



Newport University CED Quality Assurance Services

Manual

Information about the procedure

Manual for the certification

Version 2010

Research and complied according to ISO 9001: 2000 by Chowdhury Mrinal Ahmed, President, Newport University CED to implement for “Confirming Quality Assurance of the Distributed Education System” of Global Education System founded by the Russian scientist Evreinov E.V. in 1954, “The Principle of the Distributed Processing of the Information in Various Structures and the Environments”, President, World Distributed University.

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INTRODUCTION TO REVISED ORIENTATION MANUAL (JANUARY 2009)

The continued existence and acceptance of privately administered accreditation presumes the recognition that the aggregate of the system is based upon the singular integrity of all those individuals charged with the adoption of policies, procedures, and standards and with the evaluation and measurement of institutional performance. A member of an evaluation team plays a vital role in the maintenance and preservation of the system. Therefore, the fulfillment of this role requires an understanding by evaluators of their relationship with and function in the accreditation process.

In fulfilling accreditation responsibilities, an evaluator encounters a variety of issues and situations that require the exercise of fair and impartial judgment. Although the specifics of these issues and situations cannot be foreseen with particularity, fundamental ethical principles are available for guidance. Within the framework of such ethical principles, these Canons of Ethical Responsibility are set forth:

1. An evaluator shall uphold the integrity of the accreditation process.
2. An evaluator shall avoid impropriety and the appearance of impropriety in all activities.
3. An evaluator shall perform all specific duties impartially and diligently.
4. An evaluator shall refrain from any business activity inappropriate to accreditation responsibilities, including the offering of any materials or information pertinent to the institution's operation or services.
5. An evaluator shall decline to serve on any evaluation team that is responsible for evaluating any institution or branch of any institution with which he or she has been, is currently, or presently intends to be directly or indirectly involved.
6. An evaluator shall preserve the confidentiality of the institutional information to which he or she is privy.
7. An evaluator shall, in representing NUCED-QAS, subscribe to the NUCED-QAS policy on Discrimination and Harassment in his or her dealings and interaction with the NUCED-QAS staff, other members of evaluation teams, or any person affiliated with an institution being evaluated. An evaluator is obligated to report to the NUCED-QAS Executive Director any action that he or she perceives to be discrimination or harassment. (The NUCED-QAS Policy on Discrimination and Harassment is disclosed on the following page.)

In the final analysis, it is the desire for the respect and confidence of peers and of the educational institutions served that should provide an evaluator with the incentive for the highest possible degree of ethical conduct. The possible loss of that respect and confidence is the ultimate sanction.

NUCED-QAS POLICY ON DISCRIMINATION AND HARASSMENT

- A) NUCED-QAS does not condone sexual harassment, which includes the promise or threat, explicit or implicit, that an employee's job status will be affected favorably or unfavorably unless the employee agrees to demands of a sexual nature; unwelcome physical contact or verbal comments; or other activities that create a hostile environment in the workplace. If you believe that you have been subject to sexual harassment, you should report the incident according to the complaint procedures outlined below. No retaliatory action will be taken against any employee who files a complaint.
- B) NUCED-QAS is committed to providing a work environment that is free of discrimination and harassment. Actions, words, jokes, pictures, or comments that are based on an individual's sex, race, ethnicity, age, religion, or any other legally protected characteristic or that are obscene will not be tolerated. Sexual harassment, whether overt or subtle, is a form of misconduct that is demeaning to another person, undermines the integrity of the employment relationship, and is strictly prohibited.
- C) Any employee who wants to report an incident of sexual or other harassment should report the matter to his or her supervisor promptly. If the supervisor is unavailable, or if the employee believes that it would be inappropriate to report the matter to the supervisor, the employee should contact the Executive Director immediately. Employees can raise concerns and make reports without fear of reprisal.
- D) Any employee who becomes aware of possible sexual or other harassment of another employee should advise the Executive Director promptly. The Executive Director will handle the matter in a timely and confidential manner.
- E) The Executive Director or his designee will investigate the complaint promptly. The investigation will include interviews with persons identified by the complainant as having direct knowledge of the harassment. The alleged harasser also will be interviewed. After a thorough investigation, the Executive Director will prepare a written determination regarding the allegations, and copies of the determination will be provided to the complainant and the alleged harasser. Either party may appeal either the decision or the disciplinary action or both to the Executive Director, who will have the final authority.
- F) Any individual found to have engaged in harassment is subject to disciplinary action, including discharge where appropriate.

