

Transnational Peer Review Criteria for Vocational Education and Training Providers

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FOREWORD

The quality assurance and development of vocational education and training (VET) in the EU is based on the EQAVET+ framework and the Council Recommendation on vocational education and training for sustainable competitiveness, social fairness and resilience. These frameworks provide a common European reference for continuous improvement in VET systems. Recent EU initiatives, the Union of Skills and the Herning Declaration (2025), emphasise future-oriented, inclusive, high-quality and attractive VET. The Union of Skills aims to empower people, close skills gaps, enable mobility and strengthen Europe's competitiveness by investing in education, lifelong learning and talent development. As summed up in the Herning Declaration, excellent, attractive and inclusive VET is an important driver of resilient and inclusive societies and increased competitiveness at the national and EU levels.

Vocational education and training have a significant impact on individuals, working life and society as a whole in many different ways. Continuous improvement and quality assurance are increasingly important for providing VET. To achieve this, VET providers play a key role in producing quality by acting at the interface between students and working life. This handbook supports VET providers in quality assurance, self-assessment and transnational peer review in the context of different national education systems. It promotes dialogue and stronger partnership between institutions and countries.

The Transnational Peer Review Criteria for VET providers has been updated and piloted, with the criteria examined particularly from the perspectives of sustainability and digitalisation. Digital transformation in VET ensures continuous, flexible and lifelong learning. Skills and competences in the use of digital technologies, artificial intelligence and digital services are key civic, working life and professional skills.

In Europe, we share the view of the urgent need for sustainable development. Education reforms society, and for the green transition, operating models and teaching and learning must be renewed to be more sustainable, both within education and through education. When students and professionals possess the knowledge, skills, competence and attitude to contribute, they become agents of change. In order to achieve this, VET providers need to recognise their role as promoters more strongly.

The handbook covers the institution's operations as a whole; there are 14 quality areas, and each area incorporates a continuous improvement approach and is based on the EQAVET+ framework. The criteria assist with speaking the same language of evaluation, and it can be used selectively or supplemented according to the context of the VET provider.

Quality assurance is based on long-term, systematic, goal-oriented work and evidence-based processes aimed at improving learning outcomes and strengthening institutional capabilities. This handbook aims to foster dialogue and cooperation between institutions and countries and support the development of high-quality and future-oriented VET systems across Europe.

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

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WHAT IS A PEER REVIEW

A peer review is a form of external evaluation that supports the reviewed VET provider in its quality assurance and continuous improvement. During peer reviews, colleagues from other VET providers (called peers) evaluate and provide feedback on the quality of VET provision to the reviewed provider. Transnational peer reviews involve international peers that evaluate VET providers alongside national peers.

Who benefits from peer reviews

Peer review is intended for VET providers that implement internal quality assurance procedures and self-evaluation and who want to obtain feedback from colleagues on the quality of certain aspects of VET provision for the VET provider. VET providers participate in peer reviews voluntarily. Peer review is a dynamic and motivating process of mutual learning that benefits both VET providers and peers. Transnational peer review promotes transparency and consistency in quality assurance between different countries and education systems.

Who is a peer

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

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

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

How are peer reviews organised

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



Why participate in a transnational peer review

VET providers benefit from peer reviews by:

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

Peer reviews rely on:

- confidentiality
- impartiality
- transparent criteria
- evaluating through discussions, external perspectives and sharing the best practices
- focus on the areas that the VET provider has chosen
- a committed, open and inquisitive attitude as a prerequisite for mutual learning
- a culture of continuous quality improvement

Peer review methodology

Peer reviews rely on quality areas (QA), each defining the corresponding criteria and indicators and based on evidence. Each quality area includes the principle of continuous improvement and the quality cycle review: planning, implementation, evaluation and review. The method, framework and handbook are in accordance with the EQAVET+ Framework.

The VET provider can choose the quality areas as well as the criteria and indicators separately based on their own development objectives.

The following quality areas have been included in the handbook:

- QA 1: Strategic planning and development
- QA 2: Quality assurance
- QA 3: Evidence-based management
- QA 4: Management and leadership
- QA 5: Management of infrastructure and finances
- QA 6: Management of human resources
- QA 7: Equality
- QA 8: Strategic partnerships
- QA 9: Internationalisation
- QA 10: The pedagogical framework
- QA 11: Learning and teaching
- QA 12: Work-based learning outside the school
- QA 13: Assessment and certification
- QA 14: Learning results and outcomes

Experiences of transnational peer review from the VET providers' view

Transnational peer review is not only an evaluation tool, but also a learning process that supports improvement, collaboration and innovation. Transnational peer review promotes mutual learning, the development of quality management skills and professional growth in the organisations of VET providers.

This summary presents the key benefits and challenges that the VET providers and peers have identified when participating in the transnational peer review during the project.

Project participants' experiences of the key benefits

- Collaboration and networking build a common quality culture, promote long-term international cooperation and create communal communities.
- Improved self-assessment skills promote identifying strengths and development needs and create concrete improvement measures. This is particularly useful in times of major change, such as education policy reforms, and the modernisation of education and pedagogy.
- The use of structural criteria and indicators creates a clear and common evaluation framework that supports systematic analysis.
- Participants develop professional skills, reflect on their own practices and gain new perspectives.
- Recognising good practices in one's own operations strengthens staff motivation and engagement.
- Students' participation and the opportunity to actively share their views improves the transparency and sustainability of operations.
- Familiarisation with the practices of other countries encourages innovation and new ideas.
- Mutual learning in the context where VET faces similar challenges across Europe. Reviewers also benefit by reflecting on their own systems and transferring knowledge. It is important for Peers to have a non-hierarchical mindset—everyone is there to learn.
- A greater impact will be achieved when transnational peer review is integrated into the national quality assurance of the VET provider.
- At the end, the project participants experienced a level of satisfaction that matched their contribution.

Project participants' experiences of the key challenge

- The process requires time, early planning (at least three months) and several meetings. The need for time can easily be underestimated.
- The process requires good communication. The need for adequate communication can easily be underestimated. Early dialogue before a peer visit with transnational peers is very important for mutual understanding.
- Human resources are often limited and coordinating and involving many staff members in an efficiently scheduled process can be challenging.
- Collecting data and evidence takes time and increases the workload.
- The differences in the capacity of the schools must be taken into account when planning the process so that schools of all sizes can collaborate. The school needs time and resources to focus on reflective analysis, not just to "fill in templates".
- In addition to professional competence, peers need strong communication skills and the ability to use an agreed common language, usually English. In interview situations, the interviewees may be assisted by an interpreter.
- The process can be stressful and demanding, especially in the preparatory phase.
- Peer visits on site and learning from learning environments in other countries bring added value to educational institutions but need funding.

Transnational peer review is a powerful tool for improving quality in vocational education and training. The process requires careful planning, sufficient resources and strong communication, but brings long-term value to both institutions and individuals.

According to the VET providers, the next steps in the development of the method could focus on even simpler and targeted peer reviews while maintaining their analytical depth and credibility.

WHAT IS SUSTAINABILITY IN VOCATIONAL EDUCATION AND TRAINING

Sustainability means prioritising the needs of all life forms and of the planet by ensuring that human activity does not exceed planetary boundaries. Planetary boundaries describe how human activities, based on fossil fuel use, cause or accelerate detrimental changes to the planet.

There is broad consensus that sustainability themes need to be embedded in lifelong learning.

A **sustainability competence** empowers learners to embody sustainability values, and embrace complex systems, in order to take or request action that restores and maintains ecosystem health and enhances justice, generating visions for sustainable futures.

This definition focuses on developing sustainability knowledge, skills and attitudes for learners so that they can think, plan and act with sustainability in mind, to live in tune with the planet. All types of learning – formal, non-formal and informal – are considered as vectors for developing this competence in early childhood, through harvesting it as young kids and teenagers, to putting it into context as young adults and continuously nurturing it as adults. Sustainability as a competence applies to all spheres of life, both at the personal and collective levels.

Sustainability education aims to provide learners with sustainability competences in order to reflect and embrace sustainability in their daily lives as students, consumers, producers, professionals, activists, policymakers, neighbours, employees, teachers and trainers, organisations, communities, and society at large.

Learning for environmental sustainability aims to nurture a sustainability mindset from childhood to adulthood with the understanding that humans are part of and depend on nature. Learners are equipped with knowledge, skills and attitudes that help them become agents of change and contribute individually and collectively to shaping futures within planetary boundaries.

Education recognises how sustainability aspects (environmental, social, cultural and economic) are interrelated and how they are interlinked and embedded within disciplines and subjects. Education goals must be achieved in order for the other sustainability development goals to be achieved.

Definitions: Green Comp The European sustainability competence framework, European Commission JRC Science for Policy Report 30955 (2022).

Education reforms society. The VET providers have great potential to act as catalysts for change. In order to achieve this, operating models and teaching and learning need to be reformed to be more sustainable, both within and through education.

Responsible and sustainable VET builds a sustainable future, promotes eco-social education, fosters active citizenship, renews working life and enables lifelong learning. When VET providers recognise their role more strongly as promoters, sustainability is included in the institution's strategy and is visible in its values. Sustainability is a holistic approach. It is embedded in basic work skills and proactive and transformative competences, as well as future-oriented systemic thinking. Key focus areas include leadership, management and organisational culture, basic skills and vocational curricula, pedagogical solutions and learning environments, staff expertise and strategic partnerships. Society can be renewed through this approach.

It is essential that the quality of all the activities of the educational institution is also evaluated from the perspective of sustainability, and that sustainability develops through continuous improvement based on the PDCA cycle.

QUALITY AREA 1: Strategic planning and development

Criteria	Examples of indicators (the indicators can be used selectively or supplementing according to the VET provider's own context)
Identifying the external and internal environment	• Monitoring and analysing the external environment: The VET provider monitors and analyses the relevant knowledge and information from external sources systematically (e.g. national policy, European policy including sustainability and digitalisation related policies, labour market needs and the needs of the local stakeholders and network partners) • Monitoring and analysing the internal environment: The VET provider monitors and analyses the relevant knowledge and information from internal sources systematically (e.g., students, staff, leadership and management, operational information systems). • Monitoring and analysing the risks: The VET provider monitors and analyses the relevant risks, including the environmental risks. • Analysing results of the monitoring: The VET provider analyses the results of monitoring systematically. The VET provider identifies priorities, goals, strategic partners, key stakeholders and sustainability as one of its priorities for future development. • Anticipating changes: The VET provider has a process to anticipate the changes by systematic recognition of strengths, weaknesses, opportunities, threats and the VET provider identifies the impact chains of these changes. • Impact chain: The VET provider has identified its stakeholders and impact chain (also from the perspective of sustainability impacts). The impact chain makes the cause-and-effect relationships of the activities visible, in other words who is affected by the activities and whose activities affect the education provider.
Strategic planning	• Strategic planning procedures: The VET provider has systematic, clear and transparent procedures for strategy planning (e.g., when to plan, how to plan). • Involvement of key internal and external stakeholders: The VET provider has procedures to involve staff, students and other key stakeholders (e.g. parents, employers) in strategic planning. • Mission, vision and values: The VET provider has defined the mission, vision and values by involving staff, students and key stakeholders. The VET provider identifies its role as a promoter of sustainability. • Strategic plan: The VET provider has a strategic plan to achieve agreed objectives. The VET provider's strategy reflects their mission, vision and values. • Sustainability and equality: The VET provider plans and promotes sustainability and equality and has principles and procedures to implement them in strategic planning and development. • Digitalisation: The organisation has identified the opportunities of digitalisation and has comprehensively taken them into account in its strategy at all levels and in all functions. • Risk management: The VET provider has procedures for risk management, planning and managing identified risks, in the institution's operations. The VET provider maintains resilience in both the short and long term. • Competence: The VET provider has procedures for identifying, maintaining, and developing the strategic competence of its own organisation. • Innovations: The VET provider has the procedures to support improvement ideas and identify potential innovations and process those, including sustainable solutions.

Quality area 1: Strategic planning and development

Criteria	Examples of indicators (the indicators can be used selectively or supplementing according to the VET provider's own context)
Identifying the external and internal environment	• Change capability: The VET provider has procedures to maintain the organisational capacity and agility for change, e.g. in accordance with requirements of education policy, digitalisation and sustainability. • Defining the key indicators: The VET provider has defined the key indicators to monitor the achievements of strategic objectives. • Strategy updating: The VET provider has procedures to update the strategy in line with global, European and national policies and sustainable development priorities.
Monitoring and evaluation of strategic planning and development	• Collecting quantitative and qualitative data and information: The VET provider systematically and comprehensively collects relevant quantitative and qualitative data and information (including feedback and evidence for sustainability of institution) on the strategic planning and development and related risks by using appropriate methods. The VET provider utilises digitalisation and protects collected data and information in accordance with international and national legislation and regulation. • Analysis: The VET provider analyses collected data and information, feedback and comparative data, trend and forecast data and information, and involves the key stakeholders in the process. • Monitoring: The VET provider systematically monitors and evaluates the strategic planning and development evidence-based and disseminates the results of the evaluation in an accessible manner. Deviations from planned objectives are identified and addressed in a timely manner. • Communication of results: The VET provider communicates and discusses the results of the evaluation in an open and transparent manner.
Improvement of strategic planning and development	• Improvement plan: The VET provider has procedures for establishing an action plan for improvement measures and a follow-up plan for the implementation of these measures. Improvement actions are prioritised in accordance with strategic objectives and relevance and expected impact. It is also possible to implement a culture of experimentation in development. • Involvement: The VET provider has procedures to involve staff, students and relevant stakeholders in prioritising development objectives. All stakeholders have the opportunity to make suggestions for improvements and participate in the planning of improvements related to their activities. • Communication of improvement plan: The improvement and development plans are transparent and understandable, and they are communicated and discussed regularly with staff, students and key stakeholders. • Response to feedback: The VET provider has procedures to analyse and respond to the feedback, also immediately if needed. • Improvement of processes and procedures: The VET provider continuously improves strategic planning and development processes and procedures and has procedures to ensure that improvements are made systematically and evidence-based. • Lessons learnt: A VET provider systematically reflects on insights gained from strategic planning and development initiatives, and embeds these findings into organisational learning processes.

