



PEER REVIEW FOR  
GREEN AND DIGITAL  
VET

# Revision of the European Peer Review Methodology, Quality Areas and Toolbox

## EU Digital & Green Peer Review Manual for VET+





<b>Title</b>	EU Digital & Green Peer Review Quality Areas for VET+
<b>Deliverable/document description</b>	<p>It contains the selection and revision of existing European Peer Review Quality Areas including adaptations and innovations introduced by the Project as a result of:</p> <ul style="list-style-type: none"><li>• project purpose of fostering the coherence between the methodological framework and the principles pursued by the Council recommendation of 2020 on VET for sustainable competitiveness, social fairness and resilience, especially with reference to mainstreaming digitalisation and environmental sustainability across the entire VET sector;</li><li>• desk analysis of recent past testing/pilots of the methodology and results of consultation with experienced Peers and reviewed providers on their expectations on aspects that need to be changed, updated, reviewed in the European Peer Review methodology and in the supporting tools (Toolbox, Quality Areas).</li></ul>
<b>Task</b>	2.2 Revision of the Quality Areas and Toolbox
<b>Status of the deliverable/document</b>	Final
<b>WP</b>	WP2 - Revision of the European Peer Review Methodology, Quality Areas and Toolbox
<b>Lead Partner</b>	FORMA.Azione, CECO A
<b>Partners Involved</b>	KPMPC LESTU EfVET
<b>Date</b>	August 2025

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## QUALITY AREA 1: STRATEGIC PLANNING AND DEVELOPMENT

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





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





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## QUALITY AREA 2: QUALITY ASSURANCE

Criteria	Examples of indicators ( <u>not prescribed</u> , the proposed indicators can be changed)	Examples of sources of evidence
<p><b>Planning of quality assurance</b></p>	<ul style="list-style-type: none"> <li>• <b>Goals:</b> 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.</li> <li>• <b>Involvement of stakeholders:</b> Quality assurance goals are set and reflected in cooperation with key stakeholders (internal and external).</li> <li>• <b>Resources:</b> The VET+ provider plans financial and human resources for the implementation of quality assessment and quality assurance processes.</li> <li>• <b>Responsibilities:</b> The responsibilities and liabilities of quality assurance are defined.</li> <li>• <b>Evaluation framework:</b> The VET+ provider has decided on a quality evaluation framework.</li> <li>• <b>Evaluation plan:</b> The VET+ provider has an evaluation and self-assessment plan which is part of the quality assurance system.</li> <li>• <b>Communication:</b> The VET+ provider communicates the quality assurance goals and responsibilities with key stakeholders (internal, external).</li> </ul>	<ul style="list-style-type: none"> <li>• EQAVET recommendations</li> <li>• National recommendations and policies</li> <li>• Mission, vision, values and strategy</li> <li>• Operational and development plans</li> <li>• Evaluation and self- assessment plans</li> <li>• Descriptions of processes</li> <li>• Action plan and budget</li> <li>• Quality and self- assessment reports</li> <li>• Feedback</li> <li>• Interviews</li> <li>• Success indicators</li> </ul>
<p><b>Implementation of Quality Assurance</b></p>	<ul style="list-style-type: none"> <li>• <b>Processes:</b> 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.</li> <li>• <b>Management:</b> The management of the VET+ provider promotes quality assurance and continuous improvement of quality.</li> <li>• <b>Communication:</b> The VET+ provider communicates systematically and openly about activities of quality assurance.</li> <li>• <b>Skills and competence:</b> 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.</li> <li>• <b>Tasks and responsibilities:</b> The VET+ provider ensures that the staff implement quality assurance in their everyday work.</li> <li>• <b>Documentation:</b> The VET+ provider</li> </ul>	<ul style="list-style-type: none"> <li>• Operational and development plans</li> <li>• Evaluation and self- assessment plans</li> <li>• Descriptions of processes</li> <li>• Action plan and budget</li> <li>• Quality and self- assessment reports</li> <li>• Documents of quality assurance</li> <li>• Feedback</li> <li>• Interviews</li> <li>• Success indicators</li> </ul>





Criteria	Examples of indicators ( <u>not prescribed</u> , the proposed indicators can be changed)	Examples of sources of evidence
	<p>systematically documents and stores documentation on quality assurance (e.g., description of processes, results, analysis) and openly shares the information with staff. Special care is taken in promoting the use of digital data storage instead of paper storage.</p> <ul style="list-style-type: none"> <li>• <b>Evaluation procedures:</b> 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.</li> <li>• <b>Self-assessment:</b> The VET+ provider uses self- assessment systematically at the organisational level and also at staff and learners' level as part of everyday work.</li> <li>• <b>External evaluations:</b> The VET+ provider uses different forms of external evaluation (e.g., peer review, external audits).</li> <li>• <b>Share best practices:</b> The VET+ provider has procedures to share best practices with internal and external stakeholders.</li> </ul>	
<p><b>Monitoring and evaluation of quality assurance</b></p>	<ul style="list-style-type: none"> <li>• <b>Monitoring:</b> The VET+ provider systematically and routinely monitors and evaluates the quality assurance processes.</li> <li>• <b>Collecting feedback and other qualitative information:</b> The VET+ provider systematically collects relevant feedback and other qualitative information on quality assurance by using appropriate methods.</li> <li>• <b>Collecting data and data protection:</b> The VET+ provider collects quantitative data about the quality assurance and protects them considering international and national legislation.</li> <li>• <b>Analysis:</b> All data, feedback and information are analysed and discussed among the staff of VET+ providers and relevant stakeholders (e.g., funders, learners).</li> <li>• <b>Communication of results:</b> The VET+</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback and monitoring system</li> <li>• Evaluation plan and results</li> <li>• Self-assessment procedures, results and reports</li> <li>• Interviews</li> <li>• Feedback and questionnaires</li> <li>• Individual and group reflection</li> <li>• Focus groups</li> <li>• Round-table discussions</li> <li>• Success indicators</li> </ul>





Criteria	Examples of indicators ( <u>not prescribed</u> , the proposed indicators can be changed)	Examples of sources of evidence
	provider communicates the results of the quality assurance to staff and relevant stakeholders (e.g., funders, learners).	
<b>Improvement of quality assurance</b>	<ul style="list-style-type: none"><li>• <b>Improvement plan:</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 and improvements.</li><li>• <b>Follow-up of the improvement plan:</b> 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.</li><li>• <b>Communication to staff and key stakeholders:</b> The improvement and development plans are transparent and understandable, and they are communicated to staff and other relevant stakeholders.</li><li>• <b>Immediate response:</b> The VET+ provider has procedures for how to react immediately to feedback on quality assurance processes, if needed.</li><li>• <b>Improvement of procedures:</b> The VET+ provider continuously improves the processes of quality assurance on the basis of evaluation, monitoring and feedback results.</li></ul>	<ul style="list-style-type: none"><li>• Improvement plans and follow-up procedures</li><li>• Interviews</li><li>• Feedback and reports</li></ul>





### QUALITY AREA 3: KNOWLEDGE MANAGEMENT

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





Criteria	Examples of indicators (not prescribed, the proposed indicators can be changed)	Examples of sources of evidence
	<p>sources systematically.</p> <ul style="list-style-type: none"> <li>• <b>Ensuring the quality of knowledge:</b> The VET+ provider ensures that the knowledge is relevant, timely, accurate and reliable.</li> <li>• <b>Use and analysis of the knowledge:</b> 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.</li> <li>• <b>Use of key knowledge from external sources:</b> The VET+ provider has defined what kind of external sources of data are available and useful to use.</li> <li>• <b>Sharing of knowledge:</b> 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), making the best use of digital and inclusive means.</li> <li>• <b>Implementation of privacy policy and data protection:</b> The VET+ provider ensures that the staff follows GDPR, national and the VET+ providers' regulations on privacy policy and data protection.</li> <li>• <b>Gap Analysis:</b> 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.</li> <li>• <b>The Risks:</b> The VET+ provider systematically assesses the risks of knowledge management and prevents them.</li> <li>• <b>Staff Training:</b> The VET+ provider arranges training on knowledge management if needed. The VET+ provider has set a budget to finance the professional development of staff.</li> </ul>	<p>management processes</p> <ul style="list-style-type: none"> <li>• Development plans of VET+ provider</li> <li>• Knowledge databases</li> <li>• Staff training plans and materials</li> <li>• Individual plans of staff development</li> <li>• Risk Analysis</li> <li>• Interviews</li> <li>• Feedback</li> <li>• Statistics</li> </ul>
<p><b>Monitoring and evaluation of</b></p>	<ul style="list-style-type: none"> <li>• <b>Monitoring:</b> The VET+ provider systematically and regularly monitors and evaluates the knowledge management</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback and monitoring system</li> </ul>





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





<b>Criteria</b>	<b>Examples of indicators</b> ( <u>not prescribed</u> , the proposed indicators can be changed)	<b>Examples of sources of evidence</b>
	of evaluation, monitoring and feedback results.	





## QUALITY AREA 4: MANAGEMENT AND LEADERSHIP

Criteria	Examples of indicators ( <u>not prescribed</u> , the proposed indicators can be changed)	Examples of sources of evidence
<p><b>Planning of Management and Leadership</b></p>	<ul style="list-style-type: none"> <li>• <b>Management and Leadership culture:</b> The attitude of the management and leadership of the VET+ provider is future oriented, transparent, inspiring and encouraging.</li> <li>• <b>Mission, vision, values:</b> The mission, vision and values of the VET+ provider direct the management and leadership planning and the implementation of strategic processes.</li> <li>• <b>Anticipation:</b> The VET+ provider management and leadership planning is based on the anticipation of changes in the operating environment.</li> <li>• <b>Goals:</b> The VET+ provider has defined goals which support the achievement of strategic goals. Goals are defined with inputs from staff, learners and other key stakeholders.</li> <li>• <b>Standards:</b> The VET+ provider processes including the pedagogical processes follow national goals or standards.</li> <li>• <b>Organisational structure:</b> The VET+ provider has set a clear organisational structure to implement the mission and vision and accomplish the strategic goals. Staff know their responsibilities and their role in decision-making processes.</li> <li>• <b>Decision-making:</b> The VET+ provider has clearly defined the decision-making structures and processes.</li> <li>• <b>Communication:</b> Learners and key stakeholders get transparent information on the decision-making structures and processes.</li> <li>• <b>Participation:</b> Staff members are empowered and involved in decision-making processes. Key stakeholder groups (e.g., learners, founders, employers) are included in the decision-making processes.</li> <li>• <b>Activities and resources:</b> 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).</li> <li>• <b>Planning of projects:</b> The VET+ provider systematically collects project ideas, plans projects and ensures that they are in line with</li> </ul>	<ul style="list-style-type: none"> <li>• Mission, vision, values and strategy</li> <li>• National policies</li> <li>• Operational and development plans</li> <li>• Organisation chart</li> <li>• Policy documents</li> <li>• Descriptions of processes</li> <li>• Success indicators</li> <li>• Information and statistics of results, trends and comparative data</li> </ul>





Criteria	Examples of indicators ( <u>not prescribed</u> , the proposed indicators can be changed)	Examples of sources of evidence
	strategic goals.	
<b>Organising Management and Leadership</b>	<ul style="list-style-type: none"> <li>• <b>Priorities:</b> The VET+ provider has defined priority activities and delegated them to staff (considering plans, goals, organisational structure, etc).</li> <li>• <b>Managing own work:</b> Each staff member is aware of the level of priority of the various activities. The staff implements responsibilities and tasks as planned and agreed (e.g., according to priorities and standards).</li> <li>• <b>Management of equipment and other resources:</b> 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 and digital technology (hardware and software) is on hand for the successful implementation of tasks.</li> <li>• <b>Change management:</b> The VET+ provider has a procedure to anticipate and evaluate and then to communicate and reschedule activities to implement changes.</li> <li>• <b>Security management:</b> Management uses resources in a way to create a sustainable and safe environment for staff, learners, and other visitors of VET+ providers' facilities.</li> </ul>	<ul style="list-style-type: none"> <li>• The VET+ providers' strategy and policies</li> <li>• Development and action plans</li> <li>• Organisation scheme/ structure</li> <li>• Minutes</li> <li>• Interviews</li> <li>• Feedback</li> </ul>
<b>Leadership</b>	<ul style="list-style-type: none"> <li>• <b>Motivating and inspiring:</b> Management motivates and inspires staff toward exceptional results by using material and non-material forms of motivation and by being a good role model.</li> <li>• <b>Staff skills utilisation:</b> Management ensures the adequate development of competences by staff for the successful implementation of tasks.</li> <li>• <b>Open communication, fairness and trust:</b> The communication between management and staff is characterised by an 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.</li> <li>• <b>Respect and equity:</b> The management shows respect in dealing with the staff,</li> </ul>	<ul style="list-style-type: none"> <li>• The VET+ providers strategy and policies</li> <li>• Values</li> <li>• Development and action plans</li> <li>• Minutes</li> <li>• Interviews</li> <li>• Feedback</li> <li>• Rewarding and HR development policies</li> </ul>





