

## The 14 European Quality Areas

### Specification of the European Quality Areas by means of criteria, examples of indicators and sources of evidence

Quality Area 1: Curricula		
Criteria (review at least 2 criteria)	Examples of indicators ( <u>not prescribed</u> , the proposed indicators can be (ex)changed)	Sources of evidence
<b>Institutional curricula<sup>1</sup></b>	<ul style="list-style-type: none"> <li>Curriculum: There is a curriculum which determines the core educational goals. These goals are transparent to both teachers and students.</li> <li>Feasibility: Both teachers and students feel that the timeframe of the learning goals of the school curriculum is feasible: The programme can be completed successfully within the planned time.</li> <li>Space: The educational goals of the school curriculum give teachers enough space to create a personal model of learning and teaching processes.</li> <li>Link between curriculum and professional practice: The curriculum ensures the development of professional skills and has clear links with current professional practice.</li> <li>Curricula are regularly revised in order to adapt them to changes in professional practice and in society at large.</li> </ul>	Curricula Curricula planning documents Minutes of academic board, department and curriculum area meetings Institutional/department plans
<b>Organisational framework of teaching</b>	<ul style="list-style-type: none"> <li>Organisational framework: The requirements for the lessons (time, assignment of teaching contents, etc.) are appropriate to realise the learning goals and the pedagogical core ideas and values. The organisational framework (syllabus, distribution of subjects, etc.) supports the implementation of the educational goals.</li> <li>Duration: The teaching programmes fulfil the formal requirements regarding duration.</li> <li>Additional teaching options: To promote particular interests and talents the schools provide special options for students (alternative subjects, remedial teaching, etc.)</li> </ul>	Curricula Curricula planning documents Information on additional learning options
<b>Content of curricula</b>	<ul style="list-style-type: none"> <li>Adequacy of curricula content: The curricula have breadth and balance (broad knowledge versus in-depth knowledge) and are justifiable in terms of both national curriculum and own institutional arrangements. The curricula reflect the state of the art in the professional field.</li> <li>Curricula are in line with students' qualifications: In relation to the structure and the conduction of the teaching programme, consideration has been given to the differences between participants with respect to their educational needs and possibilities (tailored programmes, individual study programmes).</li> <li>Formulation of learning goals: The final qualifications have been translated adequately into learning goals for the teaching programme or its components. The contents of the programme offer students the opportunity to obtain the final qualifications.</li> <li>Combination and coherence of various teaching contents:</li> </ul>	Curricula Interviews

<sup>1</sup> The review of this criterion only makes sense if the VET provider/institution has decision-making power on (parts of) the institutional curriculum.

<b>Quality Area 1: Curricula</b>		
	<p>The content taught in one part of the programme is well integrated with other parts of the programme. The teaching programmes show appropriate sequences and facilitate coherent progression over years.</p> <ul style="list-style-type: none"> <li>• Relation to both previous and further education: The content of the teaching programme relates to previous and further education.</li> </ul>	
<b>Promotion of key qualifications (soft skills)</b>	<ul style="list-style-type: none"> <li>• The curricula provide for the promotion of key qualifications and soft skills. These include e.g. learning to learn, social competences, communication skills, (self-)management skills, problem-solving competences.</li> <li>• Special attention is also given to the attainment of general key competences like literacy, basic mathematics, computer literacy etc.</li> </ul>	
<b>Practical training</b>	<ul style="list-style-type: none"> <li>• Practical training: The curriculum includes external practical training. There is a strong cohesion between institutional teaching and practical training.</li> <li>• Verification: The institution verifies whether the content of practical training corresponds to the curriculum requirements and whether the supervision of the company/organisation is sufficient.</li> </ul>	Lists of practical work placement providers and nature of placements available
<b>Final qualification of the study programme</b>	<ul style="list-style-type: none"> <li>• Accordance with other certificates: The final qualifications of the programme correspond to the requirements for a degree in the relevant domain in Europe.</li> <li>• Accordance with professional profiles/competences: The final qualifications are based on the professional profiles and/or professional competences drawn up by or in conjunction with the relevant professional field.</li> </ul>	