QUALITY AREA 2: Quality assurance

Criteria	Examples of indicators (the indicators can be used selectively or supplementing according to the VET provider's own context)
Quality Assurance system	• National and international guidelines: The VET provider takes into account national and international quality management policies, legislation, regulations and recommendations in its quality assurance system (including EQAVET). • Quality assurance system: The VET provider runs a coherent and holistic quality assurance system that is based on continuous improvement and is integrated to the management system. • Coverage: The VET provider's quality assurance system covers all processes and operations of the VET provider.
Quality culture	• Management culture: The management of the VET provider is committed to quality management and promotes the quality culture and quality assurance of the organisation. • Common understanding: The VET provider ensures that the staff, students and key stakeholders are aware about the quality management policies and share the common understanding of the quality assurance and continuous improvement. The VET provider promotes the common understanding (e.g., through internal relations, involvement, discussions, training, sharing materials and information). The VET provider recognised sustainability as one part of quality culture. • Work for quality: The VET provider ensures that the staff and other relevant stakeholders are aware that quality assurance is a part of everyone's work and should be familiar with it (including students via contribution for learning). • Evaluation culture: The VET provider systematically and continuously develops the culture of external and internal evaluation to promote and implement continuous improvement (e.g., self-evaluation including students and staff, peer review).
Planning of quality assurance	• Objectives: The VET provider sets the quality assurance objectives in accordance with the strategy and has defined how to monitor the process and measure the results at different levels and aspects. • Involvement of stakeholders: Quality assurance objectives are set and reflected in cooperation with key internal and external stakeholders. • Resources: The VET provider plans financial and human resources for the implementation of quality assessment and quality assurance processes. • Responsibilities of quality assurance: The VET provider has defined the responsibilities for quality assurance. • Describing key processes: The VET provider has defined and described key processes together with staff and other key stakeholders. Responsibilities related to the key processes are defined. • Evaluation framework: The VET provider has decided on a quality evaluation framework that promotes the national strategies. • Evaluation plan: The VET provider has an evaluation and self-assessment plan as part of the quality assurance system. • Communication: The VET provider communicates the quality assurance objectives and responsibilities with internal stakeholders and key external stakeholders. • Sustainability and equality: The VET provider plans and promotes sustainability and equality and has principles and procedures to integrate these in quality assurance.

QUALITY AREA 2: Quality assurance

Criteria	Examples of indicators (the indicators can be used selectively or supplementing according to the VET provider's own context)
Implementation of Quality Assurance	• Management: The management of the VET provider promotes quality assurance and continuous improvement of quality. • Communication: The VET provider communicates systematically and openly about activities of quality assurance. • Skills and competence: The VET provider ensures that staff have sufficient knowledge, skills and competences in quality assurance and knows how to implement them in their own work and promote quality culture at an individual level. • Processes: The key processes guide the operations and the achievement of objectives. • Tasks and responsibilities: The VET provider ensures that the staff implement quality assurance in their everyday work. • Documentation: The VET provider systematically documents the quality assurance system and the information it produces (e.g., description of processes, results, analysis) and openly shares the information with staff. • Evaluation procedures: The VET provider has a systematic action plan to evaluate processes (e.g., procedures, selection of evaluation topics, contributions). The VET provider involves relevant internal and external stakeholders in evaluating the quality. • Self-assessment: The VET provider uses self-assessment systematically at all organisational and individual levels, including staff and students. The self-assessment is a part of VET provider's everyday work for continuous improvement, also in the context of sustainability. • External evaluations: The VET provider uses different forms of external evaluation (e.g., national quality evaluation, national peer review, external audits, external evaluation of students learning achievements and the results of continuous development). • Continuous improvement: The VET provider operates in accordance with the principles of continuous improvement. • Share best practices: The VET provider has procedures to share best practices with internal and external stakeholders.
Monitoring and evaluation of quality assurance	• Collecting quantitative and qualitative data and information: The VET provider systematically and comprehensively collects relevant quantitative and qualitative data and information (including feedback and evidence for sustainability of institution) on the quality assurance and related risks by using appropriate methods. The VET provider utilises digitalisation and protects collected data and information in accordance with international and national legislation and regulation. • Analysis: The VET provider analyses collected data and information, feedback and comparative data, trend and forecast data and information, and involves the key stakeholders in the process. • Monitoring: The VET provider systematically monitors and evaluates the quality assurance evidence-based and disseminates the results of the evaluation in an accessible manner. Deviations from planned objectives are identified and addressed in a timely manner. • Communication of results: The VET provider communicates and discusses the results of the evaluation in an open and transparent manner.
Improvement of quality assurance	• Improvement plan: The VET provider has procedures for establishing an action plan for improvement measures and a follow-up plan for the implementation of these measures. Improvement actions are prioritised in accordance with strategic objectives and relevance and expected impact. It is also possible to implement a culture of experimentation in development. • Involvement: The VET provider has procedures to involve staff, students and relevant stakeholders in prioritising development objectives. All stakeholders have the opportunity to make suggestions for improvements and participate in the planning of improvements related to their activities.

QUALITY AREA 2: Quality assurance

Criteria	Examples of indicators (the indicators can be used selectively or supplementing according to the VET provider's own context)
Improvement of quality assurance	• Communication of improvement plan: The improvement and development plans are transparent and understandable, and they are communicated and discussed regularly with staff, students and key stakeholders. • Response to feedback: The VET provider has procedures to analyse and respond to the feedback, also immediately if needed. • Improvement of processes and procedures: The VET provider continuously improves quality assurance processes and procedures and has procedures to ensure that improvements are made systematically and evidence-based. • Lessons learnt: A VET provider systematically reflects on insights gained from quality assurance initiatives, and embeds these findings into organisational learning processes.

QUALITY AREA 3: Evidence-based management

Criteria	Examples of indicators (the indicators can be used selectively or supplementing according to the VET provider's own context)
Strategy and principles of evidence-based management	• Strategy and objectives: The VET provider has defined strategic objectives for evidence-based management in accordance with the institution's mission, vision, strategy and short- and long-term anticipating information. • Key principles of evidence-based management: The VET provider has defined the key principles of identifying, anticipating, sharing and using information systematically as a part of the management system. • Key principles of producing data and information: The VET provider has defined the key principles of acquiring and storing data and information, and how to ensure its quality (e.g., validity, timeliness, accuracy and reliability). • Key principles of sharing data and the information: The VET provider has defined the key principles of sharing, using, and processing data and information in an accessible and user-friendly manner (e.g., visualisation) also taking into account regulations on privacy policy and information protection. • Key indicators: The VET provider has defined the key information, indicators and sources of information which support the achievement and monitoring of the strategy goals and sustainability. • Technology choices: The VET provider has defined the technology choices and relevant digital tools for collecting, storing, using and sharing data and information. • AI-based technology: The VET provider has defined the key principles for the selection of relevant digital tools and the safe and responsible use of AI in teaching and learning. Principles include risk evaluation and GDPR compliance. The VET provider has planned procedures to support staff and students in the use of AI. • Sustainability: The VET provider plans and promotes sustainability and has principles and procedures to implement it in evidence-based management activities. • Experimentation culture: The VET provider encourages a culture of experimentation and the utilisation of the information gained from it.
Planning of evidence-based management	• Information architecture: The VET provider has described how the institution's operational processes and information systems work together as whole and are compatible with the national systems when needed. • Defined processes and sources: The VET provider has defined the relevant sources of information and the key processes of acquiring, storing, processing, making accessible and using information taking into account regulations on privacy policy and information security. • The level of the key indicators: The VET provider has defined the level that the key indicators should reach to achieve the strategy goals. • Responsibilities: The VET provider has defined the responsibilities for evidence-based management. • Collecting the needs of information: The VET provider has defined procedures for collecting information on internal and external information needs. • The quality of information: The VET provider has defined procedures to ensure the information are relevant, timely, reliable and evidence based. • Promotion evidence-based management: The VET provider has procedures to ensure that the staff, students and key stakeholders know the objectives and principles of evidence-based management

QUALITY AREA 3: Evidence-based management

Criteria	Examples of indicators (the indicators can be used selectively or supplementing according to the VET provider's own context)
Planning of evidence-based management	• Updated technology: The VET provider has a plan and procedures to keep digital tools and principles of use updated in line with development of technology and related regulations. • Guidelines for the use of AI: The VET provider has guidelines for safe and responsible use of the AI in teaching and learning. • Support the competences: The VET provider has a plan to continuously promote and support the competence of staff in evidence-based management and the use of relevant digital tools and AI. The VET provider has a plan to support trainers in companies in evidence-based guidance. • Resources: The VET provider has defined the resources (e.g. finance) for evidence-based management to ensure continuity. • Privacy policy and information protection: The VET provider has defined procedures to ensure that national and VET providers' regulations on privacy policy and information protection and security are used in practice and how to report problems if needed. • New information in daily practice: The VET provider has procedures to share good/best practices and how to implement them in the daily work of staff. • Risk management: The VET provider has a plan to avoid and recover risks and to ensure the continuity of operations at operational level.
Implementation of evidence-based management	• Producing the information: The organisation's information needs have been identified at all levels of actors. The VET provider collects and produces the relevant information from internal and external sources systematically in a format that is easily accessible to different users. • Ensuring the quality of information: The VET provider ensures that the information is valid, up-to-date, accurate and reliable. • Use and analysis of information: The VET provider analyses and uses information in decision making, development and anticipating. The management supports and motivates staff to acquire and use different types of information in different ways. • Students as users of information: The VET provider provides students with relevant information for planning their own studies, monitoring progress and self-assessment. The VET provider supports students' digital skills in the use of information. • Responsibility: The VET provider ensures that staff use information safely and responsibly and complies with national and the VET providers' practices and regulations (e.g. GDPR). • Sharing information: The VET provider ensures the availability of relevant information to relevant stakeholders, taking into account privacy policy and information protection procedures. • Gap analysis: The VET provider systematically identifies new needs for information relating to changes in the operating environment. • Identifying risks: The VET provider systematically identifies the risks related to information management and has processes to manage the risks. • Training the staff: The VET provider promotes and trains the competence of staff in evidence-based management and in the use of relevant digital tools and AI. The VET provider has reserved resources for competence development.

QUALITY AREA 3: Evidence-based management

Criteria	Examples of indicators (the indicators can be used selectively or supplementing according to the VET provider's own context)
Monitoring and evaluation of evidence-based management	• Collecting quantitative and qualitative data and information: The VET provider systematically and comprehensively collects relevant quantitative and qualitative data and information (including feedback and evidence for sustainability of institution) on the evidence-based management and related risks by using appropriate methods. The VET provider utilises digitalisation and protects collected data and information in accordance with international and national legislation and regulation. • Analysis: The VET provider analyses collected data and information, feedback and comparative data, trend and forecast data and information, and involves the key stakeholders in the process. • Monitoring: The VET provider systematically monitors and evaluates the evidence-based management evidence-based and disseminates the results of the evaluation in an accessible manner. Deviations from planned objectives are identified and addressed in a timely manner. • Communication of results: The VET provider communicates and discusses the results of the evaluation in an open and transparent manner.
Improvement of evidence-based management	• Improvement plan: The VET provider has procedures for establishing an action plan for improvement measures and a follow-up plan for the implementation of these measures. Improvement actions are prioritised in accordance with strategic objectives and relevance and expected impact. It is also possible to implement a culture of experimentation in development. • Involvement: The VET provider has procedures to involve staff, students and relevant stakeholders in prioritising development objectives. All stakeholders have the opportunity to make suggestions for improvements and participate in the planning of improvements related to their activities. • Communication of improvement plan: The improvement and development plans are transparent and understandable, and they are communicated and discussed regularly with staff, students and key stakeholders. • Response to feedback: The VET provider has procedures to analyse and respond to the feedback, also immediately if needed. • Improvement of processes and procedures: The VET provider continuously improves quality assurance processes and procedures and has procedures to ensure that improvements are made systematically and evidence-based. • Lessons learnt: A VET provider systematically reflects on insights gained from quality assurance initiatives, and embeds these findings into organisational learning processes.

QUALITY AREA 4: Management and leadership

Criteria	Examples of indicators (the indicators can be used selectively or supplementing according to the VET provider's own context)
Planning of Management and Leadership	• Management and Leadership culture: The management and leadership culture of the VET providers is future oriented, transparent, inspiring, encouraging, promoting and committed to promoting sustainability. • Mission, vision, values: The mission, vision and values of the VET provider guide the management's planning to implement strategy. • Sustainability: The VET provider has defined the strategic objectives for sustainability which are aligned with the national and international sustainability objectives, and are defined with staff, students and key stakeholders. • Anticipation: The VET provider management and leadership planning is based on the anticipation of changes in the operating environment and preparing for future changes. • Standards in education: The education (teaching and learning) and other organisational processes of the VET provider follow national objectives and standards. • Organisational structure: The VET provider has defined a management and leadership model and a clear organisational structure to implement the mission and vision and accomplish the strategic objectives. Staff knows their responsibilities and their job descriptions are clear. • The use of information: The VET provider has procedures for evidence-based management based on the opportunities offered by digitalisation. • Decision-making: The VET provider has clearly defined the decision-making structures and processes for participation in decision-making. The VET provider has processes to empower and involve key stakeholders in decision-making processes (e.g. staff, students, employers). • Communication: The VET provider has defined the processes to share transparent information about decision-making. The VET provider has procedures to get insights, information and feedback for decision-making. • Competence development: The VET provider has defined procedures to develop and support the knowledge, skills and competences of the staff, including digitalisation and sustainability. • Promoting new ideas: The management has defined procedures to promote culture of experimentation, innovation, co-creation, design-thinking and development of new ideas in different ways (e.g., ensuring time for development and discussion by creating places to share good practices, rewarding, encouraging staff to experiment). • Innovations: The VET provider has procedures to interact with the operating environment and to collect development ideas and support innovations. The VET provider has procedures to prioritise development ideas and initiatives and evaluate their impacts, including sustainability. The VET provider ensures different type of resources for development and evaluates the impacts. • Network cooperation: The VET provider has defined procedures for building strategic external networks and operating in them. • Activities and resources: The VET provider plans activities and resources in an optimal, effective, efficient and sustainable manner to reach the objectives (e.g., financial resources, skills and competences, development of knowledge, skills and competences, evidence-based management). • Management of skills and competences: The VET provider has defined procedures for identifying current and future needs and planning knowledge, skills and competence development.

