

● European Peer Review
▲ Quality Areas and Criteria
◆ for Vocational Education
■ and Training (VET)



EQAVET - European Quality Assurance in Vocational Education and Training National Reference Points (NRP)

ARQA-VET

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EQAVET Glossary: <https://www.eqavet.eu/EU-Quality-Assurance/Glossary>

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FOREWORD

Quality assurance and quality improvement are increasingly important for institutions providing vocational education and training (VET), and for education authorities throughout Europe. The high-quality VET is attractive and has a major impact on the individual's equal opportunities, employment, the competitiveness of working life, the mobility, and the operating environment of society as a whole. Quality is created through long-term, systematic and goal-oriented work. Since 2009, the EQAVET Recommendation has supported improvements in quality assurance and the development of a culture of quality management in VET.

This handbook has been produced as part of the EU funded projects to support the operations of the quality assurance national reference points for VET (EQAVET NRPs). The development work on peer review criteria has been carried out as a joint project by the NRPs of Croatia, Estonia, Finland and Slovenia from 2019–2021 (Quality Areas 1–10), following the earlier project by the NRPs of Austria, Croatia, Finland and Slovenia from 2017–2019 (Quality Areas 11–15). Representatives of the VET providers from each of the partnering countries have been important partners in the development work. In addition, the criteria and indicators have been piloted and then further developed based on the feedback received from the VET providers and other pilot participants.

The peer review process, in which a peer review group evaluate the procedures and processes of a VET provider, is a useful tool in many ways to involve and motivate staff, students, working life and other key stakeholders in quality development from which both the VET provider reviewed and the peers can benefit. This involvement is the important value of peer review and it creates a development atmosphere and a quality culture in the organisation where everyone does quality work in their own role and work. The focus lies on the promotion of a culture of continuing quality improvement, mutual learning, trust and openness.

In the development of quality areas, criteria and indicators, consideration has been given to the European Quality Assurance Reference Framework for VET and its additional components (EQAVET+) and the current change in the operating environment of education and training. This handbook is a practical toolbox, which includes 15 quality areas that relate to the core activities of VET. Each Quality Area includes a quality cycle review: planning, implementation, evaluation and review. The VET provider can choose the quality areas separately based on its own development targets as well as the criteria and indicators from which it wants to peer review. The criteria help the VET provider being evaluated and the evaluators to speak a common language.

This handbook is designed for international peer review, wherein at least one of the evaluators is from a different country than the VET provider reviewed. During piloting, the VET providers found the international peer's views very enriching and we want to encourage VET providers to collaborate in this way.

We would like to thank everyone involved in this work for their valuable contribution, many inspiring discussions, and important different perspectives to develop the quality of vocational education and training.

On behalf of the development team,

Riikka Vacker, Counsellor of Education
Finnish National Agency for Education

WHAT IS A PEER REVIEW

A peer review is a form of external evaluation that supports the reviewed VET provider in its quality assurance efforts through a dynamic and motivating process of mutual learning that benefits both VET providers and peers. During peer reviews, colleagues from other VET providers (called peers) assess and provide feedback on the quality of VET provision to the reviewed provider. Transnational peer reviews involve international peers that assess VET providers alongside national peers.

Who benefits from peer reviews

Peer review is intended for VET providers that implement internal quality assurance procedures and self-evaluation and who want to obtain feedback from colleagues on the quality of certain aspects of VET provision for the VET provider. VET providers participate in peer reviews voluntarily.

Who is a peer

Peers are colleagues from other VET providers, independent and equal to persons whose performance is assessed. Working in a similar environment, they have specific professional expertise on the evaluated subject.

Peers are sometimes also called 'critical friends'. They generally include teachers/trainers, counsellors and quality coordinators at VET providers and have experience in reviewing areas related to VET provision, teaching and training, quality assurance and quality development.

Transnational peer reviews are conducted in a team of at least four peers, at least one of whom is from a different country than the VET provider reviewed.

How are peer reviews organised

Peer reviews comprise the following stages: preparation, peer visit, reporting, improvement actions and evaluation.



Source: Gutknecht-Gmeiner, M. (ed.) (2007). European Peer Review Manual for initial VET. Vienna: öibf – Österreichisches Institut für Berufsbildungsforschung.

Why participate in a peer review

VET providers benefit from peer reviews by:

- confirming the quality of VET provision
- receiving critical, yet supportive feedback on the quality of VET provision from peers
- presenting strengths and achievements
- enhancing accountability towards stakeholders
- identifying blind spots and weaknesses,
- mutual learning and sharing best practices with peers
- establishing networks and cooperation with other VET providers
- sharing best practices across countries and obtaining an international perspective on the quality of VET provision through transnational peer reviews

Peer reviews rely on:

- confidentiality
- impartiality
- transparent criteria
- assessment without advising or judging
- focus on the needs of the VET provider under assessment
- committed, open and inquisitive attitude as a prerequisite for mutual learning
- culture of continuous quality improvement

Peer review methodology

Peer reviews rely on quality areas (QA), each defining the corresponding criteria, indicators and sources of evidence. Each Quality Area includes the principle of continuous improvement and the quality cycle review: planning, implementation, evaluation, and review. The VET provider can select the quality areas and the criteria and indicators separately based on its own development targets from which it wants to peer review.

For international peer reviews, the following quality areas have been developed:

- QA 1 Strategic planning and development
- QA 2 Quality Assurance
- QA 3 Knowledge Management
- QA 4 Management and Leadership
- QA 5 Management of infrastructure, facilities, and finances
- QA 6 Planning and Management of Human Resources
- QA 7 Equality and Equal opportunities
- QA 8 Internal relations
- QA 9 External relations
- QA 10 Internationalisation
- QA 11 The Pedagogical framework and planning the pedagogical processes
- QA 12 Teaching and learning
- QA 13 Work-based learning (WBL) outside the school
- QA 14 Assessment and Certification
- QA 15 Learning results and outcomes

The methodology builds on the initial peer review concept developed in the Leonardo da Vinci project Peer Review as an Instrument for Quality Assurance and Improvement in initial VET. The methodology has been revised in line with new developments in VET and in consideration of the EQARF and EQAVET+.

QUALITY AREA 1: STRATEGIC PLANNING AND DEVELOPMENT

Criteria	Examples of indicators (not prescribed, the proposed indicators can be changed)	Examples of sources of evidence
Identifying the external and internal environment	<ul style="list-style-type: none"> • Monitoring and analysing the external environment: The VET provider monitors and analyses the relevant knowledge and information from external sources systematically (e.g., national policy, European policy, local environment, local and regional employers, education providers, stakeholders, etc.). The VET provider identifies external priorities and goals. • Monitoring and analysing the internal environment: The VET provider monitors and analyses the relevant knowledge and information from internal sources systematically (e.g., students, staff, leadership and management). The VET provider identifies internal priorities and goals. • Analysing results and resources: The VET provider monitors and analyses the results and resources of its own operation systematically. • Anticipating changes: The VET provider has a process to anticipate the changes by systematic recognition of strengths, weaknesses, opportunities and threats. 	<ul style="list-style-type: none"> • EU and national policies • Results of monitoring and evaluation processes • Interviews • Surveys • Anticipating reports
Strategic planning	<ul style="list-style-type: none"> • Strategy planning procedures: The VET provider has procedures for strategy planning (e.g., when to plan, how to plan). • Involvement of staff and stakeholders: The VET provider has identified internal and external priorities and goals and has procedures to involve staff and key stakeholders in strategic planning. • Mission, vision and values: The VET provider has defined the mission, vision and values together with staff and key stakeholders. • Strategic plan: The VET provider has the long-term strategic plan. • Defining the key indicators: The VET provider has defined the key indicators to monitor the achievements of strategic goals and development. • Strategy updating: The VET provider has the procedures to update the strategy. • Sustainability and equality: The VET provider plans and promotes sustainability and equality and has procedures to implement them in strategic planning and development. 	<ul style="list-style-type: none"> • National and EU strategy and recommendations on development of VET • Mission, vision, values and strategy • Strategic and development plans and reports • Feedback • Interviews with staff and other relevant stakeholders • Success indicators

QUALITY AREA 1: STRATEGIC PLANNING AND DEVELOPMENT

Criteria	Examples of indicators (not prescribed, the proposed indicators can be changed)	Examples of sources of evidence
Monitoring and evaluation of strategic planning and development	<ul style="list-style-type: none"> • Monitoring: The VET provider systematically and regularly monitors and evaluates the strategic planning and development processes. • Collecting feedback and other qualitative information: The VET provider systematically collects relevant feedback and other qualitative information on strategic planning and development by using appropriate methods. • Collecting data and data protection: The VET provider collects quantitative data about strategic planning and development and protects them regarding international and national legislation. • Analysis: All data, feedback and information are analysed and discussed among the staff of the VET provider and relevant stakeholders (e.g., funders, students) • Communication of results: The VET provider communicates the results of the strategic planning and development with staff and relevant stakeholders (e.g., funders, students). 	<ul style="list-style-type: none"> • Feedback and monitoring system • Evaluation plan • Self-assessment procedures, results and reports • Interviews • Feedback and questionnaires • Individual and group reflection • Round-table discussions • Success indicators
Improvement of strategic planning and development	<ul style="list-style-type: none"> • Improvement plan: The VET provider has a mechanism to establish an action plan and a plan for monitoring improvement activities. All key stakeholders have the possibility to make suggestions and improvements. • Follow-up of the improvement plan: The VET provider has a follow-up system to assure that improvements and changes in strategic planning and development are made systematically according to the improvement plan. • Communication to staff and key stakeholders: The improvement and development plans are transparent and understandable, and they are communicated to staff and other relevant stakeholders. • Immediate response: The VET provider has procedures for how to react immediately to feedback on strategic planning and development if needed. • Improvement of procedures: The VET provider continuously improves the processes of strategic planning and development on the basis of evaluation, monitoring and feedback results. 	<ul style="list-style-type: none"> • Improvement plans and follow-up procedures • Interviews • Feedback and reports

QUALITY AREA 2: QUALITY ASSURANCE

Criteria	Examples of indicators (<u>not prescribed</u> , the proposed indicators can be changed)	Examples of sources of evidence
Quality Assurance system	<ul style="list-style-type: none"> • National and international guidelines and recommendations: The VET provider takes into account national and international quality management guidelines and recommendations in its own quality management (e.g., EQAVET recommendations and national legislation, framework and recommendations). • Quality assurance system: The VET provider runs a coherent, holistic, systematic, continuous quality assurance system that forms an integral part of the institution's policy and organisation management. • Coverage: The VET provider's quality assurance system covers all processes and operations of the VET provider. 	<ul style="list-style-type: none"> • EQAVET recommendations • National recommendations and policies • Mission, vision, values and strategy • Operational and development plans • Evaluation and self-assessment plans • Quality and self-assessment reports • Feedback • Interviews • Success indicators
Quality culture	<ul style="list-style-type: none"> • Management culture: The management of the VET provider promotes the quality culture and the quality assurance of the organisation. • Common understanding: The VET provider ensures that the staff, students and key stakeholders know the quality assurance goals and the VET provider promotes the common understanding (e.g., through internal relations, involvement, discussions, training, sharing materials and information). • Work for quality: The VET provider ensures that the staff (internal stakeholders) are aware that quality assurance is a part of everyone's work. (including students, via their responsibility for learning). • Evaluation culture: The VET provider systematically and continuously develops the culture of external and internal evaluation to promote and implement continuous improvement (e.g., self-evaluation including students and staff, peer review). 	<ul style="list-style-type: none"> • Mission, vision, values and strategy • Quality assurance documents • Feedback • Interviews

QUALITY AREA 2: QUALITY ASSURANCE

Criteria	Examples of indicators (not prescribed, the proposed indicators can be changed)	Examples of sources of evidence
Planning of quality assurance	<ul style="list-style-type: none"> • Goals: The VET provider has set the quality assurance goals according to the strategy and defined how to monitor the process and measure the results at different levels or aspects. • Involvement of stakeholders: Quality assurance goals are set and reflected in cooperation with key stakeholders (internal and external). • Resources: The VET provider plans financial and human resources for the implementation of quality assessment and quality assurance processes. • Responsibilities: The responsibilities and liabilities of quality assurance are defined. • Evaluation framework: The VET provider has decided on a quality evaluation framework. • Evaluation plan: The VET provider has an evaluation and self-assessment plan which is part of the quality assurance system. • Communication: The VET provider communicates the quality assurance goals and responsibilities with key stakeholders (internal, external). • Sustainability and equality: The VET provider plans and promotes sustainability and equality and has procedures to implement it in quality assurance. 	<ul style="list-style-type: none"> • EQAVET recommendations • National recommendations and policies • Mission, vision, values and strategy • Operational and development plans • Evaluation and self-assessment plans • Descriptions of processes • Action plan and budget • Quality and self-assessment reports • Feedback • Interviews • Success indicators
Implementation of Quality Assurance	<ul style="list-style-type: none"> • Processes: The VET provider has defined and described key processes together with staff and other key stakeholders and ensures that quality assurance is included in them. • Management: The management of the VET provider promotes quality assurance and continuous improvement of quality. • Communication: The VET provider communicates systematically and openly about activities of quality assurance. • Skills and competence: The VET provider ensures that staff has sufficient knowledge, skills and competences in quality assurance and knows how to implement them in their own work. • Tasks and responsibilities: The VET provider ensures that the staff implement quality assurance in their everyday work. 	<ul style="list-style-type: none"> • Operational and development plans • Evaluation and self-assessment plans • Descriptions of processes • Action plan and budget • Quality and self-assessment reports • Documents of quality assurance • Feedback • Interviews • Success indicators

