

# QUALITY GUIDELINES

## Quality management for international education

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Leonardo da Vinci

This project has been funded with support from the European Commission



Education and Culture DG

Lifelong Learning Programme



## AIMS OF THE WORKSHOP

1. To give participants an understanding of ISO 29990, the current edition of the *Quality Guidelines* and the aims of the project
2. To note and discuss participants' queries and comments about the *Quality Guidelines*
3. To gather concrete suggestions for improving them  
and
4. To gather ideas for a user guide and other supporting documents.



## WHAT ARE THE 'QUALITY GUIDELINES'?

A set of recommendations arising from the earlier Transnational Quality project (TQP) that aim to:

- Improve international educational cooperation and create mutual trust, thus contributing to the harmonisation of European education systems
- ensure that a proper balance is achieved between the interests of the various parties involved in international education
- Provide a frame of reference for quality assurance and evaluation of international educational ventures



## WHO ARE THE GUIDELINES FOR?

- Anyone involved in developing and providing educational services internationally
- Especially for educational institutions, both public and private, providing services across national borders to the corporate and institutional sectors.

# QUALITY GUIDELINES (QuaG) PROJECT



- A two-year ‘transfer of innovation’ project co-funded by the EU Leonardo da Vinci Lifelong Learning programme
- Objectives: to improve intercultural competences, and encourage more sustainable international cooperation between education providers and businesses by:
  - Improving the revised *Quality Guidelines*, bringing them into line with the ISO 29990
  - Developing a new version of the user guide or *Compendium*
  - Creating online tools to further exploit the potential of the *Guidelines*
  - Informing people and testing out the *Quality Guidelines* in 12 workshops organised in various European countries

# THE PROJECT PARTNERS



**ISO 29990 'LEARNING SERVICES FOR NON-FORMAL EDUCATION AND TRAINING – BASIC REQUIREMENTS FOR SERVICE PROVIDERS'**

**A BRIEF INTRODUCTION**





## ABOUT ISO AND ITS STANDARDS

- ISO (the International Organisation for Standardisation) based in Geneva is a network of 164 national standards bodies
- Having started in 1947 as a means of harmonising industrial standards, it is now best known for its quality management standards like ISO 9001 and other management standards
- ISO 29990 is one of the latter, with elements relating to service quality. It was developed by an international team under the auspices of a new technical committee over 3 years, and published in 2010.



## SCOPE OF THE STANDARD

*“This International Standard specifies basic requirements for providers of learning services in non-formal education and training. “*

- *NOTE 1 In cases where the learning service provider is part of an organization that delivers products (goods and services) in addition to learning services, this International Standard only applies to the unit providing the learning services.*
- *NOTE 2 Examples of non-formal education and training could include vocational training, life-long learning and in-company training (either outsourced or in-house).*

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## **3 Learning services**

- 3.1 Determining learning needs*
- 3.2 Design of the learning services*
- 3.3 Provision of learning services*
- 3.4 Monitoring the delivery of the learning services*
- 3.5 Evaluation carried out by learning service providers*

## **4 Management of the learning service provider**

- 4.1 General management requirements*
- 4.2 Strategy and business management*
- 4.3 Management review*
- 4.4 Preventive actions and corrective actions*
- 4.5 Financial management and risk management*
- 4.6 Human resources management*
- 4.7 Communication management (internal/external)*
- 4.8 Allocation of resources*
- 4.9 Internal audits*
- 4.10 Feedback from interested parties*

# AN EXAMPLE OF REQUIREMENTS



## 3.1.2 Needs of interested parties

*“Before providing the learning service, the LSP shall ensure that:*

- a. in terms of a qualification analysis, information is obtained about learners' relevant education and training history and prior learning, including qualifications and credentials awarded to them, and that this information is obtained and used with legitimate consent;*
- b. specific aims, wishes, goals and requirements of interested parties in undertaking or commissioning the learning service are determined;*
- c. where relevant and feasible, learners are provided with the support they need in assessing their own learning needs and goals;*
- d. any needs relating to language, culture, literacy, or other special needs relating to disability are identified...” [CONT]*

## ANOTHER EXAMPLE



*The LSP shall ensure that:*

*the competencies of each member of staff or associate providing learning services under its auspices are assessed or reviewed in relation to their job description, and that the assessments or reviews are documented;*

