

# European Peer Review Quality Areas and Criteria for Vocational Education and Training

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# FOREWORD

Quality assurance and quality improvement have become increasingly important for institutions providing vocational education and training (VET), and for education authorities throughout Europe. Peer review has been commonly in use in higher education, and its use expanded to VET at the start of the new millennium. The peer review process, in which a peer review group assesses the operations of a VET provider, has become established as a tool for quality assurance and quality improvement. Peer review has developed in VET primarily for use by personnel as a tool for developing one's own activities. However, good practices are valued and mutual learning encouraged in a dynamic and motivating process, from which both the VET institution reviewed and the peers can benefit. The focus lies on the promotion of a culture of continuing quality improvement, trust and openness.

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 quality assurance national reference points of Austria, Croatia, Finland and Slovenia. As well as the representatives of the national reference points, the participants in the development work have included one education provider and its representative for each of the partnering countries. 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 development work on quality areas, criteria and indicators has also, where relevant, made use of both the Transnational European Peer Review Quality areas, criteria and indicators for VET and also the peer review process which was originally developed in the projects "Peer Review in initial VET", "Peer Review Extended", and "Peer Review Extended II", which were funded as part of the Leonardo da Vinci programme. Since these times, however, many changes have taken place in VET in Europe, such as the stronger role of training held in the workplace. These changes have had spillover effects on the quality areas, criteria and indicators. In the development of quality areas, criteria and indicators, consideration has also been given to the European Quality Assurance Reference Framework for VET and its additional components (EQAVET+).

This handbook includes the five quality areas intended for European peer review and vocational education and training and examples of the peer review criteria, indicators and sources for evidence to be used with them. The quality areas relate to the core activities of VET: Pedagogical framework and planning the pedagogical processes, teaching and learning, assessment and certification, work-based learning outside the school and learning results and outcomes. During the project it was observed that it would be necessary to also update other VET peer review quality areas, criteria and indicators in order to correspond to the changes that have taken place in VET and the associated quality assurance work.

The purpose of the handbook is to be practical in nature and to help peers to assess the educational organisation's operations and help the organisation to develop its own activities. Each quality area is structured in such a way that it contains the different steps of the EQAVET quality cycle and can also be taken separately as a peer review focus area. The handbook presents the different quality areas, examples of criteria and indicators, and the related sources of information.

On behalf of the development group

Leena Koski, Counsellor of Education  
Finnish National Agency for Education

## Quality Area 1: The pedagogical framework and planning the pedagogical processes

Criteria	Examples of indicators (not prescribed; the proposed indicators can be changed)	Examples of sources of evidence
<b>Providing the pedagogical framework and principles</b>	<ul style="list-style-type: none"> <li>• <b>National curricula:</b> The VET provider is aware of and analyses national curricula / qualification requirements*.</li> <li>• <b>Alignment with national curricula:</b> The planning of the VET provider is in line with national curricula.</li> <li>• <b>Information for teaching staff:</b> The teaching staff is well informed and updated about the requirements of national curricula.</li> <li>• <b>Optional parts of the curricula:</b> The VET provider plans optional parts of national curricula according to needs, e.g. school-specific and/or regional needs.</li> <li>• <b>Pedagogical principles:</b> 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.</li> <li>• <b>Alignment with the mission and strategic plans:</b> The VET provider ensures that the pedagogical framework is in line with the mission statement and the strategic plans and goals.</li> </ul>	<ul style="list-style-type: none"> <li>*National curricula, school-specific/optional parts of curricula</li> <li>*Financial and time plans for the implementation of national curricula</li> <li>*Interviews of the managers and teaching staff</li> </ul>
<b>Implementation of the pedagogical framework, principles and processes</b>	<ul style="list-style-type: none"> <li>• <b>The involvement of the teaching staff:</b> The teaching staff is involved in planning the pedagogical framework and the pedagogical processes.</li> <li>• <b>The involvement of key stakeholders:</b> Key stakeholders are involved in planning the pedagogical framework and the pedagogical processes.</li> <li>• <b>The allocation of resources:</b> The VET provider ensures that allocated financial and time resources are appropriate for the successful planning and implementation of the pedagogical framework and processes.</li> <li>• <b>Support to the teaching staff:</b> The VET provider supports teaching staff in planning and implementing the organisational framework (staff allocation, recruitment and development, learning environments etc.) and pedagogical processes.</li> <li>• <b>Roles and responsibilities:</b> The VET provider decides the roles and responsibilities of the planning process.</li> </ul>	<ul style="list-style-type: none"> <li>*School-specific/ optional parts of curricula</li> <li>*Policies and procedures</li> <li>*Interviews of the teaching staff and students</li> <li>*Feedback and other data</li> </ul>

