graduates	
16.30 – 17.00 Analysis in Peer Tandems		
17.00 – 17.30 Internal analysis I & (Meta)Reflection		
Evening		

### Peer Visit Day 3: Tuesday, 31 October 2006

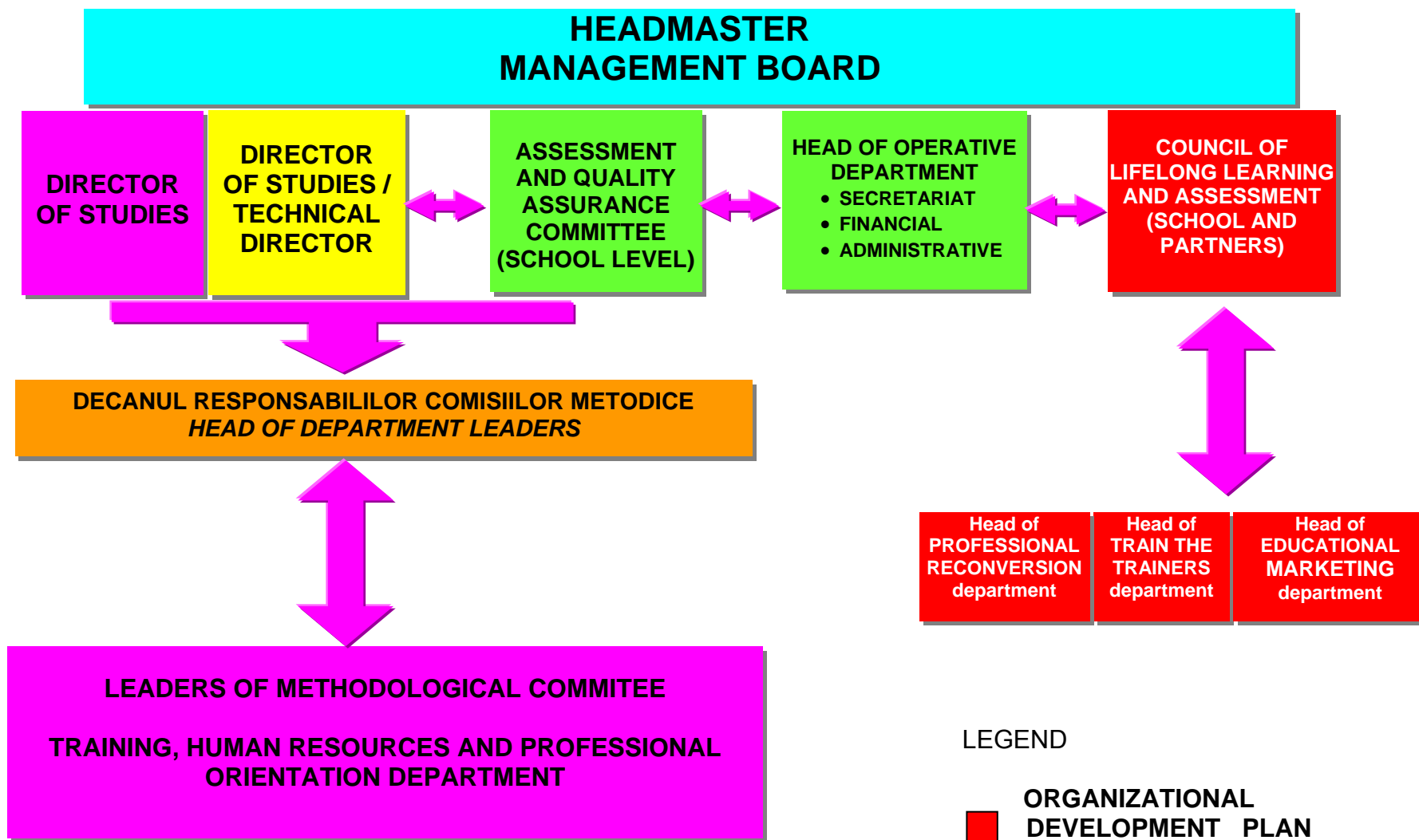
Time		
8.30 – 9.15 Interview round 4	3 students	3 students
9.15 – 9.45 Analysis in peer teams		
9.45 – 10.15 Coffee Break		
10.15 – 11.00 Interview round 5	2 students	2 teachers
11.00 – 11.30 Analysis in Peer Tandems		
11.30 – 12.00 Interview round 6	Parents	
12.00 – 13.00 Lunch	Restaurant	
13.00 – 13.45 Internal analysis II		
13.45 – 14.15 Analysis in Peer Tandems		
14.15 – 16.00 Internal Analysis & Preparation final meeting		
16.00 – 16.30 Coffee Break		
16.30 – 17.30 Final Meeting bilingual	VET institution Peer Review Team Restaurant	
17.30 – 18.00 (Meta)Reflection		