Criteria	Examples of indicators ( <u>not prescribed</u> , the proposed indicators can be changed)	Examples of sources of evidence
	<p>learners and other key stakeholders. Management treats each individual consistently, respecting diversity, fairness and equal opportunities.</p> <ul style="list-style-type: none"> <li>• <b>Encouragement and support:</b> Management encourages staff to collaborate in innovative and independent problem solving. Management supports staff when necessary (via, e.g., mentoring, discussion, financial or material resources).</li> <li>• <b>Fostering new ideas through strategy goals:</b> 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).</li> </ul>	
<p><b>Pedagogical management</b></p>	<ul style="list-style-type: none"> <li>• <b>Management of pedagogical processes and procedures:</b> 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 work in VET+ provider, teamwork, project-based learning).</li> <li>• <b>Common pedagogical understanding:</b> The management promotes a common understanding of the practice of teaching/facilitating learning among the staff by discussing and describing processes and procedures</li> <li>• <b>Supporting system:</b> The supporting system is managed to ensure the guidance and instructions to learners and other participants in learning processes (e.g. validation of non-formal and informal learning processes, vocational guidance processes) as well as VET+ professionals (e.g. teachers, trainers, VET+ coordinators, mentors, tutors, instructors, assessors, counsellors) in a way that expected learning outcomes are achieved</li> <li>• <b>Support to teaching and other pedagogical processes:</b> The VET+ provider has</li> </ul>	<ul style="list-style-type: none"> <li>• National competence/training standards</li> <li>• The VET+ providers' standards/</li> <li>• Pedagogical framework</li> <li>• Description of pedagogical and support processes</li> <li>• Interviews</li> <li>• Feedback</li> <li>• Success indicators of learning outcomes</li> </ul>





Criteria	Examples of indicators ( <u>not prescribed</u> , the proposed indicators can be changed)	Examples of sources of evidence
	<p>procedures to support VET+ professionals in their activity and in maintaining consistent quality in their work.</p> <ul style="list-style-type: none"> <li>• <b>Support to learners:</b> The VET+ provider has procedures to support learners to achieve learning outcomes (e.g., pedagogical processes, guidance, course material and activities).</li> </ul>	
<b>Administration</b>	<ul style="list-style-type: none"> <li>• <b>Appropriate administration:</b> Management assures that administration follows the law and national regulations and specific processes and procedures in order to produce decisions and documents.</li> <li>• <b>Administrative support:</b> Management assures the proper administrative support capacity, taking into account the circumstances of the VET+ provider (e.g., number of learners, staff, procedures).</li> <li>• <b>Technical equipment:</b> The technical equipment needed in administrative work meets the demands of an efficient, green, digital and sustainable organisation.</li> <li>• <b>Use of digitalisation:</b> Management offers opportunities to use digitalisation and relevant information (e.g., virtual places to communicate) in learning and working environments.</li> <li>• <b>Transparency:</b> The VET+ provider has defined and described administrative rules and procedures in a transparent manner (e.g., enrolment procedures, scheduling, cancellation of activities, delivery of certificates, purchasing of materials).</li> <li>• <b>Data protection and security:</b> Management of VET+ provider ensures data protection that takes GDPR into consideration. The VET+ provider has procedures to develop and maintain its staff's sufficient expertise on data protection and has procedures for communicating these procedures.</li> </ul>	<ul style="list-style-type: none"> <li>• National laws and regulations</li> <li>• Descriptions of administrative procedures and roles</li> <li>• GDPR documents</li> <li>• Investment plans</li> <li>• Interviews</li> <li>• Feedback</li> </ul>
<b>Monitoring and evaluation of Management and Leadership</b>	<ul style="list-style-type: none"> <li>• <b>Monitoring:</b> The VET+ provider systematically and regularly monitors and evaluates the management and leadership processes.</li> <li>• <b>Collecting feedback and other qualitative information:</b> The VET+ provider systematically collects relevant feedback and other qualitative information on management</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback and monitoring system</li> <li>• Evaluation plan</li> <li>• Self-assessment procedures, results and reports</li> <li>• Interviews</li> </ul>





Criteria	Examples of indicators ( <u>not prescribed</u> , the proposed indicators can be changed)	Examples of sources of evidence
	<p>and leadership by using appropriate methods.</p> <ul style="list-style-type: none"> <li>• <b>Collecting data and data protection:</b> The VET+ provider collects quantitative data about management and leadership and protects them with regard to international and national legislation.</li> <li>• <b>Analysis:</b> All data, feedback and information are analysed and discussed among the staff of the VET+ provider and relevant stakeholders (e.g., funders, learners)</li> <li>• <b>Communication of results:</b> The VET+ provider communicates the results of management and leadership to staff and relevant stakeholders (e.g., funders, learners).</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback and questionnaires</li> <li>• Individual and group reflection</li> <li>• Focus groups</li> <li>• Round-table discussions</li> <li>• Success indicators</li> </ul>
<p><b>Improvement of Management and Leadership</b></p>	<ul style="list-style-type: none"> <li>• <b>Improvement plan:</b> 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.</li> <li>• <b>Follow-up of the improvement plan:</b> 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.</li> <li>• <b>Communication to staff and key stakeholders:</b> The improvement and development plans are transparent and understandable, and they are communicated to staff and other relevant stakeholders.</li> <li>• <b>Immediate response:</b> The VET+ provider has procedures for how to react immediately to feedback on management and leadership if needed.</li> <li>• <b>Improvement of procedures:</b> The VET+ provider continuously improves the processes of management and leadership on the basis of evaluation, monitoring and feedback results.</li> </ul>	<ul style="list-style-type: none"> <li>• Improvement plans and follow-up procedures</li> <li>• Interviews</li> <li>• Feedback and reports</li> </ul>



## 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
<p><b>Planning of management of infrastructure, facilities and finances</b></p>	<ul style="list-style-type: none"> <li>• <b>Identification of needs:</b> 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"> <li>• national competence/training standards/ and qualification requirements</li> <li>• strategic goals and plans of the VET+ provider</li> <li>• pedagogical standards</li> <li>• new technologies/innovations, both in the occupational sector and in pedagogical methods</li> </ul> </li> <li>• <b>Alignment with regulations and recommendations:</b> 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"> <li>• The VET+ providers regulations and procedures</li> <li>• Health and safety requirements</li> <li>• Accessibility</li> <li>• GDPR and national regulations for data protection</li> </ul> </li> <li>• <b>Finances and resources:</b> The VET+ provider takes into account finances and other resources in short- and long-term planning.</li> <li>• <b>Involvement of staff and other stakeholders:</b> The VET+ provider ensures that the staff and other stakeholders are involved in identifying the needs and in the planning.</li> </ul>	<ul style="list-style-type: none"> <li>• Mission, vision, values and strategy</li> <li>• Development and operational plans</li> <li>• Policy documents</li> <li>• National and regional regulations</li> <li>• National competence/training standards and the VET+ providers' standards</li> <li>• The VET+ providers' work plan and programme</li> <li>• Plans for development and maintenance of the facilities</li> <li>• Inventory report</li> <li>• Success indicators</li> <li>• Feedback</li> <li>• Interviews</li> </ul>
<p><b>Planning of finances</b></p>	<ul style="list-style-type: none"> <li>• <b>Financial planning:</b> The VET+ providers' financial planning is based on identification of needs and alignment with national and other relevant regulations and recommendations.</li> <li>• <b>Sources:</b> The VET+ provider identifies different sources of national funding and alternative national and international funding (e.g., project-based funding, crowdfunding).</li> <li>• <b>Allocation of resources:</b> The VET+ provider plans short- and long-term allocation of financial resources in line with strategic goals</li> </ul>	<ul style="list-style-type: none"> <li>• Mission, vision, values and strategy</li> <li>• Development and operational plans</li> <li>• Policy documents</li> <li>• National and regional regulations</li> <li>• Financial plans</li> <li>• Success indicators</li> <li>• Feedback</li> </ul>



Criteria	Examples of indicators ( <u>not prescribed</u> , the proposed indicators can be changed)	Examples of sources of evidence
	<p>and priorities. The decision of allocation is openly discussed with staff.</p> <ul style="list-style-type: none"> <li>• <b>Transparency:</b> The VET+ provider communicates the financing plan openly with relevant stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>• Interviews</li> </ul>
<p><b>Use of infrastructure and facilities</b></p>	<ul style="list-style-type: none"> <li>• <b>Adequacy:</b> The VET+ provider makes sure that infrastructure, facilities and equipment are of adequate quality and quantity for work and achieving learning outcomes.</li> <li>• <b>Efficient use:</b> The VET+ provider ensures that facilities (e.g., training rooms, workshops, on-site labs, practical working spaces and other areas) are used efficiently with regard to, e.g.: <ul style="list-style-type: none"> <li>• time allocation</li> <li>• space allocation</li> <li>• number of persons per unit</li> <li>• access rights for various staff members set according to role</li> </ul> </li> <li>• <b>Support:</b> The VET+ provider ensures responsible and efficient use of facilities and equipment (e.g., training for staff and learners).</li> <li>• <b>Accessibility:</b> The VET+ provider ensures that physical and digital facilities and material resources are accessible for all to work and to promote individual learning pathways.</li> <li>• <b>Wellbeing and social interaction:</b> The VET+ provider ensures that its premises and recreation facilities offer pleasant surroundings both inside and outside learning areas. The infrastructural arrangements increase learning opportunities and foster opportunities for socialising and interaction.</li> <li>• <b>Health and safety:</b> 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, learners and stakeholders.</li> <li>• <b>Maintenance:</b> 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.</li> </ul>	<ul style="list-style-type: none"> <li>• List of facilities and equipment</li> <li>• Reports and statistics of use of facilities and equipment</li> <li>• Reports of sustainability (e.g., energy savings, total energy use, reduction of waste, use of recycled material).</li> <li>• Inventory report</li> <li>• Maintenance records</li> <li>• Health and safety instructions</li> <li>• Information on training</li> <li>• Observation</li> <li>• Feedback</li> <li>• Interviews</li> </ul>
<p><b>Financial management</b></p>	<ul style="list-style-type: none"> <li>• <b>Transparency:</b> Financial management and accountancy is transparent and</li> </ul>	<ul style="list-style-type: none"> <li>• Financial reports</li> <li>• External</li> </ul>





Criteria	Examples of indicators ( <u>not prescribed</u> , the proposed indicators can be changed)	Examples of sources of evidence
	<p>accountable to founders and other relevant stakeholders.</p> <ul style="list-style-type: none"> <li>• <b>Reporting:</b> The VET+ provider regularly reports to the founder and other relevant stakeholders on financial expenditures. Reports are made publicly available when appropriate.</li> <li>• <b>Responsibility and effectiveness:</b> The VET+ provider effectively and responsibly uses its financial resources in line with national legislation and other institutional regulations.</li> <li>• <b>Risks:</b> The VET+ provider systematically assesses financial risks and applies contingency measures.</li> </ul>	<p>auditor reports</p> <ul style="list-style-type: none"> <li>• Risk analysis</li> <li>• Feedback</li> <li>• Interviews</li> </ul>
<p><b>Monitoring and evaluation of management of infrastructure, facilities and finances</b></p>	<ul style="list-style-type: none"> <li>• <b>Monitoring:</b> The VET+ provider systematically and regularly monitors and evaluates the management of infrastructure, facilities and financial procedures.</li> <li>• <b>Collecting feedback and other qualitative information:</b> The VET+ provider systematically collects relevant feedback and other qualitative information on management of infrastructure, facilities and finances by using appropriate methods.</li> <li>• <b>Collecting data and data protection:</b> The VET+ provider collects quantitative data about management of infrastructure, facilities and finances and protects them regarding international and national legislation.</li> <li>• <b>Analysis:</b> All data, feedback and information are analysed and discussed among the staff of the VET+ provider and relevant stakeholders (e.g., funders).</li> <li>• <b>Communication of results:</b> The VET+ provider communicates the results of the management of infrastructure, facilities and finances to staff and relevant stakeholders (e.g., funders).</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring system</li> <li>• Evaluation plan</li> <li>• Self-assessment results</li> <li>• Staff reports on necessary equipment and facilities</li> <li>• Feedback</li> <li>• Interviews</li> <li>• Success indicators</li> </ul>
<p><b>Improvement of management of infrastructure, facilities and finances</b></p>	<ul style="list-style-type: none"> <li>• <b>Improvement plan:</b> 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.</li> <li>• <b>Follow-up of the improvement plan:</b> The</li> </ul>	<ul style="list-style-type: none"> <li>• Improvement plans and follow-up procedures</li> <li>• Interviews</li> <li>• Feedback and reports</li> </ul>





Criteria	<b>Examples of indicators</b> ( <u>not prescribed</u> , the proposed indicators can be changed)	<b>Examples of sources of evidence</b>
	<p>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.</p> <ul style="list-style-type: none"><li>• <b>Communication to staff and key stakeholders:</b> The improvement and development plans are transparent and understandable, and they are communicated to staff and other relevant stakeholders.</li><li>• <b>Immediate response:</b> The VET+ provider has procedures for how to react immediately to feedback on management of infrastructure, facilities and finances if needed.</li><li>• <b>Improvement of procedures:</b> The VET+ provider continuously improves the processes of management of infrastructure, facilities and finances on the basis of evaluation, monitoring and feedback results.</li></ul>	