## Quality Area 1: The pedagogical framework and planning the pedagogical processes

	<ul style="list-style-type: none"> <li>• School-specific/optional parts of the curricula are in line with students' needs: The VET provider ensures that planning the structure and the implementation of study/teaching programmes (tailored programmes, individual study programmes etc.) takes into consideration the students'             <ul style="list-style-type: none"> <li>◦ educational needs</li> <li>◦ possibilities</li> <li>◦ previous education and prior learning</li> <li>◦ plans for the future.</li> </ul> </li> <li>• <b>Learning environments:</b> The VET provider ensures that the plans for teaching and learning in different learning environments are aligned.</li> </ul>	
<p><b>Monitoring and evaluation of the planning of the pedagogical framework and processes</b></p>	<ul style="list-style-type: none"> <li>• <b>Monitoring:</b> The VET provider regularly monitors the quality of the planning of the pedagogical framework and pedagogical processes.</li> <li>• <b>Collecting feedback and information:</b> The VET provider collects feedback and information from all key stakeholders (students, teachers, management staff, labour market, parents etc.).</li> <li>• <b>Methods of feedback collection:</b> The VET provider uses appropriate methods to collect relevant feedback and information (questionnaires, interviews, reflection [individual and group reflection], round-table talks, self-evaluation or peer-evaluation etc.).</li> <li>• <b>Analysis:</b> All feedback and information are analysed and discussed among the staff of the VET provider and with the students.</li> <li>• <b>Feedback to key stakeholders:</b> The VET provider communicates about the evaluation results to key stakeholder groups.</li> </ul>	<ul style="list-style-type: none"> <li>*Feedback and monitoring systems</li> <li>*Evaluation plans</li> <li>*Self-assessment procedures, results and reports</li> <li>*Interviews of the staff and key stakeholders</li> <li>*Feedback</li> </ul>
<p><b>Improvement of the planning of the pedagogical framework and processes</b></p>	<ul style="list-style-type: none"> <li>• <b>An action plan for improvements:</b> The VET provider has a mechanism to establish an action plan and a plan for monitoring improvement activities. Key stakeholders have the possibility to make suggestions for improvements.</li> <li>• <b>Communication to stakeholders:</b> The improvement and development plans are transparent and understandable, and they are communicated to key stakeholders.</li> <li>• <b>Improvement of the pedagogical framework:</b> The VET provider continuously improves the pedagogical framework on the basis of the evaluation, monitoring and feedback results.</li> </ul>	<ul style="list-style-type: none"> <li>*Improvement policies and procedures</li> <li>*Interviews of the staff and students</li> <li>*Feedback</li> </ul>

## Quality Area 1: The pedagogical framework and planning the pedagogical processes

- **Improvement of the planning of pedagogical processes:** The VET provider continuously improves the pedagogical processes on the basis of the evaluation, monitoring and feedback results.
- **Improvement of school-specific/optional parts of curricula:**
  - The VET provider continuously adapts the school-specific/optional parts of curricula on the basis of evaluation, monitoring and feedback results.
  - The VET provider regularly revises the school-specific/optional parts of curricula in order to adapt them to the changes in professional practice and in society at large.

## Quality Area 2: Teaching and learning\*

Criteria	Examples of indicators (not prescribed; the proposed indicators can be changed)	Examples of sources of evidence
<b>Module/unit planning</b>	<ul style="list-style-type: none"> <li>• <b>Coherence between institutional goals and teaching and learning:</b> Teaching and learning are based on institutional mission statements and values.</li> <li>• <b>Coherence with learning outcomes in national curricula requirements / national qualifications:</b> Modules are harmonised with learning outcomes, national curricula requirements and the qualification framework.</li> <li>• <b>Planning:</b> 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"> <li>◦ students' needs</li> <li>◦ the competences and expertise of teachers/trainers/instructors/mentors at workplaces.</li> </ul> </li> <li>• <b>Adjustment to changes:</b> Module and unit plans are regularly adjusted to the changes in working life and regional needs.</li> <li>• <b>Coherence:</b> The modules are designed to fulfil defined learning outcomes and are connected to work-based learning (WBL).</li> </ul>	<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>
<b>Planning WBL at school **</b>	<ul style="list-style-type: none"> <li>• <b>WBL at school:</b> The organisation of WBL at school is planned and implemented regularly.</li> <li>• <b>Cooperation in planning:</b> The VET provider involves companies and other organizations in reviewing the processes of WBL at school.</li> <li>• <b>Planning the WBL period:</b> The VET provider plans the WBL periods regularly.</li> <li>• <b>Drawing up the plan for students' work:</b> A preliminary plan, detailing the students' work assignments and demonstration of vocational competence, is made for each student.</li> <li>• <b>Planning facilities for WBL at school:</b> The VET provider plans and organises the necessary facilities, equipment and trainers for the WBL at school.</li> </ul>	<p>*Interviews of the teaching staff, students and instructors/mentors/representatives of workplaces/companies</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 real companies or clients, and develop entrepreneurship competences.

Source: European Commission (2013). Work-based learning in Europe: practices and policy pointers, European Union.