QUALITY AREA 2: QUALITY ASSURANCE

Criteria	Examples of indicators (not prescribed, the proposed indicators can be changed)	Examples of sources of evidence
	<ul style="list-style-type: none"> • Documentation: The VET provider systematically documents and stores documentation on quality assurance (e.g., description of processes, results, analysis) and openly shares the information with staff. • Evaluation procedures: The VET provider has a systematic action plan to evaluate processes (e.g., procedures, selection of evaluation topics, contributions). The VET provider involves relevant internal and external stakeholders in assessing the quality. • Self-assessment: The VET provider uses self-assessment systematically at the organisational level and also at staff and students' level as part of everyday work. • External evaluations: The VET provider uses different forms of external evaluation (e.g., peer review, external audits). • Share best practices: The VET provider has procedures to share best practices with internal and external stakeholders. 	
Monitoring and evaluation of quality assurance	<ul style="list-style-type: none"> • Monitoring: The VET provider systematically and routinely monitors and evaluates the quality assurance processes. • Collecting feedback and other qualitative information: The VET provider systematically collects relevant feedback and other qualitative information on quality assurance by using appropriate methods. • Collecting data and data protection: The VET provider collects quantitative data about the quality assurance and protects them regarding international and national legislation. • Analysis: All data, feedback and information are analysed and discussed among the staff of VET providers and relevant stakeholders (e.g., funders, students) • Communication of results: The VET provider communicates the results of the quality assurance with staff and relevant stakeholders (e.g., funders, students). 	<ul style="list-style-type: none"> • Feedback and monitoring system • Evaluation plan and results • Self-assessment procedures, results and reports • Interviews • Feedback and questionnaires • Individual and group reflection • Round-table discussions • Success indicators

QUALITY AREA 2: QUALITY ASSURANCE

Criteria	Examples of indicators (not prescribed, the proposed indicators can be changed)	Examples of sources of evidence
Improvement of quality assurance	<ul style="list-style-type: none"> • Improvement plan: The VET provider has a mechanism to establish an action plan and a plan for monitoring improvement activities. All key stakeholders have the possibility to make suggestions and improvements. • Follow-up of the improvement plan: The VET provider has a follow-up system to assure that improvements and changes in quality assurance are made systematically according to the improvement plan. • Communication to staff and key stakeholders: The improvement and development plans are transparent and understandable, and they are communicated to staff and other relevant stakeholders. • Immediate response: The VET provider has procedures for how to react immediately to feedback on strategic planning and development if needed. • Improvement of procedures: The VET provider continuously improves the processes of quality assurance on the basis of evaluation, monitoring and feedback results. 	<ul style="list-style-type: none"> • Improvement plans and follow-up procedures • Interviews • Feedback and reports

QUALITY AREA 3: KNOWLEDGE MANAGEMENT

Criteria	Examples of indicators (not prescribed, the proposed indicators can be changed)	Examples of sources of evidence
Strategy and principles of knowledge management	<ul style="list-style-type: none"> • Strategy and goals: The VET provider has defined strategic goals and other targets for knowledge management regarding the mission and vision and institutional goals. • Key principles of management: The VET provider has set the key principles of anticipating and using knowledge systematically as a part of the management system. • Responsibilities: The VET provider's top management has defined the duties and responsibilities of the knowledge management to staff. • Key principles of producing the knowledge: The VET provider has set the key principles of acquiring and storing knowledge to ensure quality (e.g., validity and accuracy) of information. • Key principles of sharing the knowledge: The VET provider has set the key principles of sharing, using and processing knowledge in a user-friendly manner (e.g., visualisation). • Key indicators: The VET provider has defined the key information, key indicators and sources of information which support the achievement and monitoring of the strategy goals. • Technology choices: The VET provider has defined the technology and a range of tools for the use of knowledge. • Sustainability: The VET provider plans and promotes sustainability and has procedures to implement it in Knowledge Management activities. 	<ul style="list-style-type: none"> • Mission, vision, values and strategy • National regulations and policies • The VET providers' policy documents • Success indicators

QUALITY AREA 3: KNOWLEDGE MANAGEMENT

Criteria	Examples of indicators (not prescribed, the proposed indicators can be changed)	Examples of sources of evidence
Planning of knowledge management	<ul style="list-style-type: none"> • Enterprise architecture: The VET provider has described how the institution’s operational processes, knowledge and information systems function as whole and are compatible with the national system if needed. • Processes: The VET provider has defined processes of acquiring, storing, sharing, visualising, using and processing knowledge. • Knowledge promotion: The VET provider has plans and procedures to ensure that the staff, students and key stakeholders know the goals and principles of knowledge management. • The level of the key indicators: The VET provider has defined the level that the key indicators should reach to achieve the strategy goals. • Resources: The VET provider has defined how to finance and use other resources for knowledge management. • The quality of knowledge: The VET provider has defined processes to ensure the knowledge is relevant, timely, correct and reliable. • Model of monitoring the needs of knowledge: The VET provider has defined a model for how to collect information of internal and external needs for knowledge. • Privacy policy and data protection: The VET provider has defined how to ensure that national and VET providers’ regulations on privacy policy and data protection are used in practice and how to report problems if needed. • Support the competences: The VET provider has a plan to promote and support the skills and competences of staff in knowledge management. • New knowledge in daily practice: The VET provider has defined how to share good/best practices and how to implement it in daily work of staff. 	<ul style="list-style-type: none"> • Operational and development plans • Institutional goals • EU regulations on privacy and data protection • National regulations on privacy and data protection • Descriptions of processes • Financial plan • Feedback • Interviews • Success indicators

QUALITY AREA 3: KNOWLEDGE MANAGEMENT

Criteria	Examples of indicators (not prescribed, the proposed indicators can be changed)	Examples of sources of evidence
Implementation of knowledge management	<ul style="list-style-type: none"> • Producing the knowledge: The VET provider collects and produces the relevant knowledge from internal and external sources systematically. • Ensuring the quality of knowledge: The VET provider ensures that the knowledge is relevant, timely, accurate and reliable. • Use and analysis of the knowledge: The VET provider uses and analyses the knowledge and uses results for decision making, developing and forecasting. The top management motivates staff to acquire and use different types of knowledge in different ways. • Use of key knowledge from external sources: The VET provider has defined what kind of external sources of data are available and useful to use. • Sharing of knowledge: The VET provider assures accessibility of knowledge to staff and key stakeholders. The VET provider sets mechanisms and tools for sharing knowledge among staff (e.g., shared system drives, how-to-guides, policies and procedures, process charts, surveys results, internal training/presentations). • Implementation of privacy policy and data protection: The VET provider ensures that the staff follows GDPR, national and the VET providers' regulations of privacy policy and data protection. • Gap Analysis: The VET provider systematically assesses and identifies the needs and requirements for new knowledge which are needed to support the strategy and the VET providers' goals. • The Risks: The VET provider systematically assesses the risks of knowledge management and prevents them. • Training the staff: The VET provider arranges training of knowledge management if needed. The VET provider has set a budget to finance the professional development of staff. 	<ul style="list-style-type: none"> • Description of knowledge management processes • Development plans of VET provider • Knowledge databases • Training plans and materials • Individual plans of development of staff • Risk Analysis • Interviews • Feedback • Statistics

QUALITY AREA 3: KNOWLEDGE MANAGEMENT

Criteria	Examples of indicators (not prescribed, the proposed indicators can be changed)	Examples of sources of evidence
Monitoring and evaluation of knowledge management	<ul style="list-style-type: none"> • Monitoring: The VET provider systematically and regularly monitors and evaluates the knowledge management processes. • Collecting feedback and other qualitative information: The VET provider systematically collects relevant feedback and other qualitative information from knowledge management by using appropriate methods. • Collecting data and data protection: The VET provider collects quantitative data about knowledge management and protects it regarding international and national legislation. • Analysis: All data, feedback and information are analysed and discussed among the staff of the VET provider and relevant stakeholders (e.g., funders). • Communication of results: The VET provider communicates the results of knowledge management with staff and relevant stakeholders (e.g., funders) 	<ul style="list-style-type: none"> • Feedback and monitoring system • Evaluation plan • Self-assessment procedures, results and reports • Reports on the use and usability of information systems • Reports on data protection • Interviews • Feedback and questionnaires • Success indicators
Improvement of knowledge management	<ul style="list-style-type: none"> • Improvement plan: The VET provider has a mechanism to establish an action plan for improvement. Staff and relevant stakeholders have the possibility to make suggestions for improvements. • Follow -up the improvement plan: The VET provider has a follow up system to ensure that improvement and changes are made systematically according to the improvement plan. • Communication to staff and key stakeholders: The improvement and development plans are transparent and understandable, and they are communicated to staff and key stakeholders. • Improvement of knowledge management: The VET provider continuously improves all areas of knowledge management on the basis of evaluation, monitoring and the feedback results. • Immediate response: The VET provider has procedures for how to react immediately to feedback on knowledge management if needed. • Improvement of procedures: The VET provider continuously improves the processes of management and leadership on the basis of evaluation, monitoring and feedback results. 	<ul style="list-style-type: none"> • Improvement plans and follow-up procedures • Interviews • Feedback and reports

QUALITY AREA 4: MANAGEMENT AND LEADERSHIP

Criteria	Examples of indicators (not prescribed, the proposed indicators can be changed)	Examples of sources of evidence
Planning of Management and Leadership	<ul style="list-style-type: none"> • Management and Leadership culture: The attitude of the management and leadership of the VET provider is future oriented, transparent, inspiring and encouraging. • Mission, vision, values: The mission, vision and values of the VET provider directs the management and leadership planning and the implementation of strategic processes. • Anticipation: The VET provider management and leadership planning is based on the anticipation of changes in the operating environment. • Goals: The VET provider has defined goals which support the achievement of strategic goals. Goals are defined via input of staff, students and key stakeholders. • Standards: The education and other processes of the VET provider follow national goals or standards. • Organisational structure: The VET provider has set the clear organisational structure to implement the mission and vision and accomplish the strategic goals. Staff knows their responsibilities and their role in decision-making processes. • Decision-making: The VET provider has clearly defined the decision-making structures and processes. • Communication: Students and key stakeholders get transparent information on the decision-making structures and processes. • Participation: Staff members are empowered and involved in decision-making processes. Key stakeholder groups (e.g., students, founders, employers) are included in the decision-making processes. • Activities and resources: The VET provider plans activities and resources in an optimal and cost-effective manner to reach the goals (e.g., financial resources, skills and competences, development of skills and competences, knowledge management). 	<ul style="list-style-type: none"> • Mission, vision, values and strategy • National policies • Operational and development plans • Organisation chart • Policy documents • Descriptions of processes • Success indicators • Information and statistics of results, trends and comparative data.