Quality Area 2: Learning and teaching		
Criteria (review at least 2 criteria)	Examples of indicators (not prescribed, the proposed indicators can be (ex)changed)	Sources of evidence
<b>Teaching contents</b>	<ul style="list-style-type: none"> <li>Coherence between teaching content and institutional goals: teaching contents implement educational goals and follow the curricula.</li> <li>Teaching material used is up-to-date, adequate and supports a variety of learning methods.</li> </ul>	Curricula Observation of learning and teaching Staff interviews Teaching material Work done by students
<b>Lesson planning</b>	<ul style="list-style-type: none"> <li>Coherence between institutional goals and learning and teaching: The learning and teaching processes are based on institutional mission statements, values and curriculum requirements.</li> <li>Lessons are planned carefully by teachers. Lesson plans are transparent and can be shared in the institution.</li> <li>The adequacy and efficacy of lesson plans is regularly reviewed.</li> </ul>	Lesson plans and records of work Staff interviews (including aims and objectives of lessons)
<b>Creating the learning and teaching processes (e.g. methodical-didactical matters)</b>	<ul style="list-style-type: none"> <li>The teaching methods (in the classroom, training workshop, by e-learning) are effective and cohesive, fit in with the chosen point of departure and provide room for the independence of students.</li> <li>Comprehension of teaching aims: The teachers make sure that students understand the teaching aims and intentions.</li> <li>Explanation of complex issues: Teachers succeed in explaining complex circumstances using adequate language.</li> <li>Arousing interest: The teachers are able to arouse the interest of students in the teaching content</li> <li>Active collaboration of students: The teaching arrangement allows and supports collaboration by the students.</li> <li>Students' responsibility: Teachers succeed in making the students aware that they have a personal responsibility for learning and its success (students feel responsible for their learning success).</li> <li>Combination of theory and practice: The teaching arrangement encourages students to combine subject theory and practice (and own experience).</li> </ul>	Learning and teaching materials Observation of learning and teaching Staff interviews (including aims and objectives of lessons) Student interviews Perception surveys IT facilities
<b>Promotion of key qualifications (soft skills)</b>	<ul style="list-style-type: none"> <li>Imparting key qualifications: The teachers impart – besides subject knowledge – key qualifications (subject-independent learning goals). The teaching arrangement (methodical-didactical arrangement) fosters the acquisition of these key qualifications.</li> <li>Learning competence: Students are deliberately taught learning competences. Students are taught e.g. to reflect on their own learning (i.e. promoting critical reflection).</li> <li>Social competence/communication skills: The teaching arrangement includes various forms of student collaboration, which ensure both intensive communication processes and reflection processes about these communication procedures.</li> <li>Problem-solving competence: Students are taught to solve complex problems (problem-solving competence), which is fostered by appropriate learning and teaching methods (e.g. projects, case studies).</li> </ul>	Perception surveys Interviews Observations
<b>Guidance and counselling of students</b>	<ul style="list-style-type: none"> <li>Recognition of individual needs and adequate support: Both lesson planning and teaching periods account for the students' individual promotion.</li> <li>Guidance and counselling: Teachers fulfil the individual</li> </ul>	Personal learning and support plans Remits for guidance and support staff

<b>Quality Area 2: Learning and teaching</b>		
	<p>student's need for guidance, instruction and support in an encouraging manner. Teachers take individual measures in order to be responsive to divergent student requirements.</p> <ul style="list-style-type: none"> <li>• Competence: Teachers acquire relevant competences (a set of adequate behaviours and measures) to guide and counsel students</li> </ul>	Perception surveys
<b>Information to the students</b>	<ul style="list-style-type: none"> <li>• Information prior to the teaching programme: The information provided to the students prior to the teaching programme concerning the programme's content, structure and examinations is precise, realistic and timely.</li> <li>• Information during teaching programme: The provision of information to the students on all relevant matters during the teaching programme is precise and timely.</li> </ul>	Access to information

<b>Quality Area 3: Assessment</b>		
<b>Criteria</b> (review at least 2 criteria)	<b>Examples of indicators</b> (not prescribed, the proposed indicators can be (ex)changed)	<b>Sources of evidence</b>
<b>Assessment concept</b>	<ul style="list-style-type: none"> <li>• Quality of assessment concept: The institution adheres to a coherent testing and assessment concept.</li> <li>• Formative assessment: The teaching process also includes a formative performance assessment (i.e. a situational analysis of the individual student in his/her learning development, which has no consequences for the marks).</li> </ul>	Assessment policies and procedures Assessment instruments Assessment criteria and marking schedules Interviews
<b>Function of assessment in learning and teaching processes</b>	<ul style="list-style-type: none"> <li>• Systematic control of success: The teaching process includes systematic success control, which aims to ensure differentiated insights into the students' abilities.</li> <li>• Students receive well-balanced feedback on their strengths and weaknesses at regular intervals. Teachers discuss the main errors with their students and help them to improve.</li> </ul>	Assessment policies and procedures Teacher interviews Student interviews Assessed work
<b>Assignment of marks</b>	<ul style="list-style-type: none"> <li>• Transparency: The assessment and rating procedures are transparent to the students. The students have information about the assessment criteria used by the teachers.</li> <li>• Fair assessment of performance: The teachers investigate whether the students perceive their performance assessment as fair and adequate. Negative feedback leads to an improvement of the assessment procedure.</li> </ul>	Assessment policies and procedures Teacher interviews Student interviews Assessed work
<b>Final examination</b>	<ul style="list-style-type: none"> <li>• Final examination: The institution has a transparent final examination system.</li> <li>• Early warning system: An information system that warns the students about a possible failure at the final examination.</li> <li>• Analysis of failures: Failures (particularly at the final examination) are analysed to ascertain possible reasons and adequate improvement measures.</li> </ul>	Assessment policies and procedures Teacher interviews Student interviews