QUALITY AREA 4: Management and leadership

Criteria	Examples of indicators (the indicators can be used selectively or supplementing according to the VET provider's own context)
Planning of Pedagogical management	• Planning of projects: The VET provider has procedures to make the decision about applying and starting projects, schedule those and ensure that projects are in line with strategic and sustainability goals. • Equality and sustainability: The VET provider plans and promotes equality and sustainability on different dimensions and has principles and procedures to implement them. • Planning pedagogical objectives: The management has defined pedagogical objectives in accordance with the national pedagogical objectives and in cooperation with staff and other key stakeholders. The VET provider integrates sustainability and digital skills and competences into pedagogical plans. • Digital pedagogy: The VET provider has defined procedures to promote digital pedagogy and to monitor its effects on learning outcomes. • Planning of support system: The VET provider has defined the support system for students, teachers, workplace trainers for learning and teaching.
Implementation of Management	• Priorities: The VET provider has defined the priority activities with the staff, students and key stakeholders to implement the strategy. • Management of working conditions: The VET provider's management organises and uses resources in an effective, efficient and sustainable manner to achieve the strategic goals (e.g., material and financial resources) and ensures that working conditions promote the successful implementation of tasks. • Managing own work: The VET provider ensures that staff is aware of the level of priority of various activities and implements those as agreed (e.g., according to priorities and standards). • Utilisation of skills and competences: The VET provider has a procedure to support, ensure and enable all staff to participate in the development of their knowledge, skills and competence (e.g. digitalisation and sustainable development skills). • Change management: The VET provider has a procedure to anticipate and evaluate and then to communicate and reschedule activities to implement changes. • Security management: Management has a procedure and resources to create a sustainable and safe environment for students, staff and visitors.
Implementation of Leadership	• Motivating and inspiring: Management motivates and inspires staff to develop their knowledge, skills and competence and to work toward exceptional results by using material and non-material forms of motivation and by being a good role model. • Open communication, fairness and trust: The communication between management and staff is open and based on mutual trust. Conflicts are discussed and resolved. Tasks are distributed fairly according to personal objectives, interests, skills and competences and role in the institution. • Encouragement and support: Management encourages staff to collaborate in innovative and independent problem solving. Management supports staff when necessary (via, e.g., mentoring, discussion, finance or material). • Diversity and equality: The management promotes diversity and equality among staff, students and other stakeholders. The diversity of the working and learning community is valued and protected.

QUALITY AREA 4: Management and leadership

Criteria	Examples of indicators (the indicators can be used selectively or supplementing according to the VET provider's own context)
Implementation of Pedagogical management	• Common pedagogical understanding: The management promotes a common understanding of the objectives and practices of teaching among the staff, e.g. by discussing and describing processes and procedures. Teachers recognise their role as promoters of sustainability. • Management of pedagogical processes and procedures: The management supervises and coordinates pedagogical and other processes, provides resources and ensures high motivation for the use of different teaching methods and learning environments (e.g., appropriate pedagogical approach for different learners, digitalisation, distance learning, work-based learning, practical working in school, teamwork, design of curricula). • Support system: The VET provider's support system gives guidance to students, teachers, workplace trainers, mentors and other participants based on their needs in learning and teaching in a way that students achieve learning outcomes. • Digitalisation in teaching: Teachers use pedagogically relevant digital tools and methods in remote, in-person and hybrid teaching and guidance. Teachers monitor the effects of digital pedagogy on learning outcomes. • Support to teaching: The VET provider has procedures to support teachers in their teaching and maintaining consistent quality of teaching. The VET provider has procedures to offer multi professional expertise support to teachers when needed. • Support to students: The VET provider has procedures to support students based on their needs, including different learners and the students with special needs, to achieve learning outcomes and promote students' wellbeing (e.g., pedagogical processes, guidance, course material, occasions, and activities).
Administration	• Appropriate administration: Management ensures that administration follows the law and national regulations and defined procedures in decisions and the case and document management system. • Administrative resources: Management ensures sufficient resources for the administration tasks. • Information systems: The VET provider's digital tools support efficient management of administration and produce relevant information about the organisation's situation and functional capacity. • Digital tools: The digital systems needed for administrative work support an efficient and sustainable organisation (e.g. possibility to remote and in-office work, e-services, use of AI, paperless administration, online meetings). • Transparency: The VET provider has defined and described administrative rules and procedures in a transparent manner (e.g., communication about the education offered by the institution, enrolment procedures, scheduling of various obligations, communication channels with teachers and students, changes and cancellation of lessons, delivery of certificates, purchasing of materials, access to the digital learning environments). • Information protection: The VET provider has procedures to develop and maintain its staff's sufficient expertise of privacy policy and information protection and has procedures for communicating these procedures. • The use of information: The VET provider uses information in decision-making and operations at all levels of the organisation.

QUALITY AREA 4: Management and leadership

Criteria	Examples of indicators (the indicators can be used selectively or supplementing according to the VET provider's own context)
Monitoring and evaluation of management and leadership	• Collecting quantitative and qualitative data and information: The VET provider systematically and comprehensively collects relevant quantitative and qualitative data and information (including feedback and evidence for sustainability of institution) on the management and leadership and related risks by using appropriate methods. The VET provider utilises digitalisation and protects collected data and information in accordance with international and national legislation and regulation. • Analysis: The VET provider analyses collected data and information, feedback and comparative data, trend and forecast data and information, and involves the key stakeholders in the process. • Monitoring: The VET provider systematically monitors and evaluates the management and leadership evidence-based and disseminates the results of the evaluation in an accessible manner. Deviations from planned objectives are identified and addressed in a timely manner. • Communication of results: The VET provider communicates and discusses the results of the evaluation in an open and transparent manner.
Improvement of management and leadership	• Improvement plan: The VET provider has procedures for establishing an action plan for improvement measures and a follow-up plan for the implementation of these measures. Improvement actions are prioritised in accordance with strategic objectives and relevance and expected impact. It is also possible to implement a culture of experimentation in development. • Involvement: The VET provider has procedures to involve staff, students and relevant stakeholders in prioritising development objectives. All stakeholders have the opportunity to make suggestions for improvements and participate in the planning of improvements related to their activities. • Communication of improvement plan: The improvement and development plans are transparent and understandable, and they are communicated and discussed regularly with staff, students and key stakeholders. • Response to feedback: The VET provider has procedures to analyse and respond to the feedback, also immediately if needed. • Improvement of processes and procedures: The VET provider continuously improves management and leadership and procedures and has procedures to ensure that improvements are made systematically and evidence-based. • Lessons learnt: A VET provider systematically reflects on insights gained from management and leadership initiatives, and embeds these findings into organisational learning processes.

QUALITY AREA 5:

Management of infrastructure and finances

Criteria	Examples of indicators (the indicators can be used selectively or supplementing according to the VET provider's own context)
Planning of management of infrastructure and finances	• Identifying needs: The VET provider has defined procedures to regularly identify short- and long-term needs for the development of infrastructure and learning environments, facilities and equipment acquisition and maintenance. Identification of needs is based on, e.g.: - strategic goals and plans of the VET provider - national curricula and qualification requirements - pedagogical standards - new technologies/innovations, both in the professional sectors and in teaching methods - sustainability goals - the environmental impacts of buildings and learning environments - risks analyses • Information architecture: The VET provider has a plan for the interoperability of information systems and services and for increasing interoperability. Information architecture work is systematic and continuous, and it is carried out taking into account user- and customer-orientation and pedagogical functionality. • Involvement of staff and other key stakeholders: The VET provider has procedures to involve staff and other relevant key stakeholders in identifying needs. • Alignment with regulations and recommendations: The VET provider's planning is in accordance with national and other relevant regulations, as well as national, regional and local development plans, e.g.: - The VET providers regulations and procedures - Health and safety requirements - Accessibility, particularly for persons with disabilities - Regulations for data and information use and protection - Sustainability action plans, including the life cycle of the infrastructure • Finances and resources: The VET provider has defined financial and other resources needed in short- and long-term operations and development and has examined the financial impacts of environmental issues. • Allocation of resources: The VET provider plans short- and long-term allocation of financial and other resources in accordance with strategic goals and priorities. The plan of allocation is openly discussed with staff and relevant key stakeholders. • Funding sources: The VET provider identifies different sources of national and international funding (e.g., project-based funding). • Sustainability: The VET providers planning of financial and infrastructural resources supports the implementation of sustainability goals and the implementation of an environmental financial statement. • Contingency plan: The VET provider has a contingency plan for continuing teaching and learning in sudden and exceptional disturbances.

QUALITY AREA 5: Management of infrastructure and finances

Criteria	Examples of indicators (the indicators can be used selectively or supplementing according to the VET provider's own context)
Use of infrastructure	• Adequacy: The VET provider ensures that infrastructure, different learning environments and equipments are adequate and of high quality for teaching and learning. • Efficient use: The VET provider ensures that various learning environments and equipments are used efficiently, responsibly, safely and resource-wisely (e.g., training of staff and students, collecting data from the use). • Accessibility: The VET provider ensures that physical and digital facilities and material resources are accessible for all to work and learn (including persons with disabilities). • Wellbeing and social interaction: The VET provider ensures that its premises and recreation facilities offer pleasant surroundings both inside and outside teaching areas. The infrastructural arrangements increase learning opportunities and foster opportunities for socialising and interaction. The natural environments are part of teaching and strengthening well-being. • Health and safety: The VET provider ensures healthy and safe work and learning environments. Health and safety instructions and emergency procedures are clear, visible and communicated to the staff, students and relevant stakeholders. • Maintenance: The VET provider has procedures for regular inspection and maintenance of facilities (e.g., repairs, service, renovation, updates, cleaning). The VET provider has defined the roles and responsibilities for maintenance of facilities and equipment.
Financial management	• Transparency: Financial management and accountancy are transparent and accountable to founders and other relevant stakeholders. • Reporting: The VET provider regularly analyses and reports to the founder and other relevant stakeholders on financial expenditures and on sustainability statements. • Responsibility and effectiveness: The VET provider effectively and responsibly uses its financial resources in a responsible, efficient and resource-wise way in accordance with national legislation, regulations and institution's strategy. • Risks: The VET provider systematically assesses financial and environmental risks and applies contingency measures.
Monitoring and evaluation of management of infrastructure, facilities and finances	• Collecting quantitative and qualitative data and information: The VET provider systematically and comprehensively collects relevant quantitative and qualitative data and information (including feedback and evidence for sustainability of institution) on the management of infrastructure, facilities and finances and related risks by using appropriate methods. The VET provider utilises digitalisation and protects collected data and information in accordance with international and national legislation and regulation. • Analysis: The VET provider analyses collected data and information, feedback and comparative data, trend and forecast data and information, and involves the key stakeholders in the process. • Monitoring: The VET provider systematically monitors and evaluates the management of infrastructure, facilities and finances evidence-based and disseminates the results of the evaluation in an accessible manner. Deviations from planned objectives are identified and addressed in a timely manner. • Communication of results: The VET provider communicates and discusses the results of the evaluation in an open and transparent manner.

QUALITY AREA 5: Management of infrastructure and finances

Criteria	Examples of indicators (the indicators can be used selectively or supplementing according to the VET provider's own context)
Improvement of management of infrastructure, facilities and finances	• Improvement plan: The VET provider has procedures for establishing an action plan for improvement measures and a follow-up plan for the implementation of these measures. Improvement actions are prioritised in accordance with strategic objectives and relevance and expected impact. It is also possible to implement a culture of experimentation in development. • Involvement: The VET provider has procedures to involve staff, students and relevant stakeholders in prioritising development objectives. All stakeholders have the opportunity to make suggestions for improvements and participate in the planning of improvements related to their activities. • Communication of improvement plan: The improvement and development plans are transparent and understandable, and they are communicated and discussed regularly with staff, students and key stakeholders. • Response to feedback: The VET provider has procedures to analyse and respond to the feedback, also immediately if needed. • Improvement of processes and procedures: The VET provider continuously improves management of infrastructure, facilities and finances and procedures and has procedures to ensure that improvements are made systematically and evidence-based. • Lessons learnt: A VET provider systematically reflects on insights gained from management of infrastructure, facilities and finances initiatives, and embeds these findings into organisational learning processes.

QUALITY AREA 6: Management of human resources

Criteria	Examples of indicators (the indicators can be used selectively or supplementing according to the VET provider's own context)
Planning the management of human resources	• Key principles: The VET provider has defined the key principles that guide the management of human resources. • Principles of staff wellbeing: The VET provider has defined the key principles that guide the creation of a positive work atmosphere and the wellbeing of staff. • Principles of cooperation and involvement: The VET provider has defined structures, guidelines and procedures to encourage involvement, open communication, participation and interaction among staff, students and relevant stakeholders. • The plan for human resources: The VET provider has a procedure to anticipate and plan the number of staff and the quality of knowledge, skills and competences needed to achieve the VET provider's strategic objectives. The plan for human resources is systematically updated. • Mapping skills and competences: The VET provider systematically maps the skills and competences of staff (e.g., in relation to the change in students' needs, the development of pedagogy, the development of qualification requirements, target groups) and staff structure (e.g., number and adequacy of staff, age, different staff groups). • Development of staff skills and competences: The VET provider has procedures to develop the knowledge, skills and competences of its staff based on needs of the organisation. • The organisational structure and responsibilities: The VET provider has defined an organisational structure and responsibilities of work tasks that is in accordance with the plan for human resources and supports the strategic objectives. The staff has been involved in the planning. • Recruitment process: The VET provider has defined principles, criteria and procedures for recruitment. • Staff costs: The VET provider plans financial resources for staff costs in accordance with development objectives, teaching and learning objectives and implementation of curricula and qualification requirements. • Incentive system: The VET provider has defined an incentive system and rewarding procedures that encourage and motivate staff to work towards the VET provider's objectives. • Preparedness: The VET provider has defined procedures and responsibilities of the staff for the continuity of the organisation's operations in exceptional situations (e.g. pandemic, longer power outages). • Sustainability: The VET provider has defined principles and procedures to implement sustainability in Human Resource Management activities. • Communications: The VET provider ensures that the staff is aware of the policies concerning human resource planning.
Involvement and cooperation	• Procedures to communicate: The VET provider has procedures to communicate and share its values, principles and priorities to students, staff and other stakeholders. • Implementation of values: The staff and students recognise, respect and implement the values of the VET provider, including their responsibility for promoting sustainability and quality culture. • Involvement in decision making: The VET provider involves the students and staff in development and relevant decision-making.