QUALITY AREA 4: MANAGEMENT AND LEADERSHIP

Criteria	Examples of indicators (not prescribed, the proposed indicators can be changed)	Examples of sources of evidence
	<ul style="list-style-type: none"> • Planning of projects: The VET provider systematically collects project ideas, plans projects and ensures that they are in line with strategic goals. • Sustainability and equality: The VET provider plans and promotes sustainability and equality and has procedures to implement them in Management and Leadership activities. 	
Organising Management and Leadership	<ul style="list-style-type: none"> • Priorities: The VET provider has defined priority activities and delegated them to staff (considering plans, goals, organisational structure, etc). • Managing own work: Each member of staff is aware of the level of priority of various activities. The staff implements responsibilities and tasks as planned and agreed (e.g., according to priorities and standards). • Management of equipment and other resources: Management organises and uses resources in a cost-effective and sustainable manner to reach the company's strategic goals (e.g., material and financial resources) and ensures that adequate equipment is on hand for the successful implementation of tasks. • Change management: The VET provider has a procedure to anticipate and evaluate and then to communicate and reschedule activities to implement changes. • Security management: Management uses resources in a way to create a sustainable and safe environment for students, staff and other visitors of VET providers' facilities. 	<ul style="list-style-type: none"> • The VET providers' strategy and policies • Development and action plans • Organisation scheme/ structure • Minutes • Interviews • Feedback
Leadership	<ul style="list-style-type: none"> • Motivating and inspiring: Management motivates and inspires staff toward exceptional results by using material and non-material forms of motivation and by being a good role model. • Skills utilisation of staff: Management ensures the adequate development of competences by staff for the successful implementation of tasks. • Open communication, fairness and trust: The communication between management and staff is characterised by open flow of information, reliance and mutual trust. Conflicts are discussed and resolved openly, tasks are distributed according to personal goals, interests, skills and competences and role in the institution. 	<ul style="list-style-type: none"> • The VET providers' strategy and policies • Values • Development and action plans • Minutes • Interviews • Feedback • Rewarding policy

QUALITY AREA 4: MANAGEMENT AND LEADERSHIP

Criteria	Examples of indicators (not prescribed, the proposed indicators can be changed)	Examples of sources of evidence
	<ul style="list-style-type: none"> • Respect and equality: The management shows respect in dealing with the staff, students and other key stakeholders. Management treats each individual consistently and equally. • Encouragement and support: Management encourages staff to collaborate in innovative and independent problem solving. Management supports staff when necessary (via, e.g., mentoring, discussion, finance or material). • Fostering new ideas through strategy goals: The management fosters innovativeness, co-creation, design-thinking and development of new ideas of staff in different ways (e.g., ensuring time for thinking and discussion, rewarding, encouraging staff to take a risk). 	
Pedagogical management	<ul style="list-style-type: none"> • Management of pedagogical processes and procedures: The management sets goals, plans, supervises and coordinates pedagogical and other processes, provides resources and ensures high motivation for the use of teaching and learning environments in an effective and sustainable manner (e.g., digitalisation, distance learning, work-based learning, practical working in school, teamwork). • Common pedagogical understanding: The management promotes a common understanding of the practice of teaching among the staff by discussing and describing processes and procedures • Supporting system: The supporting system is managed to ensure the guidance and instructions to students, teachers, mentors and other participants of learning in a way that students achieve learning outcomes. • Support to teaching: The VET provider has procedures to support teachers in their teaching and maintaining consistent quality of teaching. • Support to students: The VET provider has procedures to support students to achieve learning outcomes (e.g., pedagogical processes, guidance, course material, occasions and activities). 	<ul style="list-style-type: none"> • National curricula • The VET providers' curricula • Pedagogical framework • Description of pedagogical and support processes • Interviews • Feedback • Success indicators of learning outcomes

QUALITY AREA 4: MANAGEMENT AND LEADERSHIP

Criteria	Examples of indicators (not prescribed, the proposed indicators can be changed)	Examples of sources of evidence
Administration	<ul style="list-style-type: none"> • Appropriate administration: Management assures that administration follows the law and national regulations and specific processes and procedures in order to produce decisions and documents. • Administrative support: Management assures the proper administration support capacity, taking into account the circumstances of the VET provider (e.g., number of students, staff, procedures). • Technical equipment: The technical equipment needed in administrative work meets the demands of an efficient and sustainable organisation. • Use of digitalisation: Management offers opportunities to use digitalisation and relevant information (e.g., virtual places to communicate) in learning and working environments. • Transparency: The VET provider has defined and described administrative rules and procedures in a transparent manner (e.g., enrolment procedures, scheduling, cancellation of lessons, delivery of certificates, purchasing of materials). • Data protection and security: Management of VET providers assures data protection that takes GDPR into consideration. The VET provider has procedures to develop and maintain its staff's sufficient expertise of data protection and has procedures for communicating these procedures. 	<ul style="list-style-type: none"> • National laws and regulations • Descriptions of administrative procedures and roles • GDPR documents • Investment plans • Interviews • Feedback
Monitoring and evaluation of Management and Leadership	<ul style="list-style-type: none"> • Monitoring: The VET provider systematically and regularly monitors and evaluates the management and leadership processes. • Collecting feedback and other qualitative information: The VET provider systematically collects relevant feedback and other qualitative information on management and leadership by using appropriate methods. • Collecting data and data protection: The VET provider collects quantitative data about management and leadership and protects them with regard to international and national legislation. • Analysis: All data, feedback and information are analysed and discussed among the staff of the VET provider and relevant stakeholders (e.g., funders, students) • Communication of results: The VET provider communicates the results of management and leadership with staff and relevant stakeholders (e.g., funders, students). 	<ul style="list-style-type: none"> • Feedback and monitoring system • Evaluation plan • Self-assessment procedures, results and reports • Interviews • Feedback and questionnaires • Individual and group reflection • Round-table discussions • Success indicators

QUALITY AREA 4: MANAGEMENT AND LEADERSHIP

Criteria	Examples of indicators (not prescribed, the proposed indicators can be changed)	Examples of sources of evidence
<p>Improvement of Management and Leadership</p>	<ul style="list-style-type: none"> • Improvement plan: The VET provider has a mechanism to establish an action plan and a plan for monitoring improvement activities. All key stakeholders have the possibility to make suggestions and improvements. • Follow-up of the improvement plan: The VET provider has a follow-up system to assure that improvements and changes in management and leadership are made systematically according to the improvement plan. • Communication to staff and key stakeholders: The improvement and development plans are transparent and understandable, and they are communicated to staff and other relevant stakeholders. • Immediate response: The VET provider has procedures for how to react immediately to feedback on management and leadership if needed. • Improvement of procedures: The VET provider continuously improves the processes of management and leadership on the basis of evaluation, monitoring and feedback results. 	<ul style="list-style-type: none"> • Improvement plans and follow-up procedures • Interviews • Feedback and reports

QUALITY AREA 5: MANAGEMENT OF INFRASTRUCTURE, FACILITIES AND FINANCES

Criteria	Examples of indicators (not prescribed, the proposed indicators can be changed)	Examples of sources of evidence
<p>Planning of management of infrastructure, facilities and finances</p>	<ul style="list-style-type: none"> • Identification of needs: The VET provider regularly identifies short- and long-term needs for infrastructure development, facilities and equipment acquisition and maintenance. Needs assessment is based on, e.g.: <ul style="list-style-type: none"> ◦ national curricula and qualification requirements ◦ strategic goals and plans of the VET provider ◦ pedagogical standards ◦ new technologies/innovations, both in the occupational sector and in teaching methods • Alignment with regulations and recommendations: The VET provider takes into account national and other relevant regulations, as well as national/regional/local development plans, e.g.: <ul style="list-style-type: none"> ◦ The VET providers regulations and procedures ◦ Health and safety requirements ◦ Accessibility, particularly for persons with disabilities ◦ GDPR and national regulations for data protection ◦ Sustainability • Finances and resources: The VET provider takes into account finances and resources in short- and long-term planning. • Involvement of staff and other stakeholders: The VET provider ensures that the staff and other stakeholders are involved in identifying the needs and planning. • Sustainability: The VET provider plans and promotes sustainability and has procedures to implement it in the management of infrastructure, facilities and finances. 	<ul style="list-style-type: none"> • Mission, vision, values and strategy • Development and operational plans • Policy documents • National and regional regulations • National curricula and the VET providers' curricula • The VET providers' work plan and programme • Plans for development and maintenance of the facilities • Inventory report • Success indicators • Feedback • Interviews

QUALITY AREA 5: MANAGEMENT OF INFRASTRUCTURE, FACILITIES AND FINANCES

Criteria	Examples of indicators (not prescribed, the proposed indicators can be changed)	Examples of sources of evidence
Planning of finances	<ul style="list-style-type: none"> • Financial planning: The VET providers' financial planning is based on identification of needs and alignment with national and other relevant regulations and recommendations. • Sources: The VET provider identifies different sources of national funding and alternative national and international funding (e.g., project-based funding, crowdfunding). • Allocation of resources: The VET provider plans short- and long-term allocation of financial resources in line with strategic goals and priorities. The decision of allocation is openly discussed with staff. • Transparency: The VET provider communicates the financing plan openly with relevant stakeholders. • Sustainability: The VET provider plans and promotes sustainability and has procedures to implement it in financial planning. 	<ul style="list-style-type: none"> • Mission, vision, values and strategy • Development and operational plans • Policy documents • National and regional regulations • Financial plans • Success indicators • Feedback • Interviews
Use of infrastructure and facilities	<ul style="list-style-type: none"> • Adequacy: The VET provider makes sure that infrastructure, facilities and equipment are of adequate quality and quantity for work and achieving learning outcomes. • Efficient use: The VET provider ensures that facilities (e.g., classrooms, workshops and other areas) are used efficiently with regard to, e.g.: <ul style="list-style-type: none"> ◦ time allocation ◦ space allocation ◦ number of persons per unit ◦ access rights for various staff members set according to role • Support: The VET provider ensures responsible and efficient use of facilities and equipment (e.g., training for staff and students). • Accessibility: The VET provider ensures that physical and digital facilities and material resources are accessible for all to work and to promote individual learning pathways. Special attention is given to persons with disabilities. • Wellbeing and social interaction: The VET provider ensures that its premises and recreation facilities offer pleasant surroundings both inside and outside teaching areas. The infrastructural arrangements increase learning opportunities and foster opportunities for socialising and interaction. 	<ul style="list-style-type: none"> • List of facilities and equipment • Reports and statistics of use of facilities and equipment • Reports of sustainability (e.g., energy savings, total energy use, reduction of waste, use of recycled material). • Inventory report • Maintenance records • Health and safety instructions • Information on training • Observation • Feedback • Interviews

QUALITY AREA 5: MANAGEMENT OF INFRASTRUCTURE, FACILITIES AND FINANCES

Criteria	Examples of indicators (not prescribed, the proposed indicators can be changed)	Examples of sources of evidence
	<ul style="list-style-type: none"> • Health and safety: The VET provider ensures healthy and safe work and learning environment. Health and safety instructions and emergency procedures are clear, visible and communicated to the staff, students and stakeholders. • Maintenance: The VET provider has procedures for regular inspection and maintenance of facilities (e.g., repairs, service, renovation, updates, upgrading or cleaning). The VET provider has defined the roles and responsibilities for maintenance of facilities and equipment. 	
Financial management	<ul style="list-style-type: none"> • Transparency: Financial management and accountancy is transparent and accountable to founders and other relevant stakeholders. • Reporting: The VET provider regularly reports to the founder and other relevant stakeholders on financial expenditures. Reports are made publicly available when appropriate. • Responsibility and effectiveness: The VET provider effectively and responsibly uses its financial resources in line with national legislation and other institutional regulations. • Risks: The VET provider systematically assesses financial risks and applies contingency measures. 	<ul style="list-style-type: none"> • Financial reports • Statements of accounts • External auditor reports • Risk analysis • Feedback • Interviews
Monitoring and evaluation of management of infrastructure, facilities and finances	<ul style="list-style-type: none"> • Monitoring: The VET provider systematically and regularly monitors and evaluates the management of infrastructure, facilities and financial procedures. • Collecting feedback and other qualitative information: The VET provider systematically collects relevant feedback and other qualitative information on management of infrastructure, facilities and finances by using appropriate methods. • Collecting data and data protection: The VET provider collects quantitative data about management of infrastructure, facilities and finances and protects them regarding international and national legislation. • Analysis: All data, feedback and information are analysed and discussed among the staff of the VET provider and relevant stakeholders (e.g., funders). • Communication of results: The VET provider communicates the results management of infrastructure, facilities and finances with staff and relevant stakeholders (e.g., funders). 	<ul style="list-style-type: none"> • Monitoring system • Evaluation plan • Self-assessment results • Staff reports on necessary equipment and facilities • Feedback • Interviews • Success indicators

QUALITY AREA 5: MANAGEMENT OF INFRASTRUCTURE, FACILITIES AND FINANCES

Criteria	Examples of indicators (<u>not prescribed</u> , the proposed indicators can be changed)	Examples of sources of evidence
Improvement of management of infrastructure, facilities and finances	<ul style="list-style-type: none"> • Improvement plan: The VET provider has a mechanism to establish an action plan and a plan for monitoring improvement activities. All key stakeholders have the possibility to make suggestions and improvements. • Follow-up of the improvement plan: The VET provider has a follow-up system to assure that improvements and changes in management of infrastructure, facilities and finances are made systematically according to the improvement plan. • Communication to staff and key stakeholders: The improvement and development plans are transparent and understandable, and they are communicated to staff and other relevant stakeholders. • Immediate response: The VET provider has procedures for how to react immediately to feedback on management of infrastructure, facilities and finances if needed. • Improvement of procedures: The VET provider continuously improves the processes of management of infrastructure, facilities and finances on the basis of evaluation, monitoring and feedback results. 	<ul style="list-style-type: none"> • Improvement plans and follow-up procedures • Interviews • Feedback and reports