## QUALITY AREA 6: HUMAN RESOURCES MANAGEMENT AND INTERNAL RELATIONS

Criteria	Examples of indicators (not prescribed, the proposed indicators can be changed)	Examples of sources of evidence
<p><b>Planning of management of human resources</b></p>	<ul style="list-style-type: none"> <li>• <b>The plan for human resources:</b> The VET+ provider has a plan for human resources that supports the achievement of strategic objectives of the organisation. The plan is systematically updated and includes internal relations, as enablers of personnel involvement, participation and interaction.</li> <li>• <b>The organisational structure:</b> The VET+ provider has organisational structure that is in line with the plan for human resources and supports the strategic objectives.</li> <li>• <b>Anticipation:</b> 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.</li> <li>• <b>Mapping skills and competences:</b> 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.).</li> <li>• <b>Human resources' performances' assessment:</b> The VET+ management defines a clear and transparent plan of HR performances' assessment, regularly adapted according to the different staff roles and responsibilities.</li> <li>• <b>Key principles of management:</b> The VET+ provider plans and decides</li> </ul>	<ul style="list-style-type: none"> <li>• Mission, vision, values and strategy</li> <li>• Development and operational plans</li> <li>• HR policy documents</li> <li>• Organisational structure</li> <li>• Job descriptions</li> <li>• Skills and competence mapping/surveys</li> <li>• Vocational and academic qualifications of VET+ staff</li> <li>• Information system</li> <li>• Talent attraction measures/strategies</li> <li>• Success indicators</li> </ul>





Criteria	Examples of indicators (not prescribed, the proposed indicators can be changed)	Examples of sources of evidence
	<p>on key principles that guide the management of human resources, also by ensuring that representatives of staff have opportunities to take part in relevant decision-making.</p> <ul style="list-style-type: none"><li>• <b>Recruitment and attraction of talent process:</b> The VET+ provider has principles and adequate procedures for recruitment and strategies to attract new talent to the organization.</li><li>• <b>Staff costs:</b> The VET+ provider plans financial resources to cover staff costs, in accordance with development goals, teaching and learning goals and implementation of pedagogical activities.</li></ul>	
<b>Recruitment and induction process</b>	<ul style="list-style-type: none"><li>• <b>Transparency and equal opportunities:</b> The VET+ provider's recruitment process assures equal opportunities and treatment for all candidates (transparent process, without any discrimination by gender, age, social background, ethnic/cultural background, etc.)</li><li>• <b>Induction:</b> 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 staff' own roles, tasks and responsibilities.</li><li>• <b>Continuous induction:</b> The VET+ provider has procedures to ensure that all employees receive the necessary</li></ul>	<ul style="list-style-type: none"><li>• National legislation</li><li>• VET+ providers' procedures</li><li>• Description of induction process</li><li>• Success indicators</li></ul>





Criteria	Examples of indicators (not prescribed, the proposed indicators can be changed)	Examples of sources of evidence
	<p>induction (for example, when staff changes the duty assignments).</p>	
<p><b>Organisation of the work and time resources</b></p>	<ul style="list-style-type: none"> <li>• <b>Strategic objectives and work distribution:</b> The VET+ provider ensures that the strategic objectives guide the distribution of work inputs throughout the entire organisation.</li> <li>• <b>Distribution of tasks:</b> 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.</li> <li>• <b>Transparency of tasks and responsibilities:</b> 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.</li> <li>• <b>Time resources:</b> 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.</li> <li>• <b>Time allocation:</b> The amount of time allocated to pedagogical and additional tasks and responsibilities is in line with the VET+ provider's goals.</li> </ul>	<ul style="list-style-type: none"> <li>• Development and operational plans</li> <li>• Organisational structure</li> <li>• Financial plans</li> <li>• Plans and programmes for staff development</li> <li>• Job descriptions</li> <li>• Interviews with staff</li> <li>• Feedback</li> </ul>
<p><b>Communication</b></p>	<ul style="list-style-type: none"> <li>• <b>Structures for communication, cooperation and culture:</b></li> </ul>	<ul style="list-style-type: none"> <li>• Values</li> <li>• Internal communication plan</li> <li>• Minutes</li> </ul>





Criteria	Examples of indicators (not prescribed, the proposed indicators can be changed)	Examples of sources of evidence
<p><b>co-operation and involvement of staff</b></p>	<p>The VET+ provider sets up structures, guidelines and environment to encourage open communication and cooperation among staff. Organisational culture supports open communication and cooperation, including in the performances' assessment process.</p> <ul style="list-style-type: none"> <li>• <b>Cooperation of staff:</b> The VET+ provider has procedures and guidelines that ensure cooperation in and between units/teams/groups. They are put into practice in everyday life.</li> <li>• <b>Values:</b> Staff follows the organisational values, e.g., respect, trust, diversity, sustainability</li> <li>• <b>Exchange of good practices and ideas:</b> The VET+ provider has procedures that enable the staff to exchange good practices and ideas.</li> <li>• <b>Staff Involvement:</b> The VET+ provider has procedures to involve staff and learners, when relevant, in development and decision making.</li> </ul>	<ul style="list-style-type: none"> <li>• Materials from good practice presentations</li> <li>• Feedback</li> </ul>
<p><b>Staff Assessment and Development</b></p>	<ul style="list-style-type: none"> <li>• <b>Implementation of HR performances' assessment plans:</b> The VET+ management regularly implements HR assessment procedures aimed at evaluating staff performances in relation to the expected tasks and at informing the staff development plans. The results of the assessment inform also the rewarding</li> </ul>	<ul style="list-style-type: none"> <li>• Staff development plan</li> <li>• Financial plan for staff development</li> <li>• Documentation from discussions with staff</li> <li>• Personal development plans</li> <li>• Feedback</li> <li>• Interviews</li> <li>• Materials from good practice presentations</li> </ul>





Criteria	Examples of indicators (not prescribed, the proposed indicators can be changed)	Examples of sources of evidence
	<p>system, when present.</p> <ul style="list-style-type: none"> <li>• <b>Development discussions:</b> The VET+ provider has procedures for regular discussions with staff. They are used for, e.g., personal/professional development and career planning.</li> <li>• <b>Further development/continuing training:</b> The VET+ provider assures that the staff has different possibilities/ways for further develop their skills and competences and that the development is in line with organisational goals and individual needs connected to work (e.g., personal development plans) as well as performances' assessment results.</li> <li>• <b>Resources for development:</b> The VET+ provider ensures that there are enough resources for staff development of skills and competences (e.g., finances, time, partners, projects, resources).</li> <li>• <b>Sharing knowledge:</b> The VET+ provider has procedures that enable the staff to share knowledge and transfer it from the individual level to the organisational level.</li> </ul>	
<p><b>Staff Well-being</b></p>	<ul style="list-style-type: none"> <li>• <b>The culture of wellbeing:</b> The VET+ provider has a policy and procedures to promote the culture of wellbeing and social interaction and communality, also through various social events.</li> </ul>	<ul style="list-style-type: none"> <li>• National regulations on safety and health in the workplace</li> <li>• Documents on wellbeing procedures</li> <li>• Description of internal incentive and reward system</li> <li>• Description of procedures</li> </ul>





Criteria	Examples of indicators (not prescribed, the proposed indicators can be changed)	Examples of sources of evidence
	<ul style="list-style-type: none"><li>• <b>Working environment:</b> The VET+ provider allocates specific resources (i.e. dedicated time, appropriate procedures, etc.) to ensure that working environments fulfil the national health and safety requirements and regulations and support healthy lifestyles.</li><li>• <b>Working atmosphere:</b> The VET+ provider supports and enhances a positive working atmosphere in which staff can feel comfortable. The VET+ provider ensures that staff feel safe, can give open feedback and are supported in teamwork and collaboration.</li><li>• <b>Health care support:</b> The VET+ provider has arranged specific measures and activities aimed at ensuring health care for staff (e.g., regular health checks, physical activities facilities, etc.).</li><li>• <b>Prevention of mobbing and harassment:</b> The VET+ provider doesn't tolerate mobbing and harassment and has clear anti-harassment and antidiscrimination policy and procedures, including prevention and reporting.</li><li>• <b>Self-motivated well-being:</b> 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).</li></ul>	<p>for reporting mobbing and harassment</p> <ul style="list-style-type: none"><li>• Documentation of disciplinary and complaint procedures</li><li>• Data on absenteeism, sick leave, staff turnover</li><li>• Data related to existing health measures</li><li>• Feedback</li><li>• Interviews</li></ul>





Criteria	Examples of indicators (not prescribed, the proposed indicators can be changed)	Examples of sources of evidence
<b>Incentive and rewarding systems</b>	<ul style="list-style-type: none"><li>• <b>Incentive system:</b> The VET+ provider has an incentive system that encourages and motivates the staff to work towards the achievement of the VET+ provider's goals, particularly with reference to sustainable development goals.</li><li>• <b>Rewarding system:</b> The VET+ provider has a rewarding system which supports the achievement of the VET+ provider's goals and motivates the staff, particularly with reference to sustainable development goals.</li></ul>	<ul style="list-style-type: none"><li>• National regulations</li><li>• Description of incentive and reward system</li></ul>
<b>Monitoring and evaluation of planning and management of human resources</b>	<ul style="list-style-type: none"><li>• <b>Monitoring:</b> The VET+ provider systematically and regularly monitors and evaluates the planning and management of human resources procedures, through a data driven approach that includes also internal relations procedures.</li><li>• <b>Collecting feedback and other qualitative information:</b> The VET+ provider systematically collects relevant feedback and other qualitative information on planning and management of human resources as well as on internal relations, by using appropriate methods.</li><li>• <b>Collecting data and data protection:</b> The VET+ provider collects quantitative data about staff satisfaction, well-being, etc. and protects them according to the international and national legislation on privacy.</li><li>• <b>Analysis:</b> All data,</li></ul>	<ul style="list-style-type: none"><li>• Feedback and monitoring system</li><li>• Evaluation plan</li><li>• Self-assessment procedures, results and reports</li><li>• Human research reports</li><li>• Interviews</li><li>• Feedback and questionnaires</li><li>• Individual and group reflection</li><li>• Round-table discussions</li><li>• Success indicators</li></ul>





Criteria	Examples of indicators (not prescribed, the proposed indicators can be changed)	Examples of sources of evidence
	<p>feedback and information are analysed and discussed among the staff of the VET+ provider and relevant stakeholders (e.g., funders) to systematically improve the management of human resources and the internal relations.</p> <ul style="list-style-type: none"> <li>• <b>Communication of results:</b> The VET+ provider communicates the results of the planning and management of human resources and the internal relations to staff and relevant stakeholders (e.g., funders).</li> </ul>	
<p><b>Improvement of planning and management of human resources</b></p>	<ul style="list-style-type: none"> <li>• <b>Improvement plan:</b> The VET+ provider has a mechanism to establish an action plan and a plan for monitoring improvement activities, in both human resources management and internal relations.</li> <li>• <b>Follow-up of the improvement plan:</b> The VET+ provider has a follow-up system to ensure that improvements and changes in human resource management and internal relations are made systematically according to the improvement plan.</li> <li>• <b>Communication to staff and key stakeholders:</b> The improvement and development plans are transparent and</li> </ul>	<ul style="list-style-type: none"> <li>• Improvement plans and follow-up procedures</li> <li>• Interviews</li> <li>• Feedback and reports</li> </ul>





Criteria	Examples of indicators ( <u>not prescribed</u> , the proposed indicators can be changed)	Examples of sources of evidence
	<p>understandable, and they are communicated to staff and other relevant stakeholders (if any).</p> <ul style="list-style-type: none"><li>• <b>Immediate response:</b> The VET+ provider has procedures for how to react immediately to feedback on planning and management of human resources and internal relations, if needed.</li><li>• <b>Improvement of procedures:</b> The VET+ provider continuously improves the processes of planning and management of human resources, including internal relations on the basis of evaluation, monitoring and feedback results.</li></ul>	



## QUALITY AREA 7: DIVERSITY, EQUITY AND INCLUSION

Criteria	Examples of indicators ( <u>not prescribed</u> , the proposed indicators can be changed)	Examples of sources of evidence
<p><b>Planning of diversity, equity and inclusion</b></p>	<ul style="list-style-type: none"> <li>• <b>Goals:</b> The VET+ provider has defined the strategic goals of DE&amp;I in line with national and international regulations, policies, strategies and recommendations.</li> <li>• <b>Policies and procedures:</b> The VET+ provider has planned policies and procedures to promote and ensure diversity, equity and inclusion regarding strategic goals, e.g., related to               <ul style="list-style-type: none"> <li>• management and leadership</li> <li>• organizational culture and practices, including removal and contrast of gender stereotypes and other forms of intolerance based on grounds of discrimination (e.g. gender, age, religion, sexual orientation, etc.)</li> <li>• Communication, language, internal and external communication and relations</li> <li>• HR management key processes, such as recruitment, career development, performances' assessment, etc.</li> <li>• applying for continuous professional development opportunities</li> <li>• ° pedagogical processes, learning and teaching (e.g. procedures to identify individual needs of learners, adaptation of learning methods to diverse learning styles, etc.)</li> <li>• learning and teaching materials and equipment, learning environments</li> <li>• guidance and support for staff and learners</li> <li>• accessibility</li> <li>• the safety of working and learning environments.</li> </ul> </li> <li>• <b>Involvement:</b> The VET+ provider has involved staff, learners and key stakeholders in planning goals, policies and procedures of DE&amp;I.</li> <li>• <b>Resources:</b> 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 DE&amp;I.</li> <li>• <b>Key indicators:</b> The VET+ provider has defined the key indicators and sources of information which supports the achievement and monitoring of the strategic goals of DE&amp;I.</li> </ul>	<ul style="list-style-type: none"> <li>• Mission, vision, values and strategy</li> <li>• National and international regulations, policies, strategies and recommendations on DE&amp;I</li> <li>• Development and operational plans and reports</li> <li>• Policy documents</li> <li>• Finance plans and reports</li> <li>• Human research plans and reports</li> <li>• Success indicators</li> <li>• Feedback</li> <li>• Interviews</li> <li>• Individual and group reflection</li> <li>• Focus group</li> </ul>