## Quality Area 2: Teaching and learning\*

<p><b>Creating the learning and teaching processes</b></p>	<ul style="list-style-type: none"> <li>• <b>Units:</b> The teaching staff plans the units so that the unit plans are transparent and can be shared in the institution.</li> <li>• <b>Teaching methods:</b> The teaching methods are coherent with the learning outcomes and students' needs.</li> <li>• <b>The review of plans:</b> The adequacy and efficacy of unit plans are regularly reviewed.</li> <li>• <b>The active collaboration of students:</b> The teaching arrangement allows and supports the collaboration of the students.</li> <li>• <b>Peer learning:</b> Teaching and learning methods foster the peer learning of the students.</li> <li>• <b>The students' responsibility:</b> 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.</li> <li>• <b>A combination of theory and practice:</b> The unit and module plans involve WBL and encourage students to combine theory and practice (and their own experience).</li> <li>• <b>Modern technology:</b> 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.</li> <li>• <b>Teaching materials:</b> The teaching material used is up to date, adequate and supports a variety of learning methods.</li> </ul>	<ul style="list-style-type: none"> <li>*Interviews of the teaching staff and students</li> <li>*Feedback</li> <li>*Individual study plans</li> <li>*Infrastructure and resources</li> </ul>
<p><b>Learning environments</b></p>	<ul style="list-style-type: none"> <li>• <b>Student orientation:</b> Learning environments are arranged to be student friendly and they are accessible for students with special needs.</li> <li>• <b>Learning outcome orientation:</b> Learning environments are planned and used so that they support the achievement of learning outcomes.</li> <li>• <b>Safety:</b> The VET provider has procedures that ensure that learning environments are safe.</li> <li>• <b>The requirements of WBL:</b> The VET provider ensures that all the requirements of WBL are met.</li> </ul>	<ul style="list-style-type: none"> <li>*Learning environments</li> <li>*Safety instructions</li> <li>*Interviews of the teaching staff, students and representatives of workplaces/companies</li> <li>*Feedback</li> </ul>

\*including support

## Quality Area 2: Teaching and learning\*

<p><b>Guidance and counselling of students</b></p>	<ul style="list-style-type: none"> <li>• <b>Guidance and counselling:</b> 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.</li> <li>• <b>Competence:</b> The teaching staff acquires the relevant competences to guide and counsel students.</li> </ul>	<ul style="list-style-type: none"> <li>*Staff development plans</li> <li>*Interviews of the teaching staff and students</li> <li>*Feedback</li> </ul>
<p><b>Promotion of key competences (soft skills)</b></p>	<ul style="list-style-type: none"> <li>• <b>Key competences:</b> 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.</li> <li>• <b>Learning competence:</b> Students are taught learning competences. For example, students are taught to reflect on their own learning (i.e. promoting critical reflection).</li> <li>• <b>Social competence/communication skills:</b> The teaching arrangement includes various forms of student collaboration that ensure both intensive communication processes and reflection processes about these communication procedures.</li> <li>• <b>Problem-solving competence:</b> 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).</li> <li>• <b>Coping with a real work situation:</b> Students are taught to use all their acquired knowledge and skills (theoretical and practical skills) in different, real work situations.</li> </ul>	<ul style="list-style-type: none"> <li>*School curricula and/ or implementation plans</li> <li>*Interviews of the teaching staff, students and representatives of workplaces/companies</li> <li>*Feedback</li> </ul>
<p><b>Information for students</b></p>	<ul style="list-style-type: none"> <li>• <b>Mission/vision and values:</b> Students and other players involved in teaching and learning process are familiar with the mission/vision and values of the VET provider.</li> <li>• <b>Informing about educational programmes/ qualifications:</b> Students are provided with adequate information on programmes/qualifications in all phases of study (pre-enrolment procedures, enrolment, study process, graduation).</li> <li>• <b>Possibilities for employment / transfer to higher levels of education:</b> Students are provided with adequate information on employment possibilities and possibilities to continue their education.</li> </ul>	<ul style="list-style-type: none"> <li>*Webpages</li> <li>*Brochures and marketing materials</li> <li>*Intranet</li> <li>*Other communications channels</li> <li>*Interviews of the teaching staff and students</li> <li>*Feedback</li> </ul>