QUALITY AREA 6: PLANNING AND MANAGEMENT OF HUMAN RESOURCES

Criteria	Examples of indicators (not prescribed; the proposed indicators can be changed)	Examples of sources of evidence
Planning of planning and management of human resources	<ul style="list-style-type: none"> • The plan for human resources: The VET provider has a plan for human resources that supports the achievement of strategic objectives of the organisation. The plan is systematically updated. • The organisational structure: The VET provider has organisational structure that is in line with the plan for human resources and supports the strategic objectives. • Anticipation: The VET provider is aware how much staff and which kind of skills and competences of staff are needed to achieve the strategic objectives of the VET provider. • Mapping skills and competences: The VET provider systematically maps the skills and competences of staff (e.g., adequacy of staff) and staff structure (e.g., number of staff, age, average age, different staff groups, etc.). • Key principles of management: The VET provider plans and decides on key principles that guide the management of human resources. • Recruitment process: The VET provider has principles and adequate procedures for recruitment. • Staff costs: The VET provider plans financial resources to cover staff costs, in accordance with development goals, teaching and learning goals and implementation of curricula. • Sustainability: The VET provider plans and promotes sustainability and has procedures to implement it in Human Resource Management activities. 	<ul style="list-style-type: none"> • Mission, vision, values and strategy • Development and operational plans • Policy documents • Organisational structure • Job descriptions • Skills and competence mapping/surveys • Vocational and academic qualifications of teaching staff • Anticipation information • Success indicators

QUALITY AREA 6: PLANNING AND MANAGEMENT OF HUMAN RESOURCES

Criteria	Examples of indicators (not prescribed; the proposed indicators can be changed)	Examples of sources of evidence
Recruitment and induction process	<ul style="list-style-type: none"> • Transparency and equal opportunities: The VET provider's recruitment process assures equal opportunities for all candidates (transparent process, without any discrimination by gender, age, social background, etc.) • Induction: The VET provider has an induction process for all the new staff that relates to organisational aspects (mission, vision, values, organisational structure, processes, procedures, etc.) and includes new employees' own roles, tasks and responsibilities. • Continuous induction: The VET provider has procedures to ensure that all employees receive the necessary induction (for example, when an employee changes the duty assignments). 	<ul style="list-style-type: none"> • National legislation • VET providers' procedures • Description of induction process • Success indicators
Organisation of the work and time resources	<ul style="list-style-type: none"> • Strategic objectives and work distribution: The VET provider ensures that the strategic objectives guide the distribution of work inputs throughout the entire organisation. • Distribution of tasks: The VET provider has organised the work taking into account the adequate distribution of workload, possibilities of the distance work and the balance between the work and personal life of staff. • Transparency of tasks and responsibilities: The VET provider has ensured that each staff member knows his/her own tasks and responsibilities, as well as the tasks and responsibilities of others. The decision-making process is clear to the entire staff. • Time resources: The amount and distribution of time resources enable and enhance the achievement of strategic objectives of the VET provider and is flexible enough to respond to changes. • Time allocation: The amount of time allocated to teaching and learning, and additional tasks and responsibilities is in line with the VET provider's goals. 	<ul style="list-style-type: none"> • Development and operational plans • Organisational structure • Financial plans • Plans and programmes for staff development • Job descriptions • Interviews with staff • Feedback

QUALITY AREA 6: PLANNING AND MANAGEMENT OF HUMAN RESOURCES

Criteria	Examples of indicators (not prescribed; the proposed indicators can be changed)	Examples of sources of evidence
Communication, co-operation and involvement of staff	<ul style="list-style-type: none"> • Structures for communication, cooperation and culture: The VET provider sets up structures, guidelines and environment to encourage open communication and cooperation amongst staff. Organisational culture supports open communication and cooperation. • Cooperation of staff: The VET provider has procedures and guidelines that ensure cooperation in and between units/teams/groups. They are put into practice in everyday life. • Values: Staff follows the organisational values, e.g., respect, trust and diversity. • Exchange of good practices and ideas: The VET provider has procedures that enable the staff to exchange good practices and ideas. • Staff Involvement: The VET provider has procedures to involve staff in development and decision making. 	<ul style="list-style-type: none"> • Values • Communication plan • Minutes • Materials from good practice presentations • Feedback
Staff Development	<ul style="list-style-type: none"> • Development discussions: The VET provider has procedures for regular discussions with staff. They are used for, e.g., personal/professional development and career planning. • Further development: The VET provider assures that the staff has different possibilities/ways for further development of skills and competences of staff and that the development is in line with organisational goals and individual needs connected to work (e.g., personal development plans). • Resources for development: The VET provider ensures that there are enough resources for the development of skills and competences of staff (e.g., finance, time, partners, projects, resources). • Sharing knowledge: The VET provider has procedures that enable the staff to share knowledge and transfer it from the individual level to the organisational level. 	<ul style="list-style-type: none"> • Development plan of staff • Financial plan for staff development • Documentation from discussions with staff • Personal development plans • Feedback • Interviews • Materials from good practice presentations

QUALITY AREA 6: PLANNING AND MANAGEMENT OF HUMAN RESOURCES

Criteria	Examples of indicators (not prescribed; the proposed indicators can be changed)	Examples of sources of evidence
Staff Well-being	<ul style="list-style-type: none"> • Working environment: The VET provider ensures that working environments fulfil the national health and safety requirements and regulations. • Working atmosphere: The VET provider supports and enhances a positive working atmosphere in which employees can feel comfortable. • Health care support: The VET provider has arranged health care for staff (e.g., regular health checks) • Prevention of mobbing and harassment: The VET provider doesn't tolerate mobbing and harassment. The VET provider has procedures to prevent and report mobbing and harassment. • Self-motivated well-being: The VET provider has mutually agreed procedures to promote the self-motivated well-being of the staff (e.g., vouchers for cultural and sports activities, use of facilities for leisure-time activities). 	<ul style="list-style-type: none"> • National regulations on safety and health in workspaces • Description of internal incentive and reward system • Description of procedures for reporting mobbing and harassment • Documentation of disciplinary and complaint procedures • Feedback • Interviews
Incentive and rewarding systems	<ul style="list-style-type: none"> • Incentive system: The VET provider has an incentive system that encourages and motivates the staff to work towards the achievement of the VET provider's goals. • Rewarding the staff: The VET provider has a rewarding system which supports the achievement of the VET provider's goals and motivates the staff. 	<ul style="list-style-type: none"> • National regulations • Description of incentive and reward system
Monitoring and evaluation of planning and management of human resources	<ul style="list-style-type: none"> • Monitoring: The VET provider systematically and regularly monitors and evaluates the planning and management of human resources procedures. • Collecting feedback and other qualitative information: The VET provider systematically collects relevant feedback and other qualitative information on planning and management of human resources by using appropriate methods. • Collecting data and data protection: The VET provider collects quantitative data about staff satisfaction, well-being, etc. and protects them regarding international and national legislation. • Analysis: All data, feedback and information are analysed and discussed among the staff of the VET provider and relevant stakeholders (e.g., funders). • Communication of results: The VET provider communicates the results of planning and management of human resources with staff and relevant stakeholders (e.g., funders). 	<ul style="list-style-type: none"> • Feedback and monitoring system • Evaluation plan • Self-assessment procedures, results and reports • Human research reports • Interviews • Feedback and questionnaires • Individual and group reflection • Round-table discussions • Success indicators

QUALITY AREA 6: PLANNING AND MANAGEMENT OF HUMAN RESOURCES

Criteria	Examples of indicators (not prescribed; the proposed indicators can be changed)	Examples of sources of evidence
Improvement of planning and management of human resources	<ul style="list-style-type: none"> • Improvement plan: The VET provider has a mechanism to establish an action plan and a plan for monitoring improvement activities. All key stakeholders have the possibility to make suggestions and improvements. • Follow-up of the improvement plan: The VET provider has a follow-up system to ensure that improvements and changes in human resource management are made systematically according to the improvement plan. • Communication to staff and key stakeholders: The improvement and development plans are transparent and understandable, and they are communicated to staff and other relevant stakeholders. • Immediate response: The VET provider has procedures for how to react immediately to feedback on planning and management of Human Resources, if needed. • Improvement of procedures: The VET provider continuously improves the processes of planning and management of Human Resources on the basis of evaluation, monitoring and feedback results. 	<ul style="list-style-type: none"> • Improvement plans and follow-up procedures • Interviews • Feedback and reports

QUALITY AREA 7: EQUALITY AND EQUAL OPPORTUNITIES

Criteria	Examples of indicators (not prescribed, the proposed indicators can be changed)	Examples of sources of evidence
<p>Planning of equality and equal opportunities</p>	<ul style="list-style-type: none"> • Goals: The VET provider has defined the strategic goals of equality and equal opportunities in line with national and international regulations, policies, strategies and recommendations. • Policies and procedures: The VET provider has planned policies and procedures to promote and ensure equality and equal opportunities regarding strategic goals, e.g., related to <ul style="list-style-type: none"> ◦ management and leadership ◦ organisation culture and practices ◦ applying for vocational education and training ◦ pedagogical processes, learning and teaching (e.g., procedures to identify individual needs of students) ◦ learning and teaching materials and equipment, learning environments ◦ guidance and support for staff and students ◦ accessibility ◦ the safety of working and learning environments. • Involvement: The VET provider has involved staff, students and key stakeholders in planning goals, policies and procedures of Equality and Equal Opportunities. • Resources: The VET provider has planned appropriate and sufficient resources (e.g., finance, equipment, human resources or support by professional institutions) to promote policies and enable implementation of equality and equal opportunities. • Key indicators: The VET provider has defined the key indicators and sources of information which supports the achievement and monitoring of the strategic goals of equality and equal opportunities. • Sustainability: The VET provider plans and promotes sustainability and has procedures to implement it in activities related to equality and equal opportunities. 	<ul style="list-style-type: none"> • Mission, vision, values and strategy • National and international regulations, policies, strategies and recommendations • Development and operational plans and reports • Policy documents • Finance plans and reports • Human research plans and reports • Success indicators • Feedback • Interviews • Individual and group reflection • Round-table discussions

QUALITY AREA 7: EQUALITY AND EQUAL OPPORTUNITIES

Criteria	Examples of indicators (not prescribed, the proposed indicators can be changed)	Examples of sources of evidence
Implementation of equality and equal opportunities	<ul style="list-style-type: none"> • Communication: The VET provider has procedures to ensure that goals and policies for equality and equal opportunities are well known and communicated to the students, staff and other relevant stakeholders (parents, employers, funders etc.). All parties are aware of their role in promoting equality. • Management and Leadership: Management works openly, promotes equality in management and leadership, treats each individuals equally and sets an example for equal organisation culture that values tolerance and diversity. • Identification of inequalities: The VET provider has procedures to identify those situations and actions that create or sustain inequalities and to identify the groups targeted unequally. The VET provider has procedures to identify the needs for different groups to improve equality. • Applying for vocational education and training: The VET providers applying systems encourage career choices according to individual interests, skills and career goals, and encourage lifelong and continuous learning for all ages and at different stages of life. • Individualisation: The VET provider enables individually appropriate choices for students to study (e.g., modules, schedule or adoption of methods) and supports individualisation with defined concept, procedure and tools (e.g., an individual learning plan for students). • Teaching and learning: The VET providers pedagogical teaching methods, materials, equipment and learning environments support a variety of learning methods. The teaching materials promote equality (e.g., used language and visualisation, tuition or teaching materials don't create or maintain prejudices or gender roles and divisions relating to stereotypical views on working life). Teaching develops student's awareness of equality. • Support and guidance for students: The VET provider offers relevant guidance for students to make individual employment-promoting career plans and relevant support during the studies to achieve their learning goals. • Support and guidance for staff: The VET provider has training for staff to strengthen their equality skills and competencies. The VET provider offers relevant support for daily work (e.g., mentoring, methodological guidance, ability to identify needs and promote improvement). 	<ul style="list-style-type: none"> • Mission, vision, values and strategy • Development and operational plans and reports • Policy documents • Finance plans and reports • Human research plans and reports • Individual learning plans • Plan for support system • Safety Instructions and reports • Accessibility reports • Success indicators • Feedback • Interviews • Observation • Individual and group reflection • Round-table discussions

QUALITY AREA 7: EQUALITY AND EQUAL OPPORTUNITIES

Criteria	Examples of indicators (<u>not prescribed</u> , the proposed indicators can be changed)	Examples of sources of evidence
	<ul style="list-style-type: none"> • Sharing the knowledge: The VET provider has procedures to share good practices to promote equality and equal opportunities with students, staff, stakeholders (e.g., partners in working life). • Accessibility: The VET provider has procedures to ensure that physical and digital working and learning environments are accessible to different users (students and staff), in particular for those with special needs. • Safety: The VET provider has procedures to ensure that physical and digital learning and working environments are safe to all (students and staff, e.g., physical environment, well-being). 	
Monitoring and evaluation of equality and equal opportunities	<ul style="list-style-type: none"> • Monitoring: The VET provider systematically and regularly monitors and evaluates equality and equal opportunities. • Collecting feedback and other qualitative information: The VET provider systematically collects relevant feedback and other qualitative information on equality and equal opportunities by using appropriate methods. • Collecting data and data protection: The VET provider collects quantitative data about realisation of equality and equal opportunities. • Analysis: All data, feedback and information are analysed and discussed among the staff, students and relevant stakeholders (e.g., funders, working life partners) • Communication of results: The VET provider communicates about the results of equality and equal opportunities with staff, students and relevant stakeholders (e.g., funders, working life partners). 	<ul style="list-style-type: none"> • Feedback and monitoring system • Evaluation plan • Self-assessment procedures, results and reports • Human research reports • Finance reports • Safety reports • Accessibility reports • Learning outcomes • Interviews • Feedback and questionnaires • Individual and group reflection • Round-table discussions • Success indicators