<b>Quality Area 4: Learning results and outcomes</b>		
<b>Criteria</b> (review at least 2 criteria)	<b>Examples of indicators</b> (not prescribed, the proposed indicators can be (ex)changed)	<b>Sources of evidence</b>
<b>Reporting students' learning results</b>	Qualitative indicators: <ul style="list-style-type: none"> <li>• Appropriate measurement of learning progress: The students' learning results are measured and assessed by using adequate instruments and procedures at periodic intervals.</li> <li>• Students' fulfilment of the learning goals: The majority of students fulfil the determined learning goals.</li> <li>• Comparison of learning results: The institution takes measures to compare its learning results with learning results from other comparable institutions.</li> </ul> Quantitative indicators: <ul style="list-style-type: none"> <li>• Distribution of qualified students divided by the levels of achievement.</li> </ul>	Interviews with staff Interviews with students Grades for courses Student evaluations of their own learning Records of progress reviews Results of national/local testing
<b>Educational output and career performance</b>	Qualitative indicators: <ul style="list-style-type: none"> <li>• Access to and use of pertinent data: The institution has access to data on educational output, and the management use the data on educational output actively as a matter of policy.</li> <li>• Information about students' career performance: The institution has instruments to gain information about the success of their graduates.</li> <li>• Open discussions about negative feedback: Negative feedback from graduates is openly discussed and possible improvement measures are put into action.</li> </ul> Quantitative indicators: <ul style="list-style-type: none"> <li>• Educational output: The teaching programmes achieve an internal educational output that meets the institutional expectations.</li> <li>• Graduation rates: Graduation rates meet the institutional expectations.</li> <li>• Duration of study: The teaching programmes achieve an average duration of study for earning a diploma that meets the institutional expectations.</li> <li>• Drop-out rates of students: Drop-out rates meet the institutional expectations.</li> <li>• Transition to working life: The post-education employment rates meet the institutional expectations.</li> </ul>	Drop outs Length of and reason for delays in education Work experience Post-course destination of students Staff interviews Details and records of student achievements Benchmarking data

<b>Quality Area 5: Social environment, access and diversity</b>		
<b>Criteria</b> (review at least 2 criteria)	<b>Examples of indicators</b> (not prescribed, the proposed indicators can be (ex)changed)	<b>Sources of evidence</b>
<b>Social environment</b>	Regional economic situation Characteristics of the population <ul style="list-style-type: none"> <li>• educational attainment</li> <li>• income</li> <li>• cultural and social capital</li> </ul> Existence of special vulnerable groups (i.e. migrants, unemployed, etc. – to be defined in more detail according to the local situation)	Official statistics Surveys Labour market data
<b>Access and diversity; Admission policies and procedures</b>	<ul style="list-style-type: none"> <li>• An accessibility policy ensures diversity of the student body in terms of background and needs.</li> <li>• Accessibility policy is implemented through recruitment efforts, provision of information, adequate assessment and placement.</li> <li>• The admission procedure is appropriate for a diverse spectrum of applicants while ensuring that there is a match between the students' requirements and the institutional profile and educational programmes.</li> </ul>	Admission policies and procedures Information material Admission forms Staff interviews Student interviews Statistical information
<b>Access and diversity: Support and retention</b>	<ul style="list-style-type: none"> <li>• Retention of students from diverse backgrounds and with diverse needs is ensured through adequate educational offers and practical training opportunities, supportive and tailored learning and teaching methods and suitable equipment and teaching material.</li> <li>• Guidance and counselling services are geared to students with diverse needs, contacts with relevant external agencies are sought.</li> <li>• Accessibility of facilities for students with special needs is ensured.</li> </ul>	Student interviews Perception surveys Teacher and staff interviews Services Supporting technologies Physical environment Equipment
<b>Access and diversity Results</b>	<ul style="list-style-type: none"> <li>• Number of students with special needs</li> <li>• Vulnerable groups among students:               <ul style="list-style-type: none"> <li>- Percentage of students whose parents were born in another country</li> <li>- Percentage of students having certified handicaps</li> <li>- Percentage of other disadvantaged groups (to define)</li> </ul> </li> <li>• School career background of students:               <ul style="list-style-type: none"> <li>Percentage of students accessed to the school with:                   <ul style="list-style-type: none"> <li>- Previous school results much below the average</li> <li>- Previous school results below the national average</li> <li>- Previous school results in the national average</li> <li>- Previous school results over the national average</li> <li>- Previous school results much over the national average</li> </ul> </li> </ul> </li> </ul> Quantitative indicators may also be related to the social environment the institution is situated in (cf. above social environment)	Statistical information