\*including support

## Quality Area 2: Teaching and learning\*

	<ul style="list-style-type: none"> <li>• <b>Scheduling and organisation:</b> Information on the schedules and organisation of the learning process are promptly updated and available for all students.</li> <li>• <b>The responsibilities of the students:</b> The VET provider sets the rules for student rights and responsibilities and they are communicated clearly, precisely and understandably.</li> <li>• <b>Information prior to the teaching programme:</b> 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.</li> <li>• <b>Information during the teaching programme:</b> The provision of information to the students on all relevant matters during the teaching programme is precise and timely.</li> </ul>	
<b>Individualisation of the learning process</b>	<ul style="list-style-type: none"> <li>• <b>Individual needs:</b> The individual needs of the students are recognised and documented.</li> <li>• <b>Recognition of competences:</b> The formal, informal and non-formal learning and competences of each student are recognised and recorded.</li> <li>• <b>Learning pathways:</b> Individual learning pathways are planned for each student.</li> <li>• <b>The role of students:</b> 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.</li> <li>• <b>Monitoring and updating:</b> The implementation of individual pathways is monitored regularly and updated if necessary.</li> </ul>	<p>*Individual learning plans</p> <p>*Monitoring and follow-up procedures</p> <p>*Interviews of the teaching staff and students</p> <p>*Feedback</p>
<b>Feedback to students on their learning process</b>	<ul style="list-style-type: none"> <li>• <b>The regularity of feedback:</b> Students receive regular feedback on their learning.</li> <li>• <b>Student self-directedness:</b> Students are taught how to learn independently and how to recognise and reflect their rights and responsibilities in the learning process.</li> <li>• <b>Formative assessment:</b> Formative assessment supports the learning process of students.</li> <li>• <b>Assessment methods and tools:</b> 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.</li> </ul>	<p>*Assessment procedures</p> <p>*Interviews of the teaching staff and students</p> <p>*Feedback</p> <p>*Observation</p>

\*including support

## Quality Area 2: Teaching and learning\*

<p><b>Monitoring and evaluation of teaching and learning processes</b></p>	<ul style="list-style-type: none"> <li>• <b>Monitoring:</b> The VET provider regularly monitors the quality of the teaching and learning processes.</li> <li>• <b>Collecting feedback and information:</b> <ul style="list-style-type: none"> <li>◦ Information and feedback from students on teaching and learning are systematically gathered.</li> <li>◦ Information and feedback from workplaces on teaching and learning are systematically gathered.</li> <li>◦ Information and feedback from parents on teaching and learning are systematically gathered if appropriate.</li> <li>◦ Information and feedback from other key stakeholders on teaching and learning are systematically gathered and used if appropriate.</li> </ul> </li> <li>• <b>Methods of feedback collection:</b> Reflection (both individually and with colleagues); other methods are used to collect data on the quality of implementation, like individual self-evaluation, interviews, peer-assessment, round-table talks etc.</li> <li>• <b>Analysis and discussion:</b> All information and feedback is systematically analysed individually and with colleagues, and they are discussed. The VET provider and the staff make decisions about improvement needs.</li> <li>• <b>Feedback to key stakeholders:</b> The VET provider communicates about the evaluation results to key stakeholder groups.</li> </ul>	<p>*Feedback and monitoring procedures</p> <p>*Self-assessment procedures, results and reports</p> <p>*Interviews of the teaching staff, students and key stakeholders</p> <p>*Information and feedback</p>
<p><b>Improvement of teaching and learning processes</b></p>	<ul style="list-style-type: none"> <li>• <b>The procedures of analysis and decision:</b> The VET provider has a set of procedures with which to analyse feedback and data for decisions about improvements.</li> <li>• <b>Improvement plan:</b> The VET provider has a procedure regarding how the improvement plan is made that is based on all the information and feedback. Key stakeholders are asked to suggest improvements.</li> <li>• <b>The follow-up of the improvement plan:</b> There is a follow-up system to ensure that improvements and changes are made systematically according to the improvement plan.</li> <li>• <b>Immediate response:</b> There are procedures for how to react immediately to complaints about or feedback on teaching and learning if appropriate.</li> </ul>	<p>*Procedures for improvements plans and follow-up</p> <p>*The complaints procedure</p> <p>*Interviews of the teaching staff, students and key stakeholders</p>

\*including support

### Quality Area 3: Assessment and Certification

Criteria	Examples of indicators (not prescribed; the proposed indicators can be changed)	Examples of sources of evidence
<b>Assessment and certification principles and procedures</b>	<ul style="list-style-type: none"> <li>• <b>Principles and procedures:</b> The VET provider has set transparent and coherent assessment and certification principles and procedures.</li> <li>• <b>Compliance with national regulations:</b> 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.</li> </ul>	<ul style="list-style-type: none"> <li>*Assessment and certification policies and procedures</li> <li>*Interviews of the teaching staff and students</li> <li>*Feedback</li> </ul>
<b>Assuring the quality of inputs</b>	<ul style="list-style-type: none"> <li>• <b>The quality of the infrastructure:</b> 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.).</li> <li>• <b>The competences of assessors/examiners:</b> Teachers/ trainers of WBL at school and WBL mentors/instructors in companies are familiar with assessment methods, criteria, standards and procedures.</li> <li>• <b>Training and other support:</b> 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.</li> </ul>	<ul style="list-style-type: none"> <li>*Assessment methods and instruments</li> <li>*Assessment criteria and marking schedules</li> <li>*Training concepts</li> <li>*Interviews of the teaching staff, students and key stakeholders (including mentors/ instructors)</li> <li>*Feedback</li> </ul>
<b>Information about assessment and certification</b>	<ul style="list-style-type: none"> <li>• <b>Updated information:</b> 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.</li> <li>• <b>The transparency of assessment and certification:</b> The assessment and certification processes and procedures are transparent: <ul style="list-style-type: none"> <li>◦ Students have information about the assessment at school level and individual level (an assessment process: assessment criteria, methods, tools etc.)</li> <li>◦ The teaching staff has updated information on the assessment and certification processes and procedures.</li> </ul> </li> <li>• Teachers/trainers of WBL at school and WBL mentors/instructors in companies have information on the assessment and certification processes and procedures.</li> <li>• Key stakeholders (parents etc.) have information on the assessment and certification processes and procedures.</li> </ul>	<ul style="list-style-type: none"> <li>*Intranet</li> <li>*Documents</li> <li>*Webpages</li> <li>*Interviews of the teaching staff, students and key stakeholders (including mentors/ instructors)</li> <li>*Feedback</li> </ul>