QUALITY AREA 6: Management of human resources

Criteria	Examples of indicators (the indicators can be used selectively or supplementing according to the VET provider's own context)
Involvement and cooperation	• Communication culture: The VET provider has procedures to communicate using different ways and channels to reach different target groups in a way that is accessible to them. The communication culture is positive, e.g., encouraging, open, safe and supports the expression of opinions and employee's development. The VET provider has methods for resolving conflicts in the work community. • Enables cooperation: The VET provider has procedures to ensure cooperation between units/teams/groups. • Exchange of good practices and ideas: The VET provider has procedures that enable the staff to exchange good practices and ideas. • Participation in social events: The VET provider arranges opportunities for students and staff to take part in various social events to promote social interaction and communality. The VET provider supports and encourages students to initiate various social events and activities (e.g., student clubs). • Well-being of students and staff: The VET provider ensures that students and staff feel comfortable, equal and safe and they can give open feedback. The VET provider ensures that everyone values social diversity and treats each individual equally. • Preventing mobbing and harassment: The VET provider has zero tolerance for mobbing and harassment and has clear anti-harassment and anti-discrimination policy and procedures.
Recruitment and induction process	• Equal opportunities: The VET provider's recruitment process ensures equal opportunities for all candidates (e.g. transparent criteria, systematic process, no discrimination by gender, age, social background, cultural background, other personal characteristics etc.). • Induction: The VET provider has a systematic induction process and mentoring system for all the new employees and those who change work tasks in the organisation.
Organisation of the work and time resources	• Work distribution: The VET provider ensures that the strategic objectives guide the distribution of work inputs throughout the organisation. • Distribution of tasks: The VET provider has organised the work taking into account the objectives of tasks, adequate distribution of workload, the possibilities of flexible work (e.g. distance work) and the balance between the work and different personal life situations. The amount and distribution of working time resources also take into account the possibilities of reacting to changes. • Occupational safety and health: The VET provider ensures that national occupational safety and health regulations are followed. • Transparency of tasks and responsibilities: The VET provider ensures that the tasks and responsibilities are clear to all staff and students.
Development of staff skills and competence	• Development discussions: The VET provider has a system and procedures for regular discussions with staff based on self-evaluation of staff members. Discussions are used for e.g., personal professional development and career planning. • Continuous learning: The VET provider ensures that the staff has diverse opportunities for continuous development of knowledge, skills and competences in accordance with strategic objectives, sustainability objectives and individual work needs and personal career objectives. • Resources for development: The VET provider ensures that there are enough resources for the development of knowledge, skills and competences of staff (e.g., finance, time, partners, projects, resources). • Sharing skills and competence: The VET provider has systematic procedures that enable the staff to share knowledge, skills and competence and transfer it from the individual level to the organisational level.

QUALITY AREA 6: Management of human resources

Criteria	Examples of indicators (the indicators can be used selectively or supplementing according to the VET provider's own context)
Development of staff skills and competence	• Guidance of the workplace mentors: The VET provider has procedures to train and support mentors at workplaces in pedagogical skills. • Preparedness in exceptional situations: The VET provider ensures that teachers and other staff know the procedures and how to adapt their teaching methods in exceptional situations (e.g. pandemic, longer power outages).
Staff Well-being	• Working atmosphere: The VET provider supports and enhances a positive working atmosphere, e.g., encouraging, equal, development-friendly, safe and clear in terms of responsibilities. The VET provider identifies and addresses risks related workload. • The culture of wellbeing: The VET provider promotes staff's physical health, social well-being and communality (e.g., by organising different activities, sports activities, social events). • Management: The VET provider supports internal and external interaction and inclusiveness. • Working environment: The VET provider ensures that working environments fulfil the national health and safety requirements and regulations. • Health care support: The VET provider has arranged health care for staff (e.g., regular health checks). • Prevention of mobbing and harassment: The VET provider doesn't tolerate mobbing and harassment. The VET provider has procedures to prevent and report mobbing and harassment. • Self-motivated well-being: The VET provider has mutually agreed principles and 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).
Incentive and rewarding systems	• Incentive system: The VET provider has an incentive system that encourages and motivates the staff to work towards the achievement of the VET provider's goals. • Rewarding the staff: The VET provider has a transparent rewarding system which supports the achievement of the VET provider's objectives and motivates the staff.
Monitoring and evaluation of planning and management of human resources	• Collecting quantitative and qualitative data and information: The VET provider systematically and comprehensively collects relevant quantitative and qualitative data and information (including feedback and evidence for sustainability of institution) on the management of human resources and related risks by using appropriate methods. The VET provider utilises digitalisation and protects collected data and information in accordance with international and national legislation and regulation. • Analysis: The VET provider analyses collected data and information, feedback and comparative data, trend and forecast data and information, and involves the key stakeholders in the process. • Monitoring: The VET provider systematically monitors and evaluates the management of human resources evidence-based and disseminates the results of the evaluation in an accessible manner. Deviations from planned objectives are identified and addressed in a timely manner. • Communication of results: The VET provider communicates and discusses the results of the evaluation in an open and transparent manner.

QUALITY AREA 6: Management of human resources

Criteria	Examples of indicators (the indicators can be used selectively or supplementing according to the VET provider's own context)
Improvement of planning and management of human resources	• Improvement plan: The VET provider has procedures for establishing an action plan for improvement measures and a follow-up plan for the implementation of these measures. Improvement actions are prioritised in accordance with strategic objectives and relevance and expected impact. It is also possible to implement a culture of experimentation in development. • Involvement: The VET provider has procedures to involve staff, students and relevant stakeholders in prioritising development objectives. All stakeholders have the opportunity to make suggestions for improvements and participate in the planning of improvements related to their activities. • Communication of improvement plan: The improvement and development plans are transparent and understandable, and they are communicated and discussed regularly with staff, students and key stakeholders. • Response to feedback: The VET provider has procedures to analyse and respond to the feedback, also immediately if needed. • Improvement of processes and procedures: The VET provider continuously improves management of human resources and procedures and has procedures to ensure that improvements are made systematically and evidence-based. • Lessons learnt: A VET provider systematically reflects on insights gained from management of human resources initiatives, and embeds these findings into organisational learning processes.

QUALITY AREA 7: Equality

Criteria	Examples of indicators (the indicators can be used selectively or supplementing according to the VET provider's own context)
Planning of equality	• Principles and objectives: The VET provider has defined principles and objectives to promote equality and prevent discrimination in accordance with international and national regulations, policies, strategies, guidelines and recommendations. • Involvement: The VET provider has involved staff, students and key stakeholders in the planning of equality objectives, policies and procedures. • Policies and procedures: The VET provider has described policies and procedures to promote and ensure equality, equal opportunities and non-discrimination in accordance with principles and objectives, e.g. – management and leadership, implementing values that value diversity – organisation culture and practices – applying for vocational education and training – study and career guidance – pedagogical processes, learning and teaching (e.g., procedures to identify individual needs of different students, e.g., vulnerable persons, students with disability, students from multicultural background) – learning and teaching materials and equipment, different learning environments – accessibility – support for staff, students, and workplace instructors – the safety of working and learning environments – information about financial aid, grant systems or scholarship programs for students. • Reporting system: The VET provider has defined a reporting system and procedures for the safe reporting of shortcomings and perceived problems related to equality and for processing of received reports. • Resources: The VET provider has planned appropriate and sufficient resources (e.g., finance, equipment, human resources or support by professional institutions) to promote policies and enable implementation of equality and equal opportunities. • Key indicators: The VET provider has defined the key indicators and sources of information that support the objectives of equality and non-discrimination. • Sustainability: The VET provider's planning reflects commitment to promoting equality as part of sustainability strategy.
Implementation of equality	• Communication: The VET provider ensures that principles, objectives and procedures to promote equality and prevent discrimination are communicated to the students, staff and other relevant stakeholders (e.g. parents, employers, funders etc.) and all parties are aware of their role in promoting equality. • Management and Leadership: Management works openly and implements an organisation culture that values diversity and promotes equality. The management sets an example and treats all individuals equally. • Identification of inequalities: The VET provider identifies organisational structures and procedures, various situations and actions that cause inequality or discrimination. The VET provider identifies target groups that are in an unequal position.

QUALITY AREA 7: Equality

Criteria	Examples of indicators (the indicators can be used selectively or supplementing according to the VET provider's own context)
Implementation of equality	• Reducing social exclusion: The VET provider takes steps to reduce social exclusion of inequality of students in different life situations or social circumstances and from different backgrounds. • Applying, career and study guidance: The VET providers applying systems and procedures encourage career choices based on individual interests, strengths, skills and career plans, and encourage lifelong and continuous learning for all. • Individualisation: The VET provider identifies the needs for different learners and enables individually appropriate study choices for students (e.g., modules, schedules, pedagogical and learning methods, learning environments, support for learning) and supports individual learning needs with defined procedure and tools (e.g., individual plan for student). • Teaching and learning: The VET provider has pedagogic and teaching methods, materials, tools, devices, digital solutions and learning environments that support different learning styles. The teaching materials promote equality (e.g., used language and visualisation, tuition fees or teaching materials don't create or maintain prejudices, gender roles and divisions relating to stereotypical perceptions of working life). Teaching develops student's awareness of equality. • Support for learning: The VET provider provides students with relevant support and guidance during their studies to achieve their learning goals and implement individual employment plans. • Support and guidance for staff: The VET provider has training for staff to strengthen their equality knowledge, skills and competencies. The VET provider offers relevant support for daily work (e.g., mentoring, methodological guidance, the ability to promote equality and act in different situations). • Support and guidance for workplaces: The VET provider has procedures to support workplaces to strengthen their equality knowledge, skills and competencies when guiding different learners. • Sharing good practices: The VET provider has procedures to share good practices to promote equality with students, staff, relevant stakeholders (e.g. workplaces). • Accessibility: The VET provider has procedures to ensure that physical and digital working and learning environments are accessible to different users (students and staff), in particular for those with special needs. • Safety: The VET provider has procedures to ensure that physical and digital learning and working environments are safe to all (students and staff). • Response actions: The VET provider responds to reported problems and feedback without unnecessary delay.
Monitoring equality	• Collecting quantitative and qualitative data and information: The VET provider systematically and comprehensively collects relevant quantitative and qualitative data and information (including feedback and evidence for sustainability of institution) on equality and related risks by using appropriate methods. The VET provider utilises digitalisation and protects collected data and information in accordance with international and national legislation and regulation. • Analysis: The VET provider analyses collected data and information, feedback and comparative data, trend and forecast data and information, and involves the key stakeholders in the process. • Monitoring: The VET provider systematically monitors and evaluates equality evidence-based and disseminates the results of the evaluation in an accessible manner. Deviations from planned objectives are identified and addressed in a timely manner. • Communication of results: The VET provider communicates and discusses the results of the evaluation in an open and transparent manner.

QUALITY AREA 7: Equality

Criteria	Examples of indicators (the indicators can be used selectively or supplementing according to the VET provider's own context)
Improvement of equality	• Improvement plan: The VET provider has procedures for establishing an action plan for improvement measures and a follow-up plan for the implementation of these measures. Improvement actions are prioritised in accordance with strategic objectives and relevance and expected impact. It is also possible to implement a culture of experimentation in development. • Involvement: The VET provider has procedures to involve staff, students and relevant stakeholders in prioritising development objectives. All stakeholders have the opportunity to make suggestions for improvements and participate in the planning of improvements related to their activities. • Communication of improvement plan: The improvement and development plans are transparent and understandable, and they are communicated and discussed regularly with staff, students and key stakeholders. • Response to feedback: The VET provider has procedures to analyse and respond to the feedback, also immediately if needed. • Improvement of processes and procedures: The VET provider continuously improves equality and procedures and has procedures to ensure that improvements are made systematically and evidence-based. • Lessons learnt: A VET provider systematically reflects on insights gained from equality initiatives, and embeds these findings into organisational learning processes.

QUALITY AREA 8: Strategic partnerships

Criteria	Examples of indicators (the indicators can be used selectively or supplementing according to the VET provider's own context)
Planning of strategic partnerships	• Identification of relevant strategic partnerships: The VET provider has identified relevant external stakeholders related to the strategic objectives (e.g. education authorities, education and training providers, prospective students, labour organisations, workplaces, social partners, local community, project partners, international partners, alumni, parents and others). • Silent stakeholders: The VET provider recognises the existence and interests of silent stakeholders (nature, other species, future generations). • Proactiveness: The VET provider is proactive in planning various activities for establishing external relations. • Involvement: The VET provider involves key stakeholders in planning models of cooperation and defines objectives of cooperation with each in accordance with the VET provider's strategy and objectives for learning outcomes. • Sustainability: The VET provider plans and promotes sustainability and has principles and procedures to implement it in external relations.
Implementation of strategic partnerships	• Promotion of VET provider: The VET provider carries out effective and diverse promotional activities to make external relations. Up-to-date information on the VET provider is openly available. The VET provider has diverse and effective methods of reaching out to various stakeholders (e.g., websites, digital platforms, brochures, newsletters, networks, events and other). Special attention is given to providing information to prospective students and workplaces. • Tailored information: The VET provider has tailored information materials for different target groups in an easily accessible way. • Participation in policy making: The VET provider involves industry-specific professional stakeholders to policymaking. • Participation at the local, national and international level: The VET provider encourages and has procedures for staff and students to participate in activities at the local, national and international level. The VET provider organises events and activities together with stakeholders. • Cooperation in projects: The VET provider has procedures to ensure cooperation with relevant stakeholders in projects. • Communication: The VET provider regularly communicates and exchanges feedback on joint cooperation with relevant stakeholders. • Sustainability: The VET provider carries out sustainability in external relations and international activities and partnerships. • Learning from cooperation: The VET provider has procedures to ensure that learning from external relations is shared internally, and the results are integrated in everyday work to support teaching and learning. • Sharing information from cooperation: The VET provider has procedures to ensure that learning from external networking, cooperation and other activities is shared with relevant external stakeholders.