*b) systems are developed and implemented for managing, appraising and providing feedback on the competence and performance of staff;*

*NOTE This can be done by various means, including regular observation of teaching and training sessions, and feedback to instructors on these observations.*

*c) feedback is obtained from staff and associates on their motivation and job satisfaction;*

*d) staff and associates undertake continuous professional development, and the impact of this is evaluated and documented; [CONT...].*

# A NEW STANDARD IN THE SAME FAMILY



## Language learning services outside formal education — requirements

**Scope:** *“This International Standard specifies requirements for language learning services provided outside formal education. These include any language learning services that are addressed to language learners themselves as well as to any interested parties who are acquiring the services for the benefit of learners. The key features of any such service are that the goals of learning are defined and evaluated, and that it involves interaction with and feedback to the learner. The instruction may be delivered face-to-face, be mediated by technology, or be a blend of both.*

*Entities interested in using this standard will include language learning service providers of all kinds, as well as associations or consortia of language learning service providers.” [CONT...]*

# CONTENTS



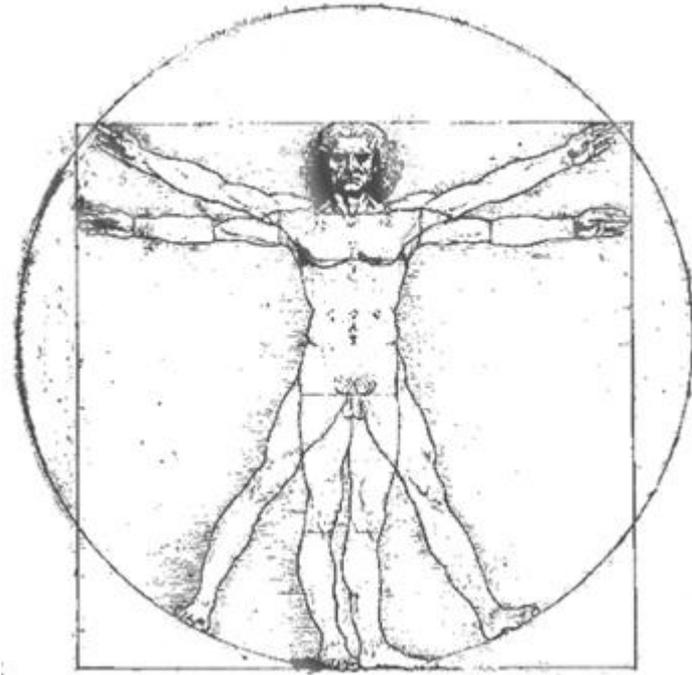
- *Determining language learning needs*
- *Design of the language learning services*
- *Teachers*
- *Availability and accessibility of language learning resources*
- *The language learning environment*
- *Evaluation of language learning*
- *Evaluation of the language learning service*
- *External communication, including marketing, distribution of information, promotion and advertising*
- *Information and orientation for learners and their sponsors*
- *The language learning services contract*
- *Billing and invoicing*



## DISCUSSION

IN GROUPS OF 3 OR 4, EXCHANGE INFORMATION AND OPINIONS ON THE FOLLOWING:

- What external quality assurance or accreditation scheme(s) and criteria is your organisation subject to? (examples: EAQUALS, Accreditation UK, British Accreditation Council, ISO...)
- From your point of view as a manager, what are the key features of a 'good' external scheme? Give 4-5 examples from your experience.
- How do you think using ISO 29990 would compare with your ideas of a 'good scheme'?



## THE QUALITY GUIDELINES

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## THE NEED FOR QUALITY GUIDELINES

- International education and cross-border mobility imply that the quality assurance systems used need to be comparable.
- The procedures and processes involved in international education need to be transparent for all those involved.
- Existing quality management systems like ISO 9001 and the EFQM model contain no requirements or recommendations relating to international dealings between education providers.



