



**MINISTRY OF EDUCATION AND HUMAN RESOURCES,  
TERTIARY EDUCATION AND SCIENTIFIC RESEARCH**

**QUALITY ASSURANCE AND INSPECTION DIVISION**

# **THE QUALITY ASSURANCE FRAMEWORK**

**MAY 2019**

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**MINISTRY OF EDUCATION AND HUMAN RESOURCES,  
TERTIARY EDUCATION AND SCIENTIFIC RESEARCH**

**QUALITY ASSURANCE AND INSPECTION DIVISION**

**Vision**

To embed notions of quality into every aspect of school life in State Secondary Schools for effective and efficient education delivery and improved student outcomes in a globally competitive environment.

**Mission Statement**

To set agreed benchmarks that ensure optimal attainment in all State Secondary Schools in the domains of student attainment, teaching and learning, leadership and management, school ethos and climate and school infrastructure.

To help schools identify their strengths and areas for improvement through a robust and comprehensive school self-evaluation exercise in the five school domains.

To carry out an external evaluation of schools and identify key issues for overall school improvement.

To provide feedback and continuously support schools in achieving their set targets.

<b>CONTENT</b>		Page
<b>1</b>	<b>Introduction</b>	<b>1</b>
<b>2</b>	<b>Overview of the Quality Assurance Framework</b>	<b>2</b>
2.1	Objectives of the Quality Assurance Framework	2
2.2	Domains and Key Result Areas	3
2.3	Level descriptors for each domain	6
<b>3</b>	<b>The Quality Assurance Exercise</b>	<b>7</b>
3.1	School Self-Evaluation	7
3.2	External Evaluation	9
<b>4</b>	<b>The External Evaluation Process</b>	<b>12</b>
4.1	The Quality Assurance Team	12
4.2	Notice for External Evaluation	12
4.3	Pre-External Evaluation	13
4.4	Proceedings of the External Evaluation	13
<b>5</b>	<b>Post External Evaluation and the Way Forward</b>	<b>15</b>

## 1. INTRODUCTION

At the dawn of the new millennium, Mauritius is faced with challenges in all spheres, be it socio-economic, political, environmental or educational. In line with the Sustainable Development Goals and the national development policy, the education system in Mauritius has been revisited. In this context, one of the main actions taken by the Ministry of Education and Human Resources, Tertiary Education and Scientific Research (MOEHRTESR) has been the setting up of the Quality Assurance and Inspection Division (QAID) in 2012. This division acts as an interface between the MOEHRTESR, State Secondary Schools and other stakeholders in the education sector with the main purpose of ensuring that the vision and objectives of the Ministry are achieved.

Quality Assurance (QA) in education is a process of monitoring, assessing, evaluating and reporting objectively on all aspects of school life. QA processes and practices are dynamic and provide the needed guidance and support to schools for consistent improvement in learning outcomes.

The Quality Assurance Framework (QAF) sets down the parameters to gauge the quality of education and serves as a guide to inform the quality assurance exercise. The QAF, coupled with the “Handbook for Quality Assurance Exercise”, are essential tools that will ensure that the process of self and external evaluation of schools is conducted effectively.

## 2. OVERVIEW OF THE QUALITY ASSURANCE FRAMEWORK

Quality being the crux of national development and sustainable progress, the Quality Assurance Framework is an indispensable tool that the MOEHRTESR endorses. It spells out a multi-dimensional mechanism comprising well-defined directives and guidelines which incorporate yardsticks and set standards to evaluate the quality of education being imparted in schools. The framework sets out parameters for internal and external evaluation of schools. Schools are required to gauge their effectiveness through a process of self-evaluation followed by an external evaluation by the QAID.

