EQAVET

Quality Assurance in VET: Romania

This document provides an overview of quality assurance in VET in the respective country. It covers information on VET systems and how quality assurance takes place, which organisations are responsible for VET policy and any recent developments in VET policy.

VET system and quality assurance

Overview of the VET system and how quality assurance takes place

Initial VET (IVET) refers to school-based training provision that ensures the acquisition of professional qualifications and comprises:
- Professional education with an important component of work-based learning (WBL), based on practical training contracts concluded between the student (or legal representative), the school and the company where WBL is organised.
- Post-secondary education (VET post-secondary school).

Currently, the IVET system offers qualifications at three levels:
- Qualifications at NQF/EQF level 3 for graduates of vocational education.
- Qualifications at NQF/EQF level 4 for graduates of upper secondary education.
- Qualifications at NQF/EQF level 5 for graduates of post-secondary education (VET post-secondary school).
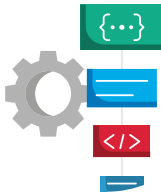
The continuing VET (CVET) offered is shared between public and private providers offering licensed and non-licensed programmes. Any institution can offer continuous training programs on the free market, but only those who are authorised/formally accredited are allowed to offer nationally recognised certificates.

In initial VET, the national framework for quality assurance was first established in 2006 and since 2009 adjustments have been made to the framework to ensure that it refers to EQAVET, including the quality cycle and indicative descriptors. The last revision was made in 2020 when a new methodology for authorisation / accreditation / periodic evaluation was developed and the revised quality standards were approved.

In CVET, the Labour Ministry proposed a new regulation for quality assurance in continuing education and training that was supported by the Education Ministry and other national stakeholders and is currently under public debate.[1]

More information about the VET system in Romania can be found on Cedefop's VET in Europe database:

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[1] https://op.europa.eu/en/publication-detail/-/publication/205aa0ac-460d-11e9-a8ed-01aa75ed71a1/language-en

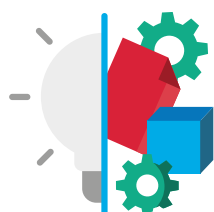|	
	https://www.cedefop.europa.eu/en/tools/vet-in-europe/systems/romania
System-level QA arrangements	At system-level, a range of stakeholders are involved in monitoring QA in VET. In IVET, the Ministry of Education is responsible for ensuring quality at system level, drafting the general policies and monitoring the overall processes and results. The National Centre for Development of Technical and Vocational Education holds responsibility for developing specific methodologies on quality assurance in vocational and technical education. The County School Inspectorates are responsible for external monitoring visits and validation of the self-evaluation reports drafted by IVET providers. In CVET, the Ministry of Labour and Social Solidarity (MLSS) develops the methodology for implementing the principles of quality assurance in vocational training of adults and monitors the activity of authorised training providers to ensure quality. Authorisation of a training programme is based on occupational standards and professional training standards, recognised at national level and with a validity of four years. Periodic monitoring of authorised training providers is carried out by two external specialists appointed by the county authorisation commission in the list of specialists drawn up annually. The legislation requires at least 3 monitoring visits during the 4 years' authorisation. Sectoral Committees are involved in drafting national and sectoral continuous training policies and strategies, playing an important role in identifying training needs and defining new qualifications and occupations. Sectoral Committees are also involved in defining the assessment and accreditation standards for training providers.[2]
Provider-level QA arrangements	All IVET providers are obliged by law to evaluate the quality of their provision annually, against a pre-defined list of national indicators and quality assurance principles (based on EQAVET). This is to be used to develop an improvement plan in order to address all the weak points identified. In each school, a Quality Assurance Commission is appointed to supervise all quality assurance processes and activities. CVET providers are not required to have specific quality assurance measures in place. Each IVET provider must prepare a School Development Plan periodically, based on the profile of the institution and the local or regional socio-economic context. IVET provider decision-making structures include social partners and local administration representatives. No specific mechanisms for identifying training needs are in place for CVET.[3]

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[2] https://www.cedefop.europa.eu/en/tools/vet-in-europe/systems/romania-u2
[3] https://www.cedefop.europa.eu/en/tools/vet-in-europe/systems/romania-u2

Which organisation(s) are responsible for VET policy?	The responsibility for quality assurance in IVET in Romania is shared between the following institutions: • The Ministry of Education is responsible for ensuring quality at system level, drafting the general policies and monitoring the overall processes and results at system level; • The Romanian Agency for Quality Assurance in Pre-university Education oversees provisional authorisation, accreditation and external evaluation of quality for IVET schools; • The National Centre for Development of Technical and Vocational Education is responsible for developing quality assurance methodologies. The Ministry of Labour and Social Solidarity (MLSS) is the most relevant institution that concerns quality assurance in CVET. They monitor the activity of training providers, develop methodologies, regulations and guidelines; participates in developing the methodology for implementing principles of quality assurance in VET for adults. The National Qualifications Authority (NQA) develops occupational standards and monitors the assessment of skills acquired in a non-formal and informal context.