<b>Quality Area 6: Management and administration</b>		
<b>Criteria</b> (review at least 2 criteria)	<b>Examples of indicators</b> (not prescribed, the proposed indicators can be (ex)changed)	<b>Sources of evidence</b>
<b>Management style</b>	<ul style="list-style-type: none"> <li>Participatory management style: The management follows a participatory management style. Interested groups are included in decision processes. There are circumstances which make the takeover of responsibility easier (e.g. shifting of competences, low hierarchical processes, participatory leadership).</li> <li>Open communication: The communication between management, teachers and administrative staff is characterised by an open flow of information, reliance and mutual trust. Conflicts are discussed and resolved openly.</li> <li>Respect: The management shows respect in dealing with the teachers' demands for autonomy. Fairness is ensured (fair distribution of work, no unfair preferences).</li> </ul>	Training of management Number of complaints Staff interviews Leadership evaluations
<b>Decision-making processes</b>	<ul style="list-style-type: none"> <li>Transparency: Decisions and decision-making processes are transparent to the whole staff and will be assigned – if possible – to the affected members.</li> <li>Decision-making competences: There is a clear definition of which decision-making levels and competences are held by management and staff and which opportunities for participation exist.</li> <li>Internal boards: There are various boards for participation that ensure a broad and collective formation of opinion.</li> <li>Intervention by management: The management has the power to intervene in time if appointments and decisions are broken.</li> <li>Participation of students: The VET provider/institution defines the participation of students. There is a student council, which is included in questions of important institutional matters.</li> </ul>	Staff verification Staff meetings Student verification
<b>Guidance of conferences and meetings</b>	<ul style="list-style-type: none"> <li>Efficient conduct of affairs: The management ensures the efficient conduct of meetings and conferences (determination of agenda, moderation, protocol writer, duration, etc.).</li> <li>Transparent decisions: The management ensures transparent decisions in conferences and meetings. Furthermore, it ensures that decisions are carried out.</li> </ul>	Perception surveys
<b>Distribution of tasks</b>	<ul style="list-style-type: none"> <li>Transparency criteria: The criteria and procedures concerning distribution of tasks and roles are transparent and fair.</li> <li>Teachers' functions within the school community: The institution has a concept that circumscribes the teachers' responsibilities concerning the community (institutional development, supervision of students, public relations, etc.).</li> </ul>	Personnel and staff development and review records Interviews with staff and students Staff timetables

