

ECONOMICAL, MILITARY AND SOCIAL SCIENCES PARTICULARS OF QUALITY MANAGEMENT IN NAVAL EDUCATION

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Abstract: *This paperwork is meant to treat some stringent problems and difficulties in educational processes management within maritime institution in terms of quality management. If higher education institutions in the field of shipping has to establish, implement and maintain a quality management system should be considered, in addition, the minimum required by law national and international organizations specialized in the field shipping, emerged as factors specific to international activities in this area.*

In conclusion, as fundamental specificity, we emphasize that every maritime institution must be certified in terms of quality management by an internationally recognized company, and in addition, educational programs must meet the requirements established by the provisions of STCW.

Keywords: *quality, education, maritime*

The overall objective of the higher education system is to develop knowledge and competence by providing the operational skills and by developing a permanent capacity to adapt to new requirements set out in relation to economic growth and environmental professions. Higher education institutions must develop their quality management systems that cover all key areas of organization and specific institutions of higher education. These systems are designed to contribute to continuous improvement of the educational process and research in these institutions and other related services offered by universities.

Implementation of quality management systems includes the following main types of activities: a) establishing and prioritizing actions needed for the implementation of the objectives, b) employment of university specific management to quality assurance system, c) establishing responsibilities in the conduct assurance and control activities to implementing the system, d) establishment of structures "pro-quality", consisting of those responsible for quality assurance at all levels; e) develop a set of rules and internal procedures, accurate and easy to apply and control for all departments, departments and teams; f) establishing an efficient system for assessing teachers' work, which takes into account the qualitative aspects of work undertaken, and the possibilities of motivation in the application of the insurance quality; g) information and training program for staff development institution of higher education to achieve the objectives; h) ensuring the smooth flow of information and maintaining a high professional level of teachers; i) internal quality audits of higher education as a tool for quality management audit aimed at organizational structures and j) audit of curricula and syllabi, k) audit quality assurance policies, procedures and management practices; l) audit capacity and learning experience of students; m) developing Manual of quality.

The quality system must be based on a specific policy, a distinct organizational structure and specific documentation that would allow keeping under control, evaluation and continuous improvement. Quality management is the responsibility of all levels of management, but in terms of institutional strategy, management should be directed at the highest level. In this respect, adopting a quality management system must be a strategic decision of an organization, while operational implementation of quality management principles involved in practically all members of the organization. Designing and implementing a quality management system of an organization are influenced by different needs, set goals, they provide products, processes used and the size and structure.

Regarding quality management, a higher education institution is bound by the following minimal legislation drafted by the Ministry of Education, Research and Innovation: a) OMEdCI Nr.3298/21.04.2005 regarding quality assurance

educational services in higher education; b) OUG 75/2005 regarding education quality assurance; c) OUG 75/2011 regarding to amending and supplementing OUG 75/2005; d) ENQA (European Association for Quality Assurance in Higher Education) standards and recommendations; e) Directive 2008/EC of the European Parliament and of the Council of 17 June 2008 on the minimum level of training of seafarers; f) International Convention on Standards of Training, Certification and Watchkeeping for Seafarers 1978, as amended in 1995, 1997, 1998, 2000 and 2010.

But at the same time, get an ISO certification by a competent body (eg BVQI), the educational institution must comply with European quality standards and ISO 9001 in force which have been implemented in our country by Romanian standards SR EN ISO 9001. Meeting the requirements stipulated by law ME dCI and ISO 9001 should be provided in each educational institution in a unique approach, which will mean saving time and effort, consistency and optimization dynamics implementation and operation of quality management system. If higher education institutions in the field of shipping and related services to establish, implement and maintain a quality management system should be considered, in addition, the minimum required by law national and international organizations specialized in the field shipping, emerged as factors specific to deep extra-territoriality and international activities in this field. For example, the European Maritime Safety Agency was established by Regulation (EC) No 1406/2002 of the European Parliament and of the Council of 27 June 2002 to assist the Commission in verifying that Member States comply with the requirements laid down in this Directive.

Compliance with existing regulations express the specific educational processes shipping ensures graduates specialized in marine education as a condition sine qua non, the recognition of academic qualifications internationally. Based on principles of quality assurance regulations harmonized with those in vocational education institutions, university or postgraduate curricula, teaching methodology and examination must comply, at least in terms of the minimum requirements of STCW 95 Convention.

In this sense, the community plan, each institution of higher education in the field of shipping is audited as a requirement of European recognition by the European Maritime Safety Authority (European Maritime Safety Agency, EMSA), which is harmonized accountability priorities education system and European certification in accordance with international STCW Convention and the principles of strategic operational and practical functionality of the system of quality management.

The EMSA's main objective is to provide specialized technical and scientific European Commission and Member States for development and proper implementation of EU

legislation on environmental pollution, maritime safety and security on board ships. EMSA inspectors are strict and detailed analysis of the regulations adopted at Member State level and concrete measures of quality management in a harmonized regional level, in accordance with STCW requirements. Also inspection of the agents involved visiting institutions responsible for maritime education and training. During these visits, inspectors EMSA shall, at the provider of educational services, quality of education and procedures in each educational institutions, human resources and equipment available to students for various activities. In practice, inspections not only ensure compliance with the STCW standards, and guides organizations to identify areas for potential improvement.

The university's main customer is shipping company profile, represented by students in relation to employment, central government or local government institutions, shipping companies, port administrations and institutions specialized in labor management. In the specific case of marine education, students have a double quality: active participants in the process of education and higher education institution customers.

CONCLUSION

In general be defined as a strategy for the marine educational institutions aimed at: 1) orientation to meet the requirements and expectations of students, employers and

other stakeholders, 2) adoption and monitoring of relevant performance indicators for internal quality assurance self-assessment; 3) proactive attitude on the issue of quality management institution, which is expressed by creating an appropriate performance in all dimensions of performance, 4) addressing quality in strategic terms: mission, values, principles, policies, strategies, objectives, 5) evaluation Periodic internal and external processes and make necessary corrections institution, 6) concern for creating a quality culture among all staff; 7) documentation system to provide objective evidence to establish trust, 8) organization of benchmarking with other universities, possibly from abroad, to identify and retrieve the best practices in quality assurance; 9) engaging students and other direct and indirect beneficiaries in the internal quality assessment.

In conclusion, the fundamental specificity, we note that every school in the field of shipping must be certified in terms of quality management by an internationally recognized, and in addition, curricula, teaching methodology and examination , material, teachers, examiners involved in that training and certification system must meet the requirements established by the provisions of STCW 95. It should be noted that the Romanian system of personnel training and certification beyond sea, in some segments, the minimum required by STCW 95, which is ranked among the most complex certification systems in Europe in terms of the science requirements and duration studies.

REFERENCES

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