QUALITY AREA 8: Strategic partnerships

Criteria	Examples of indicators (the indicators can be used selectively or supplementing according to the VET provider's own context)
Monitoring and evaluation of external relations	• Collecting quantitative and qualitative data and information: The VET provider systematically and comprehensively collects relevant quantitative and qualitative data and information (including feedback and evidence for sustainability of institution) on equality and related risks by using appropriate methods. The VET provider utilises digitalisation and protects collected data and information in accordance with international and national legislation and regulation. • Analysis: The VET provider analyses collected data and information, feedback and comparative data, trend and forecast data and information, and involves the key stakeholders in the process. • Monitoring: The VET provider systematically monitors and evaluates equality evidence-based and disseminates the results of the evaluation in an accessible manner. Deviations from planned objectives are identified and addressed in a timely manner. • Communication of results: The VET provider communicates and discusses the results of the evaluation in an open and transparent manner.
Improvement of external relations	• Improvement plan: The VET provider has procedures for establishing an action plan for improvement measures and a follow-up plan for the implementation of these measures. Improvement actions are prioritised in accordance with strategic objectives and relevance and expected impact. It is also possible to implement a culture of experimentation in development. • Involvement: The VET provider has procedures to involve staff, students and relevant stakeholders in prioritising development objectives. All stakeholders have the opportunity to make suggestions for improvements and participate in the planning of improvements related to their activities. • Communication of improvement plan: The improvement and development plans are transparent and understandable, and they are communicated and discussed regularly with staff, students and key stakeholders. • Response to feedback: The VET provider has procedures to analyse and respond to the feedback, also immediately if needed. • Improvement of processes and procedures: The VET provider continuously improves equality and procedures and has procedures to ensure that improvements are made systematically and evidence-based. • Lessons learnt: A VET provider systematically reflects on insights gained from equality initiatives, and embeds these findings into organisational learning processes.

QUALITY AREA 9: Internationalisation

Criteria	Examples of indicators (the indicators can be used selectively or supplementing according to the VET provider's own context)
Criteria Planning of internationalisation	• Strategy: The VET provider has a strategy for internationalisation in accordance with the mission, vision and objectives of internationalisation. Internationalisation strategy is in line with the overall strategy of the VET provider and/or a part of it. – Internationalisation means international networking, cooperation and other activities with international partners and multiculturalism and its promotion in the operation of the VET provider, including teaching and learning. • The level of the key indicators: The VET provider has defined the key indicators of the internationalisation strategy. • Identification of relevant stakeholders: The VET provider identifies strategic relevant stakeholders for internationalisation in a national and international context. • Action plan: The VET provider systematically plans internationalisation activities in accordance with the strategic objectives. The VET provider has defined the types of cooperation together with partners and stakeholders. • Resources and structures: 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.). • Human resources: The VET provider ensures adequate human resources to implement all planned international activities. • Communication: The VET provider has defined procedures for communicating with international partners and other stakeholders about the objectives, plans and activities of internationalisation. • Sustainability: Objectives for internationalisation recognise sustainability as priority for development and cooperation. The VET provider has defined sustainability principles and criteria for international activities.
Implementing of internationalisation	• Internationalisation management: The management of the VET provider recognises their role in supporting internationalisation. • Promotion of VET provider: The VET provider carries out effective and diverse promotional activities to internationalisation. Up-to-date information on the VET provider is openly available. The VET provider has diverse and effective methods of reaching out to various stakeholders (e.g., websites, digital platforms, brochures, newsletters, networks, events and other). • Tailored information: The VET provider has tailored information materials for different target groups in an easily accessible way. • Participation: The VET provider encourages and has procedures for staff and students to participate in international activities. The VET provider recognises the opportunities of digitalisation in this cooperation. • Cooperation in internationalisation: The VET provider has defined cooperation procedures for internationalisation together with key stakeholders. • Communication: The VET provider regularly communicates and exchanges feedback on joint cooperation with relevant stakeholders. • Sharing information from cooperation: The VET provider has procedures to ensure that learning from international networking, cooperation and other activities is shared with relevant external stakeholders.

QUALITY AREA 9: Internationalisation

Criteria	Examples of indicators (the indicators can be used selectively or supplementing according to the VET provider's own context)
Implementation of international activities	• International activities: The VET provider has a sufficient number of various types of activities to achieve the objectives of the internationalisation, and the VET provider has described the procedures for implementing them, e.g.: – students' mobility (outgoing, incoming) – staff mobility (outgoing, incoming) – international development projects – internationalisation in the home country (e.g., provision of trainings in foreign languages) – skills competition. • Procedures: The VET provider has procedures to implement the action plan for international activities. • Cooperation in international projects: The VET provider has procedures to make international project cooperation. • Availability: The VET provider provides information about opportunities, finances and procedures and ensures that all who have interest have equal opportunities to take part in international activities. The VET provider encourages and supports students and staff to participate in international activities. • Communication: The VET provider has procedures to communicate with students and staff during international activities and to react based on feedback. • Learning from cooperation: The VET provider has procedures to ensure that learning from internationalisation is shared internally, and the results are integrated in everyday work to support teaching and learning. • Sustainability: The VET provider carries out sustainability in international activities and partnerships.
Monitoring and evaluation of internalisation	• Collecting quantitative and qualitative data and information: The VET provider systematically and comprehensively collects relevant quantitative and qualitative data and information (including feedback and evidence for sustainability of institution) on internalisation and related risks by using appropriate methods. The VET provider utilises digitalisation and protects collected data and information in accordance with international and national legislation and regulation. • Analysis: The VET provider analyses collected data and information, feedback and comparative data, trend and forecast data and information, and involves the key stakeholders in the process. • Monitoring: The VET provider systematically monitors and evaluates internalisation evidence-based and disseminates the results of the evaluation in an accessible manner. Deviations from planned objectives are identified and addressed in a timely manner. • Communication of results: The VET provider communicates and discusses the results of the evaluation in an open and transparent manner.
Improvement of internalisation	• Improvement plan: The VET provider has procedures for establishing an action plan for improvement measures and a follow-up plan for the implementation of these measures. Improvement actions are prioritised in accordance with strategic objectives and relevance and expected impact. It is also possible to implement a culture of experimentation in development. • Involvement: The VET provider has procedures to involve staff, students and relevant stakeholders in prioritising development objectives. All stakeholders have the opportunity to make suggestions for improvements and participate in the planning of improvements related to their activities.

QUALITY AREA 9: Internationalisation

Criteria	Examples of indicators (the indicators can be used selectively or supplementing according to the VET provider's own context)
Improvement of internalisation	• Communication of improvement plan: The improvement and development plans are transparent and understandable, and they are communicated and discussed regularly with staff, students and key stakeholders. • Response to feedback: The VET provider has procedures to analyse and respond to the feedback, also immediately if needed. • Improvement of processes and procedures: The VET provider continuously improves internalisation and procedures and has procedures to ensure that improvements are made systematically and evidence-based. • Lessons learnt: A VET provider systematically reflects on insights gained from internalisation initiatives, and embeds these findings into organisational learning processes.

QUALITY AREA 10: The pedagogical framework

Criteria	Examples of indicators (the indicators can be used selectively or supplementing according to the VET provider's own context)
Planning the pedagogical framework	• Pedagogical framework and principles: The VET provider has defined pedagogical framework and principles in accordance with the strategic objectives. The pedagogical framework is based on e.g. the shared concept of learning, the needs of learners and objectives of sustainability and equality. • National and/or local curricula: The VET provider monitors, anticipates and analyses the needs of the labour market and continuous learning and participates in the development of national and/or local curricula, e.g. – Field-specific current and future competence and training needs, including sustainability skills and professional digital skills – Basic skills • Literacy, e.g. the ability to understand, evaluate, and critically reflect on information across print, audio, and digital formats • Mathematics, e.g. problem solving, real-world data interpretation, financial literacy • Science, e.g. interpret scientific evidence • Digital skills, e.g. information literacy, communication, media literacy, digital content creation, responsible use of digital technologies, online safety and digital well-being. • Citizenship, e.g. a functional understanding of social, economic, legal, and political structures required to participate responsibly in civic and democratic life – General working life skills, e.g. working in networks, interaction, multiculturalism, creativity, lifelong learning, critical thinking, systemic thinking, languages. • Provision of study opportunities: The VET provider has defined the quality and quantity of education it provides (e.g. qualifications). The VET provider recognises its role in promoting sustainability and digital skills and competences through the provision of education. • Provision of study opportunities: The VET provider has defined the quality and quantity of education it provides (e.g. qualifications). The VET provider recognises its role in promoting sustainability and digital skills and competences through the provision of education. • Sustainability and equality: The VET provider has defined procedures to implement sustainability and equality in the pedagogical framework and the planning of the pedagogical processes. The VET provider recognises its role as promoter of sustainability and digital skills and competences and attitudes. • The involvement of the teaching staff: The VET provider has procedures to involve teachers in the planning of the pedagogical framework and procedures. • The involvement of key stakeholders: The VET provider has procedures to involve key stakeholders in the planning of the pedagogical framework, the pedagogical processes and curricula (e.g. working life). • Communication to teachers: The VET provider has defined procedures to familiarise teachers about the pedagogical principles and requirements of curricula. • Communications to trainers at workplaces: The VET provider has defined procedures to familiarise trainers at workplaces about the pedagogical principles and requirements of curricula. • Communications to students: The VET provider has defined procedures to familiarise students about the pedagogical principles and requirements of curricula.

QUALITY AREA 10: The pedagogical framework

Criteria	Examples of indicators (the indicators can be used selectively or supplementing according to the VET provider's own context)
Implementation of the pedagogical framework	• Pedagogical processes: The pedagogical framework and principals guide the pedagogical processes of teachers and trainers. • The allocation of resources: The VET provider ensures that resources (e.g. financial, human, time, learning environment and equipment resources) are appropriate for the successful planning and implementation of the pedagogical framework and processes. • Roles and responsibilities: The VET provider has defined the roles and responsibilities of teaching and support for learning in cooperation with the staff. • Support to the teaching staff: The VET provider supports teaching staff in planning and implementing the pedagogical framework and processes. The VET provider develops teachers' and trainers pedagogical skills and competences. • Support to the trainers at workplaces: The VET provider supports trainers at workplaces to follow pedagogical principles, e.g. pedagogical skills, curricula, assessment, giving feedback to students, sustainability objectives. The VET provider has defined the responsibilities and procedures of this support. • Individual learning objectives: The VET provider ensures that the planning and implementation of students' study programmes take into account student's – previous education and prior learning – student's educational needs and career plans – support for learning • Learning environments: The VET provider ensures sustainable learning environments that promote learning.
Monitoring and evaluation of pedagogical framework	• Collecting quantitative and qualitative data and information: The VET provider systematically and comprehensively collects relevant quantitative and qualitative data and information (including feedback and evidence for sustainability of institution) on pedagogical framework and related risks by using appropriate methods. The VET provider utilises digitalisation and protects collected data and information in accordance with international and national legislation and regulation. • Analysis: The VET provider analyses collected data and information, feedback and comparative data, trend and forecast data and information, and involves the key stakeholders in the process. • Monitoring: The VET provider systematically monitors and evaluates pedagogical framework evidence-based and disseminates the results of the evaluation in an accessible manner. Deviations from planned objectives are identified and addressed in a timely manner. • Communication of results: The VET provider communicates and discusses the results of the evaluation in an open and transparent manner.
Improvement of pedagogical framework	• Improvement plan: The VET provider has procedures for establishing an action plan for improvement measures and a follow-up plan for the implementation of these measures. Improvement actions are prioritised in accordance with strategic objectives and relevance and expected impact. It is also possible to implement a culture of experimentation in development. • Involvement: The VET provider has procedures to involve staff, students and relevant stakeholders in prioritising development objectives. All stakeholders have the opportunity to make suggestions for improvements and participate in the planning of improvements related to their activities. • Communication of improvement plan: The improvement and development plans are transparent and understandable, and they are communicated and discussed regularly with staff, students and key stakeholders.

QUALITY AREA 10: The pedagogical framework

Criteria	Examples of indicators (the indicators can be used selectively or supplementing according to the VET provider's own context)
Improvement of pedagogical framework	• Response to feedback: The VET provider has procedures to analyse and respond to the feedback, also immediately if needed. • Improvement of processes and procedures: The VET provider continuously improves pedagogical framework and procedures and has procedures to ensure that improvements are made systematically and evidence-based. • Lessons learnt: A VET provider systematically reflects on insights gained from pedagogical framework initiatives, and embeds these findings into organisational learning processes.