Criteria	Examples of indicators ( <u>not prescribed</u> , the proposed indicators can be changed)	Examples of sources of evidence
<b>Implementation of diversity, equity and inclusion</b>	<ul style="list-style-type: none"> <li>• <b>Communication:</b> The VET+ provider has procedures to ensure that goals and policies for DE&amp;I are well known and communicated to the learners, staff and other relevant stakeholders (parents, employers, funders etc.). All parties are aware of their role in promoting equality of opportunities.</li> <li>• <b>Management and Leadership:</b> Management works openly, promotes DE&amp;I in management and leadership, treats each individual with equity and sets an example for equal organisation culture that values tolerance and diversity.</li> <li>• <b>Identification of inequalities:</b> 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 equity.</li> <li>• <b>Applying for vocational education and training:</b> 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. They are fully committed to remove stereotypes and biases in organization culture, internal and external communication, language and promotional and advertising materials.</li> <li>• <b>Individualisation:</b> The VET+ provider enables individually appropriate choices for learners to study (e.g., modules, schedule or adoption of methods) and supports individualisation with defined concept, procedure, methods and tools (e.g. individual learning plans for learners).</li> <li>• <b>Teaching and learning:</b> The VET+ providers pedagogical teaching methods, materials, equipment and learning environments support a variety of learning methods, according to the different learning styles. The teaching materials promote DE&amp;I (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 DE&amp;I.</li> <li>• <b>Support and guidance for learners:</b> The VET+ provider offers relevant guidance for</li> </ul>	<ul style="list-style-type: none"> <li>• Mission, vision, values and strategy</li> <li>• Development and operational plans and reports</li> <li>• Policy documents</li> <li>• Finance plans and reports</li> <li>• Human research plans and reports</li> <li>• Individual learning plans</li> <li>• Plan for support system</li> <li>• Safety Instructions and reports</li> <li>• Accessibility reports</li> <li>• Success indicators</li> <li>• Feedback</li> <li>• Interviews</li> <li>• Observation</li> <li>• Individual and group reflection</li> </ul>





Criteria	Examples of indicators ( <u>not prescribed</u> , the proposed indicators can be changed)	Examples of sources of evidence
	<p>learners to make individual employment-promoting career plans and relevant support during the studies to achieve their learning goals and avoid stereotypes and prejudices that can negatively affect opportunities and career paths.</p> <ul style="list-style-type: none"> <li>• <b>Support and guidance for staff:</b> The VET+ provider has training for staff to strengthen their DE&amp;I skills and competencies. The VET+ provider offers relevant support for daily work (e.g., mentoring, methodological guidance, ability to identify needs and promote improvement) and appropriate timing and spaces for (self)-reflection.</li> <li>• <b>Sharing the knowledge:</b> The VET+ provider has procedures to share good practices to promote DE&amp;I with learners, staff, stakeholders.</li> <li>• <b>Accessibility:</b> The VET+ provider has procedures to ensure that physical and digital working and learning environments are accessible to different users (learners and staff), according to their needs and learning styles.</li> <li>• <b>Safety:</b> The VET+ provider has procedures to ensure that physical and digital learning and working environments are safe to all (learners and staff, e.g., physical environment, well-being). The VET+ provider systematically adopts procedures to prevent and contrast sexual harassment and mobbing.</li> </ul>	
<p><b>Monitoring and evaluation of diversity, equity and inclusion</b></p>	<ul style="list-style-type: none"> <li>• <b>Monitoring:</b> The VET+ provider systematically and regularly monitors and evaluates DE&amp;I plans, procedures and indicators.</li> <li>• <b>Collecting feedback and other qualitative information:</b> The VET+ provider systematically collects relevant feedback and other qualitative information on DE&amp;I by using appropriate methods and tools, also according to the different needs of staff, learners and stakeholders.</li> <li>• <b>Collecting data and data protection:</b> The VET+ provider collects quantitative data about the achievements related to DE&amp;I.</li> <li>• <b>Analysis:</b> All data, feedback and information are analysed and discussed among the staff, learners and relevant stakeholders (e.g., funders, working life partners), according to the different learning styles.</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback and monitoring system</li> <li>• Evaluation plan</li> <li>• Self-assessment procedures, results and reports</li> <li>• Human research reports</li> <li>• Finance reports</li> <li>• Safety reports</li> <li>• Accessibility reports</li> <li>• Learning outcomes</li> </ul>





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"> <li>• <b>Communication of results:</b> The VET+ provider communicates about the results of DE&amp;I to staff, learners and relevant stakeholders (e.g., funders, working life partners).</li> </ul>	<ul style="list-style-type: none"> <li>• Interviews</li> <li>• Feedback and questionnaires</li> <li>• Individual and group reflection</li> <li>• Focus groups</li> <li>• Round-table discussions</li> <li>• Success indicators</li> </ul>
<p><b>Improvement of diversity, equity and inclusion</b></p>	<ul style="list-style-type: none"> <li>• <b>Improvement plan:</b> 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.</li> <li>• <b>Follow-up of the improvement plan:</b> The VET+ provider has a follow-up system to assure that improvements and changes in DE&amp;I are made systematically according to the improvement plan.</li> <li>• <b>Communication to staff and key stakeholders:</b> The improvement and development plans are transparent and understandable, and they are communicated to staff and other relevant stakeholders.</li> <li>• <b>Immediate response:</b> The VET+ provider has procedures for how to react immediately to feedback if needed.</li> <li>• <b>Improvement of procedures:</b> The VET+ provider continuously improves DE&amp;I on the basis of evaluation, monitoring and feedback results.</li> </ul>	<ul style="list-style-type: none"> <li>• Improvement plans and follow-up procedures</li> <li>• Interviews</li> <li>• Feedback and reports</li> </ul>



## QUALITY AREA 8: EXTERNAL RELATIONS

Criteria	Examples of indicators ( <u>not prescribed</u> , the proposed indicators can be changed)	Examples of sources of evidence
<p><b>Planning of external relations</b></p>	<ul style="list-style-type: none"> <li>• <b>Identification of relevant stakeholders:</b> The VET+ provider identifies all relevant stakeholders in relation to its strategic goals. Relevant stakeholders may include education and training authorities, education and training providers, learners (potential learners and further education and training/CVET participants), labour market policy makers, local community, alumni and others.</li> <li>• <b>Involvement:</b> The VET+ provider involves stakeholders to planning goals of cooperation.</li> <li>• <b>Goals:</b> The VET+ provider defines the goals of cooperation with each stakeholder in relation to the VET+ providers strategy.</li> <li>• <b>Possibilities:</b> The VET+ provider is proactive in planning various activities for attracting and establishing external relations.</li> </ul>	<ul style="list-style-type: none"> <li>• Mission, vision, values and strategy</li> <li>• National/regional standards/curricula, VET+ provider's standards</li> <li>• Development and operational plans</li> <li>• VET+ provider work plan</li> <li>• Communication plans</li> <li>• Feedback and questionnaires</li> <li>• Interviews</li> <li>• Individual and group reflection</li> <li>• Focus groups</li> <li>• Round-table discussions</li> <li>• Success indicators</li> <li>• Stakeholders' map/list</li> </ul>
<p><b>Implementation of external relations</b></p>	<ul style="list-style-type: none"> <li>• <b>Promotion of VET+ provider:</b> The VET+ provider carries out effective and diverse promotional activities. Overall achievements of the provider are available and published regularly.</li> <li>• <b>Methods of promotion:</b> The VET+ provider has diverse and effective methods of reaching out to various stakeholders (e.g., websites, social media accounts, brochures, newsletters and other means of information). Special attention is given to providing information to prospective learners.</li> <li>• <b>Information to external stakeholders:</b> 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.</li> <li>• <b>Participation in policy making:</b> The VET+ provider contributes to policy making alongside social partners and other stakeholders.</li> <li>• <b>Participation at the local, national and international level:</b> The VET+ provider encourages and has procedures for staff and learners to initiate and participate in</li> </ul>	<ul style="list-style-type: none"> <li>• Communication plans</li> <li>• Promotional campaigns and events</li> <li>• The VET+ provider's information materials (e.g., website, social media, posters, brochures, newsletters, videos, newspapers, media releases).</li> <li>• Cooperative projects</li> <li>• Cooperative events</li> <li>• Feedback and questionnaires</li> <li>• Interviews</li> <li>• Individual and group reflection</li> <li>• Focus groups</li> <li>• Round-table discussions</li> <li>• Success indicators</li> </ul>





Criteria	Examples of indicators ( <u>not prescribed</u> , the proposed indicators can be changed)	Examples of sources of evidence
	<p>activities at the local, national and international level. The VET+ provider organises events together with stakeholders and invites them to participate in these activities.</p> <ul style="list-style-type: none"> <li>• <b>Cooperation in projects:</b> The VET+ provider has procedures that ensure cooperation in partnership projects and cooperation with relevant stakeholders. Special attention is given to cooperation and partnerships with other education and training providers and representative organisations from the working life in order to improve the teaching and learning processes.</li> <li>• <b>Communication:</b> The VET+ provider regularly communicates and exchanges feedback on joint cooperation with relevant stakeholders.</li> </ul>	
<p><b>Monitoring and evaluation of external relations</b></p>	<ul style="list-style-type: none"> <li>• <b>Monitoring:</b> The VET+ provider systematically and regularly monitors and evaluates external relations.</li> <li>• <b>Collecting feedback and other qualitative information:</b> The VET+ provider systematically collects relevant feedback and other qualitative information on the external relations by using appropriate methods.</li> <li>• <b>Collecting data and data protection:</b> The VET+ provider collects quantitative data about external relations and protects them regarding international and national legislation.</li> <li>• <b>Analysis:</b> All data, feedback and information are analysed and discussed among the staff of VET+ provider and relevant stakeholders (e.g., funders, learners)</li> <li>• <b>Communication of results:</b> The VET+ provider communicates the results of external relations to staff and relevant stakeholders (e.g., funders and learners).</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback and monitoring system</li> <li>• Evaluation plan</li> <li>• Self-assessment procedures, results and reports</li> <li>• Interviews</li> <li>• Feedback and questionnaires</li> <li>• Individual and group reflection</li> <li>• Focus groups</li> <li>• Round-table discussions</li> <li>• Success indicators</li> </ul>
<p><b>Improvement of external relations</b></p>	<ul style="list-style-type: none"> <li>• <b>Improvement plan:</b> The VET+ provider has a mechanism to establish an action plan and a plan for monitoring improvement activities. All</li> </ul>	<ul style="list-style-type: none"> <li>• Improvement plans and follow-up procedures</li> <li>• Interviews</li> </ul>





Criteria	Examples of indicators ( <u>not prescribed</u> , the proposed indicators can be changed)	Examples of sources of evidence
	<p>key stakeholders have the possibility to make suggestions and improvements.</p> <ul style="list-style-type: none"><li>• <b>Follow-up of the improvement plan:</b> 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.</li><li>• <b>Communication to staff and key stakeholders:</b> The improvement and development plans are transparent and understandable, and they are communicated to staff and other relevant stakeholders.</li><li>• <b>Immediate response:</b> The VET+ provider has procedures for how to react immediately to feedback on external relations if needed.</li><li>• <b>Improvement of procedures:</b> The VET+ provider continuously improves the processes of external relations on the basis of evaluation, monitoring and feedback results</li></ul>	<ul style="list-style-type: none"><li>• Feedback and reports</li></ul>



## QUALITY AREA 9: INTERNATIONALISATION

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



Criteria	Examples of indicators (not prescribed, the proposed indicators can be changed)	Examples of sources of evidence
	and tools (e.g., databases of national and international partners, stakeholders' records of international activities, etc.) to implement international activities.	
<b>Implementation of International activities</b>	<ul style="list-style-type: none"> <li>• <b>Activities for internationalisation:</b> 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"> <li>• learners' mobility (outgoing, incoming)</li> <li>• staff mobility (outgoing, incoming)</li> <li>• international development projects</li> <li>• internationalisation in the home country (e.g., provision of trainings in foreign languages)</li> <li>• international skills competition.</li> </ul> </li> <li>• <b>Procedures:</b> The VET+ provider has procedures to implement all international activities.</li> <li>• <b>Availability and information:</b> 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.</li> <li>• <b>Support:</b> The VET+ provider encourages and supports learners and others involved in international activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Reports on mobility (incoming, outgoing)</li> <li>• Reports on international and other cooperation projects</li> <li>• Results of international competitions</li> <li>• Communication/information plan</li> <li>• Processes and procedures</li> <li>• Feedback</li> <li>• Success indicators</li> </ul>
<b>Cooperation with partners and other stakeholders</b>	<ul style="list-style-type: none"> <li>• <b>Information for relevant partners and stakeholders:</b> The VET+ provider informs all relevant partners and stakeholders accurately, understandably, timely and accessibly.</li> <li>• <b>Cooperation and communication with partners:</b> The VET+ provider have described processes and procedures to implement, e.g.:               <ul style="list-style-type: none"> <li>• Learners' mobility (outgoing, incoming)</li> <li>• staff mobility (outgoing, incoming)</li> <li>• international development projects</li> <li>• internationalisation in the home country (e.g., provision of trainings in foreign languages)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Reports on mobility (incoming, outgoing)</li> <li>• Reports on international and other cooperation projects</li> <li>• Communication/information plan</li> <li>• Results of international competitions</li> <li>• Processes and procedures</li> <li>• Feedback</li> </ul>