The framework lays emphasis on the following:

- (i) Quality Assurance Exercise
- (ii) Key Result Areas (KRAs), Performance Indicators for each KRA (GREEN, AMBER, RED) and Performance Level for each domain (GOOD, ADEQUATE, COULD DO BETTER)
- (iii) Overall School Effectiveness (GOOD, ADEQUATE, REQUIRES IMPROVEMENT)

### 2.1 OBJECTIVES OF THE QUALITY ASSURANCE FRAMEWORK

The Quality Assurance Framework aims at:

- Evaluating the overall effectiveness of the school in the following domains:
  - (i) **Student Attainment**
  - (ii) **Teaching and Learning**
  - (iii) **Leadership and Management**
  - (iv) **School Ethos and Climate**
  - (v) **School Infrastructure.**
- Enabling assessment of how well the school is doing in providing education for the holistic development of every child.

- Catalyzing internal improvement by encouraging schools to identify their strengths and areas for enhancement through a process of self-evaluation in the five domains mentioned above.
- Promoting the implementation of self-improvement action plans which would bring internal and external benefits to the school, reinforcing its image as a credible provider of quality education.
- Reporting on the level of performance in the five domains.
- Providing a basis for creating and maintaining a quality culture within the school.
- Serving as a benchmark to measure and monitor the progress made by schools, urging the latter to aim at higher student achievement, both academic and non-academic.
- Providing feedback to schools and encouraging them to achieve individual and national targets.
- Giving greater transparency to the processes by which quality is assured and serving as stimulus to maximise interaction among stakeholders.

## 2.2 DOMAINS AND KEY RESULT AREAS (KRAs)

<b>DOMAINS AND KEY RESULT AREAS</b>	
<b>A</b>	<b>STUDENT ATTAINMENT</b>
A1	Performance at Grade 7
A2	Performance at Grade 8
A3	Performance at Grade 9
A4	Performance at Grade 10
A5	Performance at School Certificate Examinations (Grade 11)
A6	Performance at Grade 12
A7	Performance at Higher School Certificate Examinations (Grade 13)
A8	Overall quality of attainment at Grade 9
A9	Overall quality of attainment at School Certificate (Grade 11)
A10	Overall quality of attainment at Higher School Certificate (Grade 13)

<b>DOMAINS AND KEY RESULT AREAS</b>	
A11	Attainment in non-core subjects at Grade 7
A12	Attainment in non-core subjects at Grade 8
A13	Attainment in non-core subjects at Grade 9
A14	Co/extra-curricular activities
<b>B</b>	<b>TEACHING AND LEARNING</b>
B1	Preparation of schemes of work
B2	Preparation of lesson plans
B3	Knowledge of subject area
B4	Profiling of students
B5	Lesson delivery
B6	Class management
B7	Assessment & Evaluation of learning, feedback and monitoring of student progress
B8	Remedial education
B9	Reporting on teaching and learning
B10	Continuous Professional Development
B11	Professional sharing of skills
<b>C</b>	<b>LEADERSHIP &amp; MANAGEMENT</b>
C1	School Vision and Mission
C2	School Development Plan (SDP)
C3	Monitoring of curriculum implementation
C4	Management and monitoring of teaching and learning
C5	Assessment of learning
C6	Performance Management of staff
C7	Distributed leadership and team building
C8	Monitoring school cleanliness and tidiness

**DOMAINS AND KEY RESULT AREAS**

C9	Monitoring of discipline at school
C10	Promoting holistic development of learners
C11	Linkages with other schools and the community
C12	Staff Professional Development
C13	Conflict, risk and crisis management
C14	Use of ICT
<b>D</b>	<b>SCHOOL ETHOS AND CLIMATE</b>
D1	Culture of high expectations
D2	Learning environment
D3	Safety at school
D4	Cleanliness and tidiness of school premises
D5	Partnership with the community
D6	Discipline at school
D7	Staff and student voice
D8	Work ethics
D9	Equity and fairness
<b>E</b>	<b>SCHOOL INFRASTRUCTURE</b>
E1	Security and safety
E2	Health and wellness
E3	Maintenance of infrastructure