**Quality Area 6: Management and administration**

<b>Administration</b>	<ul style="list-style-type: none"><li>• <b>Appropriate administration:</b> The institution has implemented the following organisational measures, which ensure a proper economic function:<ul style="list-style-type: none"><li>- Best possible reservation plan for rooms</li><li>- Transparent rules in case of cancelled lessons, substitution</li><li>- The delivery of certificates (diploma, tests, records) is organised in a reliable, timely and time-saving manner.</li><li>- The handling of textbooks, media and documents is organised by applying adequate procedures.</li></ul></li><li>• <b>Long-term considerations:</b> Recurrent work procedures (composition of schedule, purchasing of materials, etc.) are systematically organised based on long-term considerations.</li><li>• <b>Office capacity:</b> The office capacity is used in line with demand. It is efficiently used for regular schooling (planning and conduct of internal and external occasions, etc.).</li><li>• <b>Technical equipment:</b> The administration's technical equipment meets the demands of an efficient organisation.</li></ul>	
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<b>Quality Area 7: Institutional ethos and strategic planning</b>		
<b>Criteria</b> (review at least 2 criteria)	<b>Examples of indicators</b> (not prescribed, the proposed indicators can be (ex)changed)	<b>Sources of evidence</b>
<b>Development plan</b>	Qualitative indicators: <ul style="list-style-type: none"> <li>• Development plan and mission statement: There is a written development plan. The institution has determined its strategy, a mission statement, its values and priorities.</li> <li>• Targets and concrete measures to put the development plan into practice: The institution defines targets and adequate measures, how to put into practice and measure the development plan (with its key components such as the mission statement).</li> <li>• Identification: Staff identify with tasks and core ideas to a high level. Furthermore, goals and core ideas are used to reflect fundamental principles for evaluation and development purposes.</li> </ul>	Interviews with staff at all levels Institutional and department strategic and operational plans Mission statement, etc.
<b>Leadership qualities</b>	<ul style="list-style-type: none"> <li>• Vision and management style: The management demonstrate effective leadership and act in accordance with the institution's vision and values , which are recognised by the staff.</li> </ul>	
<b>Collective pedagogical orientation</b>	<ul style="list-style-type: none"> <li>• Discussions about pedagogical core issues: Key pedagogical questions are regularly discussed among the teaching staff with the aim of finding an overall consensus or establishing mutual understanding.</li> <li>• Implementation measures: The institution organises binding agreements in relation to the most important pedagogical themes. There is control over whether these agreements are put into practice.</li> </ul>	Perception surveys
<b>The staff identifies with the institution</b>	<ul style="list-style-type: none"> <li>• Identification measures: Appropriate measures (parties, celebrations, etc.) promote the identification with the institution and cohesion among the teaching staff.</li> <li>• Institution-wide projects: There are Institution-wide projects which foster cooperation among the teaching staff and class-overlapping communication among students.</li> </ul>	Number of events Number of institution - wide projects Participation in social events

Quality Area 8: Infrastructure and financial resources		
Criteria (review at least 2 criteria)	Examples of indicators (not prescribed, the proposed indicators can be (ex)changed)	Sources of evidence
<b>Infrastructure and facility quality</b>	<p>Qualitative indicators:</p> <ul style="list-style-type: none"> <li>• <b>Sufficiency:</b> The accommodation and material facilities are sufficient to carry out adequate education.</li> <li>• <b>Design of classrooms and training workshops:</b> The quality of the classrooms, training workshops and inventory is sufficient to achieve the learning goals and final qualifications.</li> <li>• <b>Access:</b> Students have access to the spatial and material resources of the VET provider/institution (photocopiers, library, etc.) in order to work efficiently and independently.</li> <li>• <b>Outdoor places:</b> The institution possesses user-friendly outdoor places and recreation facilities, which ensure pleasant surroundings outside the classroom areas. The arrangement of these infrastructures fosters social and communication opportunities.</li> <li>• <b>Health and safety:</b> The arrangement of the school infrastructure (outdoor places, energy use, classroom facilities, training workshop facilities) ensures health and safety. Furthermore, it accounts for ecological concerns.</li> </ul> <p>Quantitative indicators:</p> <ul style="list-style-type: none"> <li>• <b>Infrastructure:</b> <ul style="list-style-type: none"> <li>- Physical resources/student ratio</li> <li>- Computer/student ratio</li> </ul> </li> </ul>	<p>Classrooms, training workshops, laboratories</p> <p>Energy savings – total energy use</p> <p>Reduction of waste</p> <p>Use of recycled material, etc.</p> <p>Materials and equipment inventories</p> <p>Observation of accommodation in use</p> <p>Use of ICT resources</p> <p>Perception surveys</p>
<b>Maintenance</b>	<ul style="list-style-type: none"> <li>• <b>Regular cleaning:</b> Buildings and rooms are cleaned and inspected for defects regularly.</li> <li>• <b>Responsibilities:</b> The responsibilities for the material resources are clearly defined. There are determined procedures for maintenance (service, etc.).</li> <li>• <b>Timely inspections:</b> Renovation needs are detected at an early stage in order to complete the renovation in time and using the necessary financial resources.</li> </ul>	<p>Records of maintenance</p> <p>Staff interviews</p> <p>Student interviews</p> <p>External auditor reports</p>
<b>Financial resources</b>	<p>Qualitative indicators:</p> <ul style="list-style-type: none"> <li>• <b>Sufficiency:</b> Sufficiency of available finance.</li> <li>• <b>Transparent accountancy:</b> The accountancy is transparent. It takes the prescribed cost centres into account. The public control of the finance and its use is taken into account</li> <li>• <b>Involvement:</b> The responsible authorities are adequately involved in decisions about crucial acquisitions.</li> </ul> <p>Quantitative indicators:</p> <ul style="list-style-type: none"> <li>• Average expenditure per student.</li> <li>• Efficiency of the use of resources: Average expenditure per student compares with similar institutions.</li> </ul>	