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"> <li>• national and international skills competition.</li> <li>• <b>Sharing knowledge from international activities:</b> The VET+ provider has procedures to ensure that learning from international networking, cooperation and other activities is shared with external stakeholders.</li> </ul>	
<p><b>Learning from and development of internalisation</b></p>	<ul style="list-style-type: none"> <li>• <b>Learning inside the organisation:</b> The VET+ provider has procedures to ensure that learning from international networking, cooperation and other activities is shared internally.</li> <li>• <b>Further development:</b> The VET+ provider uses international networking, cooperation and activities for the further development of, e.g.:               <ul style="list-style-type: none"> <li>• the organisation</li> <li>• the staff</li> <li>• the education and training and other services offered</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Development plan of VET+ provider</li> <li>• Pedagogical plans</li> <li>• Action plans and budget</li> <li>• Processes and procedures</li> <li>• Feedback</li> </ul>
<p><b>Monitoring and evaluation of internationalisation</b></p>	<ul style="list-style-type: none"> <li>• <b>Monitoring:</b> The VET+ provider systematically and regularly monitors and evaluates internationalisation activities</li> <li>• <b>Collecting feedback and other qualitative information:</b> The VET+ provider systematically collects relevant feedback and other qualitative information on internationalisation activities by using appropriate methods.</li> <li>• <b>Collecting data and data protection:</b> The VET+ provider collects quantitative data about internationalisation activities and protects them regarding international and national legislation.</li> <li>• <b>Analysis:</b> All data, feedback and information are analysed and discussed among the staff of the VET+ provider and relevant stakeholders.</li> <li>• <b>Communication of results:</b> The VET+ provider communicates the results of the internationalisation activities to staff and relevant</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback and monitoring system</li> <li>• Evaluation plan</li> <li>• Self-assessment procedures, results and reports</li> <li>• Interviews</li> <li>• Feedback and questionnaires</li> <li>• Individual and group reflection</li> <li>• Focus groups</li> <li>• Round-table discussions</li> <li>• Success indicators</li> </ul>





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



## QUALITY AREA 10: PEDAGOGICAL FRAMEWORK AND PLANNING OF THE PEDAGOGICAL PROCESSES

Criteria	Examples of indicators (not prescribed, the proposed indicators can be changed)	Examples of sources of evidence
<p><b>Providing the pedagogical framework</b></p>	<ul style="list-style-type: none"> <li>• <b>National competence/training standards:</b> The VET+ provider has deep knowledge of and analyses national competence frameworks /training standards / qualification repertoires, descriptors and requirements.</li> <li>• <b>Alignment with national competence/training standards:</b> The planning of the VET+ provider didactics is in line with national competence/training standards.</li> <li>• <b>Information for VET+ staff:</b> The VET+ staff is well informed and updated about the requirements of national competence/training standards.</li> <li>• <b>Optional parts of the standards:</b> The VET+ provider plans optional parts of national standards according to needs, e.g. VET+-specific and/or regional needs.</li> <li>• <b>The involvement of the VET+ staff:</b> The VET+ 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>Pedagogical principles:</b> The VET+ provider plans pedagogical principles that guide the everyday work of VET+ staff. The principles also refer to the different educational and training needs of learners.</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>• Regular updates/training on national competence frameworks/training standards, qualification repertoires</li> <li>• Financial and time plans for the implementation of national standards</li> <li>• Interviews to managers and VET+ staff</li> <li>• Policies and procedures</li> </ul>
<p><b>Implementation of the</b></p>	<ul style="list-style-type: none"> <li>• <b>The allocation of resources:</b> The VET+ provider ensures</li> </ul>	<ul style="list-style-type: none"> <li>• The VET+ provider-specific/optional parts of</li> </ul>





Criteria	Examples of indicators (not prescribed, the proposed indicators can be changed)	Examples of sources of evidence
<p><b>pedagogical framework</b></p>	<p>that allocated financial and time resources are appropriate for the successful planning and implementation of the pedagogical framework and processes.</p> <ul style="list-style-type: none"> <li>• <b>Support to the VET+ staff:</b> The VET+ provider supports VET+ 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> <li>• <b>The VET+ provider-specific/optional parts of the standards are in line with learners' needs:</b> The VET+ provider ensures that the planning of the structure and the conduction of the pedagogical processes (tailored programmes, individual learning programmes and processes, etc.) takes into consideration the learners':               <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 (face-to-face, e-learning, self-learning, work-based learning, project-based learning, etc).</li> </ul>	<p>the standards</p> <ul style="list-style-type: none"> <li>• Policies and procedures</li> <li>• Individual pedagogical plans, if present</li> <li>• Interviews of the VET+ and learners</li> <li>• Feedback and other data</li> <li>• Analysis and observation of ongoing pedagogical processes</li> </ul>
<p><b>Validation of Non-Formal and Informal Learning</b></p>	<ul style="list-style-type: none"> <li>• <b>Registration and enrolment process:</b> The VET+ service provider offering validation of non-formal and informal learning has clearly defined and implemented procedures and</li> </ul>	<ul style="list-style-type: none"> <li>• National competence frameworks/standards</li> <li>• VET+ provider standards/frameworks</li> <li>• Policies and procedures</li> </ul>





Criteria	Examples of indicators (not prescribed, the proposed indicators can be changed)	Examples of sources of evidence
	<p>prerequisites for registration and enrolment that are simple, low in bureaucracy, and adapted to different candidates' profiles. These should be present across all relevant information sources (website, brochures/leaflets, or other written materials), particularly in terms of:</p> <ul style="list-style-type: none"><li>• enrolment, cancellation, and withdrawal policy</li><li>• ease of registration/enrolment procedures</li><li>• provision of different registration methods to accommodate various target groups (e.g., face-to-face registration with support staff from the VET+ provider, written application, online registration and payment, etc.)</li></ul> <p>• <b>Documentation:</b> The VET+ service provider has defined and implemented rules and procedures regarding the documentation of non-formal and informal learning, particularly:</p> <ul style="list-style-type: none"><li>• the existence of personal data records (such as a portfolio) of the candidate, allowing for the identification of relevant relationships and perceptions</li><li>• the documentation and assessment of prior learning comply with criteria such as variety, relevance, currency, authenticity, and volume</li><li>• the existence of clear guidelines on the criteria to be used in documenting non-formal and informal learning, specifying how acquired competences should be evidenced within the documentation.</li></ul>	<ul style="list-style-type: none"><li>• Website/informational materials/brochures/leaflets</li><li>• Enrolment forms</li><li>• Registration methods</li><li>• Feedback and questionnaires</li><li>• Interviews with (former) learners/participants</li><li>• Individual assessment/qualification plans</li><li>• Portfolios</li><li>• Pedagogical documentation</li><li>• Certificate/diploma register</li></ul>





Criteria	Examples of indicators (not prescribed, the proposed indicators can be changed)	Examples of sources of evidence
	<ul style="list-style-type: none"><li>• <b>Assessment:</b> The VET+ service provider defines and implements assessment procedures for non-formal and informal learning, based on the appropriate use of assessment methods, ensuring that:<ul style="list-style-type: none"><li>• the assessment is tailored/adapted to the candidate's capabilities and needs</li><li>• the candidate's documentation is properly transferred to the assessment phase</li><li>• the assessment takes place in an appropriate and supportive environment</li><li>• the assessment is carried out according to pre-defined criteria</li><li>• feedback includes discussion of the assessment results, guidance, planning, and post-assessment support (if necessary).</li></ul></li><li>• <b>Certification:</b> The VET+ service provider ensures that the candidate receives a written document reflecting the results of the validation process (e.g., certificate, diploma, etc.), and that this document complies with criteria such as:<ul style="list-style-type: none"><li>• alignment with standards/frameworks, preferably national or based on a common reference point</li><li>• acceptance by the labour market and other VET+ providers, particularly enabling use for future education and training (formal and non-formal) and/or employment opportunities</li><li>• certification may be full or partial, validating part or all</li></ul></li></ul>	





Criteria	Examples of indicators (not prescribed, the proposed indicators can be changed)	Examples of sources of evidence
	<p>of the intended learning outcomes as defined in the standards/frameworks</p> <ul style="list-style-type: none"> <li>• the certification decision and assessment results are transparent and substantiated in accordance with the standards/frameworks</li> <li>• the existence of an appeals procedure allowing candidates to challenge the decision made by the validation/certification body</li> </ul>	
<p><b>Monitoring and evaluation of the pedagogical framework and planning of the pedagogical processes</b></p>	<ul style="list-style-type: none"> <li>• <b>Monitoring:</b> The VET+ provider systematically and regularly monitors and evaluates the pedagogical framework and the planning of pedagogical processes.</li> <li>• <b>Collecting feedback and other qualitative information:</b> The VET+ provider systematically collects relevant feedback and other qualitative information on the pedagogical framework and on the planning of pedagogical processes by using appropriate methods.</li> <li>• <b>Collecting data and data protection:</b> The VET+ provider collects quantitative data about the pedagogical framework and the planning of pedagogical processes and protects them regarding international and national legislation.</li> <li>• <b>Analysis:</b> All data, feedback and information are analysed and discussed among the staff of VET+ provider and relevant stakeholders (e.g. funders, learners)</li> <li>• <b>Communication of results:</b> The VET+ provider communicates the results of the pedagogical framework and the planning of the pedagogical processes to staff and relevant stakeholders (e.g. funders, learners).</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback and monitoring system</li> <li>• Evaluation plan</li> <li>• Self-assessment procedures, results and reports</li> <li>• Interviews</li> <li>• Feedback and questionnaires</li> <li>• Individual and group reflection</li> <li>• Focus groups</li> <li>• Round table discussions</li> <li>• Success indicators</li> </ul>
<p><b>Improvement of the</b></p>	<ul style="list-style-type: none"> <li>• <b>Improvement plan:</b> The VET+ provider has a mechanism to</li> </ul>	<ul style="list-style-type: none"> <li>• Improvement plans and follow up procedures</li> </ul>





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





## QUALITY AREA 11: TEACHING AND LEARNING<sup>1</sup>

Criteria	Examples of indicators ( <u>not prescribed</u> , the proposed indicators can be changed)	Examples of sources of evidence
<p><b>Planning of teaching and learning</b></p>	<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 competence/training standards requirements / national qualifications:</b> Modules/units are harmonised with learning outcomes, national competence/training standards requirements and the qualification framework.</li> <li>• <b>Planning:</b> The modules/units of qualifications are planned by VET+ staff typically teachers/trainers in cooperation with relevant parties (e.g. teams of teachers/trainers, VET+ training coordinators, other pedagogical staff such as mentors, tutors, instructors, assessors, counsellors and learners) according to:               <ul style="list-style-type: none"> <li>• learners' needs</li> <li>• the specific competences and expertise of the different involved VET+ staff</li> <li>• the need to develop learner's key competences/transversal skills</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>	<ul style="list-style-type: none"> <li>• Mission statement, values and institutional goals</li> <li>• Planning processes and procedures</li> <li>• Modules and units</li> <li>• Interviews with the managers and VET+ staff</li> </ul>
<p><b>Planning WBL in the VET+ provider<sup>2</sup></b></p>	<ul style="list-style-type: none"> <li>• <b>WBL in the VET+ provider:</b> The organisation of WBL periods in the VET+ provider is planned and implemented regularly.</li> <li>• <b>Cooperation in planning:</b> The VET+</li> </ul>	<ul style="list-style-type: none"> <li>• Interviews with the VET+ staff</li> <li>• Feedback</li> <li>• Infrastructures</li> <li>• Pedagogical</li> </ul>

<sup>1</sup> Including support.

<sup>2</sup> 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.





