

AN ORGANISATION THAT CARES FOR THE QUALITY OF ITS WORK CARRIES OUT CYCLICAL AND SYSTEMATIC ASSESSMENTS OF ITS QUALITY IN ORDER TO MAINTAIN WHAT IS GOOD, ELIMINATE WHAT IS WEAK AND LOOK FOR OPPORTUNITIES FOR ITS FURTHER DEVELOPMENT.

APPROACH TO SELF-EVALUATION OFFERING QUALITY EDUCATION TO ADULTS – OQEA



REPUBLIC OF SLOVENIA
MINISTRY OF EDUCATION,
SCIENCE AND SPORT



Andragoški center Republike Slovenije
Slovenian Institute for Adult Education

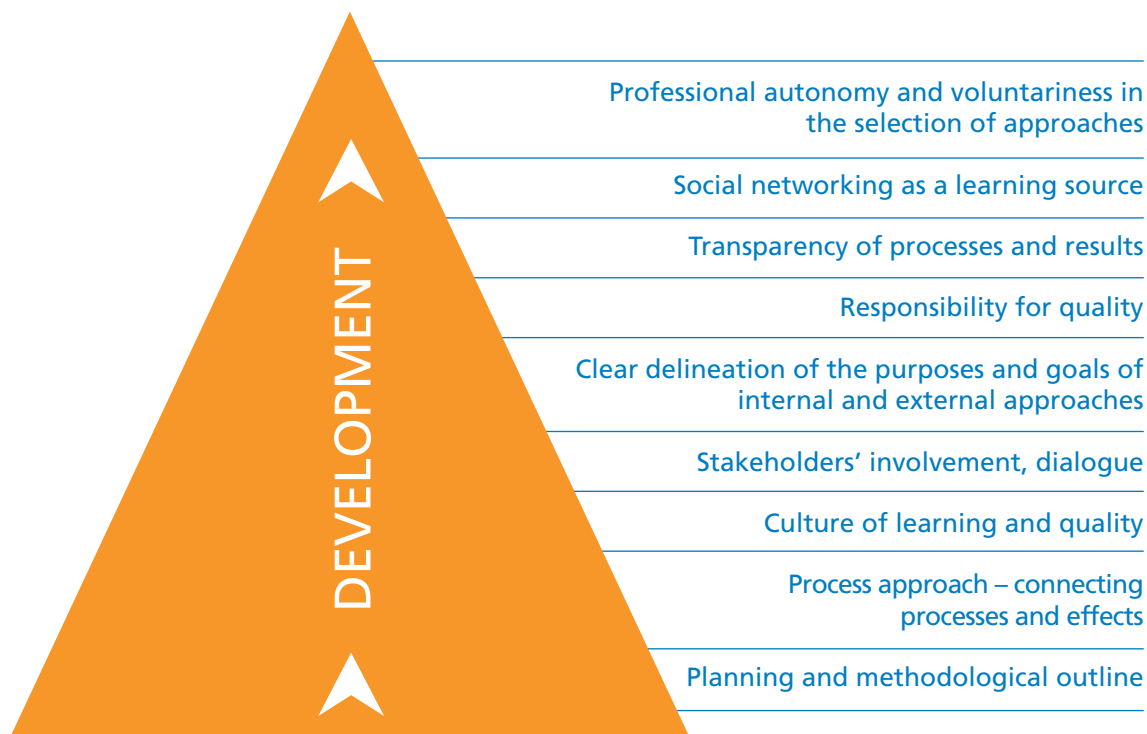


Erasmus+ SHAPE

APPROACH TO SELF-EVALUATION OQEA

The **Offering Quality Education to Adults (OQEA)** approach to self-evaluation was developed by the Slovenian Institute for Adult Education (SIAE) as one of the levers to improve the quality of adult education.