QUALITY AREA 7: EQUALITY AND EQUAL OPPORTUNITIES

Criteria	Examples of indicators (not prescribed, the proposed indicators can be changed)	Examples of sources of evidence
Improvement of equality and equal opportunities	<ul style="list-style-type: none"> • Improvement plan: The VET provider has a mechanism to establish an action plan and a plan for monitoring improvement activities. All key stakeholders have the possibility to make suggestions and improvements. • Follow-up of the improvement plan: The VET provider has a follow-up system to assure that improvements and changes in equality and equal opportunities are made systematically according to the improvement plan. • Communication to staff and key stakeholders: The improvement and development plans are transparent and understandable, and they are communicated to staff and other relevant stakeholders. • Immediate response: The VET provider has procedures for how to react immediately to feedback if needed. • Improvement of procedures: The VET provider continuously improves equality and equal opportunities on the basis of evaluation, monitoring and feedback results. 	<ul style="list-style-type: none"> • Improvement plans and follow-up procedures • Interviews • Feedback and reports

QUALITY AREA 8: INTERNAL RELATIONS

Criteria	Examples of indicators (not prescribed, the proposed indicators can be changed)	Examples of sources of evidence
Planning of Internal relations	<ul style="list-style-type: none"> • Planning and establishing internal relations: The VET provider's processes enable involvement, participation and interaction. • Involvement in decision making: The VET provider ensures that representatives of students and staff have opportunities to take part in relevant decision-making. • The culture of internal relations: The VET provider has procedures to enhance and strengthen quality culture, involvement, participation and interaction. The VET provider communicates and shares its values, quality principles and priorities to students, staff and other stakeholders. • The culture of wellbeing: The VET provider has procedures to arrange various social events for staff and students to promote social interaction and communality. 	<ul style="list-style-type: none"> • Mission, vision, values and strategy • Development and operational plans • Policy documents • The VET provider's action plans • Success indicators • Interviews • Feedback and questionnaires • Individual and group reflection • Round-table discussions
Implementation of Internal Relations	<ul style="list-style-type: none"> • Participation in decision making: The VET provider involves the students and staff in decision-making processes. • Participation in social events: The VET provider arranges opportunities for students and staff to take part in various social events to promote social interaction and communality. The VET provider supports and encourages students to initiate various social events and activities (e.g., student clubs). • Well-being of students and staff: The VET provider ensures that students and staff feel comfortable, equal and safe and they can give open feedback. The VET provider ensures that everyone treats each individual equally and values diversity. • Preventing mobbing and harassment: The VET provider has zero tolerance for mobbing and harassment and has clear anti-harassment and anti-discrimination policy and procedures. 	<ul style="list-style-type: none"> • Descriptions of processes • Action plan and budget • Reports of social events • Success indicators • Interviews • Feedback and questionnaires • Individual and group reflection • Round-table discussions

QUALITY AREA 8: INTERNAL RELATIONS

Criteria	Examples of indicators (not prescribed, the proposed indicators can be changed)	Examples of sources of evidence
Monitoring and evaluation of internal relations	<ul style="list-style-type: none"> • Monitoring: The VET provider systematically and regularly monitors and evaluates the internal relations procedures. • Collecting feedback and other qualitative information: The VET provider systematically collects relevant feedback and other qualitative information on internal relations by using appropriate methods. • Collecting data and data protection: The VET provider collects quantitative data about staff and student satisfaction, well-being etc. and protects them regarding international and national legislation. • Analysis: All data, feedback and information are analysed and discussed among the staff and students of the VET provider and relevant stakeholders (e.g., funders). • Communication of results: The VET provider communicates the results of the internal relations with staff, students and relevant stakeholders (e.g., funders). 	<ul style="list-style-type: none"> • Feedback and monitoring system • Evaluation plan and results • Self-assessment procedures, results and reports • Interviews • Feedback and questionnaires • Individual and group reflection • Round-table discussions • Success indicators
Improvement of internal relations	<ul style="list-style-type: none"> • Improvement plan: The VET provider has a mechanism to establish an action plan and a plan for monitoring improvement activities. All key stakeholders have the possibility to make suggestions and improvements. • Follow-up of the improvement plan: The VET provider has a follow-up system to assure that improvements and changes in internal relations are made systematically according to the improvement plan. • Communication to staff and key stakeholders: The improvement and development plans are transparent and understandable, and they are communicated to staff, students and other relevant stakeholders. • Immediate response: The VET provider has procedures for how to react immediately to feedback on internal relations if needed. • Improvement of procedures: The VET provider continuously improves the processes of internal relations on the basis of evaluation, monitoring and feedback results. 	<ul style="list-style-type: none"> • Improvement plans and follow-up procedures • Interviews • Feedback and reports

QUALITY AREA 9: EXTERNAL RELATIONS

Criteria	Examples of indicators (not prescribed, the proposed indicators can be changed)	Examples of sources of evidence
Planning of external relations	<ul style="list-style-type: none"> • Identification of relevant stakeholders: The VET provider identifies all relevant stakeholders in relation to strategic goals. Relevant stakeholders may include education authorities, education and training providers, learners (potential students and further education and training participants), local community, alumni and others. • Involvement: The VET provider involves stakeholders to planning goals of cooperation. • Goals: The VET provider defines the goals of cooperation with each stakeholder in relation to the VET providers strategy and individual learning goals (related curricula). • Possibilities: The VET provider is proactive in planning various activities for attracting and establishing external relations. • Sustainability: The VET provider plans and promotes sustainability and has procedures to implement it in external relations. 	<ul style="list-style-type: none"> • Mission, vision, values and strategy • National curricula, VET provider's curricula • Development and operational plans • School work plan • Communication plans • Feedback and questionnaires • Interviews • Individual and group reflection • Round-table discussions • Success indicators

QUALITY AREA 9: EXTERNAL RELATIONS

Criteria	Examples of indicators (not prescribed, the proposed indicators can be changed)	Examples of sources of evidence
Implementation of external relations	<ul style="list-style-type: none"> • Promotion of VET provider: The VET provider carries out effective and diverse promotional activities. Overall achievements of the provider are available and published regularly. • Methods of promotion: The VET provider has diverse and effective methods of reaching out to various stakeholders (e.g., websites, brochures, newsletters and other means of information). Special attention is given to providing information to prospective students. • Information to external stakeholders: The VET provider carries out effective and diverse informative activities. Information material is tailored to the interested public. Information is clear and precise, up to date, and easy to find /obtain. • Participation in policy making: The VET provider contributes to policy making alongside social partners and other stakeholders. • Participation at the local, national and international level: The VET provider encourages and has procedures for staff and students to initiate and participate in activities at the local, national and international level. The VET provider organises events together with stakeholders and invites them to participate in these activities. • Cooperation in projects: The VET provider has procedures that ensure cooperation of projects in partnership and cooperation with relevant stakeholders. Special attention is given to cooperation and partnerships with other education providers and working life in order to improve the education and learning processes. • Communication: The VET provider regularly communicates and exchanges feedback on joint cooperation with relevant stakeholders. 	<ul style="list-style-type: none"> • Communication plans • Promotional campaigns and events • The VET provider's information materials (e.g., website, posters, brochures, newsletters, videos, newspapers, media releases). • Cooperative projects • Cooperative events • Feedback and questionnaires • Interviews • Individual and group reflection • Round-table discussions • Success indicators

QUALITY AREA 9: EXTERNAL RELATIONS

Criteria	Examples of indicators (not prescribed, the proposed indicators can be changed)	Examples of sources of evidence
Monitoring and evaluation of external relations	<ul style="list-style-type: none"> • Monitoring: The VET provider systematically and regularly monitors and evaluates external relations. • Collecting feedback and other qualitative information: The VET provider systematically collects relevant feedback and other qualitative information on the external relations by using appropriate methods. • Collecting data and data protection: The VET provider collects quantitative data about external relations and protects them regarding international and national legislation. • Analysis: All data, feedback and information are analysed and discussed among the staff of VET provider and relevant stakeholders (e.g., funders, students) • Communication of results: The VET provider communicates the results of external relations with staff and relevant stakeholders (e.g., funders and students). 	<ul style="list-style-type: none"> • Feedback and monitoring system • Evaluation plan • Self-assessment procedures, results and reports • Interviews • Feedback and questionnaires • Individual and group reflection • Round-table discussions • Success indicators
Improvement of external relations	<ul style="list-style-type: none"> • Improvement plan: The VET provider has a mechanism to establish an action plan and a plan for monitoring improvement activities. All key stakeholders have the possibility to make suggestions and improvements. • Follow-up of the improvement plan: The VET provider has a follow-up system to assure that improvements and changes in external relations are made systematically according to the improvement plan. • Communication to staff and key stakeholders: The improvement and development plans are transparent and understandable, and they are communicated to staff and other relevant stakeholders. • Immediate response: The VET provider has procedures for how to react immediately to feedback on external relations if needed. • Improvement of procedures: The VET provider continuously improves the processes of external relations on the basis of evaluation, monitoring and feedback results 	<ul style="list-style-type: none"> • Improvement plans and follow-up procedures • Interviews • Feedback and reports

QUALITY AREA 10: INTERNATIONALISATION

Criteria	Examples of indicators (<u>not prescribed</u> , the proposed indicators can be changed)	Examples of sources of evidence
Planning of internationalisation	<ul style="list-style-type: none"> • Strategy: The VET provider has a strategy for internationalisation regarding the mission, vision and goals of internationalisation. Internationalisation strategy is in line with the overall strategy of the VET provider and/or a part of it. • Action plan: The VET provider sets the annual action plan for internationalisation regarding the strategic objectives of the VET provider. • Sustainability: The VET provider plans and promotes sustainability and has procedures to implement it in international cooperation. 	<ul style="list-style-type: none"> • Mission, vision, values and strategy • EU policies on mobility in VET • Development plan of VET provider • Action plan
Planning of partnerships and cooperation	<ul style="list-style-type: none"> • Identification of all relevant partners and other stakeholders: The VET provider identifies all relevant stakeholder groups for internationalisation on the national and international level (students, parents, staff, companies, social partners, educational authorities, etc.). • Communication about the goals: The VET provider regularly informs partners and other relevant stakeholders about goals, plans and activities for internationalisation. • Cooperation: The VET provider has defined the types of cooperation and key processes for internationalisation together with relevant partners and key stakeholders. 	<ul style="list-style-type: none"> • Reports of open days • Reports on internalisation including mobility • Reports on international projects • Feedback
Planning of resources and structures for internationalisation	<ul style="list-style-type: none"> • Human resources: The VET provider plans and ensures adequate human resources to implement all planned international activities. • Financial resources: The VET provider ensures sufficient financial resources to carry out planned international activities (e.g., their own resources, European and national funding programmes, sponsors etc.). • Structures/System: The VET provider has structures, mechanisms and tools (e.g., databases of national and international partners, stakeholders' records of international activities, etc.) to implement international activities. 	<ul style="list-style-type: none"> • Development plan of VET provider • Action plans and budget • Project plans • Descriptions of processes

QUALITY AREA 10: INTERNATIONALISATION

Criteria	Examples of indicators (not prescribed, the proposed indicators can be changed)	Examples of sources of evidence
Implementation of International activities	<ul style="list-style-type: none"> • Activities for internationalisation: The VET provider has a sufficient number and types of activities to achieve the goals of VET providers for internationalisation, e.g.: <ul style="list-style-type: none"> ◦ students' mobility (outgoing, incoming) ◦ staff mobility (outgoing, incoming) ◦ international development projects ◦ internationalisation in the home country (e.g., provision of trainings in foreign languages) ◦ international skills competition. • Procedures: The VET provider has procedures to implement all international activities. • Availability and information: The VET provider provides information about opportunities, finances and procedures and ensures that all who have interest and competences have opportunities to take part in international activities. • Support: The VET provider encourages and supports students and others involved in international activities. 	<ul style="list-style-type: none"> • Reports on mobility (incoming, outgoing) • Reports on international and other cooperation projects • Results of international competitions • Communication/information plan • Processes and procedures • Feedback • Success indicators
Cooperation with partners and other stakeholders	<ul style="list-style-type: none"> • Information for relevant partners and stakeholders: The VET provider informs all relevant partners and stakeholders (e.g., students, staff, parents and international partners) accurately, understandably, timely and accessibly. • Cooperation and communication with partners: The VET provider have described processes and procedures to implement, e.g.: <ul style="list-style-type: none"> ◦ Students' mobility (outgoing, incoming) ◦ staff mobility (outgoing, incoming) ◦ international development projects ◦ internationalisation in the home country (e.g., provision of trainings in foreign languages) ◦ national and international skills competition. • Sharing knowledge from international activities: The VET provider has procedures to ensure that learning from international networking, cooperation and other activities is shared with external stakeholders. 	<ul style="list-style-type: none"> • Reports on mobility (incoming, outgoing) • Reports on international and other cooperation projects • Communication/information plan • Results of international competitions • Processes and procedures • Feedback