Criteria	Examples of indicators (not prescribed, the proposed indicators can be changed)	Examples of sources of evidence
	<p>provider involves companies and other organisations in reviewing the processes of WBL in the VET+ provider.</p> <ul style="list-style-type: none"> <li>• <b>Planning the WBL period:</b> The VET+ provider plans the WBL periods regularly.</li> <li>• <b>Drawing up the plan for learners' work:</b> A preliminary plan, detailing the learners' work assignments and demonstration of vocational competence/learning outcomes to be achieved, is made for each learner.</li> <li>• <b>Planning facilities for WBL in the VET+ provider:</b> The VET+ provider plans and organises the necessary facilities, equipment and VET+ staff.</li> </ul>	<p>resources (on-site labs, practical working spaces, etc)</p>
<p><b>The learning and teaching processes</b></p>	<ul style="list-style-type: none"> <li>• <b>Units:</b> The VET+ 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 learners' 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 learners:</b> The teaching arrangement allows and supports the collaboration of the learners.</li> <li>• <b>Peer learning:</b> Teaching and learning methods foster the peer learning of the learners.</li> <li>• <b>Key competences/ transversal skills:</b> the learning and teaching process is organized to promote the acquisition and further development of key competences/transversal skills such as (e.g. personal, social and learning to learn competence; citizenship competence; entrepreneurial competence.</li> <li>• <b>The learners' responsibility:</b> The VET+ staff makes the learners aware that they have a personal responsibility to learn and to do so successfully (learners feel responsible for their</li> </ul>	<ul style="list-style-type: none"> <li>• Interviews with VET+ staff and learners</li> <li>• VET+ provider /programmes/ qualifications and other services provided and/or implementation plans</li> <li>• Feedback</li> <li>• Individual study plans</li> <li>• Infrastructure and resources</li> </ul>





Criteria	Examples of indicators (not prescribed, the proposed indicators can be changed)	Examples of sources of evidence
	<p>learning success). The VET+ staff motivates and supports learners' independence in the learning/study process.</p> <ul style="list-style-type: none"> <li>• <b>A combination of theory and practice:</b> The unit plans involve WBL and encourage learners 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 (including digital resources) (like the ICT skills of the VET+ staff) are provided in order to support learning.</li> <li>• <b>Teaching and learning materials:</b> The teaching and learning material used is up to date, adequate and supports a variety of learning methods.</li> </ul>	
<b>Learning environments</b>	<ul style="list-style-type: none"> <li>• <b>Learner orientation:</b> Learning environments are arranged to be friendly and they are accessible according to learners' needs.</li> <li>• <b>Learning outcomes 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 Safety instructions</li> <li>• Interviews with the VET+ staff, learners and representatives of workplaces/companies</li> <li>• Feedback</li> </ul>
<b>Guidance and counselling of learners</b>	<ul style="list-style-type: none"> <li>• <b>Guidance and counselling:</b> The VET+ staff fulfil the individual learner's need for guidance, instruction and support in an encouraging manner, by adopting personalised measures.</li> <li>• <b>Competence:</b> The VET+ staff acquires the relevant competences to guide and counsel learners.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff development plans</li> <li>• Interviews with the VET+ staff and learners</li> <li>• Feedback</li> </ul>
<b>Promotion of key Competences/transversal skills</b>	<ul style="list-style-type: none"> <li>• <b>Key competences:</b> The VET+ provider ensures that the VET+ staff understand what key competences/transversal skills are and how to enhance them. The</li> </ul>	<ul style="list-style-type: none"> <li>• Interviews with the VET+ staff, learners and representatives of workplaces/companies</li> <li>• Feedback</li> </ul>





Criteria	Examples of indicators (not prescribed, the proposed indicators can be changed)	Examples of sources of evidence
	<p>pedagogical / methodical-didactical arrangements fosters the acquisition of these key competences.</p> <ul style="list-style-type: none"> <li>• <b>Staff support:</b> VET+ provider ensure that staff is trained and supported to in developing innovative competence-oriented approaches and encouraged to collaborate within and beyond their VET+ provider.</li> </ul>	
<p><b>Information to learners</b></p>	<ul style="list-style-type: none"> <li>• <b>Mission/vision and values:</b> Learners and other stakeholders involved in teaching and learning process are familiar with the mission/vision and values of the VET+ provider.</li> <li>• <b>Informing about programmes/ qualifications/other services provided:</b> Learners are provided with adequate information on programmes/qualifications/services in all phases of the teaching and learning process (pre-enrolment, enrolment, teaching and learning, certification/graduation/validation).</li> <li>• <b>Possibilities for employment / transfer to higher levels of education:</b> Learners are provided with adequate information on employment possibilities and possibilities to continue their education/professional development pathways.</li> <li>• <b>Scheduling and organisation:</b> Information on the schedules and organisation of the teaching and learning process are promptly updated and available for all learners.</li> <li>• <b>The responsibilities of the learners:</b> The VET+ provider sets the rules for learner rights and responsibilities and they are communicated clearly, precisely and understandably.</li> <li>• <b>Information prior to the learning and teaching process:</b> The information provided to the learners prior to the learning and teaching process is precise, realistic and timely. The information concerns, e.g. the contents, structure and assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Webpages</li> <li>• Social media accounts</li> <li>• Brochures and marketing materials</li> <li>• Intranet</li> <li>• Other communications channels</li> <li>• Interviews with VET+ and learners</li> <li>• Feedback</li> </ul>





Criteria	Examples of indicators (not prescribed, the proposed indicators can be changed)	Examples of sources of evidence
	<ul style="list-style-type: none"> <li>• <b>Information during the learning and teaching process:</b> The provision of information to the learners on all relevant matters during the learning and teaching process 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 learners are discussed together with learners. Individual needs 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 learner.</li> <li>• <b>The role of learners:</b> Learners have an active role in the individualisation of the learning process. Learners 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>	<ul style="list-style-type: none"> <li>• Individual learning plans</li> <li>• Monitoring and follow-up procedures</li> <li>• Interviews with the E&amp; training staff and learners</li> <li>• Feedback</li> </ul>
<b>Feedback to learners on their learning process</b>	<ul style="list-style-type: none"> <li>• <b>The regularity of feedback:</b> Learners receive regular feedback on their learning.</li> <li>• <b>The learning process:</b> Learners 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 learners learning process and achievement of learning outcomes.</li> <li>• <b>Assessment methods and tools:</b> Assessment methods and tools support learners learning and achievement of learning outcomes (the development of complete competences: knowledge, skills and attitudes). Portfolio or other formative assessment methods are used.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment procedures</li> <li>• Interviews with the E&amp; staff and learners</li> <li>• Feedback Observation</li> </ul>
<b>Monitoring and assessment of</b>	<ul style="list-style-type: none"> <li>• <b>Monitoring:</b> The VET+ provider systematically and regularly monitors</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback and monitoring system</li> </ul>





Criteria	Examples of indicators (not prescribed, the proposed indicators can be changed)	Examples of sources of evidence
teaching and learning	<p>and evaluates the teaching and learning.</p> <ul style="list-style-type: none"> <li>• <b>Collecting feedback and other qualitative information:</b> The VET+ provider systematically collects relevant feedback and other qualitative information on the teaching and learning by using appropriate methods.</li> <li>• <b>Collecting data and data protection:</b> The VET+ provider collects quantitative data about the teaching and learning and protects them regarding international and national legislation.</li> <li>• <b>Analysis:</b> All data, feedback and information are analysed and discussed among the staff and other relevant stakeholders (e.g. funders, learners)</li> <li>• <b>Communication of results:</b> The VET+ provider communicates the results of the teaching and learning to staff and other relevant stakeholders (e.g. funders, learners).</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation plan</li> <li>• Self-assessment procedures, results and reports</li> <li>• Interviews</li> <li>• Feedback and questionnaires</li> <li>• Individual and group reflection</li> <li>• Focus groups</li> <li>• Round table discussions</li> <li>• Success indicators</li> </ul>
Improvement of teaching and learning	<ul style="list-style-type: none"> <li>• <b>Improvement plan:</b> 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.</li> <li>• <b>Follow – up of the improvement plan:</b> 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.</li> <li>• <b>Communication to staff and key stakeholders:</b> The improvement and development plans are transparent and understandable, and they are communicated to staff and other relevant stakeholders.</li> <li>• <b>Immediate response:</b> The VET+ provider has procedures how to react immediately to feedback on the teaching and learning if needed.</li> </ul>	<ul style="list-style-type: none"> <li>• Improvement plans and follow up procedures</li> <li>• Interviews</li> <li>• Feedback and reports</li> </ul>





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"><li>• <b>Improvement of procedures:</b> The VET+ provider continuously improves the processes of the teaching and learning on the basis of evaluation, monitoring and feedback results.</li></ul>	





## QUALITY AREA 12: WORK-BASED LEARNING (WBL) OUTSIDE THE VET+ PROVIDER

Criteria	Examples of indicators ( <u>not prescribed</u> , the proposed indicators can be changed)	Examples of sources of evidence
<p><b>Planning WBL outside the VET+ provider</b></p>	<ul style="list-style-type: none"> <li>• <b>Organisation and responsibilities:</b> WBL outside the VET+ provider is planned systematically (e.g. roles and responsibilities, cooperation).</li> <li>• <b>Coherence with national competence/training standards:</b> When planning WBL outside the VET+ provider, national standards are considered.</li> <li>• <b>Cooperation:</b> Planning is designed in cooperation with companies and other workplaces and responds to the needs of labour market and learners.</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 the VET+ provider:</b> The VET+ provider ensures that WBL outside the VET+ provider is an integral part of the teaching and learning process.</li> <li>• <b>Individual needs:</b> The individual needs of learners are considered in planning WBL.</li> <li>• <b>The learning outcomes of WBL:</b> Expected learning outcomes are taken into account when designing WBL and form part of the expected outcomes of the whole teaching and learning process.</li> <li>• <b>Sustainability:</b> The VET+ provider plans and promotes sustainability in WBL outside the VET+ provider and has procedures to implement it.</li> </ul>	<ul style="list-style-type: none"> <li>• Values and institutional goals</li> <li>• Planning processes and procedures</li> <li>• Planning documents etc. (VET+ programmes / qualifications / services provided, implantation plans)</li> <li>• Interviews with the managers, E&amp; training staff and partners, companies contact points</li> <li>• Feedback</li> <li>• Success indicators</li> </ul>
<p><b>Cooperation with companies and/or other WBL organisations</b></p>	<ul style="list-style-type: none"> <li>• <b>Cooperation:</b> The VET+ provider works systematically on building up contacts and cooperation with companies and other organisations (e.g. databases).</li> <li>• <b>Contact point:</b> The VET+ provider has contact persons for companies and 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 and organisations who fulfil legal regulations in respect to the requirements of the WBL of learners (e.g. appropriate learning environments, appropriate staff and equipment, secure working environments).</li> <li>• <b>Support for companies and</b></li> </ul>	<ul style="list-style-type: none"> <li>• Databases</li> <li>• Process and procedures</li> <li>• Infrastructure</li> <li>• Interviews with the VET+ provider staff, learners, instructors/mentors/tutors at the workplaces</li> <li>• Feedback</li> </ul>





Criteria	Examples of indicators ( <u>not prescribed</u> , the proposed indicators can be changed)	Examples of sources of evidence
	<p><b>organisations:</b> The VET+ provider supports companies and organisations in developing pedagogical competences and supports the mentoring process with tools for documentation of the WBL learning (objectives, plan, learning outcomes to achieve, tools for assessment etc).</p>	
<p><b>The suitability of the WBL place for the learner</b></p>	<ul style="list-style-type: none"> <li>• <b>Criteria and processes:</b> The VET+ provider has processes to identify companies and organisations that are (or are not) appropriate for the WBL of learners.</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 learners (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 / tutors have the skills and competences needed for the guidance and counselling of learners and enough resources during the WBL period.</li> </ul>	<ul style="list-style-type: none"> <li>• Procedures and criteria Requirements</li> <li>• Training programmes and other schemes</li> <li>• Induction procedures</li> <li>• Interviews with the VET+ provider staff, learners, instructors/mentors / tutors at the workplaces</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> Learners, 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 learners and companies and organisations.</li> <li>• <b>Information about competences and possible fields:</b> Companies and organisations are systematically informed about the competences of and possible fields of work for learners.</li> </ul>	<ul style="list-style-type: none"> <li>• Processes and procedures</li> <li>• Interviews with the VET+ provider staff, learners, instructors/mentors / tutors at the workplaces</li> <li>• Feedback</li> </ul>
<p><b>Guidance and support for WBL outside the</b></p>	<ul style="list-style-type: none"> <li>• <b>Information about requirements:</b> Learners are informed about the requirements of the WBL (e.g. its length and duration, professional requirements, legal regulations, insurance cover,</li> </ul>	<ul style="list-style-type: none"> <li>• Process and procedures</li> <li>• Interviews with the VET+ provider staff, learners,</li> </ul>





Criteria	Examples of indicators ( <u>not prescribed</u> , the proposed indicators can be changed)	Examples of sources of evidence
<b>VET+ provider</b>	<p>remuneration, when applicable).</p> <ul style="list-style-type: none"> <li>• <b>Support for finding workplaces:</b> Learners are supported to find WBL places outside VET+ provider 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> Learners get guidance and other support based on their individual needs.</li> </ul>	<ul style="list-style-type: none"> <li>• instructors/mentors / tutors at the workplaces</li> <li>• Feedback</li> </ul>
<b>WBL period outside the VET+ provider</b>	<ul style="list-style-type: none"> <li>• <b>Learning agreements:</b> Learning agreements, signed by learners, companies 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 learners and companies.</li> <li>• <b>Documentation:</b> The WBL periods of the learners are documented and registered at provider level.</li> <li>• <b>Support by teachers/trainers:</b> Teachers/trainers provide sufficient support for learners during the WBL periods.</li> <li>• <b>Feedback on learning:</b> Learners get feedback on their learning during WBL outside the VET+ provider.</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 VET+ provider is not running appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>• Procedures</li> <li>• Interviews with the VET+ provider staff, learners, instructors/mentors / tutors at the workplaces</li> <li>• Learning agreements for WBL periods</li> <li>• Documentation of the WBL period</li> <li>• Feedback</li> </ul>
<b>Monitoring and evaluating of the WBL outside the VET+ provider</b>	<ul style="list-style-type: none"> <li>• <b>Monitoring:</b> The VET+ provider systematically and regularly monitors and evaluates the WBL outside VET+ provider.</li> <li>• <b>Collecting feedback and other qualitative information:</b> The VET+ provider systematically collects relevant feedback and other qualitative information on the WBL outside the VET+ provider by using appropriate methods.</li> <li>• <b>Collecting data and data protection:</b> The VET+ provider collects quantitative data about the WBL outside the school and protects them regarding international and national legislation.</li> <li>• <b>Analysis:</b> All data, feedback and information are analysed and discussed</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback and monitoring systems</li> <li>• Evaluation plans</li> <li>• Self-assessment</li> <li>• Procedures, results and report</li> <li>• Feedback and questionnaires</li> <li>• Individual and group reflection</li> <li>• Round table discussions</li> <li>• Success indicators</li> </ul>