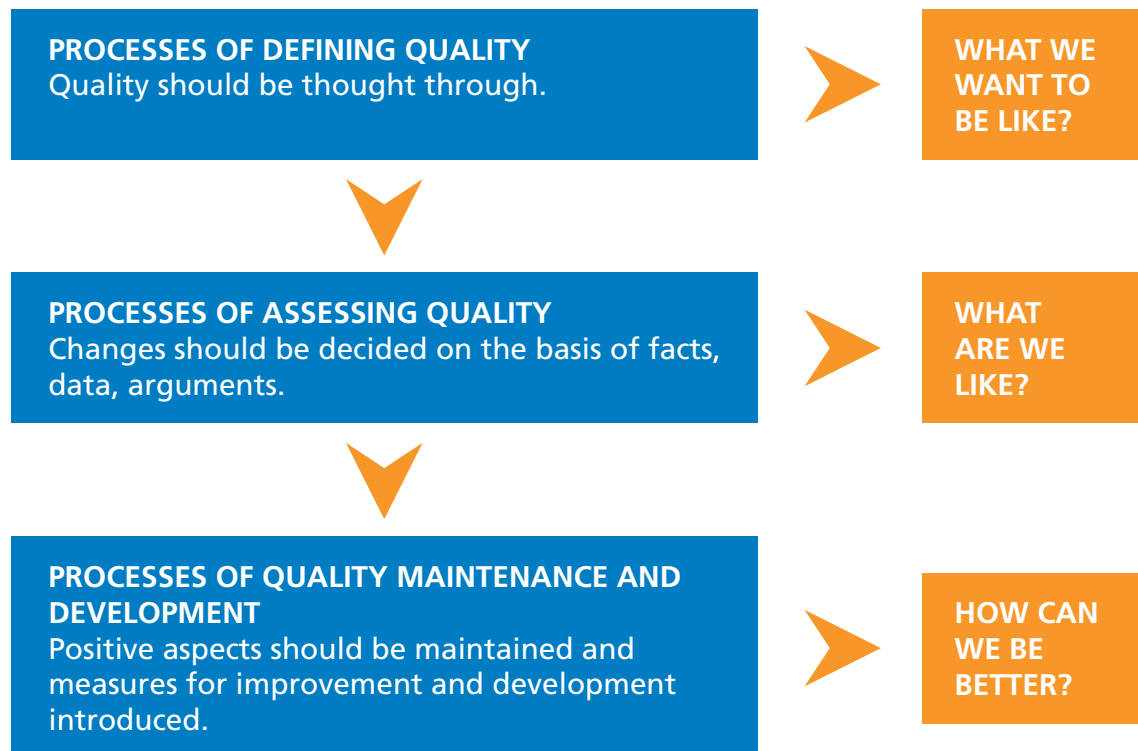
The approach encourages the adult education organisation to apply the following principles:





The OQEA approach to self-evaluation guides the organisation on how to:

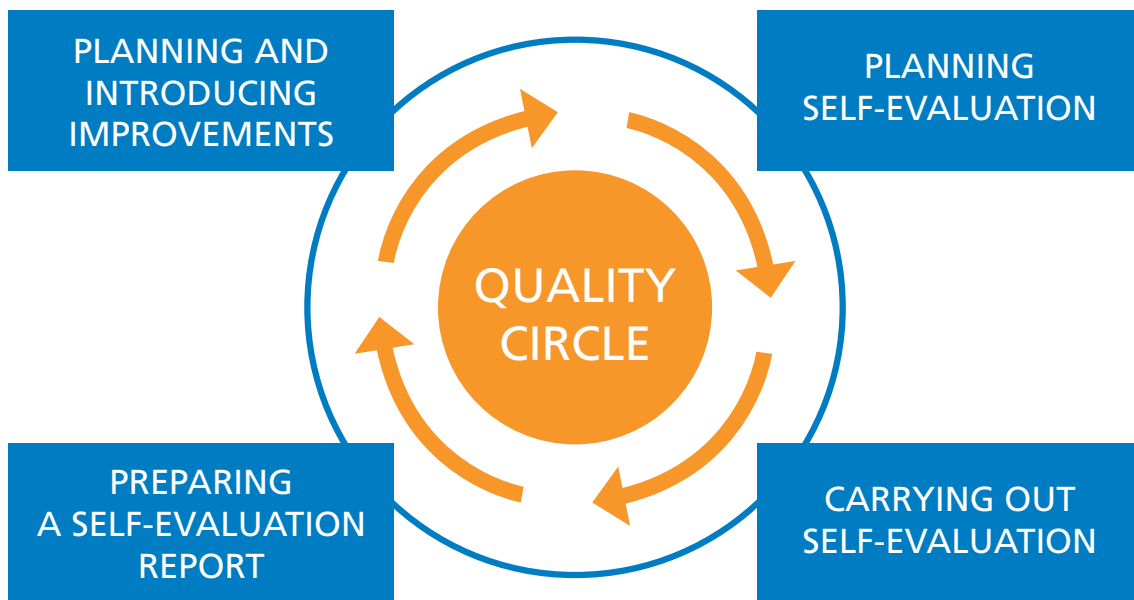
- DEFINE,
- ASSESS,
- MAINTAIN AND DEVELOP THE QUALITY OF ITS WORK.