QUALITY AREA 10: INTERNATIONALISATION

Criteria	Examples of indicators (not prescribed, the proposed indicators can be changed)	Examples of sources of evidence
Learning from and development of internalisation	<ul style="list-style-type: none"> • Learning inside the organisation: The VET provider has procedures to ensure that learning from international networking, cooperation and other activities is shared internally. • Further development: The VET provider uses international networking, cooperation and activities for the further development of, e.g.: <ul style="list-style-type: none"> ◦ the organisation ◦ the staff ◦ the education and training 	<ul style="list-style-type: none"> • Development plan of VET provider • Pedagogical plans • Action plans and budget • Processes and procedures • Feedback
Monitoring and evaluation of internalisation	<ul style="list-style-type: none"> • Monitoring: The VET provider systematically and regularly monitors and evaluates internalisation. • Collecting feedback and other qualitative information: The VET provider systematically collects relevant feedback and other qualitative information on internalisation by using appropriate methods. • Collecting data and data protection: The VET provider collects quantitative data about internalisation and protects them regarding international and national legislation. • Analysis: All data, feedback and information are analysed and discussed among the staff of the VET provider and relevant stakeholders (e.g., funders, students) • Communication of results: The VET provider communicates the results of the internalisation with staff and relevant stakeholders (e.g., funders, students). 	<ul style="list-style-type: none"> • Feedback and monitoring system • Evaluation plan • Self-assessment procedures, results and reports • Interviews • Feedback and questionnaires • Individual and group reflection • Round-table discussions • Success indicators

QUALITY AREA 10: INTERNATIONALISATION

Criteria	Examples of indicators (not prescribed, the proposed indicators can be changed)	Examples of sources of evidence
Improvement of internationalisation	<ul style="list-style-type: none"> • Improvement plan: The VET provider has a mechanism to establish an action plan and a plan for monitoring improvement activities. All key stakeholders have the possibility to make suggestions and improvements. • Follow-up of the improvement plan: The VET provider has a follow-up system to assure that improvements and changes in internationalisation are made systematically according to the improvement plan. • Communication to staff and key stakeholders: The improvement and development plans are transparent and understandable, and they are communicated to staff and other relevant stakeholders. • Immediate response: The VET provider has procedures for how to react immediately to feedback on internationalisation if needed. • Improvement of procedures: The VET provider continuously improves the processes of internationalisation on the basis of evaluation, monitoring and feedback results. 	<ul style="list-style-type: none"> • Improvement plans and follow-up procedures • Interviews • Feedback and reports

QUALITY AREA 11: THE PEDAGOGICAL FRAMEWORK AND PLANNING THE PEDAGOGICAL PROCESSES

Criteria	Examples of indicators (<u>not prescribed</u> ; the proposed indicators can be [ex] changed)	Examples of sources of evidence
Providing the pedagogical framework	<ul style="list-style-type: none"> • National curricula: The VET provider is aware of and analyses national curricula / qualification requirements. * • Alignment with national curricula: The planning of the VET provider is in line with national curricula. • Information for teaching staff: The teaching staff is well informed and updated about the requirements of national curricula. • Optional parts of the curricula: The VET provider plans optional parts of national curricula according to needs, e.g. school-specific and/or regional needs. • The involvement of the teaching staff: The teaching staff is involved in planning the pedagogical framework and the pedagogical processes. • The involvement of key stakeholders: Key stakeholders are involved in planning the pedagogical framework and the pedagogical processes, • Pedagogical principles: The VET provider plans pedagogical principles that guide the everyday work of teaching staff. The principles also refer to the different educational and training needs of students. • Alignment with the mission and strategic plans: The VET provider ensures that the pedagogical framework is in line with the mission statement and the strategic plans and goals. • Sustainability and equality: The VET provider plans and promotes sustainability and equality and has procedures to implement it in the pedagogical framework and the planning of the pedagogical processes. 	<p>National curricula, school-specific/optional parts of curricula</p> <p>Financial and time plans for the implementation of national curricula</p> <p>Interviews of the managers and teaching staff</p>

QUALITY AREA 11: THE PEDAGOGICAL FRAMEWORK AND PLANNING THE PEDAGOGICAL PROCESSES

Criteria	Examples of indicators (not prescribed; the proposed indicators can be [ex] changed)	Examples of sources of evidence
<p>Implementation of the pedagogical framework, principles</p>	<ul style="list-style-type: none"> • The allocation of resources: The VET provider ensures that allocated financial and time resources are appropriate for the successful planning and implementation of the pedagogical framework and processes. • Support to the teaching staff: The VET provider supports teaching staff in planning and implementing the organisational framework (staff allocation, recruitment and development, learning environments etc.) and pedagogical processes. • Roles and responsibilities: The VET provider decides the roles and responsibilities of the planning process. • The VET provider-specific/optional parts of the curricula are in line with students' needs: The VET provider ensures that planning the structure and the conduction of study/teaching programmes (tailored programmes, individual study programmes etc.) takes into consideration the students' <ul style="list-style-type: none"> ◦ educational needs ◦ possibilities ◦ previous education and prior learning ◦ plans for the future. • Learning environments: The VET provider ensures that the plans for teaching and learning in different learning environments are aligned. 	<p>The VET provider-specific/optional parts of curricula</p> <p>Policies and procedures</p> <p>Interviews of the teaching staff and students</p> <p>Feedback and other data</p>

QUALITY AREA 11: THE PEDAGOGICAL FRAMEWORK AND PLANNING THE PEDAGOGICAL PROCESSES

Criteria	Examples of indicators (not prescribed; the proposed indicators can be [ex] changed)	Examples of sources of evidence
<p>Monitoring and evaluation of the pedagogical framework and planning of the pedagogical processes</p>	<ul style="list-style-type: none"> • Monitoring: The VET provider systematically and regularly monitors and evaluates the pedagogical framework and the planning of pedagogical processes. • Collecting feedback and other qualitative information: The VET provider systematically collects relevant feedback and other qualitative information on the pedagogical framework and the planning of pedagogical processes by using appropriate methods. • Collecting data and data protection: The VET provider collects quantitative data about the pedagogical framework and the planning of pedagogical processes and protects them regarding international and national legislation. • Analysis: All data, feedback and information are analysed and discussed among the staff of VET provider and relevant stakeholders (e.g. funders, students) • Communication of results: The VET provider communicates the results of the pedagogical framework and the planning of pedagogical processes with staff and relevant stakeholders (e.g. funders, students). 	<ul style="list-style-type: none"> • Feedback and monitoring system • Evaluation plan • Self-assessment procedures, results and reports • Interviews • Feedback and questionnaires • Individual and group reflection • Round table talks • Success indicators
<p>Improvement of the pedagogical framework and planning of the pedagogical processes</p>	<ul style="list-style-type: none"> • Improvement plan: The VET provider has a mechanism to establish an action plan and a plan for monitoring improvement activities. All key stakeholders have the possibility to make suggestions and improvements. • Follow – up of the improvement plan: The VET provider has a follow-up system to assure that improvements and changes in the pedagogical framework and the planning of pedagogical processes is made systematically according to the improvement plan. • Communication to staff and key stakeholders: The improvement and development plans are transparent and understandable, and they are communicated to staff and other relevant stakeholders. • Immediate response: The VET provider has procedures how to react immediately to feedback on the pedagogical framework and the planning of pedagogical processes if needed. • Improvement of procedures: The VET provider continuously improves the processes of the pedagogical framework and the planning of pedagogical processes on the basis of evaluation, monitoring and feedback results. 	<ul style="list-style-type: none"> • Improvement plans and follow up procedures • Interviews • Feedback and reports

QUALITY AREA 12: TEACHING AND LEARNING*

Criteria	Examples of indicators (<u>not prescribed</u> ; the proposed indicators can be [ex] changed)	Examples of sources of evidence
Planning of teaching and learning	<ul style="list-style-type: none"> • Coherence between institutional goals and teaching and learning: Teaching and learning are based on institutional mission statements and values. • Coherence with learning outcomes in national curricula requirements / national qualifications: Modules are harmonised with learning outcomes, national curricula requirements and the qualification framework. • Planning: The modules of qualifications are planned by teachers in cooperation with relevant parties (e.g. teams of teachers, teaching staff, trainers/mentors at workplaces), according to: <ul style="list-style-type: none"> ◦ students' needs ◦ the competences and expertise of teachers/trainers/instructors/mentors at workplaces. • Adjustment to changes: Module and unit plans are regularly adjusted to the changes in working life and regional needs. • Coherence: The modules are designed to fulfil defined learning outcomes and are connected to work-based learning (WBL). • Sustainability and equality: The VET provider plans and promotes sustainability and equality and has procedures to implement it in teaching and learning. 	<p>Mission statement, values and institutional goals</p> <p>Planning processes and procedures</p> <p>Modules and units</p> <p>Interviews of the managers and teaching staff</p>
Planning WBL at school**	<ul style="list-style-type: none"> • WBL at school: The organisation of WBL at school is planned and implemented regularly. • Cooperation in planning: The VET provider involves companies and other organisations in reviewing the processes of WBL at school. • Planning the WBL period: The VET provider plans the WBL periods regularly. • Drawing up the plan for students' work: A preliminary plan, detailing the students' work assignments and demonstration of vocational competence, is made for each student. • Planning facilities for WBL at school: The VET provider plans and organises the necessary facilities, equipment and trainers for the WBL at school. 	<p>Interviews of the teaching staff, students and instructors/mentors/workplaces</p> <p>Feedback</p> <p>Infrastructure</p>

* including support

** Work based learning (integrated in a school-based program), definition: WBL through on-site labs, workshops, kitchens, restaurants, junior or practice firms, simulations or real business/industry project assignments. The aim is to create real life work environments, establish contacts and/or cooperation with companies or clients, and develop entrepreneurship competences. Source: European Commission (2013). Work-based learning in Europe: practices and policy pointers, European Union.

QUALITY AREA 12: TEACHING AND LEARNING

Criteria	Examples of indicators (not prescribed; the proposed indicators can be [ex] changed)	Examples of sources of evidence
The learning and teaching processes	<ul style="list-style-type: none"> • Units: The teaching staff plans the units so that the unit plans are transparent and can be shared in the institution. • Teaching methods: The teaching methods are coherent with the learning outcomes and students' needs. • The review of plans: The adequacy and efficacy of unit plans are regularly reviewed. • The active collaboration of students: The teaching arrangement allows and supports the collaboration of the students. • Peer learning: Teaching and learning methods foster the peer learning of the students. • The students' responsibility: The teaching staff makes the students aware that they have a personal responsibility to learn and to do so successfully (students feel responsible for their learning success). The teaching staff motivates and supports students' independence in the learning/study process. • A combination of theory and practice: The unit and module plans involve WBL and encourage students to combine theory and practice (and their own experience). • Modern technology: The VET provider ensures that adequate equipment, other material conditions and other resources (like the ICT skills of the teaching staff) are provided in order to support learning. • Teaching materials: The teaching material used is up to date, adequate and supports a variety of learning methods. 	<p>Interviews of the teaching staff and students</p> <p>Feedback</p> <p>Individual study plans</p> <p>Infrastructure and resources</p>
Learning environments	<ul style="list-style-type: none"> • Student orientation: Learning environments are arranged to be student friendly and they are accessible for students with special needs. • Learning outcome orientation: Learning environments are planned and used so that they support the achievement of learning outcomes. • Safety: The VET provider has procedures that ensure that learning environments are safe. • The requirements of WBL: The VET provider ensures that all the requirements of WBL are met. 	<p>Learning environments</p> <p>Safety instructions</p> <p>Interviews of the teaching staff, students and representatives of workplaces/companies</p> <p>Feedback</p>

QUALITY AREA 12: TEACHING AND LEARNING

Criteria	Examples of indicators (not prescribed; the proposed indicators can be [ex] changed)	Examples of sources of evidence
Guidance and counselling of students	<ul style="list-style-type: none"> • Guidance and counselling: The teaching staff fulfils the individual student's need for guidance, instruction and support in an encouraging manner. The teaching staff takes individual measures in order to respond to divergent student requirements. • Competence: The teaching staff acquires the relevant competences to guide and counsel students. 	<p>Staff development plans</p> <p>Interviews of the teaching staff and students</p> <p>Feedback</p>
Promotion of key competences (soft skills)	<ul style="list-style-type: none"> • Key competences: The VET provider ensures that the teaching staff understand what key competences are and how to enhance them. The teaching arrangement (a methodical-didactical arrangement) fosters the acquisition of these key competences. • Learning competence: Students are taught learning competences. For example, students are taught to reflect on their own learning (i.e. promoting critical reflection). • Social competence/communication skills: The teaching arrangement includes various forms of student collaboration that ensure both intensive communication processes and reflection processes about these communication procedures. • Problem-solving competence: Students are taught to solve problems (to have problem-solving competence), which is fostered by appropriate learning and teaching methods (e.g. projects, case studies). • Coping with a real work situation: Students are taught to use all their acquired knowledge and skills (theoretical and practical skills) in different, real work situations. 	<p>School curricula and/or implementation plans</p> <p>Interviews of the teaching staff, students and representatives of workplaces/companies</p> <p>Feedback</p>