Criteria	Examples of indicators ( <u>not prescribed</u> , the proposed indicators can be changed)	Examples of sources of evidence
	<p>among the staff of the VET+ provider and other relevant stakeholders (e.g. funders, learners, representatives from the labour market)</p> <ul style="list-style-type: none"> <li>• <b>Communication of results:</b> The VET+ provider communicates the results of the WBL outside the VET+ provider to staff and other relevant stakeholders (e.g. funders, learners, representatives from the labour market).</li> </ul>	
<p><b>Improvement of WBL outside the VET+ provider</b></p>	<ul style="list-style-type: none"> <li>• <b>Improvement plan:</b> 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.</li> <li>• <b>Follow – up of the improvement plan:</b> The VET+ provider has a follow-up system to assure that improvements and changes in the WBL outside the VET+ provider are made systematically according to the improvement plan.</li> <li>• <b>Communication to staff and key stakeholders:</b> The improvement and development plans are transparent and understandable, and they are communicated to staff and other relevant stakeholders.</li> <li>• <b>Immediate response:</b> The VET+ provider has procedures how to react immediately to feedback on the WBL outside the VET+ provider if needed.</li> <li>• <b>Improvement of procedures:</b> The VET+ provider continuously improves the processes of the WBL outside the VET+ provider on the basis of evaluation, monitoring and feedback results.</li> </ul>	<ul style="list-style-type: none"> <li>• Improvement plans and follow up procedures</li> <li>• Interviews</li> <li>• Feedback and reports</li> </ul>





## QUALITY AREA 13: ASSESSMENT AND CERTIFICATION

Criteria	Examples of indicators ( <u>not prescribed</u> , 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/regional (if applicable) standards and regulations:</b> The institutional assessment and certification process are in line with national/regional regulations. Learners' performance is assessed in line with learning outcomes / assessment criteria defined at national/regional / VET+ provider levels.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment and certification standards, regulations, policies and procedures</li> <li>• Interviews of the E&amp; staff and learners</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, guidelines, guiding books and materials, assessment standards, a schedule etc.)</li> <li>• <b>The competences of assessors/examiners:</b> Teachers/trainers of the VET+ provider and WBL mentors/instructors / tutors in companies are familiar with assessment methods, criteria, standards and procedures.</li> <li>• <b>Training and other support:</b> The VET+ provider supports their own staff and the staff from companies and organisations involved in WBL by providing the knowledge required for the implementation of assessment and certification process.</li> <li>• <b>Sustainability, diversity, equity and inclusion:</b> The VET+ provider plans and promotes sustainability, diversity, equity and inclusion and has procedures to implement it in assessment and certification.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment methods and instruments</li> <li>• Assessment criteria and marking criteria</li> <li>• National/regional competence/training standards</li> <li>• Interviews with VET+ staff, learners and key stakeholders (including mentors/instructors / tutors from companies/ organisations)</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</li> </ul>	<ul style="list-style-type: none"> <li>• Intranet Documents</li> <li>• Webpages</li> <li>• Social media accounts</li> <li>• Interviews with VET+ staff, learners and key stakeholders</li> </ul>





Criteria	Examples of indicators ( <u>not prescribed</u> , the proposed indicators can be changed)	Examples of sources of evidence
	<p>transparent:</p> <ul style="list-style-type: none"> <li>• Learners have information about the assessment at institutional level and individual level (an assessment process: assessment criteria, methods, tools etc.)</li> <li>• The VET+ staff, including the staff from companies and organisations involved in WBL, has updated information on the assessment and certification processes and procedures.</li> <li>• Key stakeholders have information on the assessment and certification processes and procedures.</li> </ul>	<p>(including mentors/ instructors / tutors from companies / organisations)</p> <ul style="list-style-type: none"> <li>• Feedback</li> </ul>
<p><b>Assessment as a part of the teaching and learning process</b></p>	<ul style="list-style-type: none"> <li>• <b>Self-assessment:</b> Learners assess their own development on a continuous basis.</li> <li>• <b>Continuous monitoring:</b> The development of vocational competence is monitored systematically throughout the process of teaching and learning. Monitoring is used to form a comprehensive view of each learner'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 learner.</li> <li>• <b>Feedback:</b> Learners are provided with feedback as part of the assessment process. Learners receive regular feedback on their competence, strengths and areas for improvement from the VET+ staff including the staff from companies and organisations involved in WBL. Staff discusses the main results with its learners 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 learner's learning progression. The VET+ provider has procedures to react on the data.</li> <li>• <b>The responsibility of learners:</b> Other relevant methods are used to assess and develop soft skills / key competences and</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment policies and procedures</li> <li>• Feedback</li> <li>• Interviews with VET+ staff, learners and key stakeholders (including mentors/ instructors / tutors from companies / organisations)</li> <li>• Feedback Assessed work</li> </ul>





Criteria	Examples of indicators ( <u>not prescribed</u> , the proposed indicators can be changed)	Examples of sources of evidence
	facilitate the involvement/ responsibility of a learner for his or her learning process.	
<b>Final assessment</b>	<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 learners' competences (learning outcomes) as a whole and as precisely as possible</li> <li>• Different players are involved in assessment (teachers/trainers of the VET+ provider, WBL mentors/instructors / tutors in companies, peers, other relevant stakeholders such as representatives from the labour market, social partners, etc).</li> <li>• Assessment includes assessment in authentic environments (real workplaces), if applicable.</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 learners and does not disadvantage particular learners or groups of learners. The VET+ provider has established a monitoring system to determine if the learners feel that the performance of the final assessment is fair and proper.</li> <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, including the learners.</li> <li>• <b>The results of assessment:</b> Learners receive the assessment of their learning outcomes achievement.</li> <li>• <b>The appeal procedure:</b> Learners have the right to appeal. The VET+ provider has an appeal procedure, which is familiar to all parties involved, learners included.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment policies and procedures</li> <li>• Interviews with VET+ staff, learners and key stakeholders</li> <li>• Feedback Assessed work</li> </ul>





Criteria	Examples of indicators ( <u>not prescribed</u> , the proposed indicators can be changed)	Examples of sources of evidence
<b>Awards/ certification</b>	<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 learner, the examination/certification board, assessment methods, assignments for the learner etc.) in line with national/regional regulations or its own and uses digital eco-friendly solutions to store documentation.</li> </ul>	<ul style="list-style-type: none"> <li>• Certification procedures</li> <li>• Certificates</li> <li>• Interviews of the staff, learners and other key stakeholders</li> </ul>
<b>Monitoring and evaluation of the assessment and certification</b>	<ul style="list-style-type: none"> <li>• <b>Monitoring:</b> The VET+ provider systematically and regularly monitors and evaluates the evaluation and certification process.</li> <li>• <b>Collecting feedback and other qualitative information:</b> The VET+ provider systematically collects relevant feedback and other qualitative information on assessment and certification by using appropriate methods.</li> <li>• <b>Collecting data and data protection:</b> The VET+ provider collects quantitative data about assessment and certification and protects them regarding international and national legislation.</li> <li>• <b>Analysis:</b> All data, feedback and information are analysed and discussed among the staff of VET+ provider and relevant stakeholders (e.g. funders, learners)</li> <li>• <b>Communication of results:</b> The VET+ provider communicates the results of the assessment and certification to staff and relevant stakeholders (e.g. funders, learners).</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback and monitoring systems</li> <li>• Evaluation plans</li> <li>• Self-assessment</li> <li>• Procedures, results and report</li> <li>• Feedback and questionnaires</li> <li>• Individual and group reflection</li> <li>• Focus groups</li> <li>• Round table discussions</li> <li>• Success indicators</li> </ul>





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





## QUALITY AREA 14: LEARNING RESULTS AND OUTCOMES

Criteria	Examples of indicators (not prescribed, the proposed indicators can be changed)	Examples of sources of evidence
<b>Planning</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 learning processes.</li> <li>• <b>Familiarisation:</b> The VET+ provider has familiarized staff and key stakeholders with the above-mentioned goals and indicators.</li> <li>• <b>Learners' goals:</b> Learners are aware of what learning outcomes are expected of them and have set goals for their learning process.</li> <li>• <b>Sustainability:</b> The VET+ provider plans and promotes sustainability in learning results and outcomes and has procedures to implement it.</li> </ul>	<ul style="list-style-type: none"> <li>• Specific Processes and documents</li> <li>• Interviews with staff and learners</li> <li>• Success indicators</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>Data protection:</b> The VET+ provider ensures data protection in the monitoring, reporting and use of learning results and outcomes information.</li> </ul>	<ul style="list-style-type: none"> <li>• Processes and documents</li> <li>• Interviews with staff and learners</li> </ul>
<b>Monitoring and reporting</b>	<ul style="list-style-type: none"> <li>• <b>Measurement of learning progress:</b> The learners' 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</li> </ul>	<ul style="list-style-type: none"> <li>• Interviews with staff and learners</li> <li>• Assessment/graduation system</li> <li>• Learner evaluations of their own learning outcomes</li> <li>• Records of progress</li> </ul>





Criteria	Examples of indicators (not prescribed, the proposed indicators can be changed)	Examples of sources of evidence
	<p>monitoring and reporting system for learners' learning results and outcomes.</p> <ul style="list-style-type: none"> <li>• <b>Learners' achievement of the expected learning outcomes:</b> The VET+ provider has concrete evidence that the learners have achieved the expected learning outcomes.</li> <li>• <b>Benchmarking and comparison of learning outcomes:</b> The VET+ provider takes measures to compare learners' learning outcomes with those from other VET+ providers (and also nationally if possible).</li> <li>• <b>The satisfaction of learners:</b> Learners 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 or employers staff involved in CVET. 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 learners upon the completion of the learning process.</li> </ul>	<p>reviews</p> <ul style="list-style-type: none"> <li>• The results of national/ local testing, if appropriate</li> <li>• The results of national/regional assessment of learning outcomes, if appropriate</li> <li>• Interviews to employers or companies' tutors</li> </ul>
<p><b>Educational output and career performance</b></p>	<ul style="list-style-type: none"> <li>• <b>Information about learners' career performance:</b> The VET+ provider has processes and procedures to gain and analyse information about their graduates/learners completing a qualification/certification process (they have a graduate/certification tracking system).</li> <li>• <b>Utilisation of data:</b> The VET+ provider has processes and procedures regarding how to use all the analysed and relevant data for the improvement of the VET+ provider's performance.</li> <li>• <b>Graduation/certification rates:</b> Graduation/certification rates meet the goals and targets of the VET+ provider and key stakeholders.</li> <li>• <b>The drop-out rates of learners:</b> The</li> </ul>	<ul style="list-style-type: none"> <li>• Data (e.g. on qualifications, dropouts, the length of and reason for delays in education and training, employment)</li> <li>• The post-course destination of learners</li> <li>• Interviews with the staff and learners/graduates</li> <li>• Follow up surveys</li> <li>• Details and records of learners' achievements</li> <li>• Benchmarking data</li> </ul>





Criteria	Examples of indicators (not prescribed, the proposed indicators can be changed)	Examples of sources of evidence
	<p>dropout rate is low and meets the goals and targets of the VET+ provider.</p> <ul style="list-style-type: none"> <li>• <b>The transition to working life:</b> The post-graduation/certification 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 learner 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/learners completing a qualification/certification process is openly discussed and possible improvement measures are put into action.</li> </ul>	
<p><b>Monitoring and evaluating of the learning results and outcomes</b></p>	<ul style="list-style-type: none"> <li>• <b>Monitoring:</b> The VET+ provider systematically and regularly monitors and evaluates the learning results and outcomes.</li> <li>• <b>Collecting feedback and other qualitative information:</b> The VET+ provider systematically collects relevant feedback and other qualitative information on the learning results and outcomes by using appropriate methods.</li> <li>• <b>Collecting data and data protection:</b> The VET+ provider collects quantitative data about the learning results and outcomes and protects them regarding international and national legislation.</li> <li>• <b>Analysis:</b> All data, feedback and information are analysed and discussed among the staff of VET+ provider and relevant stakeholders (e.g. funders, learners).</li> <li>• <b>Communication of results:</b> The VET+ provider communicates the results of the learning results and outcomes to staff and relevant stakeholders (e.g. funders, learners, labour market).</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback and monitoring systems</li> <li>• Evaluation plans Self-assessment</li> <li>• Procedures, results and report</li> <li>• Feedback and questionnaires</li> <li>• Individual and group reflection</li> <li>• Focus groups</li> <li>• Round table discussions</li> <li>• Success indicators</li> </ul>
<p><b>Improvement of the learning</b></p>	<ul style="list-style-type: none"> <li>• <b>Improvement plan:</b> The VET+ provider has a mechanism to establish an action plan and procedures for monitoring</li> </ul>	<ul style="list-style-type: none"> <li>• Improvement plans and follow up procedures</li> <li>• Interviews</li> <li>• Feedback and reports</li> </ul>





Criteria	Examples of indicators ( <u>not prescribed</u> , the proposed indicators can be changed)	Examples of sources of evidence
<b>results and outcomes</b>	<p>improvement activities. All key stakeholders have the possibility to make suggestions and improvement.</p> <ul style="list-style-type: none"><li>• <b>Follow – up of the improvement plan:</b> 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.</li><li>• <b>Communication to staff and key stakeholders:</b> The improvement and development plans are transparent and understandable, and they are communicated to staff and other relevant stakeholders.</li><li>• <b>Immediate response:</b> The VET+ provider has procedures how to react immediately to feedback on the learning results and outcomes if needed.</li><li>• <b>Improvement of procedures:</b> The VET+ provider continuously improves the processes of the learning results and outcomes on the basis of evaluation, monitoring and feedback results.</li></ul>	