QUALITY CIRCLE

An organisation that uses the OQEA approach to self-evaluation carries out planned, systematic and regular assessments and evaluations of its quality.

On this basis, it plans and implements necessary measures for the maintenance and development of its quality.

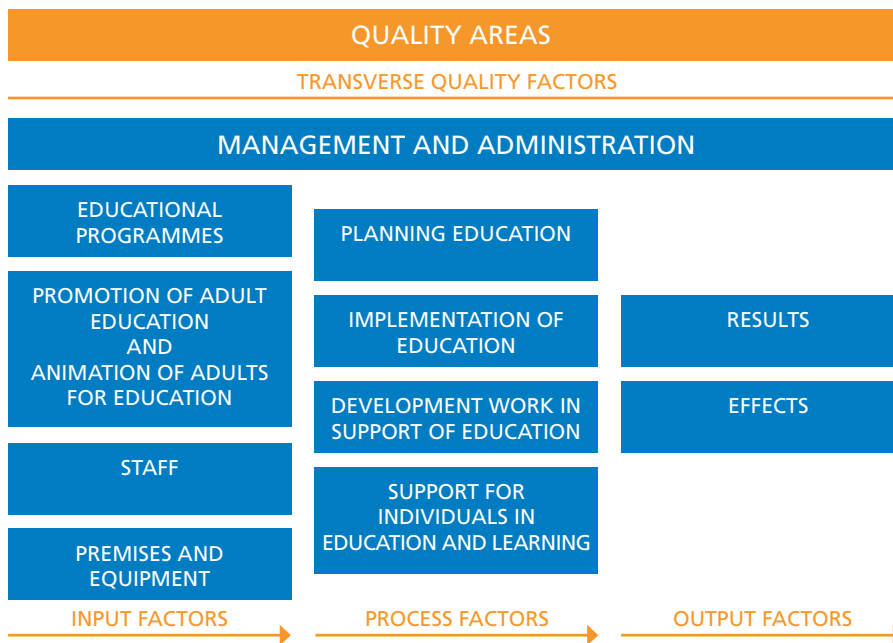




QUALITY AREAS AND INDICATORS

At the beginning of each self-evaluation cycle, the organisation decides **in which areas** and **with which indicators** will the self-evaluation take place.

The SIAE created a systematic collection of areas and indicators of quality in adult education that the organisation can use in self-evaluation.



Quality indicators: <http://kakovost.acs.si/doc/N-1077-1.pdf>.





SELF-EVALUATION PROCEDURE

In one self-evaluation or quality cycle, the organisation carries out the following activities:

Phase 1: PLANNING SELF-EVALUATION

It prepares a self-evaluation plan by:

- choosing the quality area(s) and indicators for carrying out self-evaluation,
- choosing or defining quality standards,
- writing down self-evaluation questions that indicate what aspects of self-evaluation would be particularly interesting,
- making decisions on who or what will be the source of data and information,
- choosing methods for data and information collection,
- preparing instruments for data and information collection.

Phase 2: CARRYING OUT SELF-EVALUATION

It collects data and information in order to get answers to self-evaluation questions.

- The collected data and information help the organisation to assess whether or not it achieves its quality standards.



Phase 3: PREPARATION OF SELF-EVALUATION REPORT

It prepares a self-evaluation report that:

- clearly, methodologically and substantively shows the collected data and information,
- interprets and evaluates the collected data and information.

It holds a discussion on the results of self-evaluation that:

- gives all participants the opportunity to familiarise themselves with the course of self-evaluation and its findings,
- encourages debate on positive achievements, weak points and reasons for them,
- encourages the participants to make proposals for the maintenance and development of quality.



Phase 4: PREPARATION AND REALISATION OF AN ACTION PLAN FOR QUALITY DEVELOPMENT

It prepares and realises an action plan for quality development that:

- includes a plan to preserve good practices and
- a plan to introduce changes in the conduct of the organisation and the work of its employees in order to accomplish its mission and vision.

It implements measures to maintain and develop quality as well as to evaluate the effects.