<b>Quality Area 9: Staff allocation, recruitment and development</b>		
<b>Criteria</b> (review at least 2 criteria)	<b>Examples of indicators</b> (not prescribed, the proposed indicators can be (ex)changed)	<b>Sources of evidence</b>
<b>Personnel structure and qualifications</b>	Qualitative indicators: <ul style="list-style-type: none"> <li>• Distribution of staff functions: The distribution of staff functions and tasks ensures the realisation of the educational goals and tasks of the institution</li> <li>• Description of tasks and responsibilities: The various tasks, responsibilities and decision-making competences are clearly described and transparent to all institutional members.</li> <li>• Competences: The staffing levels are sufficient to ensure that the teaching programme is provided to the required standards. The staff is sufficiently qualified to ensure that the goals regarding contents, didactics and the organisation of the teaching programme are achieved.</li> </ul> Quantitative indicators: <ul style="list-style-type: none"> <li>• Quantity of staff:               <ul style="list-style-type: none"> <li>- Teacher/students ratio</li> <li>- Other personnel/students ratio</li> <li>- Gender impact analysis of staff</li> </ul> </li> </ul>	Organisational structure Job descriptions Perception surveys Vocational and academic qualifications of teaching staff
<b>Staff recruitment and development</b>	<ul style="list-style-type: none"> <li>• Appropriate recruitment procedure: There is an appropriate recruitment procedure in place that ensures adequate measurement of personal requirements, abilities and learning attitudes.</li> <li>• “Career talk”: There is a special concept for a “career talk” (i.e.: periodic conversation between the teacher and the head of department/director), which aims to promote the development potential of the staff. The instruments and criteria in use are transparent to the entire staff.</li> <li>• Further education: There is sufficient staff development that focuses on both personal requirements and institutional goals.</li> <li>• Induction programme: There is an induction programme for all new staff that relates to the institution, classes and colleagues.</li> </ul>	Participation and success rates in training activities Interviews with staff Evaluations of the effectiveness of staff development activities Evaluations of staff performance Plans and programmes of staff development
<b>Distribution of work and schedule of lessons</b>	<ul style="list-style-type: none"> <li>• Transparent work distribution: Criteria and procedures for the distribution of work and the arrangement of schedules are transparent and fair.</li> <li>• Relationship between objectives and work distribution: The criteria for distributing the subjects and lessons make reference to the mission statement and objectives of the institution (inclusion of external partners such as parents/craftspersons, consideration of cooperation among teaching staff, flexibility for interdisciplinary projects, etc.)</li> <li>• Work beyond lessons: The schedule of lessons includes work beyond regular teaching duties.</li> </ul>	Number of complaints Schemes of work, teaching plans
<b>Time resources</b>	<ul style="list-style-type: none"> <li>• Sufficient time resources: The time budget for fulfilling various work tasks corresponds with the actual expenditure of time</li> <li>• Flexibility: The determined working times allow a flexible handling of unexpected situations and performance requirements</li> </ul>	

Quality Area 10: Working conditions of staff		
Criteria (review at least 2 criteria)	Examples of indicators (not prescribed, the proposed indicators can be (ex)changed)	Sources of evidence
<b>Personal well-being of the staff (handling of stress)</b>	Qualitative indicators: <ul style="list-style-type: none"> <li>• Well-being: All employees feel comfortable within the institution. The balance between stress and satisfaction is recognised as reasonable.</li> <li>• Open discussions about problems: Problems and difficulties within daily work can be openly raised in respectful conversations among colleagues.</li> <li>• Limits of influence: There is a realistic sense of entitlement concerning the pedagogical performance (e.g. sense for the difficulties with students with difficult parental and social backgrounds).</li> </ul> Quantitative indicators: <ul style="list-style-type: none"> <li>• Level of absenteeism or sickness</li> <li>• Rates of staff turnover</li> <li>• Number of complaints</li> <li>• Participation in social events</li> </ul>	Perception surveys Absence due to illness Complaints of staff Number of applications Flow of staff
<b>Communication culture among the institutional staff</b>	<ul style="list-style-type: none"> <li>• Adequate internal information and communication structures: There are both institutional structures and means of communication, information and cooperation, which ensure close teamwork among teaching staff.</li> <li>• Open communication among teaching staff: The communication among the teachers is open, tolerant and understanding. There is an open climate of personal esteem and appreciation among the teaching staff.</li> <li>• Feedback rules: There are transparent rules and agreements about the way communications and problems are discussed (viz.: communication and feedback rules)</li> <li>• Acknowledgement: Personal strengths and commitment are honoured (e.g. praised by colleagues).</li> </ul>	Staff meetings Staff verification Staff handbook Perception surveys
<b>Cooperation among the teaching staff</b>	<ul style="list-style-type: none"> <li>• Rules: The institution has rules which ensure cooperation. These rules are accepted and put into practice in daily life.</li> <li>• Regular conversations: There are regular conversations between teachers from different levels and subject areas concerning the following topics: organisational, subject-related and pedagogical matters.</li> <li>• Project groups: Project groups are formed in relation to certain work situations and occasions.</li> </ul>	Staff verification Staff meetings Project groups Perception surveys