## QUALITY AREA 15: GREEN EDUCATION AND TRAINING PROCESSES

Criteria	Examples of indicators (not prescribed, the proposed indicators can be changed)	Examples of sources of evidence
<b>Green Education and Training Processes Planning</b>	<ul style="list-style-type: none"> <li>• <b>Objectives:</b> The VET+ provider has designed and planned institution's strategy and operational plans taking into account green transition priorities, as well as criteria for measuring results.</li> <li>• <b>Measures and resources:</b> The VET+ plans to install modern and high-quality premises to set an eco-friendly working environment. It also plans to equip itself with the state-of-the-art tools, equipment and technologies necessary for more eco-friendly and sustainable teaching and learning practices/processes.</li> <li>• <b>Teaching and learning processes/practices:</b> The VET+ plans to develop up-to-date and comprehensive education and training programmes and other pedagogical activities adopting green and sustainable technologies, practices and methodologies. They are aligned with industry needs and includes practical and theoretical teaching and learning activities.</li> <li>• <b>Integration of sustainability:</b> The VET+ plans to integrate sustainable practices into the day-to-day activities of the institution, which include energy efficiency, waste reduction, carpooling, water saving and the promotion of other environmentally friendly practices.</li> <li>• <b>Cooperation:</b> The VET+ provider develops partnerships with the green sector and businesses to facilitate on-the-job training activities, traineeships, apprenticeships and collaborative projects.</li> <li>• <b>Staff competences:</b> The VET+ provider plans staff training to raise awareness on green transition priorities and to support its strategy and action plans aimed at implementing greening practices in the workplace and in pedagogical processes and practices.</li> </ul>	<ul style="list-style-type: none"> <li>• National and EU recommendations and policies</li> <li>• Mission, Vision, Values and Strategy</li> <li>• Environmental management system (e.g. ISO 14001 standard) certification documentation</li> <li>• Operational and development plans</li> <li>• Evaluation and self-assessment plans</li> <li>• Process descriptions</li> <li>• Action plan and budget</li> <li>• Feedback</li> <li>• Interviews</li> </ul>
<b>Green Education and Training Processes Implementation</b>	<ul style="list-style-type: none"> <li>• <b>Measures and resources:</b> The VET+ has modern and well-equipped premises to set a real ecological working environment, new tools, equipment and technologies necessary for more eco-friendly and sustainable teaching and learning practices/processes.</li> <li>• <b>Teaching and learning processes/practices:</b> The VET+ has integrated various green and sustainable technologies, practices and methodologies into the education and training programmes and other pedagogical activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Operational and development plans</li> <li>• Evaluation and self-assessment plans</li> <li>• Process descriptions</li> <li>• Education and training programmes</li> <li>• Pedagogical equipment</li> <li>• Action plan and budget</li> </ul>





Criteria	Examples of indicators ( <u>not prescribed</u> , the proposed indicators can be changed)	Examples of sources of evidence
	<p>They are aligned with green sector needs and include practical and theoretical teaching and learning activities.</p> <ul style="list-style-type: none"> <li>• <b>Integration of sustainability:</b> The VET+ has sustainable practices in day-to-day activities that include energy efficiency, waste reduction and the promotion of environmentally friendly practices and allocate additional resources to that end.</li> <li>• <b>Cooperation:</b> The VET+ provider has partnerships with green sector and businesses.</li> <li>• <b>Staff:</b> The VET+'s staff are encouraged to use sustainable tools and means of transport and adopt sustainable practices in their day-to-day working activities as well as in their pedagogical processes.</li> <li>• <b>Non-formal learning activities:</b> The VET+ provider promotes non-formal learning activities as well as organises and promotes events on sustainability for the VET+ community (founders, staff, learners, local community, other stakeholders).</li> <li>• <b>Occupational guidance:</b> The VET+ provider provides vocational guidance to learners and provides information on career opportunities in the greening related industries.</li> <li>• <b>VET+ Community:</b> The VET+ provider works with its community in green issues, organising awareness raising events, promoting and encouraging green collaborative projects, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback</li> <li>• Interviews</li> <li>• Observations</li> <li>• Round table discussions</li> </ul>
<p><b>Monitoring and Evaluation of Green Education and Training Processes</b></p>	<ul style="list-style-type: none"> <li>• <b>Monitoring:</b> The VET+ provider systematically and regularly monitors and evaluates the green education and training practices and processes.</li> <li>• <b>Collecting feedback and other qualitative information:</b> The VET+ provider systematically collects relevant feedback and other qualitative information on green education and training practices and processes by using appropriate methods.</li> <li>• <b>Collecting data and data protection:</b> The VET+ provider collects quantitative data about green education and training practices and processes and protects them regarding international and national legislation.</li> <li>• <b>Analysis:</b> All data, feedback and information are analysed and discussed among the staff of the VET+ provider and relevant</li> </ul>	<ul style="list-style-type: none"> <li>• Operational and development plans</li> <li>• Evaluation and self-assessment plans and reports</li> <li>• Process descriptions</li> <li>• Education and training programmes</li> <li>• Pedagogical equipment</li> <li>• Feedback and questionnaires</li> <li>• Interviews</li> <li>• Success indicators</li> <li>•</li> </ul>





Criteria	Examples of indicators (not prescribed, the proposed indicators can be changed)	Examples of sources of evidence
	<p>stakeholders (e.g., funders, learners).</p> <ul style="list-style-type: none"><li>• <b>Communication of results:</b> The VET+ provider communicates the results of the green education and training practices and processes to staff and relevant stakeholders (e.g., funders, learners, community, relevant stakeholders).</li></ul>	
<b>Improvement of Green Education and Training Processes</b>	<ul style="list-style-type: none"><li>• <b>Improvement plan:</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 and improvements.</li><li>• <b>Follow-up of the improvement plan:</b> The VET+ provider has a follow-up system to assure that improvements and changes on green education and training practices and processes are made systematically according to the improvement plan.</li><li>• <b>Communication to staff and key stakeholders:</b> The improvement and development plans are transparent and understandable, and they are communicated to staff and other relevant stakeholders.</li><li>• <b>Immediate response:</b> The VET+ provider has procedures for how to react immediately to feedback on green education and training practices and processes if needed.</li><li>• <b>Improvement of procedures:</b> The VET+ provider continuously improves the green education and training practices and processes on the basis of evaluation, monitoring and feedback results.</li></ul>	<ul style="list-style-type: none"><li>• Improvement plans and follow-up procedures</li><li>• Interviews</li><li>• Feedback and reports</li></ul>



## QUALITY AREA 16: DIGITALISATION

Criteria	Examples of indicators (not prescribed, the proposed indicators can be changed)	Examples of sources of evidence
<b>Digital system planning</b>	<ul style="list-style-type: none"> <li>• <b>Plans of digitalisation:</b> The VET+ provider has defined a plan on how the overall organisation structure benefits of digitalisation, including learning and teaching, and extreme events that can hamper the possibility to work in presence.</li> <li>• <b>Digital resources:</b> Devices, software, procedures, licenses are freely available and accessible to the staff employed in the workplace and remotely.</li> <li>• <b>Coverage:</b> The VET+ provider’s digital system covers all processes and operations of the VET+ provider. VET+ provider management promotes the digitalisation process transversally to all the organisation areas and processes.</li> <li>• <b>Digital skills gap analysis:</b> The VET+ provider systematically assesses and identifies the needs and requirements for new digital knowledge and skills which are needed to support the digitalisation strategy and the VET+ providers’ goals.</li> <li>• <b>Digital innovation in teaching/learning:</b> The VET+ provider promotes a culture of digitalization with the aim to innovate and modernize its usual pedagogies.</li> <li>• <b>Digitalisation of pedagogical tools:</b> The VET+ provider promotes the experimentation of innovative digital tools and devices (including AI; VR...) with the aim to increase and improve learners’ digital skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Equipment and sw register</li> <li>• Interviews</li> <li>• Mission, vision, values and strategy</li> <li>• National policies</li> <li>• Operational and development plans</li> <li>• Internal Training register/ attendance sheet</li> </ul>
<b>Digital skills</b>	<ul style="list-style-type: none"> <li>• <b>Management:</b> The management of the VET+ provider has competences on digitalization at both organizational and management level. Regularly use digital resources for data driven decision making.</li> <li>• <b>Digitalised Organisational culture:</b> The VET+ provider systematically and continuously develops the culture of digitalisation to promote and implement efficiency, reliability and evidence-based approach in daily work. The management ensures that staff, learners and key stakeholders are aware and know about the relevance and impact of digitalization at both organization and VET+ provision level.</li> <li>• <b>Staff and key professionals:</b> The VET+ provider’s staff and key professionals involved in the strategic processes, have the appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Mission, vision, values and strategy</li> <li>• Quality assurance documents</li> <li>• Feedback</li> <li>• Interviews</li> <li>• Internal Training register/ attendance sheet</li> </ul>



Criteria	Examples of indicators ( <u>not prescribed</u> , the proposed indicators can be changed)	Examples of sources of evidence
<p><b>Digital system implementation</b></p>	<p>set of skill for fully benefit from digitalization.</p> <ul style="list-style-type: none"> <li>• <b>Ensuring the quality of digital system:</b> The digital architecture of the VET + provider is relevant, timely, accurate and reliable, according to the dimension, the provision and the number of learners of the organisation.</li> <li>• <b>Use and analysis of the digital system:</b> The VET+ provider uses and analyses the digital system also with reference to decision making, developing and forecasting. The top management motivates staff to use the digital system appropriately and according to the specific tasks and projects.</li> <li>• <b>Use of key knowledge from external sources:</b> The VET+ provider has defined what kind of external sources of data are available and useful to use.</li> <li>• <b>Accessibility and sharing of the digital system:</b> The VET+ provider ensures accessibility of digital system and devices to staff and key stakeholders. The VET+ provider sets mechanisms, procedures, devices and tools for the staff making the best and inclusive use of digital means (e.g., shared system drives, online surveys results, internal training/presentations)</li> <li>• <b>Implementation of privacy policy and data protection in the digital system:</b> The VET+ provider ensures that the staff follows GDPR, national and the VET+ providers' regulations on privacy policy and data protection in relation to the digital system use.</li> <li>• <b>The risks:</b> The VET+ provider systematically assesses the risks of digital system management and prevents them.</li> <li>• <b>Staff training:</b> The VET+ provider arranges training on digitalization, according to the needs' analysis planned and the global trends. The VET+ provider has set a budget to finance the professional development of staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Description of knowledge management processes</li> <li>• Development plans of VET+ provider</li> <li>• Knowledge databases</li> <li>• Training plans and materials</li> <li>• Individual plans of staff development</li> <li>• Risk Analysis</li> <li>• Interviews</li> <li>• Feedback</li> <li>• Statistics</li> <li>•</li> </ul>
<p><b>Digital system monitoring</b></p>	<ul style="list-style-type: none"> <li>• <b>Monitoring:</b> The VET+ provider systematically and regularly monitors and evaluates the digital system functioning and its management processes.</li> <li>• <b>Collecting feedback and other qualitative information:</b> The VET+ provider systematically collects relevant feedback and other qualitative information from digital</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback and monitoring system</li> <li>• Evaluation plan</li> <li>• Self-assessment procedures, results and</li> </ul>





Criteria	Examples of indicators ( <u>not prescribed</u> , the proposed indicators can be changed)	Examples of sources of evidence
	<p>system by using appropriate digitalised methods.</p> <ul style="list-style-type: none"> <li>• <b>Analysis:</b> All data, feedback and information on digital system functioning are analysed and discussed among VET+ provider staff and other relevant stakeholders (e.g., funders).</li> <li>• <b>Communication of results:</b> The VET+ provider communicates the results of digital system functioning and impact, also in term of quality, to staff and other relevant stakeholders (e.g. funders).</li> </ul>	<p>reports</p> <ul style="list-style-type: none"> <li>• Reports on the use and usability of information systems</li> <li>• Reports on data protection</li> <li>• Interviews</li> <li>• Focus groups</li> <li>• Feedback and questionnaires</li> <li>• Success indicators</li> </ul>
<b>Digital system improvement</b>	<ul style="list-style-type: none"> <li>• <b>Improvement plan:</b> 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.</li> <li>• <b>Follow –up the improvement plan:</b> The VET+ provider has a follow up system to ensure that improvement and changes are made systematically according to the improvement plan.</li> <li>• <b>Communication to staff and key stakeholders:</b> The improvement and development plans are transparent and understandable, and they are communicated to staff and key stakeholders.</li> <li>• <b>Improvement of the digital system:</b> The VET+ provider continuously improves all areas of digital system on the basis of evaluation, monitoring and the feedback results.</li> <li>• <b>Immediate response:</b> The VET+ provider has procedures for how to react immediately to feedback on knowledge management if needed.</li> </ul>	<ul style="list-style-type: none"> <li>• Improvement plans and follow-up procedures</li> <li>• Interviews</li> <li>• Feedback and reports</li> </ul>

## Sources

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

ARQA-VET Austrian Reference Point for Quality Assurance in VET, Agency for Vocational Education and Training and Adult Education (ASOO), The Estonian Quality Agency for Higher and Vocational Education (EKKA), Finnish National Agency for Education (EDUFI), Institute of the Republic of Slovenia for Vocational Education and Training (CPI)

ISBN 978-952-13-6740-3 (pb)

ISBN 978-952-13-6741-0 (pdf)





PEER REVIEW FOR  
GREEN AND DIGITAL  
VET

ISBN 978-952-13-6742-7 (Digital publication)

[www.oph.fi](http://www.oph.fi) for



Co-funded by  
the European Union