### Quality Area 3: Assessment and Certification

<p><b>Assessment as a part of teaching and learning</b></p>	<ul style="list-style-type: none"> <li>• <b>Self-assessment:</b> Students assess their own development on a continuous basis.</li> <li>• <b>Continuous monitoring:</b> 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.</li> <li>• <b>Methods:</b> 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.</li> <li>• <b>Feedback:</b> 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.</li> <li>• <b>Early warning system:</b> 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.</li> <li>• <b>The responsibility of students:</b> 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.</li> </ul>	<ul style="list-style-type: none"> <li>*Assessment policies and procedures</li> <li>*Feedback</li> <li>*Interviews of the teaching staff, students, mentors/instructors and other key stakeholders</li> <li>*Feedback</li> <li>*Assessed work</li> </ul>
<p><b>Final assessment</b></p>	<ul style="list-style-type: none"> <li>• <b>The following measures ensure validity:</b> <ul style="list-style-type: none"> <li>◦ The VET provider uses assessment methods, materials and instruments that measure students' competences (learning outcomes) as a whole and as precisely as possible</li> <li>◦ Different players are involved in assessment (teachers/trainers of WBL in school, WBL mentors/instructors in companies, peers, other relevant stakeholders).</li> <li>◦ Assessment includes assessment in authentic environments (real work places).</li> </ul> </li> <li>• <b>Reliability:</b> The degree of consistency and accuracy of the assessment outcomes are on the same level all the time.</li> <li>• <b>Impartiality:</b> 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.</li> </ul>	<ul style="list-style-type: none"> <li>*Assessment policies and procedures</li> <li>*Interviews of the teaching staff, students and other key stakeholders</li> <li>*Feedback</li> <li>*Assessed work</li> </ul>

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	<ul style="list-style-type: none"> <li>• <b>Transparency:</b> 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.).</li> <li>• The results of assessment: Students receive the assessment results of their achievement.</li> <li>• The appeal procedure: Students have the right to appeal the assessment results. The VET provider has an appeal procedure, which is familiar to all parties involved.</li> </ul>	
<p><b>Awards/ certification</b></p>	<ul style="list-style-type: none"> <li>• <b>Description:</b> The VET provider has described the certification/awarding processes and procedures.</li> <li>• <b>Certification as a technical procedure:</b> The VET provider implements a certification procedure in accordance with pre-defined processes and procedures.</li> <li>• <b>Documentation:</b> 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.</li> </ul>	<p>*Certification procedures</p> <p>*Certificates</p> <p>*Interviews of the staff, students and other key stakeholders</p>
<p><b>Monitoring and evaluation of the assessment process and procedures, and certification</b></p>	<ul style="list-style-type: none"> <li>• <b>Monitoring:</b> The VET provider monitors the quality of assessment and the certification procedure regularly. Monitoring the quality of assessment, analysing data and improvements all include students and all others involved in the processes.</li> <li>• <b>Collecting feedback information:</b> Information and feedback from all parties involved in the assessment and certification procedure are systematically gathered.</li> <li>• <b>The methods of feedback collection:</b> The VET provider uses appropriate methods to collect relevant feedback information (questionnaires, interviews, reflection [individual and group reflection], round-table talks, self- or peer-evaluation etc.).</li> <li>• <b>Analysis and discussion:</b> All information and feedback are systematically analysed individually and with colleagues, and they are discussed. The VET provider and the staff make decisions about improvement needs.</li> <li>• <b>Feedback to key stakeholders:</b> The VET provider communicates about the evaluation results to key stakeholder groups.</li> </ul>	<p>*Feedback and monitoring systems</p> <p>*Documentation procedures</p> <p>*Self-assessment procedure, results and reports</p> <p>*Interviews of the staff, students and other key stakeholders</p> <p>*Feedback</p>