## 2.3 LEVEL DESCRIPTORS FOR EACH DOMAIN

<b>A: STUDENT ATTAINMENT</b>	<b>BENCHMARK</b>
<b>GOOD</b>	GREEN in at least three of A3, A5, A7, A13, A14 and at least AMBER in remaining KRAs
<b>ADEQUATE</b>	At least AMBER in at least three of A3, A5, A7, A13, A14 and RED in at most two KRAs
<b>COULD DO BETTER</b>	Otherwise
<b>For schools having no intake at Grade 7, the following criteria apply:</b>	
<b>GOOD</b>	GREEN in at least three of A5, A7, A9, A10, A14 and at least AMBER in remaining KRAs
<b>ADEQUATE</b>	At least AMBER in at least three of A5, A7, A9, A10, A14 and RED in at most two KRAs
<b>COULD DO BETTER</b>	Otherwise
<b>B: TEACHING &amp; LEARNING</b>	<b>BENCHMARK</b>
<b>GOOD</b>	GREEN in at least five of B1 to B9 and at least AMBER in remaining KRAs
<b>ADEQUATE</b>	At least AMBER in B1 to B9 and RED in at most one of remaining KRAs
<b>COULD DO BETTER</b>	Otherwise
<b>C: LEADERSHIP &amp; MANAGEMENT</b>	<b>BENCHMARK</b>
<b>GOOD</b>	GREEN in at least four of C2, C3, C4, C8, C9, and at least AMBER in remaining KRAs
<b>ADEQUATE</b>	At least AMBER in C2, C3, C4, C8, C9 and RED in at most two remaining KRAs
<b>COULD DO BETTER</b>	Otherwise

<b>D: SCHOOL ETHOS &amp; CLIMATE</b>	<b>BENCHMARK</b>
<b>GOOD</b>	GREEN in at least three of D2, D3, D4, D6, D8 and at least AMBER in remaining KRAs
<b>ADEQUATE</b>	At least AMBER in D2, D3, D4, D6, D8 and RED in at most two of remaining KRAs
<b>COULD DO BETTER</b>	Otherwise
<b>E: SCHOOL INFRASTRUCTURE</b>	<b>BENCHMARK</b>
<b>GOOD</b>	GREEN in at least two KRAs and AMBER in the remaining KRA
<b>ADEQUATE</b>	At least AMBER in the three KRAs
<b>COULD DO BETTER</b>	Otherwise

### **3. THE QUALITY ASSURANCE EXERCISE**

**The Quality Assurance Exercise is carried out through the following processes:**

- School Self-Evaluation
- External evaluation by a team of Quality Assurance Officers based on one or more school visits.

#### **3.1 SCHOOL SELF-EVALUATION**

The School Self-Evaluation is a collaborative, reflective and inclusive process of internal review which provides opportunities for schools to examine their own practices within their context. Based on its own specificities each school will engage in a process of self-evaluation, identifying and reporting on its personal strengths and areas for improvement and develop tailor-cut measures to address challenges it faces, accordingly.

**The School Self-Evaluation benefits Educators, students, the school and all stakeholders in the following ways:**

- Educators are encouraged to brainstorm and share experiences and ideas empowering them to become even more effective in their classrooms.

- Students may participate in forums where pedagogical practices are discussed and have a platform where they can express their views. They may have a say in what works best for them and what would help them to learn.
- The school consequently witnesses significant improvement as Educators work in unanimity, focusing on a set of collective priorities to promote dissemination of good teaching practices.
- All other stakeholders work in agreement and focus on the strategies for improvement.

The School Self-Evaluation focuses on the five domains which directly impact on the quality of student achievement. From this perspective, the School Self-Evaluation is not an end in itself but the first step in the process of school improvement and quality enhancement which is an ongoing process in the quest for excellence. This exercise will be carried out at least once a year.

**When engaging in School Self-Evaluation, every school will reflect on the following:**

- The achievements at each level as per targets laid down in the School Development Plan
- The performance gaps revealed through the performance analysis
- The opportunities and threats facing the institution.

Such evaluation contributes, directly or indirectly, to periodic updating of the School Development Plan, which maps the priorities for action and sets out programmes for implementing them.

**The outcome of self-evaluation and resulting findings serve the following purposes:**

- Schools succeed in formulating their School Improvement Plan
- The School Self-Evaluation process will provide information for the external evaluation exercise.
- The external review team of the QAID makes use of the information provided to support schools.