<b>Quality Area 11: External relations and internationalisation</b>		
<b>Criteria</b> (review at least 2 criteria)	<b>Examples of indicators</b> (not prescribed, the proposed indicators can be (ex)changed)	<b>Sources of evidence</b>
<b>Information</b>	<ul style="list-style-type: none"> <li>Information brochures: The VET provider's/institution's information brochures are suitable to deliver relevant information to the interested public.</li> </ul>	Information brochures of activities Number of prizes and awards Institutional website
<b>Identification and cooperation with relevant stakeholders</b>	<ul style="list-style-type: none"> <li>Identification of all relevant stakeholders: The institution identifies all relevant stakeholder groups (students, parents, staff, companies, social partners, educational authorities, etc.)</li> <li>Regular exchange of information with relevant stakeholders to obtain feedback about the education provided and to inform them about school development plans, educational goals, new projects etc.</li> <li>Contact with regional/local working life/prospective employers: The institution optimises contacts between regional/local employers and the institution.</li> <li>Regular Information exchange with external training partners: There is a method that ensures the regular exchange of information with external training partners.</li> <li>Parents: The institution promotes the active involvement of parents in school life to deliver relevant information about the educational goals, school activities, development of students, etc.</li> </ul>	Course programmes Correspondence with local groups and local industry Reports of open days Website Cooperative projects or ventures Perception surveys
<b>International contacts</b>	Qualitative indicators: <ul style="list-style-type: none"> <li>Study abroad: The institution makes it possible for students to study abroad and has defined targets in proportion to its size.. The institution has a defined proportion of students from abroad. The institution has a defined financial target for securing European funds.</li> </ul> Quantitative indicators: <ul style="list-style-type: none"> <li>The percentage of students going abroad every year (in relation to the planned proportion)</li> <li>The percentage of students from abroad (in relation to the planned proportion)</li> <li>The amount of European funding secured (in relation to the target)</li> </ul>	

<b>Quality Area 12: Social participation and interactions</b>		
<b>Criteria</b> (review at least 2 criteria)	<b>Examples of indicators</b> (not prescribed, the proposed indicators can be (ex)changed)	<b>Sources of evidence</b>
<b>Integration of students into institutional life</b>	Qualitative indicators: <ul style="list-style-type: none"> <li>• Well-being of students: Students feel comfortable at the institution. They are committed to taking responsibility for certain issues.</li> <li>• Social events: The school organises various social events to ensure close contact among students, on the one hand, and between teachers (beyond their own class) and students, on the other.</li> <li>• Participation: Students have opportunities to take part in key decision-making concerning relevant school matters</li> </ul> Quantitative indicators: <ul style="list-style-type: none"> <li>• Number of complaints</li> <li>• Number of social events</li> <li>• Students' participation in social events</li> </ul>	
<b>Social interaction between teachers and students</b>	Qualitative indicators: <ul style="list-style-type: none"> <li>• Institutional goals and actual relationship: The interaction between teachers and students complies with the institutional values and goals (e.g. mission statement)</li> <li>• Respectful relationship: The interaction between teachers and students can be characterised as personal, esteeming, friendly and respectful.</li> <li>• Guidance of students: The study programme maintains a system of individual guidance for the participants. In the case of serious problems concerning learning progress, personal and social guidance is provided to the students during the teaching programmes.</li> <li>• Complaints: There is a formal complaints procedure for the students in place.</li> </ul> Quantitative indicators: <ul style="list-style-type: none"> <li>• Number of complaints</li> </ul>	Written/oral feedback Student-staff interaction
<b>Social interaction among students</b>	<ul style="list-style-type: none"> <li>• Respectful interaction: Students demonstrate respect for each other.</li> <li>• Teachers pay attention: The teachers make sure that students learn to express their beliefs and listen to each other even if they have divergent opinions.</li> </ul>	