### Quality Area 3: Assessment and Certification

<b>Improvement of the assessment process and procedures, and certification</b>	<ul style="list-style-type: none"><li>• <b>The improvement plan:</b> The VET provider has a procedure for how the improvement plan is made based on all information and feedback. Key stakeholders are asked to suggest improvements.</li><li>• <b>The follow-up of the improvement plan:</b> There is a follow-up system to ensure that improvements and changes are made systematically according to the improvement plan.</li><li>• <b>Communication to stakeholders:</b> The improvement and development plans are transparent and understandable, and are communicated to key stakeholders.</li><li>• <b>The immediate response:</b> There are procedures for how to react fast enough to complaints and/or feedback if appropriate.</li></ul>	<ul style="list-style-type: none"><li>*Improvement and monitoring policies and procedures</li><li>*Interviews of the staff, students and other key stakeholders</li><li>*Feedback</li></ul>
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## Quality Area 4: WBL outside the school

Criteria	Examples of indicators (not prescribed; the proposed indicators can be changed)	Examples of sources of evidence
<b>Planning WBL outside the school</b>	<ul style="list-style-type: none"> <li>• <b>Organisation and responsibilities:</b> WBL outside the school is planned systematically (e.g. roles and responsibilities, cooperation) and implemented accordingly.</li> <li>• <b>Coherence with national curricula:</b> When planning WBL outside the school, national curricula are taken into account.</li> <li>• <b>Cooperation:</b> Planning is implemented in cooperation with companies and other workplaces and responds to the needs of labour market and students.</li> <li>• <b>Processes:</b> The VET provider has defined processes for WBL so that all who are involved in the processes understand them.</li> <li>• <b>Coherence with teaching and learning in school:</b> The VET provider ensures that WBL outside the school is an integral part of teaching and learning.</li> <li>• <b>Individual needs:</b> The individual needs of students are taken into account in planning and implementing WBL.</li> <li>• <b>The learning outcomes of WBL:</b> Expected learning outcomes are taken into account when designing WBL.</li> </ul>	<ul style="list-style-type: none"> <li>*Values and institutional goals</li> <li>*Planning processes and procedures</li> <li>*Planning documents etc. (institutional curricula, implantation plans)</li> <li>*Interviews of the managers, teaching staff and partners</li> <li>*Feedback</li> </ul>
<b>Cooperation with companies and/or other WBL organisations</b>	<ul style="list-style-type: none"> <li>• <b>Cooperation:</b> The VET provider works systematically on building up contacts and cooperation with companies and/or other organisations (e.g. databases).</li> <li>• <b>Contact point:</b> The VET provider has contact persons for companies and/or other organisations in order to foster cooperation with the world of work.</li> <li>• <b>The fulfilment of requirements:</b> The VET provider ensures the cooperation with companies/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).</li> <li>• <b>Support for companies/other organisations:</b> The VET provider supports companies/other 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.</li> </ul>	<ul style="list-style-type: none"> <li>*Databases</li> <li>*Process and procedures</li> <li>*Infrastructure</li> <li>*Interviews of the teaching staff, students, instructors /mentors and representatives of workplaces/companies</li> <li>*Feedback</li> </ul>

## Quality Area 4: WBL outside the school

<p><b>The suitability of the WBL place for the student</b></p>	<ul style="list-style-type: none"> <li>• <b>Criteria and processes:</b> The VET provider has processes to identify companies/organisations that are (or are not) appropriate for the WBL of students.</li> <li>• <b>Fulfilment of requirements:</b> 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).</li> <li>• <b>The suitability of the learning environment:</b> The VET provider has procedures to ensure that WBL places are suitable as learning environments.</li> <li>• <b>Appropriate mentors/instructors:</b> 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.</li> </ul>	<ul style="list-style-type: none"> <li>*Procedures and criteria</li> <li>*Requirements</li> <li>*Training programmes and other schemes</li> <li>*Induction procedures</li> <li>*Interviews of the teaching staff, students, instructors/mentors and representatives of workplaces/ companies</li> <li>*Feedback</li> </ul>
<p><b>Information on key stakeholders</b></p>	<ul style="list-style-type: none"> <li>• <b>Systematic information about requirements, rights and obligations:</b> Students, companies/other 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/other organisations.</li> <li>• <b>Information about competences and possible fields:</b> Companies/other organisations are systematically informed about the competences of and possible fields of work for students.</li> </ul>	<ul style="list-style-type: none"> <li>*Processes and procedures</li> <li>*Interviews of the teaching staff, students, instructors/mentors and representatives of workplaces/ companies</li> <li>*Feedback</li> </ul>
<p><b>Guidance and support for WBL outside the school</b></p>	<ul style="list-style-type: none"> <li>• <b>Information about requirements:</b> Students are informed about the requirements of the WBL (e.g. its length and duration, professional requirements, legal regulations, insurance cover, remunerations).</li> <li>• <b>Support for finding workplaces:</b> Students are supported to find WBL places outside school if needed.</li> <li>• <b>Continuity:</b> The VET provider has procedures to ensure guidance through the entire process.</li> <li>• <b>Individual needs:</b> Students get guidance and other support based on their individual needs.</li> </ul>	<ul style="list-style-type: none"> <li>*Process and procedures</li> <li>*Interviews of the teaching staff, students and trainers/instructors/mentors/representatives of workplaces/ companies</li> <li>*Feedback</li> </ul>