QUALITY AREA 11: Learning and teaching

Criteria	Examples of indicators (the indicators can be used selectively or supplementing according to the VET provider's own context)
Planning of learning and teaching	• Coherence between institutional objectives and learning and teaching: The VET provider's objectives and procedures for learning, teaching and assessment of students are based on the VET provider's mission, values and pedagogical framework. • Coherence of learning outcomes and competence frameworks: Learning outcomes are harmonised with national and/or local curricula/qualification requirements. • Planning the teaching: The VET provider has described procedures by which teachers can plan teaching in cooperation with relevant parties (e.g., other teachers, trainers/mentors at workplaces) in accordance with the intended learning outcomes and different pedagogical methods. • Provision of teaching and support for learning: The VET provider has procedures to ensure that students receive teaching and support for learning in all learning environments in order to achieve their personal learning objectives. • Planning the support to workplace training outside the school: The VET provider has described procedures by which teachers can plan and implement guidance for workplace trainers and support work-based learning in cooperation with workplaces. • Provision of special aid for learning: The VET provider has procedures to ensure that students with special needs receive the teaching, support for learning and learning environment arrangements needed to achieve their personal learning objectives. • Teaching resources: The VET provider has allocated the sufficient and suitable resources to ensure learning (e.g. equipment, materials). • Sustainability and equality: The VET provider has principles and procedures to promote sustainability and equality in learning and teaching (e.g. in learning materials, learning environments, pedagogical methods, different learning opportunities). • Digitalisation: The VET provider has principles and procedures to promote sustainability and equality in learning and teaching (e.g. in learning materials, learning environments, pedagogical methods, different learning opportunities). • Communication: The VET provider has procedures to communicate pedagogical principles, teaching methods and arrangements and assessment criteria to students and relevant stakeholders.
Implementation of learning and teaching	• Practicalities: The practical arrangements of learning and teaching are transparent and communicated openly and on time to students (e.g. schedules, different possibilities of study, administrative responsibilities). • Teaching methods: The teaching methods are coherent with the learning outcomes and students' needs. • Peer learning in teaching: Teachers are enabled to learn teaching methods from peers and share good practices for professional development. • Peer learning: Learning and teaching methods and teaching arrangements promote student's peer learning and support a communal and safe learning atmosphere. • The students' responsibility: The VET provider ensures the students understand their personal responsibility to learn and succeed in it. The teachers motivate students' taking responsibility for their studies and learning.

QUALITY AREA 11: Learning and teaching

Criteria	Examples of indicators (the indicators can be used selectively or supplementing according to the VET provider's own context)
Implementation of learning and teaching	• Learning at work: The VET provider ensures that teaching and learning include the opportunity for each student to learn at work and gain working life experiences. • Teaching materials: The teaching material used is up-to-date, adequate, based on learning outcomes, supports different learning methods and promotes sustainability. • Continuous learning: The VET provider ensures that students learn lifelong learning skills, and teaching arrangements promote the acquisition of these skills and competences, e.g. – Basic skills, e.g. literacy, mathematics, science, digital skills, citizenship. – Other key competences, e.g. multilingualism, STEM (mathematical competence and basic knowledge in science, technology, and engineering), learning to learn, entrepreneurship, cultural awareness and expression. – Critical, creative, analytical and strategic thinking, and problem-solving skills. – Communication and collaboration skills. • Sustainability skills: The VET provider ensures that students learn sustainability skills (e.g., field-specific technical green skills, critical thinking, systemic thinking, ethics). • Exceptional situations: The VET provider has defined a process to change teaching methods in exceptional situations (e.g. to online teaching) and teachers are aware of these procedures.
Work-place learning (WBL)	• Planning the WBL at school: The organisation of WBL at school and demonstration of vocational competence are planned and implemented for each student on the basis of curricula/ modular plans. • Planning facilities for WBL at school with partnership: The VET provider plans and organises the necessary facilities, equipment and trainers for the WBL at school or cross-use, taking into account the principle of sustainability. • Cooperation: The VET provider involves companies and other organisations in reviewing the processes and implementation of WBL at school.
Learning environments	• Learning outcome orientation: The VET provider ensures that all physical and digital learning environments promote the achievement of learning outcomes. The VET provider ensures that all teachers and students have the skill to use the relevant tools and equipment. • Student orientation: Learning environments are arranged to be student- friendly and to promote student well-being and equality, e.g. are accessible for students with special needs and suitable for different cultural and personal backgrounds. • Safety: The VET provider has procedures to ensure the safety of learning environments. • Sustainability: Learning environments are selected, developed and used in such a way that they support the learning of sustainable development skills and competences.
Implementation of guidance of students	• Study guidance: The VET provider ensures that students receive study guidance based on their individual needs during their studies. • Careers guidance: The VET provider ensures that students receive careers guidance during their studies based on their individual future plans, e.g. post-graduate studies, career plans. • Support for learning: The VET provider ensures that students receive support for learning based on their individual needs during their studies in an encouraging manner. • Support to workplaces: The VET provider ensures that workplace trainers and students receive guidance based on their needs during workplace training and learning. • Cooperation in supporting students: The VET provider has procedures to use multiprofessional expertise and cooperation when needed to support students' learning. • Early warning system: The VET provider has an early warning system and procedures to respond to and support students who are not actively involved in the learning process (e.g., have risk of dropout).

QUALITY AREA 11: Learning and teaching

Criteria	Examples of indicators (the indicators can be used selectively or supplementing according to the VET provider's own context)
Communication with students	• Mission, vision and values: Students and stakeholders involved in teaching and learning process are familiar with the mission, vision, values and learning objectives of the VET provider. • Communication about educational programmes and qualifications: Students receive adequate information about programmes/qualifications at all stages of study (pre-enrolment procedures, enrolment, study, graduation). • Plans after graduation: Students receive adequate information for their own future plans, e.g. post-graduate studies, career plans. • Scheduling and organisation: Students and stakeholders involved in teaching receive adequate information on practical arrangements about learning and teaching, (e.g. schedules, different possibilities of study, the programme's content, exams, administrative responsibilities). • The responsibilities of the students: The VET provider communicates the rights and responsibilities of students in a clear, precise and understandable manner.
Individualisation of the learning process	• Individual learning objectives: The VET provider has procedures to identify and document student's individual learning objectives and needs together with students. The individual learning path and support for learning are planned on the basis of this (e.g. special needs, talent discovery). • Recognition of prior competences: The VET provider has procedures to identify and document students' prior formal, informal and non-formal learning and competences. • The role of students: Students have an active role in the individualisation of the learning process. Students are supported to follow and update their own learning pathway during the learning process. • Updating: The VET provider supports the implementation of students' individual learning paths and updates them regularly together with students if needed.
Feedback to students on their learning process	• Feedback on learning: Students receive regular encouraging feedback on their learning. Feedback motivates students to learn. • The learning process: Students have opportunities to learn self-assessment and learn to identify their own learning needs. • Formative assessment: Formative assessment is based on transparent and equal criteria and supports the learning process of students. • Assessment methods and tools: Assessment methods and tools support the learning (the development of skills, competences and attitudes). Different relevant assessment methods are used in student assessment.
Monitoring and evaluation of learning and teaching	• Collecting quantitative and qualitative data and information: The VET provider systematically and comprehensively collects relevant quantitative and qualitative data and information (including feedback and evidence for sustainability of institution) on learning and teaching and related risks by using appropriate methods. The VET provider utilises digitalisation and protects collected data and information in accordance with international and national legislation and regulation. • Analysis: The VET provider analyses collected data and information, feedback and comparative data, trend and forecast data and information, and involves the key stakeholders in the process. • Monitoring: The VET provider systematically monitors and evaluates learning and teaching evidence-based and disseminates the results of the evaluation in an accessible manner. Deviations from planned objectives are identified and addressed in a timely manner. • Communication of results: The VET provider communicates and discusses the results of the learning and teaching in an open and transparent manner.

QUALITY AREA 11: Learning and teaching

Criteria	Examples of indicators (the indicators can be used selectively or supplementing according to the VET provider's own context)
Improvement of learning and teaching	• Improvement plan: The VET provider has procedures for establishing an action plan for improvement measures and a follow-up plan for the implementation of these measures. Improvement actions are prioritised in accordance with strategic objectives and relevance and expected impact. It is also possible to implement a culture of experimentation in development. • Involvement: The VET provider has procedures to involve staff, students and relevant stakeholders in prioritising development objectives. All stakeholders have the opportunity to make suggestions for improvements and participate in the planning of improvements related to their activities. • Communication of improvement plan: The improvement and development plans are transparent and understandable, and they are communicated and discussed regularly with staff, students and key stakeholders. • Response to feedback: The VET provider has procedures to analyse and respond to the feedback, also immediately if needed. • Improvement of processes and procedures: The VET provider continuously improves learning and teaching and procedures and has procedures to ensure that improvements are made systematically and evidence-based. • Lessons learnt: A VET provider systematically reflects on insights gained from learning and teaching initiatives, and embeds these findings into organisational learning processes.

QUALITY AREA 12:

Work-based learning outside the school

Criteria	Examples of indicators (the indicators can be used selectively or supplementing according to the VET provider's own context)
Planning work-based learning (WBL) outside the school; apprenticeships and training agreements	• Planning the workplace network: The VET provider has procedures for building partnerships to promote educational cooperation across curricula. The VET provider gives priority to those partners who contribute to sustainability. • Student-acquired WBL place: The VET provider also encourages and supports students in finding for themselves suitable workplaces for learning. • Suitability as a learning environment: The VET provider has defined procedures and responsibilities to ensure the suitability of the workplace for training to achieve the learning objectives. • Cooperation procedures: The VET provider has defined procedures and responsibilities to implement cooperation and communication with the VET provider and the workplace. • Planning the WBL of students: The VET provider has defined procedures for planning the training of individual students at the workplace in cooperation with both the workplace and the student. • Apprenticeship and training agreements: The VET provider has defined procedures and responsibilities for making apprenticeship and training agreements in accordance with regulations and national principles and recommendations. • Skills of workplace trainers: The VET provider has defined procedures to ensure that workplace trainers and instructors outside the school are familiar with the curricula and students' learning objectives and they have the relevant pedagogical skills to train students. • Learning at workplace: The VET provider has defined procedures to ensure that students receive the training and support for learning at the workplace in accordance with curricula and their learning needs. • Coherence in different learning environments: The VET provider has procedures to ensure that learning at workplaces and at school form a coherent whole. • Other stakeholders: The VET provider has procedures to inform and involve other stakeholders in the planning agreement process if needed, e.g. parents, support staff. • Sustainability and equality: The VET provider has plans and procedures to promote sustainability and equality in WBL outside the school (e.g. students are actively involved in the world of work, acquire relevant skills and address specific sustainability issues related to their profession).
Implementation of work-based learning (WBL) outside the school; apprenticeships and training agreements	• Creating connections: The VET provider works systematically to create connections and collaborations with workplaces. • Support for students in finding WBL places: The VET provider supports students in finding WBL places outside of school if needed. • Contact points: The VET provider has contact points or persons for working life partners in order to promote cooperation. • Meet of the requirements: The VET provider ensures that partner workplaces meet the requirements of the WBL for students (e.g. regulations, security, work tasks in accordance with the curricula, staff competence, tools). • Identify suitability: The VET provider has procedures to identify that the workplace is suitable for the individual learning needs of the students in order to achieve the learning outcomes and promote sustainability. • Safety: The VET provider has procedures to ensure that occupational safety measures are respected at the workplace.

QUALITY AREA 12: Work-based learning outside the school

Criteria	Examples of indicators (the indicators can be used selectively or supplementing according to the VET provider's own context)
Implementation of work-based learning (WBL) outside the school; apprenticeships and training agreements	• Skilled mentors/instructors: The VET provider has procedures to ensure that workplace mentors/ instructors have the skills and competences needed for the guidance and counselling of students and enough time resources during the WBL period. • Making apprenticeship and training agreements: The VET provider makes apprenticeship and training agreements in accordance with the VET provider's procedures. • Documentation: WBL periods and students' apprenticeships and training agreements are documented and registered in accordance with the procedures of the VET provider. • Support for workplaces outside the school: The VET provider supports companies and organisations in developing pedagogical skills and competences and supports the mentoring process (e.g. education regulations, safety regulation, insurance cover, remunerations, familiarisation with the student's learning objectives, curricula, assessment principles and procedures of the VET provider). • Support by teachers to workplace trainers: Teachers provide sufficient support for workplace trainers and instructors during the WBL periods. The VET provider has relevant digital tools for this cooperation. • Training digital skills to students: Both the VET provider and the workplace ensure that the students learn the field-specific digital skills and competence needed in working life. • Cooperation: Teachers communicate and collaborate regularly with workplace trainers/ instructors. • Feedback on learning: Students get feedback on their learning during WBL outside the school. • Contract framework: WBL outside school is carried out in accordance with apprenticeship and training agreements. • Exceptional situations: The VET providers have an early warning system and procedures on how to react and what to do if the WBL outside the school is not implemented as agreed. • Demonstration of competence: The VET provider ensures that students competence acquired at the workplace is assessed in accordance with regulations, assessment principles, criteria and the procedures of the VET provider. • Information about requirements, rights and obligations: All key stakeholders (e.g. students, companies and organisations, parents, teachers, trainers) are systematically informed about the requirements of WBL, as well as of the roles, rights and obligations of the VET provider, students and workplaces.
Monitoring and evaluation of the WBL outside the school	• Collecting quantitative and qualitative data and information: The VET provider systematically and comprehensively collects relevant quantitative and qualitative data and information (including feedback and evidence for sustainability of institution) on WBL outside the school and related risks by using appropriate methods. The VET provider utilises digitalisation and protects collected data and information in accordance with international and national legislation and regulation. • Analysis: The VET provider analyses collected data and information, feedback and comparative data, trend and forecast data and information, and involves the key stakeholders in the process. • Monitoring: The VET provider systematically monitors and evaluates WBL outside the school evidence-based and disseminates the results of the evaluation in an accessible manner. Deviations from planned objectives are identified and addressed in a timely manner. • Communication of results: The VET provider communicates and discusses the results of the WBL outside the school in an open and transparent manner.