## 3.2 EXTERNAL EVALUATION

The External Evaluation is an independent review of the overall school effectiveness carried out by the QAID. This will be done after the School Self-Evaluation exercise and will be followed by appropriate report and feedback to schools.

The External Evaluation also enables the QAID to forward a report on the current state of schools to the Ministry, thus keeping the latter abreast of conditions prevailing in State Secondary Schools.

**The focal points of the External Evaluation are as follows:**

- **Student Attainment**

- ✓ *Monitoring and evaluating progress in the performance of learners*

Student attainment refers to the students' achievement and progress in all subjects (core and non-core) as from Grade 7, the performance subject-wise and the overall quality of attainment.

- ✓ *Active involvement of students in co/extra-curricular activities*

Student participation in a wide range of co/extra-curricular activities which support their overall development.

- ✓ Display of soft skills, problem solving skills, analytical skills, reflecting skills and creativity.

- **Teaching and Learning**

Teaching and Learning being a core and prominent activity in a school, the QAID has established a mechanism comprising performance indicators to evaluate same.

**The focus will be on the following:**

- ✓ Educators' schemes of work, weekly plans of work and lesson plans to evaluate alignment of lesson delivery to curricular objectives
- ✓ Educators' knowledge of teaching practice and understanding of the subject matter as well as their ability to arouse and sustain the students' interest in the subject
- ✓ Profiling of learners' performance, monitoring of students' progress through checking and marking of students' activity/exercise books and provision of quality feedback.

- ✓ Educators' ability to promote desirable student behaviour in line with school discipline, class management, teacher-student relationship and professional ethics
- ✓ Ability to take remedial action, reporting to higher authority and apprising parents about their ward's performance
- ✓ Ability to promote inclusive education
- ✓ Equitable access to educational resources
- ✓ Educator's attendance and punctuality, continuous professional development and sharing of skills and good practices.

▪ **Leadership and Management**

Rectors and other school administrators have the responsibility of creating positive change in educational processes through effective leadership and management. The External Evaluation shall examine the impact of effective leadership and school management on teaching and learning.

**The focus will be on the following:**

- ✓ Leadership role of the Rector
- ✓ Rector's managerial, communication, analytical, interpersonal and organisational skills
- ✓ The Rector's approach towards embracing the Ministry's vision which is reflected in the school vision and School Development Plan
- ✓ Rector's initiative to devise, implement and monitor Continuous Professional Development of staff, and his ability to promote holistic development of learners
- ✓ Consistent evidence of Rector's management of teaching and learning, monitoring of curriculum implementation and assessment of learning

- ✓ Rector's ability to resolve and mitigate conflicts, to build cordial relationships with stakeholders, manage crises and promote motivational interest at school
- ✓ Implementation of the Performance Management System (PMS).

▪ **School Ethos and Climate**

School ethos reflects the shared ideas, assumptions, values, and beliefs that give a school its identity and standard for expected behaviours. It supports the quality of intra and inter-personal relationships of the different stakeholders and highlights the relationship prevailing between the internal and the external community of the school.

**The focus will be on the following:**

- ✓ Prevalence of a strong sense of belonging that students and staff feel for the school and a culture of high expectations
- ✓ Evidence of community collaboration whereby the school works in partnership with stakeholders
- ✓ Collaborative learning culture with other schools
- ✓ Students' behaviour in and around the school
- ✓ Sense of discipline which prevails: school's policy towards the problem of indiscipline
- ✓ Equality and fairness in treatment of students and staff
- ✓ Establishment of effective complaints procedures
- ✓ Shared responsibilities whereby everyone works collaboratively
- ✓ Student commitment to learning.

- **School Infrastructure**

School infrastructure is the basis for effective teaching and learning. Proper school infrastructure contributes to students' welfare, enhances staff motivation and improves both academic and non-academic achievements of students.

School infrastructure includes mainly classrooms, library, specialist rooms, halls, open fields, games equipment and sanitation facilities.