## THE SCOPE OF THE *QUALITY GUIDELINES*

- The *Quality Guidelines* provide guidance to educational organizations on the effective provision of learning services internationally
- The *Quality Guidelines* aim to help those commercial and non-commercial organizations providing basic and advanced training to develop a quality management system in the design and delivery of international learning services



# COMPONENTS OF THE *QUALITY GUIDELINES*

1. Goals
2. Application area
3. Forms of transnational education
4. Principles of cooperation
5. Intercultural competence
6. Recommendations

# 1. GOALS OF THE *QUALITY GUIDELINES*



- to improve the quality of all kinds of international educational cooperation
- to help achieve a good balance between the interests of the parties involved in transnational educational cooperation;
- to provide a frame of reference for quality assurance and quality control in international education ventures, cooperation arrangements,;
- to promote transparency and fair dealings in international education and the recognition of qualifications, skills and certificates
- to remove obstacles to vocational and geographic mobility, and to improve access to life-long learning opportunities.



## **2. THE *QUALITY GUIDELINES* - APPLICATION AREAS and 3. FORMS OF INTERNATIONAL EDUCATION**

- The export of education as a cross-border service (e.g. e-learning, virtual and distance education)
- learning services offered to residents of other countries (e.g. group-specific courses for foreigners, study trips, language training)
- learning services offered abroad using teachers from the sending country or local staff (e.g. courses provided by subsidiaries or foreign branches)
- international educational cooperation abroad (e.g. joint ventures, franchises)
- international cross-border educational collaboration (e.g. cooperation on the development of educational products).



## 4. PRINCIPLES OF INTERNATIONAL COOPERATION

- mutual respect, equality and independence
- mutual advantage
- respect for human rights and basic freedoms
- respect for the interests of the host country
- appropriate forms and conditions of cooperation
- Relevant additional training for teachers
- harmonisation of standards



## 5. INTERCULTURAL COMPETENCIES

- Basic understanding of one's own and the foreign culture(s)
- Communication and action in intercultural situations
- Intercultural negotiations and conflicts



## 6. RECOMMENDATIONS

Involvement in international education raises a number of issues which can be summarised in the following questions:

- *What conditions must an educational organization meet if it is to successfully develop the competences required to be involved in international education?*
- *What competences are necessary to enter the international arena?*
- *How can these ‘international competences’ be acquired and developed if they are not already available?*

The draft *Quality Guidelines* have been developed by an international partnership to provide answers to these questions as a common point of reference to which all parties in an international educational venture can agree.