QUALITY AREA 12: Work-based learning outside the school

Criteria	Examples of indicators (the indicators can be used selectively or supplementing according to the VET provider's own context)
Improvement of the WBL outside the school	• Improvement plan: The VET provider has procedures for establishing an action plan for improvement measures and a follow-up plan for the implementation of these measures. Improvement actions are prioritised in accordance with strategic objectives and relevance and expected impact. It is also possible to implement a culture of experimentation in development. • Involvement: The VET provider has procedures to involve staff, students and relevant stakeholders in prioritising development objectives. All stakeholders have the opportunity to make suggestions for improvements and participate in the planning of improvements related to their activities. • Communication of improvement plan: The improvement and development plans are transparent and understandable, and they are communicated and discussed regularly with staff, students and key stakeholders. • Response to feedback: The VET provider has procedures to analyse and respond to the feedback, also immediately if needed. • Improvement of processes and procedures: The VET provider continuously improves WBL outside the school and procedures and has procedures to ensure that improvements are made systematically and evidence-based. • Lessons learnt: A VET provider systematically reflects on insights gained from WBL outside the school initiatives, and embeds these findings into organisational learning processes.

QUALITY AREA 13: Assessment and certification

Criteria	Examples of indicators (the indicators can be used selectively or supplementing according to the VET provider's own context)
Assessment and certification principles	• Principles and objectives: The VET provider has defined transparent, equal and coherent assessment and certification principles and objectives. • Compliance with national regulations: The VET provider's assessment and certification processes are in accordance with national regulations. Students' assessment is based on defined criteria and a description of the learning outcomes in the curricula. • Prior learning: The VET provider has procedures to identify the student's prior learning and include it as part of the studies (formal, informal, non-formal learning). • Cooperation with authorities: The VET provider has defined procedures for cooperation with other authorities that are needed to grant certificates for defined professions. • Continuous learning: The VET provider has identified the role and the impact of assessment and certification procedures in supporting continuous learning. The VET provider has defined procedures and indicators to systematically evaluate the impact of assessment on continuous learning. • Communication to staff: The VET provider has training and other defined procedures to ensure that staff are familiar with the principles, objectives, criteria, standards, administrative regulations and procedures of assessment and certification. • Communication to students: The VET provider has defined procedures to ensure that students are familiar with the principles, objectives, criteria, standards and procedures of assessment and certification. • Communication to relevant stakeholders: The VET provider has defined procedures to ensure that assessors of competence, examiners, workplace trainers and other relevant stakeholders are familiar with the principles, objectives, criteria, standards and procedures of assessment and certification.
Implementation of assessment and certification processes	• Assessment and certification processes: The VET provider carries out a transparent and equal assessment and certification processes (e.g. based on assessment methods, standards, trained assessors, agreed schedule and tools for assessment). • Information on the assessment criteria: The VET provider ensures that students, assessors and other relevant stakeholders are familiar with the assessment principles and criteria, e.g. - Students know the assessment principles, criteria and the assessment and certification based on them in their own case (grounds for the assessment). - Teachers know the principles, procedures, criteria and related administrative regulations for assessment and certification. - Workplace trainers, mentors and instructors know the assessment and certification principles, procedures and criteria. - Key stakeholders (e.g. parents) receive key information on assessment and certification processes and procedures. • Evidence base: The VET provider has procedures to ensure that assessment and certification is done on the basis of assessment principles, national regulations and defined criteria. • The competences of assessors: The VET provider ensures the competence of all assessors. The VET provider familiarises the assessors.

QUALITY AREA 13: Assessment and certification

Criteria	Examples of indicators (the indicators can be used selectively or supplementing according to the VET provider's own context)
Implementation of assessment and certification processes	• Certification documentation supports mobility: The VET provider's certification documentation support mobility (e.g. Europass). • Early warning system: The VET provider has an early warning system and procedures to monitor the achievement of learning objectives and prevent drop-outs. The system includes clearly defined intervention protocols (who acts, when, and how) once risk is detected.
Assessment as a part of learning and teaching	• Demonstration of skills and competence: The VET provider has procedures for students to demonstrate their learning. • Self-assessment: The VET provider ensures that students have opportunities to self-assess. • Continuous monitoring: The VET provider systematically monitors the development of students' skills and competence during their studies in order to gain a comprehensive understanding of each student's ability to complete their studies. The VET provider has a documentation system and digital tools to enable staff to carry out this monitoring as part of teaching. • Methods: Various assessment methods and its combinations (including assessment in real work situations) and tools are used to assess the learning outcomes, knowledge, skills and competences of the student. • Involvement of working life: The VET provider involves relevant stakeholders in the assessment and certification procedures, e.g. workplace trainers and instructors, other professionals • Feedback: As part of the assessment process students receive regular feedback during their studies from the teachers, the workplace trainers and other teaching staff about their development, strengths and areas for improvement. Teachers discuss feedback with students and help them progress. • Prevent dropouts: The VET provider has an early warning system to monitor and produce up-to-date information on the progress of a student's learning. The VET provider has procedures to prevent dropouts; special attention is directed at vulnerable groups of students.
Final assessment and certificate/diploma	• Demonstration of competence: The VET provider has procedures to ensure that students have achieved the required learning outcomes for certificate or diploma. • Validity of assessment: The VET provider uses assessment methods and tools that measure students' learning outcomes as a whole as precisely as possible in accordance with national regulations and the assessment and certification principles and criteria. • Equality: The VET provider has procedures to ensure the consistency of assessment and certification for the final assessment to be carried out equal, e.g. - The VET provider systematically monitors whether the students feel that the performance of the final assessment is fair and appropriate, and the assessment system does not treat different groups of students differently. - The VET providers methods, criteria and procedures are transparent. - Students receive the grounds of their own assessment and certification results. • The appeal procedure: Students have the right to appeal the assessment if they consider that it has been carried out on the basis of incorrect procedures or criteria. The VET provider has described an appeal procedure and informed it to all parties involved. • Certificate and diploma: The VET provider has described procedures to grant certification and diplomas without undue delay in accordance with national regulations and recommendations. • Documentation: The VET provider documents, stores and archives student assessment, certification and certificates/diplomas in accordance with national regulations and recommendations.

QUALITY AREA 13: Assessment and certification

Criteria	Examples of indicators (the indicators can be used selectively or supplementing according to the VET provider's own context)
Monitoring and evaluation of the assessment and certification	• Collecting quantitative and qualitative data and information: The VET provider systematically and comprehensively collects relevant quantitative and qualitative data and information (including feedback and evidence for sustainability of institution) on assessment and certification and related risks by using appropriate methods. The VET provider utilises digitalisation and protects collected data and information in accordance with international and national legislation and regulation. • Analysis: The VET provider analyses collected data and information, feedback and comparative data, trend and forecast data and information, and involves the key stakeholders in the process. • Monitoring: The VET provider systematically monitors and evaluates the assessment and certification and disseminates the results of the evaluation in an accessible manner. Deviations from planned objectives are identified and addressed in a timely manner. • Communication of results: The VET provider communicates and discusses the results of the assessment and certification evaluation in an open and transparent manner taking into account regulations on privacy policy and information protection.
Improvement of the assessment and certification	• Improvement plan: The VET provider has procedures for establishing an action plan for improvement measures and a follow-up plan for the implementation of these measures. Improvement actions are prioritised in accordance with strategic objectives and relevance and expected impact. It is also possible to implement a culture of experimentation in development. • Involvement: The VET provider has procedures to involve staff, students and relevant stakeholders in prioritising development objectives. All stakeholders have the opportunity to make suggestions for improvements and participate in the planning of improvements related to their activities. • Communication of improvement plan: The improvement and development plans are transparent and understandable, and they are communicated and discussed regularly with staff, students and key stakeholders. • Response to feedback: The VET provider has procedures to analyse and respond to the feedback, also immediately if needed. • Improvement of processes and procedures: The VET provider continuously improves assessment and certification and procedures and has procedures to ensure that improvements are made systematically and evidence-based. • Lessons learnt: A VET provider systematically reflects on insights gained from assessment and certification initiatives, and embeds these findings into organisational learning processes.

QUALITY AREA 14:

Learning results and outcomes

Criteria	Examples of indicators (the indicators can be used selectively or supplementing according to the VET provider's own context)
Planning	• Anticipation: The VET provider has procedures to anticipate evidence-based the factors involved effectiveness and impacts of learning outcomes (e.g. research data, peer data). • Objectives: The VET provider has defined objectives and indicators for the effectiveness and impact of vocational education and training and for the learning outcomes. Indicators can be qualitative and quantitative, and they are in line with the strategic goals, the pedagogical framework and learning objectives. • Sustainability: The learning outcomes include objectives and indicators for learning sustainability skills and competences (e.g., knowledge and skills, ability and will to act responsibly in one's professional field and strengthen a sustainable future). • Digitalisation: Pedagogical practices promote the use of digitalisation in the learning, taking into account the needs of different students. The VET provider recognises the opportunities and limits of digital tools and AI's in learning and has procedures to ensure students meaningful and true learning. • Information for teachers: The VET provider has defined procedures for informing teaching staff about the objectives and indicators of learning outcomes and planning of teaching is made in accordance with that. • Information for trainers at workplaces: The VET provider has defined procedures for informing workplace trainers and instructors about the objectives and indicators of learning outcomes and planning of training at workplaces is made in accordance with that. • Information for stakeholders: The VET provider has defined procedures for informing stakeholders about the relevant learning outcomes and impacts of vocational education and training. • Information for students: The VET provider has defined procedures for informing students about the relevant learning outcomes and impacts of vocational education and training. • Students' personal objectives: Students are aware of what learning outcomes are expected of them and have set goals for their learning process. • Planning of the validation of prior learning: The VET provider has defined procedures for the validation of the formal, informal, non-formal learning. • Monitoring of learning results and outcomes: The VET provider has defined procedures for the learning outcomes monitoring system and its data processing principles (e.g. access rights to personal data, principles of information sharing and use). The VET provider's procedures are evidence-based.
Processes and procedures	• Teachers' activities: Teachers are well aware of the objectives and indicators and the impact of vocational education and training, and their pedagogical decisions promote learning outcomes. • Digital pedagogical practices: Digital pedagogical practices are promoted and their effects on learning outcomes are systematically evaluated. • Assessment of learning progress: The students' learning outcomes are measured and assessed by using adequate methods, tools and equitable procedures. • Data collection: The VET provider systematically collects and analyses up-to-date and relevant information on learning outcomes and career opportunities after studies. Information collection and analysis cover comparative data.

QUALITY AREA 14: Learning results and outcomes

Criteria	Examples of indicators (the indicators can be used selectively or supplementing according to the VET provider's own context)
Processes and procedures	• Information protection: The VET provider ensures privacy policy and information protection in accordance with regulations for the monitoring, reporting and use of learning outcomes information. • Reporting: The VET provider has an evidence-based reporting system for students' learning outcomes. The information is shared in an easily accessible way and in accordance with privacy policy and information protection. • Evidence-based activities: The VET provider ensures that management and staff actively use information e.g. for managing, procedures, teaching, evaluating and support for learning. • Procedures for potential dropouts: The VET provider has procedures to prevent dropouts. • Students' achievement of the expected learning outcomes: The VET provider has evidence that the students have achieved the expected learning outcomes. • The satisfaction of students: Students are satisfied with their learning progress and outcomes. • The satisfaction of employers: The employers are satisfied with the learning outcomes and competences of graduates. The knowledge, skills and competencies of graduates meet the needs of working life. • Individual counselling at the end of studies: The VET provider offers guidance to the students at the end of their studies to the individual by introducing them to the possibilities of continuing education and learning, offering help in planning further education and career options and familiarising them with employment options. • Documentation, certification or other evidence of competences: The VET provider documents learning results and outcomes in official documents or databases. The certification or diploma is distributed to students on time in accordance with the procedures defined by the VET provider after the completion of the studies.
Educational output and career performance	• Graduate tracking: The VET provider has procedures (e.g. a graduate tracking system) to collect and analyse information on graduates' career paths and transitioning to further studies. • Utilisation of data: The VET provider uses the analysed and relevant career performance data for the improvement of its performance. • Graduation rates: Graduation rates meet the goals and objectives of the VET provider, working life and key stakeholders. • The drop-out rates of students: The dropout rate is low and meets the objectives of the VET provider. • Transition objectives: The employment and transitioning to further studies rates meet the objective of the VET provider and relevant stakeholders. • Future skills: Learning equips graduates with skills for continuous learning and sustainability that can be used both professionally and personally and encourages them to maintain their skills and professional competencies. • Educational output: The VET provider achieves its educational goals.
Monitoring and evaluation of the learning results and outcomes	• Collecting quantitative and qualitative data and information: The VET provider systematically and comprehensively collects relevant quantitative and qualitative data and information (including feedback and evidence for sustainability of institution) on learning results and outcomes and related risks by using appropriate methods. The VET provider utilises digitalisation and protects collected data and information in accordance with international and national legislation and regulation. • Analysis: The VET provider analyses collected data and information, feedback and comparative data, trend and forecast data and information, and involves the key stakeholders in the process.

QUALITY AREA 14: Learning results and outcomes

Criteria	Examples of indicators (the indicators can be used selectively or supplementing according to the VET provider's own context)
Monitoring and evaluation of the learning results and outcomes	• Monitoring: The VET provider systematically monitors and evaluates learning results and outcomes and disseminates the results of the evaluation in an accessible manner. Deviations from planned objectives are identified and addressed in a timely manner. • Communication of results: The VET provider communicates and discusses the results of the learning results and outcomes in an open and transparent manner taking into account regulations on privacy policy and information protection.
Improvement of the learning results and outcomes	• Improvement plan: The VET provider has procedures for establishing an action plan for improvement measures and a follow-up plan for the implementation of these measures. Improvement actions are prioritised in accordance with strategic objectives and relevance and expected impact. It is also possible to implement a culture of experimentation in development. • Involvement: The VET provider has procedures to involve staff, students and relevant stakeholders in prioritising development objectives. All stakeholders have the opportunity to make suggestions for improvements and participate in the planning of improvements related to their activities. • Communication of improvement plan: The improvement and development plans are transparent and understandable, and they are communicated and discussed regularly with staff, students and key stakeholders. • Response to feedback: The VET provider has procedures to analyse and respond to the feedback, also immediately if needed. • Improvement of processes and procedures: The VET provider continuously improves learning results and outcomes and procedures and has procedures to ensure that improvements are made systematically and evidence-based. • Lessons learnt: A VET provider systematically reflects on insights gained from learning results and outcomes initiatives, and embeds these findings into organisational learning processes.