STARTING A NEW CYCLE OF SELF-EVALUATION





ELEMENTS OF THE INTERNAL QUALITY SYSTEM THAT ARE GRADUALLY IMPLEMENTED BY THE ORGANISATION USING THE OQEA APPROACH

As the result of the efforts for quality assessment and development, the organisation usually:

- **places the concern for quality among basic strategic documents of the organisation,**
- **appoints a group responsible for quality,**
- **trains and appoints a quality counsellor,**
- **addresses the issues of quality in adult education among adult educators in organisation,**
- **publicly presents its internal quality system in a quality charter or other document,**
- **presents the procedures and activities related to the quality assessment and development on its website,**



ELEMENTS OF THE INTERNAL QUALITY SYSTEM THAT ARE GRADUALLY IMPLEMENTED BY THE ORGANISATION USING THE OQEA APPROACH

- reflects on **the values** that lead its work as well as define and describe them,
 - establishes or renovates **the mission** of the organisation,
 - establishes or renovates **the vision** of the organisation,
 - **adopts a statement on quality** describing what is provided and what can be expected by interested parties,
- systematically **plans and carries out self-evaluation** and prepares a **self-evaluation report**, which is discussed within the staff,
- **plans and introduces the measures** to maintain the positive aspects and introduce the necessary changes for the development of work quality.



QUALITY COUNSELLOR – COORDINATES THE ACTIVITIES FOR QUALITY WITHIN THE ORGANISATION AND ADVISES THE STAFF FOR THEIR ACTIVE PARTICIPATION

Organisations that want to have a professional among their staff who has more knowledge of conceptualisation, systems and processes related to quality defining, assessment and development can appoint **a quality counsellor**.

Individuals who want to learn more about quality and are prepared to carry out some in-depth work in this field can participate in **trainings**, organised by the SIAE, **for counselling work in the field of quality**. The organisation also **formally appoints** them for this role.

The SIAE has established a network of quality counsellors.

SIAE is responsible for coordination and professional support for the network.



<http://kakovost.acs.si/counsellors/>



ADULT EDUCATION ORGANISATION CAN UPGRADE ITS INTERNAL QUALITY SYSTEM WITH DIFFERENT APPROACHES OF EXTERNAL QUALITY ASSESSMENT DEVELOPED BY THE SIAE

GREEN QUALITY LOGO

- The logo represents an organisation that **systematically cares about its quality and the quality of its adult education services.**
- The logo can be acquired by adult education organisations for continuous and systematic work on quality.
- The organisation must prove within a certain period of time that it carries out self-evaluation processes systematically.

More information: http://kakovost.acs.si/incentives/green_logo/.





EXPERT EXTERNAL EVALUATION

- The aim of the expert external evaluation is to evaluate the quality of adult education in adult education organisations.
- The organisation obtains a **quality feedback** on its positive aspects and proposals for further development.

More information: http://kakovost.acs.si/expert_external_evaluation/.



PEER REVIEW

- Experts who have the same or a similar professional role carry out a commonly agreed procedure to assess the quality of different aspects of work done by their peers or partner organisation in order to help improve quality of their work.

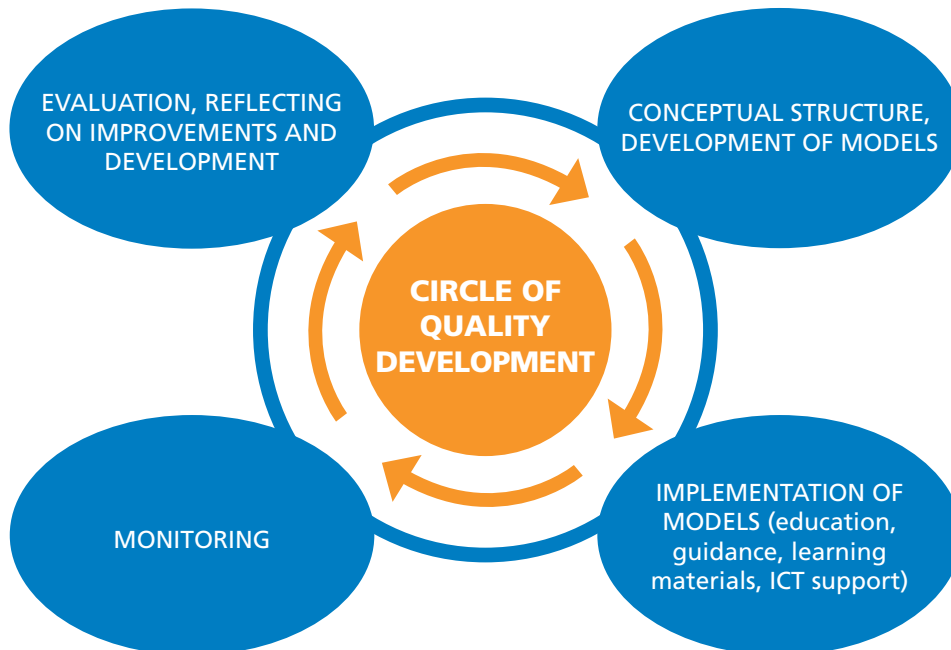
More information: <http://kakovost.acs.si/doc/N-1139-1.pdf>.