Quality Area 13: Gender mainstreaming		
Criteria (review at least 2 criteria)	Examples of indicators (not prescribed, the proposed indicators can be (ex)changed)	Sources of evidence
<b>Mainstreaming equal opportunities</b>	<p>Qualitative indicators:</p> <ul style="list-style-type: none"> <li>• Activities: The institution has a plan, structures and resources to promote gender equality. There are adequate measures to put GM into practice.</li> <li>• Curriculum and teaching materials: The curriculum includes a range of teaching methods to promote active participation by male and female students in learning. There is a counselling and guidance system on subject choices in place to ensure that the two sexes do not limit their training and employment opportunities by the patterns of their study. Textbooks, other teaching materials and examinations are gender-sensitive as regards language, images and examples.</li> <li>• Decision-making processes: There is equal representation of women and men in decision-making processes.</li> <li>• Co-curricular activities (sports, recreational facilities): There are various co-curricular activities for both female and male students.</li> <li>• Resources: There is equal representation for women and men concerning the distribution of resources such as time, education and training, or money.</li> <li>• Norms and values: There is equal division of labour by gender. No inequalities in the value are attached to the work of women and men.</li> <li>• Rights: There is no direct or indirect sexual discrimination. Women and men have equal access to facilities.</li> </ul> <p>Quantitative indicators:</p> <ul style="list-style-type: none"> <li>• Data collection: Data collected is disaggregated by sex in order to measure the participation rates of women and men.</li> <li>• Enrolment statistics: Equal female and male participation rates (with respect to time series).</li> <li>• Gender split by course/programme areas (with respect to time series)</li> <li>• Drop out rates of students by sex.</li> <li>• Achievement rates of students by sex.</li> <li>• Gender composition of management board: Is there an equal proportion of men and women on the management board?</li> <li>• Gender composition of teaching staff: Is there a reasonable proportion of men and women in the teaching staff, the administration/secretarial staff and in the ancillary staff?</li> </ul>	<p>Perception surveys</p> <p>Gender impact analysis</p>

<b>Quality Area 14: Quality management and evaluation</b>		
<b>Criteria</b> (review at least 2 criteria)	<b>Examples of indicators</b> (not prescribed, the proposed indicators can be (ex)changed)	<b>Sources of evidence</b>
<b>Satisfaction of the students and stakeholders</b>	<ul style="list-style-type: none"> <li>Collection of information: The institution gathers relevant information about the satisfaction of the students and key stakeholders (former students, parents, recipients like companies, universities) regularly and systematically (feedback culture). The information is collected and used for reflecting on the institutional programmes, goals and performances.</li> <li>Satisfaction of students and stakeholders: The students and key stakeholders are satisfied with the teaching programmes offered and the support services.</li> </ul>	Results of satisfaction measurements Student interviews Absence due to illness
<b>Systematic quality management system</b>	<ul style="list-style-type: none"> <li>QA-system: The institution runs a coherent, holistic and systematic quality assurance system that forms an integral part of the institution's policy cycle and organisation. Quality goals, responsibilities and liabilities are defined.</li> <li>Realisation of quality goals: Management works systematically on implementing the formulated quality goals.</li> <li>Assessing the educational quality by including relevant stakeholders: Management involves relevant stakeholders in assessing the quality of the education provided and includes the stakeholders' wishes when establishing the quality goals.</li> </ul>	Correspondence with stakeholder groups Report on promoting quality Strategic and operational plans Staff and student interviews Evaluation of learning and teaching Self-evaluation reports Benchmarking data
<b>Feedback and further development at an individual level</b>	<ul style="list-style-type: none"> <li>Regular feedback: The vast majority of personnel (managers, teachers) obtain regular feedback from different sides. They appreciate and use the feedback as a valuable source for continuous learning.</li> <li>Improvement: The feedback is used to improve individual performance. There are various improvement measures based on the feedback results in place.</li> </ul>	Verification by the relevant groups Schedule of feedback meetings
<b>Institutional evaluation and institutional development</b>	<ul style="list-style-type: none"> <li>Institutional evaluation: The institution conducts evaluations on a regular basis, which ensures the development process is continuous (action plan).</li> <li>Evaluation concept: The institution has defined a formal evaluation concept. Periods, procedures, selection of evaluation topics, contributions etc. are defined and transparent. Competences and responsibilities are determined.</li> </ul>	Results of evaluations and/or appraisals Evaluation of learning and teaching Self-evaluation reports Benchmarking data