

## ANNEX I

THE EUROPEAN QUALITY ASSURANCE REFERENCE FRAMEWORK: QUALITY CRITERIA AND INDICATIVE DESCRIPTORS <sup>(1)</sup>

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

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

<sup>(1)</sup> For the purposes of this recommendation, definitions which apply are based on Cedefop's Glossary on Quality in Training (working paper, November 2003).

<sup>(2)</sup> 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
<p>Evaluation of outcomes and processes is regularly carried out and supported by measurement</p>	<p>A methodology for evaluation has been devised, covering internal and external evaluation</p> <p>Stakeholder involvement in the monitoring and evaluation process is agreed and clearly described</p> <p>The national/regional standards and processes for improving and assuring quality are relevant and proportionate to the needs of the sector</p> <p>Systems are subject to self-evaluation, internal and external review, as appropriate</p> <p>Early warning systems are implemented</p> <p>Performance indicators are applied</p> <p>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</p>	<p>Self-assessment/self-evaluation is periodically carried out under national and regional regulations/frameworks or at the initiative of VET providers</p> <p>Evaluation and review covers processes and results/outcomes of education including the assessment of learner satisfaction as well as staff performance and satisfaction</p> <p>Evaluation and review includes adequate and effective mechanisms to involve internal and external stakeholders</p> <p>Early warning systems are implemented</p>
<p>Review</p>	<p>Procedures, mechanisms and instruments for undertaking reviews are defined at all levels</p> <p>Processes are regularly reviewed and action plans for change devised. Systems are adjusted accordingly</p> <p>Information on the outcomes of evaluation is made publicly available</p>	<p>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</p> <p>Information on the outcomes of the review is widely and publicly available</p> <p>Procedures on feedback and review are part of a strategic learning process in the organisation</p> <p>Results/outcomes of the evaluation process are discussed with relevant stakeholders and appropriate action plans are put in place</p>