ANNEX: EXAMPLES OF SOURCES OF EVIDENCE

Quality Area	Examples of sources of evidence
QA1: Strategic planning and development	• EU and national strategies and policies • Recommendations on development of VET • The VET providers' mission, vision, values and strategy • Strategic and development plans and reports • Anticipating reports • Feedback and questionnaires • Interviews with staff and other relevant stakeholders • Success indicators • Interviews • Surveys, reports • Results of monitoring and evaluation processes • Monitoring systems • Success indicators • Evaluation plans • Self-assessment procedures, results and reports • Individual and group reflection • Round-table discussions • Improvement plans and follow-up procedures
QA2: Quality assurance	• EQAVET recommendations • National recommendations and policies • The VET providers' mission, vision, values and strategy • Operational Action plans • Evaluation and self- assessment plans • Quality assurance documents • Descriptions of processes • Quality, evaluation, and self- assessment reports • Action plan and budget • Feedback and questionnaires • Interviews with staff and other relevant stakeholders • Success indicators • Interviews • Surveys, reports • Results of monitoring and evaluation processes

ANNEX: Examples of sources of evidence

Quality Area	Examples of sources of evidence
QA2: Quality assurance	• Monitoring systems • Success indicators • Evaluation plans • Self-assessment procedures, results and reports • Individual and group reflection • Round-table discussions • Improvement plans and follow-up procedures
QA3: Evidence-based management	• The VET providers' mission, vision, values and strategy • National regulations and policies • The VET providers' policy documents • Institutional goals • EU regulations on privacy and data protection • National regulations on privacy and data protection • Financial plan • Operational Action plans of VET provider • Descriptions of processes • Knowledge databases • Reports on the use and usability of information systems • Reports on data protection • Training plans and materials • Individual plans of development of staff • Risk Analysis • Feedback and questionnaires • Interviews with staff and other relevant stakeholders • Success indicators • Interviews • Surveys, reports • Results of monitoring and evaluation processes • Monitoring systems • Success indicators • Evaluation plans • Self-assessment procedures, results and reports • Individual and group reflection • Round-table discussions • Improvement plans and follow-up procedures

ANNEX: Examples of sources of evidence

Quality Area	Examples of sources of evidence
QA4: Management and leadership	• The VET providers' mission, vision, values and strategy • The VET providers' policy documents • National laws, regulations and policies • Operational Action plans • Organisation scheme/ structure • Descriptions of administrative procedures and roles • Rewarding policy • Human research reports • Pedagogical framework; national curricula, the VET providers' curricula • Description of pedagogical and support processes • Success indicators of learning outcomes • National sustainability implementation plans • GDPR documents • Investment plans • Feedback and questionnaires • Interviews with staff and other relevant stakeholders • Success indicators • Interviews • Surveys, reports • Results of monitoring and evaluation processes • Monitoring systems • Success indicators • Evaluation plans • Self-assessment procedures, results and reports • Individual and group reflection • Round-table discussions • Improvement plans and follow-up procedures
QA5: Management of infrastructure and finances	• The VET providers' mission, vision, values and strategy • Operational Action plans • Policy documents • National and regional regulations • National curricula and the VET providers' curricula • Plans for development and maintenance of the facilities • Financial plans • List of facilities and equipment; inventory report • Reports and statistics of use of facilities and equipment • Reports of sustainability

ANNEX: Examples of sources of evidence

Quality Area	Examples of sources of evidence
QA5: Management of infrastructure and finances	• Maintenance records • Health and safety instructions • Information on training • Financial reports • Statements of accounts • External auditor reports • Risk analysis • Feedback and questionnaires • Interviews with staff and other relevant stakeholders • Success indicators • Interviews • Surveys, reports • Results of monitoring and evaluation processes • Monitoring systems • Success indicators • Evaluation plans • Self-assessment procedures, results and reports • Individual and group reflection • Round-table discussions • Improvement plans and follow-up procedures
QA6: Management of human resources	• The VET providers' mission, vision, values, and strategy • Interviews with staff and other relevant stakeholders • National legislation • Operational Action plans • Policy documents • Organisational structure • Descriptions of processes • Job descriptions • Human research reports • Reports of inclusion • Vocational and academic qualifications of teaching • Skills and competence mapping/surveys • Plans and programmes for staff development • Anticipation information • Description of induction process • Financial reports • Financial plans for staff development

ANNEX: Examples of sources of evidence

Quality Area	Examples of sources of evidence
QA6: Management of human resources	• Materials from good practice presentations • Documentation from discussions with staff • National regulations on safety and health in workspaces • Description of internal incentive and reward system • Description of procedures for reporting mobbing and harassment • Documentation of disciplinary and complaint procedures • Feedback and questionnaires • Interviews with staff and other relevant stakeholders • Success indicators • Interviews • Surveys, reports • Results of monitoring and evaluation processes • Monitoring systems • Evaluation plans • Self-assessment procedures, results and reports • Individual and group reflection • Round-table discussions • Improvement plans and follow-up procedures
QA7: Equality	• The VET providers' mission, vision, values, and strategy • National and international regulations, policies, strategies and recommendations • Operational Action plans and reports • Policy documents • Human research plans and reports • Reports of inclusion • Finance plans and reports • Safety reports • Accessibility reports • Learning outcomes • Feedback and questionnaires • Interviews with staff and other relevant stakeholders • Surveys, reports • Results of monitoring and evaluation processes • Monitoring systems • Success indicators • Evaluation plans • Self-assessment procedures, results and reports • Individual and group reflection • Round-table discussions • Improvement plans and follow-up procedures

ANNEX: Examples of sources of evidence

Quality Area	Examples of sources of evidence
QA8: Strategic partnerships	• The VET providers' mission, vision, values and strategy • Operational Action plans • Policy documents • National curricula, VET provider's curricula • Operational Action plans • School work plan • Communication plans • Promotional campaigns and events • The VET provider's information materials (e.g., website, newsletters, different materials) • Cooperative projects • Cooperative events • Feedback and questionnaires • Interviews with staff and other relevant stakeholders • Success indicators • Interviews • Surveys, reports • Results of monitoring and evaluation processes • Monitoring systems • Success indicators • Evaluation plans • Self-assessment procedures, results and reports • Individual and group reflection • Round-table discussions • Improvement plans and follow-up procedures
QA9: Internationalisation	• EU policies, e.g. on mobility in VET • National and regional policies on different activities that support internationalisation of VET providers • The VET providers' mission, vision, values and strategy • Operational Action plans • Reports on mobility (incoming, outgoing) • Reports on internalisation • Reports on international cooperation projects • Communication/ information plans • Descriptions of processes • Financial reports • Results of international competitions • Feedback and questionnaires • Interviews with staff and other relevant stakeholders

ANNEX: Examples of sources of evidence

Quality Area	Examples of sources of evidence
QA9: Internationalisation	• Success indicators • Interviews • Surveys, reports • Results of monitoring and evaluation processes • Monitoring systems • Success indicators • Evaluation plans • Self-assessment procedures, results and reports • Individual and group reflection • Round-table discussions • Improvement plans and follow-up procedures
QA10: The pedagogical framework	• The VET providers' mission, vision, values and strategy • National curricula/qualification requirements • School-specific optional parts of curricula • Plans for the implementation of national curricula (time, funding) • Pedagogical policies • Pedagogical handbooks and instructions • Feedback and questionnaires • Interviews with staff and other relevant stakeholders • Success indicators • Interviews • Surveys, reports • Results of monitoring and evaluation processes • Monitoring systems • Success indicators • Evaluation plans • Self-assessment procedures, results and reports • Individual and group reflection • Round-table discussions • Improvement plans and follow-up procedures
QA11: Learning and teaching	• The VET providers' mission, vision, values and strategy • National curricula/qualification requirements • School-specific optional parts of curricula • Plans for the implementation of national curricula • Pedagogical policies • Pedagogical handbooks and instructions • Modules and units of teaching

ANNEX: Examples of sources of evidence

Quality Area	Examples of sources of evidence
QA11: Learning and teaching	• Operational Action plans • Descriptions of the processes and procedures • Infrastructure and resources for teaching • Learning environments • Safety instructions • Staff development plans • Communication, information and marketing materials • Feedback and questionnaires • Interviews with staff and other relevant stakeholders • Success indicators • Interviews • Surveys, reports • Results of monitoring and evaluation processes • Monitoring systems • Success indicators • Evaluation plans • Self-assessment procedures, results and reports • Individual and group reflection • Round-table discussions • Improvement plans and follow-up procedures
QA12: Work-based learning (wbl) outside the school	• The VET providers' mission, vision, values and strategy • National curricula/qualification requirements • School-specific optional parts of curricula • Plans for the implementation of national curricula • Pedagogical policies • Pedagogical handbooks and instructions for workplaces • Descriptions of the processes and procedures • Communication and information materials • Training reports of the WBL trainers and mentors • Operational Action plans • Feedback and questionnaires • Interviews with staff and other relevant stakeholders • Success indicators • Interviews • Surveys, reports • Results of monitoring and evaluation processes • Monitoring systems

ANNEX: Examples of sources of evidence

Quality Area	Examples of sources of evidence
QA12: Work-based learning (wbl) outside the school	• Success indicators • Evaluation plans • Self-assessment procedures, results and reports • Individual and group reflection • Round-table discussions • Improvement plans and follow-up procedures
QA13: Assessment and certification	• The VET providers' mission, vision, values and strategy • Assessment and certification policies and procedures • Assessment methods and instruments • Assessment criteria and schedules • Assessment introductory material • Teaching staff's digital platforms (e.g., intranet) • Statistics on graduates and dropouts • Feedback and questionnaires • Interviews with staff and other relevant stakeholders • Success indicators • Interviews • Surveys, reports • Results of monitoring and evaluation processes • Monitoring systems • Success indicators • Evaluation plans • Self-assessment procedures, results and reports • Individual and group reflection • Round-table discussions • Improvement plans and follow-up procedures
QA14: Learning results and outcomes	• The VET providers' mission, vision, values and strategy • Documents and statistics on learning results and outcomes • Grades of qualifications/modules/courses • Information on the individual learning paths (e.g. on qualifications, drop outs, the length of and reason for delays in education, employment) • Information on the graduate tracking • Student self-evaluations of their own learning outcomes • Results of the external evaluations of learning results and outcomes (if appropriate to use) • Feedback and questionnaires • Interviews with staff and other relevant stakeholders • Success indicators

ANNEX: Examples of sources of evidence

Quality Area	Examples of sources of evidence
QA14: Learning results and outcomes	• Interviews • Surveys, reports • Results of monitoring and evaluation processes • Monitoring systems • Success indicators • Evaluation plans • Self-assessment procedures, results and reports • Individual and group reflection • Round-table discussions • Improvement plans and follow-up procedures

Glossary

If not stated otherwise the definitions of the terms used in this document originate from the Cedefop terminology of European education and training policy.

Equal opportunities - fair access to resources and actions implemented within the framework of an education system, regardless of determinants such as social or geographic origin, sex, age, health.

Equality – absence of discrimination concerning the access to resources and actions to all learners, regardless of individuals' origin, background or specific needs.

Equity - fair treatment of all learners through provision of resources and actions adapted to individual learner needs, to ensure equal opportunities.

Good practice – method or approach that leads to better and transferable achievements.

Impact - effect of a programme, measure, policy or socioeconomic change.

Lifelong learning – any learning activity undertaken throughout life in a formal, non-formal or informal setting, which results in improving knowledge, know-how, skills, competences and qualifications for personal, social or professional reasons.

Peer review - evaluation, by one or more colleague(s), of a learning activity or of its management, for formative or summative purposes.

Performance indicator - data, usually quantitative, that provide a measure of an individual's, team's or organisation's level of attainment against which the level of others can be compared.

Process – set of interrelated or interacting activities which transform input into output.

Procedure – specified way to carry out an activity or process.

Quality assurance – any activity implemented to ensure that education and training (content of programmes, curricula, assessment and validation of learning outcomes etc.) meet the quality requirements expected by stakeholders.

Quality criterion – distinctive mark (or characteristic) for assessing the quality of an education and training system or of the education and training activities of an organisation.

Quality cycle (PDCA cycle) – also known as Deming cycle, cycle of four stages one has to go through to realise continuous improvement (plan, do, check, act).

Quality management – process of controlling the level of performance using performance and quality indicators, for both self-evaluation and external inspection.

Quality management system - procedures, mechanisms and instruments set up to monitor the quality and efficiency of actions and systems (objectives, programmes and curricula, infrastructures and teaching material, assessment and validation of learning outcomes, evaluation of providers, training of teachers and trainers, etc.), using a reference set of quality indicators.

Quality monitoring – systematic collection and analysis of quality indicators to determine whether the quality of education and training meet the standards set.

Quality standard - measurable technical specifications, approved by an organisation recognised at regional, national or international level, and which aim to optimise resources, processes, actions and learning outcomes.

Self-evaluation (provider) - any process or methodology carried out under its own responsibility, to evaluate its performance or position in relation to two dimensions: an internal dimension (micro level) that covers services, internal staff, beneficiaries or clients, policy and internal organisation, development plan, etc.; an external dimension (macro level) that covers analysis of the education offer of the provider compared to others.

Social partners – employers' associations and trade unions forming the two sides of social dialogue. Social dialogue can be bipartite (involving representatives of workers and employers) or tripartite (also involving public authorities and / or representatives of civil society, NGOs, etc.).

Sustainable development - development that meets the needs of the present without compromising the ability of future generations to meet their own needs.

Total quality management - approach to improving the overall quality of actions by integrating all functions and processes throughout an organisation or a system. Total quality management includes managing quality design and development, quality control and maintenance, quality improvement, and quality assurance.

Transnational - including two or more countries.