## Quality Area 4: WBL outside the school

<p><b>WBL period outside the school</b></p>	<ul style="list-style-type: none"> <li>• <b>Learning agreements:</b> Learning agreements, signed by students, companies/other organisations and the VET provider, are implemented.</li> <li>• <b>Documentation tools:</b> Materials to support the documentation and reflection of the WBL periods are provided for students and companies/other organisations.</li> <li>• <b>Documentation:</b> The WBL periods of the students are documented and registered at provider level.</li> <li>• <b>Support by teachers/trainers:</b> Teachers/trainers provide sufficient support for students during the WBL periods.</li> <li>• <b>Feedback on learning:</b> Students get feedback on their learning during WBL outside the school.</li> <li>• <b>Early warning:</b> 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.</li> </ul>	<ul style="list-style-type: none"> <li>*Procedures</li> <li>*Interviews of the teaching staff, trainers, students and instructors/ mentors/ representatives of workplaces/ companies</li> <li>*Feedback</li> </ul>
<p><b>Monitoring, feedback on process and procedures, and evaluation of the WBL outside the school</b></p>	<ul style="list-style-type: none"> <li>• <b>Monitoring:</b> The VET provider regularly monitors the quality of the procedure for WBL outside the school. Monitoring the quality of assessment, analysing data and improvements all include all those involved in the processes.</li> <li>• <b>Collecting feedback and information:</b> Information and feedback on WBL outside the school are systematically gathered: <ul style="list-style-type: none"> <li>◦ Information and feedback from students on WBL outside the school are systematically gathered.</li> <li>◦ Information and feedback from companies/other organisations on WBL outside the school are systematically gathered.</li> </ul> </li> <li>• <b>Methods of feedback collection:</b> The VET provider uses appropriate methods to collect relevant feedback information (questionnaires, interviews, reflection [individual and group reflection], round-table talks, self- or peer-evaluation etc.). Self-assessment by the VET provider covers the evaluation of WBL outside the school.</li> <li>• <b>Analysis and discussion:</b> All information and feedback are systematically analysed individually with all those involved in the process and discussed. The VET provider makes decisions about improvement needs.</li> <li>• <b>Feedback to key stakeholders:</b> The VET provider communicates about the evaluation results to key stakeholder groups.</li> </ul>	<ul style="list-style-type: none"> <li>*Feedback and monitoring systems</li> <li>*Documentation procedures</li> <li>*Self-assessment procedures, results and reports</li> <li>*Interviews of the staff, students and other key stakeholders</li> <li>*Feedback</li> </ul>

## Quality Area 4: WBL outside the school

<p><b>Improvement of WBL outside the school</b></p>	<ul style="list-style-type: none"> <li>• <b>Improvement plan:</b> The VET provider has a procedure regarding how the improvement plan for WBL outside school is made based on all information and feedback. Key stakeholders are asked to suggest improvements.</li> <li>• <b>Follow-up of the improvement plan:</b> There is a follow-up system to ensure that improvements and changes are made systematically according to the improvement plan.</li> <li>• <b>Communication to stakeholders:</b> The improvement and development plans are transparent and understandable and are communicated to the key stakeholders.</li> <li>• <b>Immediate response:</b> There are procedures regarding how to react fast enough to complaints and/or feedback on WBL outside the school if appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>*Improvement plans and follow-up procedures for them</li> <li>*Procedures to respond to complaints</li> <li>*Interviews of the staff, students and instructors/ mentors/ representatives of workplaces/companies</li> <li>*Feedback</li> </ul>
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## Quality Area 5: Learning results and outcomes

Criteria	Examples of indicators (not prescribed; the proposed indicators can be changed)	Examples of sources of evidence
<b>Goals</b>	<ul style="list-style-type: none"> <li>• <b>Goals:</b> The VET provider has set goals and indicators for the effectiveness and impact of education and training.</li> <li>• <b>Familiarisation:</b> The VET provider has familiarised the staff and key stakeholders with the above-mentioned goals and indicators.</li> <li>• <b>Students' goals:</b> Students are aware of what learning outcomes are expected of them and have set goals for their learning process.</li> </ul>	<ul style="list-style-type: none"> <li>*Documents</li> <li>*Interviews with the staff and students</li> </ul>
<b>Processes and procedures</b>	<ul style="list-style-type: none"> <li>• <b>Collection and analysis:</b> The VET provider collects and systematically analyses relevant information on learning results and outcomes, and on career performance.</li> <li>• <b>The correctness of the information:</b> 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.</li> <li>• <b>Access to and use of relevant data:</b> The VET provider has access to data on learning results, outcomes and career performance that the management actively uses as a matter of policy.</li> <li>• <b>Availability and timeliness:</b> Performance and impact information is easily accessible to all relevant data-users and is up to date and easy to use.</li> <li>• <b>Privacy:</b> The VET provider ensures data protection in the monitoring, reporting and use of information.</li> </ul>	<ul style="list-style-type: none"> <li>*Processes and documents</li> <li>*Interviews with the staff and students</li> </ul>
<b>Monitoring and reporting</b>	<ul style="list-style-type: none"> <li>• <b>Measurement of learning progress:</b> The students' learning outcomes are measured and assessed by using adequate instruments and procedures at periodic intervals.</li> <li>• <b>Monitoring and reporting:</b> The VET provider has a regular monitoring and reporting system for students' learning results and outcomes.</li> <li>• <b>Students' achievement of the expected learning outcomes:</b> The VET provider has concrete evidence that the students have achieved the expected learning outcomes.</li> <li>• <b>Benchmarking and comparison of learning outcomes:</b> The VET provider takes measures to compare students' learning outcomes with those from other VET providers (and also nationally if possible).</li> </ul>	<ul style="list-style-type: none"> <li>*Interviews with the staff and students</li> <li>*Grades for courses</li> <li>* Student evaluations of their own learning outcomes</li> <li>*Records of progress reviews</li> <li>*The results of national/local testing if appropriate</li> <li>*The results of the national evaluation of learning outcomes if appropriate</li> </ul>