**The focus will be on the following:**

- ✓ Security and safety
- ✓ Health and wellness
- ✓ Maintenance of Infrastructure

## **4. THE EXTERNAL EVALUATION PROCESS**

### **4.1 THE QUALITY ASSURANCE TEAM**

The Quality Assurance team undertaking such quality assurance exercise shall comprise the following officers in hierarchical order:

1. Director, Quality Assurance
2. Senior Quality Assurance Officer
3. Quality Assurance Officers
4. Any other officer as may be delegated by the Ministry as per Section 28 of the Education Act 1957.

### **4.2 NOTICE FOR EXTERNAL EVALUATION**

School visits by officers will be in accordance with the Education Act 1957.

Section 28 of the Education Act 1957 stipulates, *"The Minister or any officer of his Ministry authorised by him in writing, may, with or without notice, visit any school, whether in receipt of aid from public funds or not, to ascertain whether this Act is being complied with and whether such school is being properly and efficiently conducted."*

### **4.3 PRE- EXTERNAL EVALUATION**

The Quality Assurance team will collect information and documents to prepare the school visit. It will provide the Head of School with information and a list of documents which are needed before the External Evaluation, giving at least one week notice to the school to gather all relevant documents and be prepared for the exercise. Quality Assurance Officers will take into account the School Development Plan/School Improvement Plan, School Self Evaluation and performance of the school at various levels.

### **4.4 PROCEEDINGS OF THE EXTERNAL EVALUATION**

#### **4.4.1 Duration of the External Evaluation**

The duration of the External Evaluation will depend on the specificities of the school. The time allocated to External Evaluation will be used mainly for gathering first-hand evidence on the effectiveness of the school in the five domains.

**Quality Assurance Officers will evaluate school effectiveness by gathering evidence through the following:**

- Classroom observations for teaching and learning
- Meetings with staff, students and other stakeholders of the school
- Observing co and extra- curricular activities
- Observing the way in which the school runs on a day-to-day basis
- Tracking school processes such as evaluation and performance management
- Analysing samples of students' current and recent work
- Analysing documents provided by the school, including teachers' records of students' performance and their progress.

#### **4.4.2 Recording of Evidence**

Evidence forms will be used to record first-hand evidence from observations, discussions, analysis of data and other documents.



**Recording of evidence will be done after consulting the following:**

- The School Development Plan/School Improvement Plan
- The School Profile which contains all necessary information about the school
- Key performance data about the school for the last 5 years to enable trends analysis.
- Observation forms of lessons and other evaluation activities, including scrutiny of students’ work, discussion with students and analysis of assessment and examination data
- Discussion with staff, especially those with management responsibilities, such as Senior Educators and Heads of Department/ Facilitators.

**4.4.3 Overall School Effectiveness**

The overall school effectiveness will depend on the status reached by the school in each of the five domains following the external evaluation exercise.

A school will thus be classified as ‘GOOD’, ‘ADEQUATE’ or ‘REQUIRES IMPROVEMENT’ based on criteria set as follows:

<b>OVERALL SCHOOL EFFECTIVENESS</b>	<b>CRITERIA</b>
<b>GOOD</b>	<b>GOOD in B, GOOD in A or C, and at least ADEQUATE in remaining domains</b>
<b>ADEQUATE</b>	<b>At least ADEQUATE in A, B, C, and D or E</b>
<b>REQUIRES IMPROVEMENT</b>	<b>Otherwise</b>

At the end of the exercise, there will be a debriefing session where an interim feedback will be given to the Rector, highlighting the major strengths and areas for improvement. Such feedback shall be well-structured, clear and succinct, unrushed and shall allow opportunities for discussion and clarification.

## **5. POST EXTERNAL EVALUATION AND THE WAY FORWARD**

Based on evidence collected, the Quality Assurance Team shall submit a final report, within a reasonable lapse of time, to the Director, Quality Assurance.

This report shall include the following:

- A summary of the school's performance in the five domains
- Overall effectiveness of the school.

Following the final report, the findings of both the self and external school evaluations shall be used to facilitate school improvement and to guide policy, planning, training and interventions.