QUALITY AREA 12: TEACHING AND LEARNING

Criteria	Examples of indicators (not prescribed; the proposed indicators can be [ex] changed)	Examples of sources of evidence
Information for students	<ul style="list-style-type: none"> • Mission/vision and values: Students and other players involved in teaching and learning process are familiar with the mission/vision and values of the VET provider. • Informing about educational programmes/ qualifications: Students are provided with adequate information on programmes/qualifications in all phases of study (pre-enrolment procedures, enrolment, study process, graduation). • Possibilities for employment / transfer to higher levels of education: Students are provided with adequate information on employment possibilities and possibilities to continue their education. • Scheduling and organisation: Information on the schedules and organisation of the learning process are promptly updated and available for all students. • The responsibilities of the students: The VET provider sets the rules for student rights and responsibilities and they are communicated clearly, precisely and understandably • Information prior to the teaching programme: The information provided to the students prior to the teaching programme is precise, realistic and timely. The information concerns, e.g. the programme's content, structure and examinations. • Information during the teaching programme: The provision of information to the students on all relevant matters during the teaching programme is precise and timely. 	<p>Webpages</p> <p>Brochures and marketing materials</p> <p>Intranet</p> <p>Other communications channels</p> <p>Interviews of the teaching staff and students</p> <p>Feedback</p>
Individualisation of the learning process	<ul style="list-style-type: none"> • Individual needs: The individual need of the students are discussed together with students. Individual needs are recognised and documented. • Recognition of competences: The formal, informal and non-formal learning and competences of each student are recognised and recorded. • Learning pathways: Individual learning pathways are planned for each student together. • The role of students: Students have an active role in the individualisation of the learning process. Students are supported to follow and update their own learning pathway during the learning process. • Monitoring and updating: The implementation of individual pathways is monitored regularly and updated if necessary. 	<p>Individual learning plans</p> <p>Monitoring and follow-up procedures</p> <p>Interviews of the teaching staff and students</p> <p>Feedback</p>

QUALITY AREA 12: TEACHING AND LEARNING

Criteria	Examples of indicators (not prescribed; the proposed indicators can be [ex] changed)	Examples of sources of evidence
Feedback to students on their learning process	<ul style="list-style-type: none"> • The regularity of feedback: Students receive regular feedback on their learning. • The learning process: Students are taught how to learn independently and how to recognise and reflect their rights and responsibilities in the learning process. • Formative assessment: Formative assessment supports the learning process of students. • Assessment methods and tools: Assessment methods and tools support the learning of students (the development of whole competences: knowledge, skills and attitudes). Portfolio or other formative assessment methods are used. 	<p>Assessment procedures</p> <p>Interviews of the teaching staff and students</p> <p>Feedback</p> <p>Observation</p>
Monitoring and assessment of teaching and learning	<ul style="list-style-type: none"> • Monitoring: The VET provider systematically and regularly monitors and evaluates the teaching and learning. • Collecting feedback and other qualitative information: The VET provider systematically collects relevant feedback and other qualitative information on the teaching and learning by using appropriate methods. • Collecting data and data protection: The VET provider collects quantitative data about the teaching and learning and protects them regarding international and national legislation. • Analysis: All data, feedback and information are analysed and discussed among the staff of VET provider and relevant stakeholders (e.g. funders, students) • Communication of results: The VET provider communicates the results of the teaching and learning with staff and relevant stakeholders (e.g. funders, students). 	<ul style="list-style-type: none"> • Feedback and monitoring system • Evaluation plan • Self-assessment procedures, results and reports • Interviews • Feedback and questionnaires • Individual and group reflection • Round table talks • Success indicators

QUALITY AREA 12: TEACHING AND LEARNING

Criteria	Examples of indicators (not prescribed; the proposed indicators can be [ex] changed)	Examples of sources of evidence
Improvement of teaching and learning	<ul style="list-style-type: none"> • Improvement plan: The VET provider has a mechanism to establish an action plan and a plan for monitoring improvement activities. All key stakeholders have the possibility to make suggestions and improvements. • Follow – up of the improvement plan: The VET provider has a follow-up system to assure that improvements and changes in teaching and learning are made systematically according to the improvement plan. • Communication to staff and key stakeholders: The improvement and development plans are transparent and understandable, and they are communicated to staff and other relevant stakeholders. • Immediate response: The VET provider has procedures how to react immediately to feedback on the teaching and learning if needed. • Improvement of procedures: The VET provider continuously improves the processes of the teaching and learning on the basis of evaluation, monitoring and feedback results. 	<ul style="list-style-type: none"> • Improvement plans and follow up procedures • Interviews • Feedback and reports

QUALITY AREA 13: WORK-BASED LEARNING (WBL) OUTSIDE THE SCHOOL

Criteria	Examples of indicators (<u>not prescribed</u> ; the proposed indicators can be [ex] changed)	Examples of sources of evidence
Planning WBL outside the school	<ul style="list-style-type: none"> • Organisation and responsibilities: WBL outside the school is planned systematically (e.g. roles and responsibilities, cooperation) and implemented accordingly. • Coherence with national curricula: When planning WBL outside the school, national curricula are taken into account. • Cooperation: Planning is implemented in cooperation with companies and other workplaces and responds to the needs of labour market and students. • Processes: The VET provider has defined processes for WBL so that all who are involved in the processes understand them. • Coherence with teaching and learning in school: The VET provider ensures that WBL outside the school is an integral part of teaching and learning. • Individual needs: The individual needs of students are taken into account in planning and implementing WBL. • The learning outcomes of WBL: Expected learning outcomes are taken into account when designing WBL. • Sustainability and equality: The VET provider plans and promotes sustainability and equality and has procedures to implement it in WBL outside the school. 	<p>Values and institutional goals</p> <p>Planning processes and procedures</p> <p>Planning documents etc. (institutional curricula, implantation plans)</p> <p>Interviews of the managers, teaching staff and partners</p> <p>Feedback</p> <p>Succes indicators</p>

QUALITY AREA 13: WBL OUTSIDE THE SCHOOL

Criteria	Examples of indicators (not prescribed; the proposed indicators can be [ex] changed)	Examples of sources of evidence
Cooperation with companies and/or other WBL organisations	<ul style="list-style-type: none"> • Cooperation: The VET provider works systematically on building up contacts and cooperation with companies and other organisations (e.g. databases). • Contact point: The VET provider has contact persons for companies and organisations in order to foster cooperation with the world of work. • The fulfilment of requirements: The VET provider ensures the cooperation with companies and organisations who fulfil legal regulations in respect to the requirements of the WBL of students (e.g. appropriate learning environments, appropriate staff and equipment, secure working environments). • Support for companies and organisations: The VET provider supports companies and organisations in developing pedagogical competences and supports the mentoring process with tools for documentation of the WBL learning plan, tools for assessment of WBL etc. 	<p>Databases</p> <p>Process and procedures</p> <p>Infrastructure</p> <p>Interviews of the teaching staff, students, instructors/mentors and workplaces</p> <p>Feedback</p>
The suitability of the WBL place for the student	<ul style="list-style-type: none"> • Criteria and processes: The VET provider has processes to identify companies and organisations that are (or are not) appropriate for the WBL of students. • Fulfilment of requirements: The VET provider has procedures to ensure that cooperation is with companies and/or other organisations who fulfil legal regulations in respect to the requirements of the WBL of students (e.g. they have appropriate learning environments, appropriate staff and equipment, secure working environments). • The suitability of the learning environment: The VET provider has procedures to ensure that WBL places are suitable as learning environments. • Appropriate mentors/instructors: The VET provider has procedures to ensure that workplace mentors/ instructors have the skills and competences needed for the guidance and counselling of students and enough resources during the WBL period. 	<p>Procedures and criteria</p> <p>Requirements</p> <p>Training programmes and other schemes</p> <p>Induction procedures</p> <p>Interviews of the teaching staff, students, instructors/mentors and workplaces</p> <p>Feedback</p>

QUALITY AREA 13: WBL OUTSIDE THE SCHOOL

Criteria	Examples of indicators (not prescribed; the proposed indicators can be [ex] changed)	Examples of sources of evidence
<p>Information on key stakeholders</p>	<ul style="list-style-type: none"> • Systematic information about requirements, rights and obligations: Students, companies and organisations, parents (if appropriate) and teachers/trainers are constantly and systematically informed about the requirements of WBL, as well as of the rights and obligations of students and companies and organisations. • Information about competences and possible fields: Companies and organisations are systematically informed about the competences of and possible fields of work for students. 	<p>Processes and procedures</p> <p>Interviews of the teaching staff, students, instructors/mentors and workplaces</p> <p>Feedback</p>
<p>Guidance and support for WBL outside the school</p>	<ul style="list-style-type: none"> • Information about requirements: Students are informed about the requirements of the WBL (e.g. its length and duration, professional requirements, legal regulations, insurance cover, remunerations). • Support for finding workplaces: Students are supported to find WBL places outside school if needed. • Continuity: The VET provider has procedures to ensure guidance through the entire process. • Individual needs: Students get guidance and other support based on their individual needs. 	<p>Process and procedures</p> <p>Interviews of the teaching staff, students and trainers/instructors/mentors/workplaces</p> <p>Feedback</p>
<p>WBL period outside the school</p>	<ul style="list-style-type: none"> • Learning agreements: Learning agreements, signed by students, companies and the VET provider, are implemented. • Documentation tools: Materials to support the documentation and reflection of the WBL periods are provided for students and companies • Documentation: The WBL periods of the students are documented and registered at provider level. • Support by teachers/trainers: Teachers/trainers provide sufficient support for students during the WBL periods. • Feedback on learning: Students get feedback on their learning during WBL outside the school. • Early warning: The VET providers have an early warning system and procedures regarding how to react in case the WBL outside the school is not running appropriately. 	<p>Procedures</p> <p>Interviews of the teaching staff, trainers, students and instructors/mentors/workplaces</p> <p>Feedback</p>

QUALITY AREA 13: WBL OUTSIDE THE SCHOOL

Criteria	Examples of indicators (not prescribed; the proposed indicators can be [ex] changed)	Examples of sources of evidence
Monitoring and evaluating of the WBL outside the school	<ul style="list-style-type: none"> • Monitoring: The VET provider systematically and regularly monitors and evaluates the WBL outside the school. • Collecting feedback and other qualitative information: The VET provider systematically collects relevant feedback and other qualitative information on the WBL outside the school by using appropriate methods. • Collecting data and data protection: The VET provider collects quantitative data about the WBL outside the school and protects them regarding international and national legislation. • Analysis: All data, feedback and information are analysed and discussed among the staff of VET provider and relevant stakeholders (e.g. funders, students) • Communication of results: The VET provider communicates the results of the WBL outside the school with staff and relevant stakeholders (e.g. funders, students, labor market). 	<p>Feedback and monitoring systems</p> <p>Evaluation plans</p> <p>Self-assessment procedures, results and report</p> <p>Feedback and questionnaires</p> <p>Individual and group reflection</p> <p>Round table talks</p> <p>Success indicators</p>
Improvement of WBL outside the school	<ul style="list-style-type: none"> • Improvement plan: The VET provider has a mechanism to establish an action plan and a plan for monitoring improvement activities. All key stakeholders have the possibility to make suggestions and improvements. • Follow – up of the improvement plan: The VET provider has a follow-up system to assure that improvements and changes in the WBL outside the school are made systematically according to the improvement plan. • Communication to staff and key stakeholders: The improvement and development plans are transparent and understandable, and they are communicated to staff and other relevant stakeholders. • Immediate response: The VET provider has procedures how to react immediately to feedback on the WBL outside the school if needed. • Improvement of procedures: The VET provider continuously improves the processes of the WBL outside the school on the basis of evaluation, monitoring and feedback results. 	<ul style="list-style-type: none"> • Improvement plans and follow up procedures • Interviews • Feedback and reports

QUALITY AREA 14: ASSESSMENT AND CERTIFICATION

Criteria	Examples of indicators (not prescribed; the proposed indicators can be [ex] changed)	Examples of sources of evidence
Assessment and certification principles and procedures	<ul style="list-style-type: none"> • Principles and procedures: The VET provider has set transparent and coherent assessment and certification principles and procedures. • Compliance with national regulations: The institutional assessment and certification process are in line with national regulations. Students' performance is assessed in line with learning outcomes / assessment criteria defined in national/ school curricula. 	<p>Assessment and certification policies and procedures</p> <p>Interviews of the teaching staff and students</p> <p>Feedback</p>
Assuring the quality of inputs	<ul style="list-style-type: none"> • The quality of the infrastructure: The VET provider has planned the appropriate infrastructure for assessment (technical and personnel infrastructure, trained assessors/examiners, guiding books and materials, assessment standards, a schedule etc.) • The competences of assessors/examiners: Teachers/trainers of WBL at school and WBL mentors/instructors in companies are familiar with assessment methods, criteria, standards and procedures. • Training and other support: The VET provider supports teachers/trainers, teachers of WBL at school and WBL mentors/instructors in companies by providing the knowledge required for the implementation of assessment and certification process. • Sustainability and equality: The VET provider plans and promotes sustainability and equality and has procedures to implement it in assessment and certification. 	<p>Assessment methods and instruments</p> <p>Assessment criteria and marking schedules</p> <p>Training concepts</p> <p>Interviews of the teaching staff, students and key stakeholders (including mentors/ instructors)</p> <p>Feedback</p>