## Quality Area 5: Learning results and outcomes

	<ul style="list-style-type: none"> <li>• <b>The satisfaction of students:</b> Students are satisfied with their learning progress and outcomes, including when compared to their initial goals and expectations.</li> <li>• <b>The satisfaction of employers:</b> The employers are satisfied with the learning outcomes of graduates and their learning competences. These meet the initial goals and expectations of employers.</li> <li>• <b>Documentation, certification or other evidence of competences:</b> 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.</li> </ul>	
<b>Educational output and career performance</b>	<ul style="list-style-type: none"> <li>• <b>Information about students' career performance:</b> The VET provider has processes and procedures to gain and analyse information about their graduates (they have a graduate tracking system).</li> <li>• <b>Utilisation of data:</b> 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.</li> <li>• <b>Graduation rates:</b> Graduation rates meet the goals and targets of the VET provider and key stakeholders.</li> <li>• <b>The drop-out rates of students:</b> The dropout rate is low and meets the goals and targets of the VET provider.</li> <li>• <b>The transition to working life:</b> The post-education employment rates meet the goals and targets of the VET provider and relevant stakeholders.</li> <li>• <b>Future motivation:</b> 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.</li> <li>• <b>Open discussions about feedback:</b> Feedback from graduates is openly discussed and possible improvement measures are put into action.</li> <li>• <b>Educational output:</b> The VET provider achieves the outputs that meet the institutional expectations.</li> </ul>	<ul style="list-style-type: none"> <li>*Data (e.g. on qualifications, drop outs, the length of and reason for delays in education, employment)</li> <li>*The post-course destination of students</li> <li>*Interviews of the staff and students/graduates</li> <li>*Details and records of student achievements</li> <li>*Benchmarking data</li> </ul>
<b>Monitoring, feedback on process and procedures, and evaluation</b>	<ul style="list-style-type: none"> <li>• <b>Monitoring:</b> The VET provider monitors the quality of the procedure for monitoring the learning results and outcomes, and career performance regularly.</li> <li>• <b>Collecting feedback and information:</b> Information and feedback on the relevance and success of the collection, analysis and use of data are systematically gathered.</li> </ul>	<ul style="list-style-type: none"> <li>*Feedback and monitoring procedures</li> <li>*Self-assessment procedures, results and reports</li> <li>*Data sources</li> </ul>

## Quality Area 5: Learning results and outcomes

	<ul style="list-style-type: none"> <li>• <b>Analysis and discussion:</b> All information and feedback are systematically analysed both individually and with all involved in the process, and they are discussed. The VET provider makes decisions about improvement needs.</li> <li>• <b>Processes and procedures:</b> Self-assessment by the VET provider covers the evaluation of the collection, analysis and use of data about the learning results and outcomes, and about career performance.</li> <li>• <b>Feedback to key stakeholders:</b> The VET provider communicates about the evaluation results to key stakeholder groups.</li> </ul>	<p>*Interviews of the staff, students and other key stakeholders</p> <p>*Feedback</p>
<p><b>Improvement</b></p>	<ul style="list-style-type: none"> <li>• <b>Improvement plan:</b> The VET provider has a procedure regarding how the improvement plan is made based on all information and feedback. Key stakeholders are asked to suggest improvements.</li> <li>• <b>Follow-up of the improvement plan:</b> There is a follow-up system to ensure that improvements and changes are made systematically according to the improvement plan.</li> <li>• <b>Communication to stakeholders:</b> The improvement and development plans are transparent and understandable and are communicated to key stakeholders.</li> <li>• <b>Immediate response:</b> There are procedures regarding how to react fast enough to data and/or feedback if appropriate.</li> </ul>	<p>*Improvement plans and follow-up procedures for them</p> <p>*Results data</p> <p>*Interviews of the staff, students and other key stakeholders</p> <p>*Feedback</p>

