ANNEX I

THE EUROPEAN QUALITY ASSURANCE REFERENCE FRAMEWORK: QUALITY CRITERIA AND INDICATIVE DESCRIPTORS (¹)

This annex proposes common quality criteria and indicative descriptors to support Member States, as they deem appropriate, when implementing the Framework (²).

Quality Criteria	Indicative descriptors at VET-system level	Indicative descriptors at VET-provider level
Planning reflects a strategic vision shared by the relevant stakeholders and includes explicit goals/objectives, actions and indicators	Goals/objectives of VET are described for the medium and long terms, and linked to European goals	European, national and regional VET policy goals/objectives are reflected in the local targets set by the VET providers
	The relevant stakeholders participate in setting VET goals and objectives at the different levels	Explicit goals/objectives and targets are set and monitored
	Targets are established and monitored through specific indicators (success criteria)	Ongoing consultation with relevant stakeholders takes place to identify specific local/individual needs
	Mechanisms and procedures have been established to identify training needs	Responsibilities in quality management and development have been explicitly allocated
	An information policy has been devised to ensure optimum disclosure of quality results/outcomes subject to national/regional data protection requirements	There is an early involvement of staff in planning, including with regard to quality development
	Standards and guidelines for recognition, validation and certification of competences of individuals have been defined	Providers plan cooperative initiatives with other VET providers
		The relevant stakeholders participate in the process of analysing local needs
		VET providers have an explicit and transparent quality assurance system in place
Implementation plans are devised in consultation with stakeholders and include explicit principles	Implementation plans are established in cooperation with social partners, VET providers and other relevant stakeholders at the different levels	Resources are appropriately internally aligned/assigned with a view to achieving the targets set in the implementation plans
	Implementation plans include consideration of the resources required, the capacity of the users and the tools and guidelines needed for support	Relevant and inclusive partnerships are explicitly supported to implement the actions planned
	Guidelines and standards have been devised for implementation at different levels	The strategic plan for staff competence development specifies the need for training for teachers and trainers
	Implementation plans include specific support towards the training of teachers and trainers	Staff undertake regular training and develop cooperation with relevant external stakeholders to support capacity building and quality improvement, and to enhance performance
	VET providers' responsibilities in the implementation process are explicitly described and made transparent	
	A national and/or regional quality assurance framework has been devised and includes guidelines and quality standards at VET-provider level to promote continuous improvement and self-regulation	

(¹) For the purposes of this recommendation, definitions which apply are based on Cedefop's Glossary on Quality in Training (working paper, November 2003).
(²) A further set of selected quality indicators is detailed in Annex II.

Quality Criteria	Indicative descriptors at VET-system level	Indicative descriptors at VET-provider level
Evaluation of outcomes and processes is regularly carried out and supported by measurement	A methodology for evaluation has been devised, covering internal and external evaluation Stakeholder involvement in the monitoring and evaluation process is agreed and clearly described The national/regional standards and processes for improving and assuring quality are relevant and proportionate to the needs of the sector Systems are subject to self-evaluation, internal and external review, as appropriate Early warning systems are implemented Performance indicators are applied Relevant, regular and coherent data collection takes place, in order to measure success and identify areas for improvement. Appropriate data collection methodologies have been devised, e.g. questionnaires and indicators/metrics	Self-assessment/self-evaluation is periodically carried out under national and regional regulations/frameworks or at the initiative of VET providers Evaluation and review covers processes and results/outcomes of education including the assessment of learner satisfaction as well as staff performance and satisfaction Evaluation and review includes adequate and effective mechanisms to involve internal and external stakeholders Early warning systems are implemented
Review	Procedures, mechanisms and instruments for undertaking reviews are defined at all levels Processes are regularly reviewed and action plans for change devised. Systems are adjusted accordingly Information on the outcomes of evaluation is made publicly available	Learners' feedback is gathered on their individual learning experience and on the learning and teaching environment. Together with teachers' feedback this is used to inform further actions Information on the outcomes of the review is widely and publicly available Procedures on feedback and review are part of a strategic learning process in the organisation Results/outcomes of the evaluation process are discussed with relevant stakeholders and appropriate action plans are put in place