QUALITY AREA 14: ASSESSMENT AND CERTIFICATION

Criteria	Examples of indicators (not prescribed; the proposed indicators can be [ex] changed)	Examples of sources of evidence
Information about assessment and certification	<ul style="list-style-type: none"> • Updated information: The VET provider has a structure in place with which to collect updated information on the progress of the implementation of assessment and certification processes. • The transparency of assessment and certification: The assessment and certification processes and procedures are transparent: <ul style="list-style-type: none"> ◦ Students have information about the assessment at school level and individual level (an assessment process: assessment criteria, methods, tools etc.) ◦ The teaching staff has updated information on the assessment and certification processes and procedures. ◦ Teachers/trainers of WBL at school and WBL mentors/instructors in companies have information on the assessment and certification processes and procedures. ◦ Key stakeholders (parents etc.) have information on the assessment and certification processes and procedures. 	<p>Intranet</p> <p>Documents</p> <p>Webpages</p> <p>Interviews of the teaching staff, students and key stakeholders (including mentors/instructors)</p> <p>Feedback</p>
Assessment as a part of teaching and learning	<ul style="list-style-type: none"> • Self-assessment: Students assess their own development on a continuous basis. • Continuous monitoring: The development of vocational competence is monitored systematically throughout the period of education and training. Monitoring is used to form a comprehensive view of each student's abilities to complete the qualification. • Methods: Various assessment methods (including assessment in real work situations) and tools are used, in combination if necessary, to assess the knowledge, skills and competences (learning outcomes) of the student. • Feedback: Students are provided with feedback as part of the assessment process. Students receive regular feedback on their competence, strengths and areas for improvement from the teachers of WBL at school, the mentors/instructors of WBL in companies, trainers and other teaching staff. The teaching staff discusses the main results with its students and help them to progress. 	<p>Assessment policies and procedures</p> <p>Feedback</p> <p>Interviews of the teaching staff, students, mentors/instructors and other key stakeholders</p> <p>Feedback</p> <p>Assessed work</p>

QUALITY AREA 14: ASSESSMENT AND CERTIFICATION

Criteria	Examples of indicators (not prescribed; the proposed indicators can be [ex] changed)	Examples of sources of evidence
	<ul style="list-style-type: none"> • Early warning system: The VET provider's monitoring and information system provides up-to-date data on the student's learning progression. The VET provider has procedures to react on the data. • The responsibility of students: Other relevant methods are used to assess and develop soft skills / key competences and facilitate the involvement/ responsibility of a student for his or her learning process. 	
Final assessment	<ul style="list-style-type: none"> • The following measures ensure validity: <ul style="list-style-type: none"> ◦ The VET provider uses assessment methods, materials and instruments that measure students' competences (learning outcomes) as a whole and as precisely as possible ◦ Different players are involved in assessment (teachers/trainers of WBL in school, WBL mentors/instructors in companies, peers, other relevant stakeholders). ◦ Assessment includes assessment in authentic environments (real workplaces). • Reliability: The degree of consistency and accuracy of the assessment outcomes are on the same level all the time. • Impartiality: Assessment is equal for all students and does not disadvantage particular students or groups of students. The VET provider has established a monitoring system to determine if the students feel that the performance of the final assessment is fair and proper. • Transparency: The applied methods, tools, context/ procedure, timing and criteria of results, as well as the implications of results, are known by all the parties involved in assessment (students, teachers/trainers, the WBL mentors/instructors in companies etc.) • The results of assessment: Students receive the assessment results of their achievement. • The appeal procedure: Students have the right to appeal. The VET provider has an appeal procedure, which is familiar to all parties involved. 	<p>Assessment policies and procedures</p> <p>Interviews of the teaching staff, students and other key stakeholders</p> <p>Feedback</p> <p>Assessed work</p>

QUALITY AREA 14: ASSESSMENT AND CERTIFICATION

Criteria	Examples of indicators (not prescribed; the proposed indicators can be [ex] changed)	Examples of sources of evidence
Awards/ certification	<ul style="list-style-type: none"> • Description: The VET provider has described the certification/awarding processes and procedures. • Certification as a technical procedure: The VET provider implements a certification procedure in accordance with pre-defined processes and procedures. • Documentation: The VET provider documents the assessment and certification procedure (e.g. the name of the student, the examination board, assessment methods, assignments for the student etc.) in line with national regulations. 	<p>Certification procedures</p> <p>Certificates</p> <p>Interviews of the staff, students and other key stakeholders</p>
Monitoring and evaluation of the assessment and certification	<ul style="list-style-type: none"> • Monitoring: The VET provider systematically and regularly monitors and evaluates the teaching and learning. • Collecting feedback and other qualitative information: The VET provider systematically collects relevant feedback and other qualitative information on the teaching and learning by using appropriate methods. • Collecting data and data protection: The VET provider collects quantitative data about the teaching and learning and protects them regarding international and national legislation. • Analysis: All data, feedback and information are analysed and discussed among the staff of VET provider and relevant stakeholders (e.g. funders, students) • Communication of results: The VET provider communicates the results of the teaching and learning with staff and relevant stakeholders (e.g. funders, students). 	<p>Feedback and monitoring systems</p> <p>Evaluation plans</p> <p>Self-assessment procedures, results and report</p> <p>Feedback and questionnaires</p> <p>Individual and group reflection</p> <p>Round table talks</p> <p>Success indicators</p>

QUALITY AREA 14: ASSESSMENT AND CERTIFICATION

Criteria	Examples of indicators (not prescribed; the proposed indicators can be [ex] changed)	Examples of sources of evidence
<p>Improvement of the assessment and certification</p>	<ul style="list-style-type: none"> • Improvement plan: The VET provider has a mechanism to establish an action plan and a plan for monitoring improvement activities. All key stakeholders have the possibility to make suggestions and improvements. • Follow – up of the improvement plan: The VET provider has a follow-up system to assure that improvements and changes in teaching and learning are made systematically according to the improvement plan. • Communication to staff and key stakeholders: The improvement and development plans are transparent and understandable, and they are communicated to staff and other relevant stakeholders. • Immediate response: The VET provider has procedures how to react immediately to feedback on the teaching and learning if needed. • Improvement of procedures: The VET provider continuously improves the processes of the teaching and learning on the basis of evaluation, monitoring and feedback results. 	<p>Improvement plans and follow up procedures</p> <p>Interviews</p> <p>Feedback and reports</p>

QUALITY AREA 15: LEARNING RESULTS AND OUTCOMES

Criteria (review at least 2 criteria)	Examples of indicators (not prescribed; the proposed indicators can be [ex] changed)	Sources of evidence
Planning	<ul style="list-style-type: none"> • Goals: The VET provider has set goals and indicators for the effectiveness and impact of education and training. • Familiarisation: The VET provider has familiarised the staff and key stakeholders with the above-mentioned goals and indicators. • Students' goals: Students are aware of what learning outcomes are expected of them and have set goals for their learning process. • Sustainability and equality: The VET provider plans and promotes sustainability and equality and has procedures to implement it in learning results and outcome. 	Documents Interviews with the staff and students Success indicators
Processes and procedures	<ul style="list-style-type: none"> • Collection and analysis: The VET provider collects and systematically analyses relevant information on learning results and outcomes, and on career performance. • The correctness of the information: The VET provider has procedures to ensure that the information on learning results and outcomes, and career performance that is produced is correct and up to date. • Access to and use of relevant data: The VET provider has access to data on learning results, outcomes and career performance that the management actively uses as a matter of policy. • Availability and timeliness: Performance and impact information is easily accessible to all relevant data-users and is up to date and easy to use. • Data protection: The VET provider ensures data protection in the monitoring, reporting and use of information. 	Processes and documents Interviews with the staff and students

QUALITY AREA 15: LEARNING RESULTS AND OUTCOMES

Criteria (review at least 2 criteria)	Examples of indicators (not prescribed; the proposed indicators can be [ex] changed)	Sources of evidence
Monitoring and reporting	<ul style="list-style-type: none"> • Measurement of learning progress: The students' learning outcomes are measured and assessed by using adequate instruments and procedures at periodic intervals. • Monitoring and reporting: The VET provider has a regular monitoring and reporting system for students' learning results and outcomes. • Students' achievement of the expected learning outcomes: The VET provider has concrete evidence that the students have achieved the expected learning outcomes. • Benchmarking and comparison of learning outcomes: The VET provider takes measures to compare students' learning outcomes with those from other VET providers (and also nationally if possible). • The satisfaction of students: Students are satisfied with their learning progress and outcomes, including when compared to their initial goals and expectations. • The satisfaction of employers: The employers are satisfied with the learning outcomes of graduates and their learning competences. These meet the initial goals and expectations of employers. • Documentation, certification or other evidence of competences: The VET provider documents learning results and outcomes in official documents. The documents are handed out in a timely fashion to students upon the completion of studies. 	<p>Interviews with the staff and students</p> <p>Grades for courses</p> <p>Student evaluations of their own learning outcomes</p> <p>Records of progress reviews</p> <p>The results of national/ local testing if appropriate</p> <p>The results of the national evaluation of learning outcomes if appropriate</p>

QUALITY AREA 15: LEARNING RESULTS AND OUTCOMES

Criteria (review at least 2 criteria)	Examples of indicators (not prescribed; the proposed indicators can be [ex] changed)	Sources of evidence
Educational output and career performance	<ul style="list-style-type: none"> • Information about students' career performance: The VET provider has processes and procedures to gain and analyse information about their graduates (they have a graduate tracking system). • Utilisation of data: The VET provider has processes and procedures regarding how to utilise all the analysed and relevant data for the improvement of the VET provider's performance. • Graduation rates: Graduation rates meet the goals and targets of the VET provider and key stakeholders. • The drop-out rates of students: The dropout rate is low and meets the goals and targets of the VET provider. • The transition to working life: The post-education employment rates meet the goals and targets of the VET provider and relevant stakeholders. • Future motivation: The learning outcomes and other output are meaningful for the graduate/student and empower and motivate the participant to go ahead in the future in her or his life, both professionally and personally. • Open discussions about feedback: Feedback from graduates is openly discussed and possible improvement measures are put into action. • Educational output: The VET provider achieves the outputs that meet the institutional expectations. 	<p>Data (e.g. on qualifications, drop outs, the length of and reason for delays in education, employment)</p> <p>The post-course destination of students</p> <p>Interviews of the staff and students/graduates</p> <p>Details and records of student achievements</p> <p>Benchmarking data</p>

QUALITY AREA 15: LEARNING RESULTS AND OUTCOMES

Criteria (review at least 2 criteria)	Examples of indicators (not prescribed; the proposed indicators can be [ex] changed)	Sources of evidence
Monitoring and evaluating of the learning results and outcomes	<ul style="list-style-type: none"> • Monitoring: The VET provider systematically and regularly monitors and evaluates the learning results and outcomes. • Collecting feedback and other qualitative information: The VET provider systematically collects relevant feedback and other qualitative information on the learning results and outcomes by using appropriate methods. • Collecting data and data protection: The VET provider collects quantitative data about the learning results and outcomes and protects them regarding international and national legislation. • Analysis: All data, feedback and information are analysed and discussed among the staff of VET provider and relevant stakeholders (e.g. funders, students). • Communication of results: The VET provider communicates the results of the learning results and outcomes with staff and relevant stakeholders (e.g. funders, students, labor market). 	Feedback and monitoring systems Evaluation plans Self-assessment procedures, results and report Feedback and questionnaires Individual and group reflection Round table talks Success indicators
Improvement of the learning results and outcomes	<ul style="list-style-type: none"> • Improvement plan: The VET provider has a mechanism to establish an action plan and a plan for monitoring improvement activities. All key stakeholders have the possibility to make suggestions and improvement. • Follow – up of the improvement plan: The VET provider has a follow-up system to assure that improvements and changes in the learning results and outcomes are made systematically according to the improvement plan. • Communication to staff and key stakeholders: The improvement and development plans are transparent and understandable, and they are communicated to staff and other relevant stakeholders. • Immediate response: The VET provider has procedures how to react immediately to feedback on the learning results and outcomes if needed. • Improvement of procedures: The VET provider continuously improves the processes of the learning results and outcomes on the basis of evaluation, monitoring and feedback results. 	<ul style="list-style-type: none"> • Improvement plans and follow up procedures • Interviews • Feedback and reports