#### 8.9.6.2. Guidelines for Peer Visit

- [Peer Review Manual.](#)
- [National Quality Assurance Framework, Common Quality Assurance Framework.](#)

Appendix 1.

**COLEGIUL TEHNIC DE POȘTĂ ȘI TELECOMUNICAȚII „GHEORGHE AIRINEI”  
OUR COLLEGE MANAGEMENT IN 2006-2007**



## Appendix 2

Common Quality Assurance Framework for VET in Europe	TVET Quality Principle	EFQM – Excellence Model	ISO9001 – QM Principles
<b>Methodology</b> 1. how do you use a systematic quality approach – 2. which stakeholders are involved in the steps of your quality approach and in which roles – 3. which tools and procedures do you use for data collection, measurement, analysis, conclusion and implementation – 4. are the tools accountable and consistent – 5. how do you motivate the actors to play their roles properly – 6. what strategies ensure the implementation of change – 7. how do you use external assessment	1. Quality Management	1. Leadership 2. Policy and Strategy	2. Leadership 5. System Approach
<b>Purpose and Plan</b> 1. what are the VET goals/objectives of your organisation – 2. are your goals/objectives clear and measurable – 3. are the European VET goals/objectives included in your goals – 4. how do you measure/assess the degree to which these goals/objectives are fulfilled – 5. describe the procedure for the planning process within your quality approach	2. Management Responsibilities 3. Resources Management 4. Design and Development	1. Leadership 2. Policy and Strategy 3. People 4. Partnerships and Resources	1. Customer Focus 2. Leadership 3. Involvement of People 4. Process Approach 5. System Approach 8. Supplier Relationship
<b>Implementation</b> 1. how do you implement a planned action – 2. describe the key principles in the procedure of the implementation	5. Learning 6. Assessment and Certification of Learning	3. People 4. Partnerships and Resources 5. Process	1. Customer Focus 4. Process Approach



<b>Common Quality Assurance Framework for VET in Europe</b>	<b>Quality Principle</b>	<b>EFQM – Excellence Model</b>	<b>ISO9001 – QM Principles</b>
<b>Assessment and Evaluation</b> 1. what are your procedures for assessing the input, the processes, the output and the outcome results – 2. how do you ensure that your assessment and evaluation is relevant and systematic – 3. which stakeholders participate in the assessment and evaluation process – 4. what roles do stakeholders play – 5. when do you assess and evaluate (frequency)	<b>7. Measurement and Analysis</b> 1. Quality Management	6. Customer Result 7. People Result 8. Society Result 9. Key Performance Results	1. Customer Focus 7. Factual Approach to Decision Making
<b>Feedback and Change</b> 1. how do you organise feedback and procedures for change in your organisation/system – 2. how do you ensure systematic feedback – 3. how do you make the feedback on quality in VET transparent – 4. how do you ensure that the results of the assessment/evaluation are being used – 5. how do you relate your goals/objectives to the assessment and evaluation	<b>8. Improvement</b> 1. Quality Management	1. Leadership 2. Policy and Strategy 3. Process	1. Customer Focus 6. Continual Improvement 7. Factual Approach to Decision Making