Recent policy developments (in the last 12 months)	• In CVET, the Labour Ministry proposed a new regulation for quality assurance in continuing education and training that was supported by the Education Ministry and other national stakeholders and is currently under public debate.
	
	• Through the ReConect project, three mechanisms where developed:
	  o The graduate tracking mechanism.
	  o The mechanism for anticipating skills and the need for qualifications on the labour market.
	  o The monitoring and evaluation mechanism of public policies in the field of professional training.
	
	These, together with an electronic system for the integration of education and work databases, will be functional at the end of 2023.

Priority areas for	Quality standards are organised into three major areas: • Institutional capacity related to the material and human resources of the VET school and its capacity to provide vocational training programmes. • Educational effectiveness that refers to the quality of vocational training programmes, the quality of teacher training and the provision of curricula, the results of the students and the efficiency of the use of financial resources. • Quality management which is materialised through the strategies approached in the quality assurance process, through the

QA in your country	elaborated and applied procedures, through the transparency of the process and the feedback loops, through the access to resources and the functionality of the quality assurance structures. Considering the importance of collaboration, of consulting all the factors involved in professional training, of disseminating good practices, the Romanian EQAVET National Reference Point (NRP) intends to intensify the activity in the partner networks of VET schools and to involve VET schools in peer review activities. The feedback of direct and indirect beneficiaries and collaboration between all stakeholders is also important.[4]
Specific projects in the country (optional)	
Please provide a short description of recent projects or initiatives in the field of QA in VET that you would like to highlight for your country	**1. EQAVET-NRP-RO-2019**, reference number 608946-EPP-1-2019-1-RO-EPPKA3-EQAVET-NRP.[5] Period: 01.04.2019-31.03.2021. The main activities of the project were based on the partnership networks of VET schools (10 partnership networks for the main fields of professional training). Setting up networks of VET providers for implementing the EQAVET Recommendation was essential in order to strengthen the schools' capacity to develop a culture of quality and facilitate exchange of good practices and peer learning. One of the main objectives of the project was to analyse the way learning outcomes are achieved and assessed in the VET schools included in the networks from VET students' perspective in order to develop and test the additional elements of the EQAVET+ framework. This enabled the NRP to set up a coherent system for data collection and analysis and mechanisms to feed back the results of the monitoring to adapt VET provision. Indicator of success include: • 60 peer learning activities in the 10 partner networks of VET schools. • Collecting and analysing feedback from students. • Testing EQAVET + indicators. **2. EQAVET-NRP-RO-2021,** reference number 101048388.[6] Period: 01.04.2021 – 31.08.2023. The main activities of the project were based on the peer review in partnership networks of VET schools (10 partnership networks for the

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[4] https://www.cedefop.europa.eu/en/tools/vet-in-europe/systems/romania-u2
[5] https://gnac.montivagant.ro/wp-content/uploads/2020/01/EQAVET-NRP-RO-2019_prezentare-proiect_Musat-Carmen.pdf
[6] https://gnac.montivagant.ro/activitati-curente/proiecte-nationale-in-derulare/european-quality-assurance-in-vocational-education-and-training-national-reference-point-ro-2021-eqavet-nrp-ro-2021/

main fields of professional training, 60 VET schools) and at the system level. A Peer Review methodology was developed in the partnership networks starting from the European model and 126 teachers from the 60 VET schools were trained. The feedback platform that will be used both nationally and at the VET school level has also been improved. The formation of a feedback culture among students will continue.

Indicators of success include:
- 126 teachers trained for the Peer Review.
- 20 Peer Reviews organised in 20 VET schools from partner networks.
- A feedback analysis report on student satisfaction with the provision and evaluation of learning outcomes.
- A Peer Review organised at system level with the participation of evaluators from Finland, Italy, Malta, Slovakia, and Latvia and with the support of the EQAVET Secretariat.
- Participation in peer reviews from other EU Member States.

3. ReConect - Adaptation to Change - Integrated Anticipation, Monitoring, Evaluation Mechanism of the Labour Market and Education, POCU/801/3/15/140092. Implementation period: December 2020 - November 2023.

The project focuses on developing three mechanisms:
- A tracking mechanism of graduates.
- A mechanism for anticipating the skills needed in the labour market.
- A mechanism for monitoring and evaluating public policies in the field of professional training and active measures.

An important result of the project is the development of an integrated electronic platform that will interconnect the education and labour market databases.

Which organisation(s) are responsible for the project / initiative	National Centre for TVET Development (CNDIPT). ReConect: National Agency for Employment (ANOFM). Partners: Ministry of Education (ME), Ministry of Labour and Social Solidarity (MMSS), National Centre for TVET Development (CNDIPT), National Research Institute for Labour and Social Protection (INCSMPS).

Use of EQAVET labels	
Do you use an EQAVET label or seal to certify VET providers in your country?	No ☒
	Yes ☐