**CUSTOMER REQUIREMENTS:**

participants, the labour market, the economy,

society



**LEADERSHIP PROCESSES**

**Managing and developing the educational organization**

**SUPPORT PROCESSES**

**Allocating and developing staff including teachers; developing the learning infrastructure**

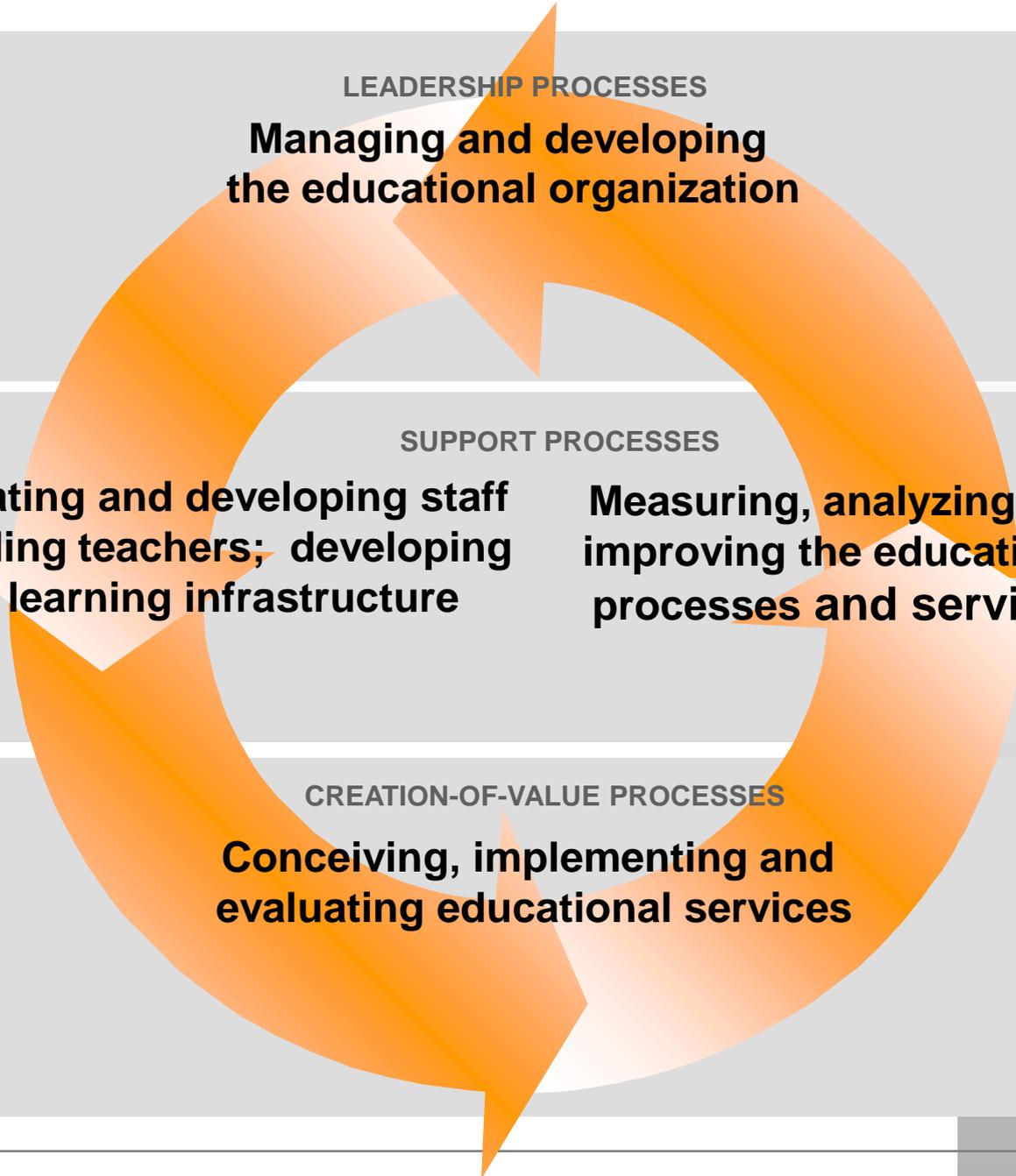
**Measuring, analyzing and improving the educational processes and services**

**CREATION-OF-VALUE PROCESSES**

**Conceiving, implementing and evaluating educational services**

**CUSTOMER SATISFACTION:**

participants, the labour market, the national economy, and society



# DISCUSSION/ANALYSIS



## FOCUS: THE RECOMMENDATIONS IN THE *QUALITY GUIDELINES*

Groups of 2-4 will choose different parts of the Recommendations section.

1. Read the recommendations in the section carefully while referring to ISO 29990 (left-hand column).
2. Discuss each of them briefly and record any comments, questions or suggestion for improvement on the task sheet, writing legibly (for collection)
3. Also consider what further guidance might need to be given in the 'user guide' that will be prepared.
4. One person should be prepared to give a 3 minute oral report to the whole group – general impressions and key points

# CHOICE OF AREAS



- A. Determining learning needs
- B. Design of the learning services
- C. Provision of learning services
- D. Evaluation carried out by the LSP
- E. Management of the LSP – general, business planning
- F. Management of the LSP – human resources etc



## QUESTIONS FOR REPORT BACK

1. Did you think the recommendations that you examined were:
  - Very useful?
  - Quite useful?
  - Not very helpful?
2. What key changes did you suggest in what area(s)?
3. What kind of additional help would be most useful in a 'user guide' ?
4. Any other comments?

# CONCLUDING DISCUSSION – SOME QUESTION FOR CONSIDERATION



1. How do you handle internal quality assurance in your organisation?
  - Is it formalised in any way?
  - Does it feature structured assessment or processes, ways of working and outcomes?
  - How is internal quality assurance managed, and by whom?
2. If your organisation collaborates with others in the UK or abroad, do you together carry out some kind of quality review? If so, how does it work?
3. Do you think the Quality Guidelines could provide a basis for regular joint internal review? Why/why not?



## FOLLOW UP

- Documents
- ISO 29990 and *the Guidelines*
- Opportunity to be informed about the progress of the project

**THANK YOU FOR YOUR COOPERATION**

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