THE ROLE OF THE SIAE IN DEVELOPING INTERNAL AND EXTERNAL APPROACHES TO THE ASSESSMENT AND DEVELOPMENT OF ADULT EDUCATION QUALITY

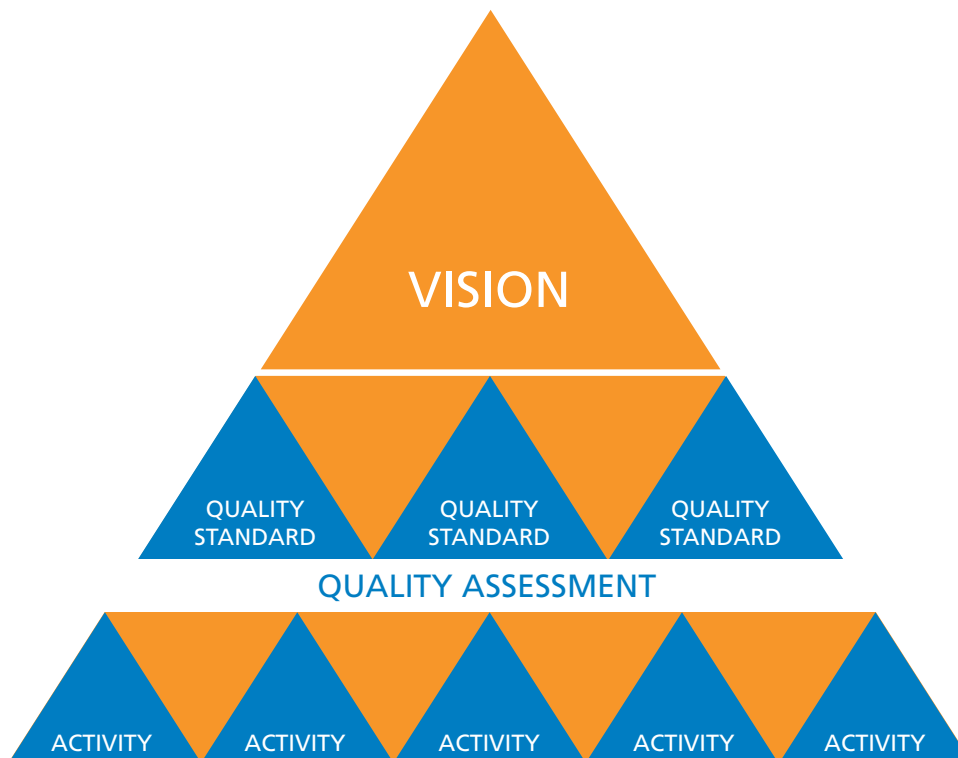
SIAE:

- develops internal and external approaches to quality defining, assessment and development,
- monitors practical solutions and implements improvements based on evaluations,





- guides the organisation when reflecting on its mission, vision and values,
- advises organisations on the in-depth assessment of the achieved quality and on the planning of activities for further development,
- trains adult educators to carry out quality processes,
- develops expert literature and materials,
- carries out external evaluations of adult education quality,
- fosters the exchange of knowledge through international connections.



BASIC AND ADVANCED TRAINING OF ADULT EDUCATORS FOR SELF-EVALUATION AND EXTERNAL EVALUATIONS

To support the processes of quality in adult education organisations, the SIAE prepares and carries out the following basic and advanced training programmes:

- **Basic and advanced training for the introduction of the OQEA self-evaluation approach into the organisation.**
More information: http://kakovost.acs.si/oqea/education_and_guidance/.





- **Basic and advanced training for quality counsellor.**

More information: http://kakovost.acs.si/counsellors/education_and_counselling/.

- **Basic and advanced training for expert external evaluators and training for organisations participating in expert external evaluations.**

More information: http://kakovost.acs.si/expert_external_evaluation/seminars_and_professional_training/.

- **General and advanced trainings for quality in adult education.**



EXPERT LITERATURE IN SUPPORT OF SELF-EVALUATION AND EXTERNAL EVALUATIONS

Organisation's professionals who implement activities for quality assessment and development can use expert literature, various learning materials and tools.

PUBLICATIONS:

http://kakovost.acs.si/development_and_milestones/publications/





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