CHAIR RESPONSIBILITIES

The chair and the NUCED-QAS staff representative (“staff”) shall organize and conduct a meeting of the team (see Pre-visit Team Meeting) prior to the visit to review the self-study and Update Report, the purpose of the visit, the role of each team member, the role of the staff, and the assignment of responsibilities during the visit. It is recommended that a brief meeting between the chair and staff be held prior to the full team meeting.

The chair and the staff shall maintain regular communication with the institution’s chief on-site administrator throughout the evaluation process regarding any areas of concern or potential findings of noncompliance. As appropriate, the chair and staff shall give the institution’s chief on-site administrator the opportunity to respond to the areas discussed. Further, the institution’s chief on-site administrator is to be informed of all areas of noncompliance prior to the exit conference.

The chair should ensure that the evaluation team conducts its review of the institution in compliance with Council policy that all sections of the team report have been completed, and that information is reported in a detailed and accurate manner. The chair and staff should check with team members periodically to ensure that the visit is progressing on schedule. The chair is responsible for conducting the exit conference and preparing the final report according to the NUCED-QAS team report guidelines.

TEAM MEMBER RESPONSIBILITIES

Team members: Team members work independently on the sections assigned to them but are encouraged to request assistance as needed from the chair and the NUCED-QAS staff representative (“staff”). When each team member has gathered the necessary information, a draft of the evaluation report is written. The report should be detailed and accurate, with all general statements supported by specific evidence. The report is to be thorough, covering all aspects of the institution's operations and including strengths and areas in which the institution does not meet Council standards. All sections of the report will be read and discussed by all members of the team prior to departure.

Subject specialist: Each program offered by an institution must be evaluated by a subject specialist. Ordinarily, one person will be chosen to evaluate each new program being offered by the institution. The evaluator will be accompanied by staff that will coordinate the visit and assist the team member as described above. The report will be read and discussed by the team prior to departure. If the visit is not conducted in conjunction with a full team visit, the subject specialist is responsible for conducting the exit conference and preparing the final report using the appropriate report outline (Distance Education, New Program, Readiness, and/or Credential Inclusion). During a reevaluation visit, a subject specialist(s) will be invited to serve on the team for each specialized program.

NUCED-QAS Staff Representative (“staff”): During the visit, the primary role of the staff is to interpret the NUCED-QAS *Accreditation Criteria*. Staff will provide team members with guidance in understanding and applying the *Criteria* and may assist team members with gathering information as time provides. Staff is not to be assigned sole responsibility for the writing of any section of the team report with the exception of the publications section. Staff also will ensure that all areas of the institution’s operation are properly reviewed by the team members.

In addition, staff will provide institutional representatives with guidance in understanding the Council’s accreditation standards. As stated above, staff and the team chair shall maintain regular communication with the institution’s chief on-site administrator throughout the evaluation process regarding any areas of concern or potential findings of noncompliance. As appropriate, the chair and

staff shall give the institution's chief on-site administrator an opportunity to address these areas prior to the exit conference. Further, the institution's chief on-site administrator is to be informed of all areas of noncompliance prior to the exit conference.

PREVISIT TEAM MEETING

The following topics are to be covered by the team chair and/or the NUCED-QAS staff representative:

1. Introductions of all team members and academic/experiential background.
2. Purpose of the visit and review of institution's application, Update Report, and history.
3. Materials sent to team members, including follow-up evaluation forms.
4. Evaluator expense and reimbursement procedures.
5. The "Canons of Ethical Responsibility" and proper conduct during the visit.
6. Evaluation visit time schedule.
7. Format for report writing and team report writing assignments.
8. Format and structure of the opening session with institution's director including any questions to be asked during that session.
9. Format and structure of the exit session.

REPORT WRITING GUIDELINES

1. The questions contained in this publication are to be used by each team member in preparing the draft version of the report. The final narrative report prepared by the chair will not identify each question number.
2. All questions must be answered in complete sentences. Answers to several related questions may be combined into one paragraph. Single-sentence paragraphs should be avoided.
3. At no time should evaluators write their recommendations or suggestions in the body of the report. The recommendations section at the end of the report should be used for these comments.
4. Areas of noncompliance must be referenced with a section number from the *Accreditation Criteria*. If an area of concern does not relate to a specific criteria section, it may not be an area of noncompliance and should be discussed with the NUCED-QAS staff representative. Strengths of the institution should be incorporated into the overall report.

5. Areas of noncompliance on the summary page should be written in the negative, using language from the *Accreditation Criteria*. The explanation of the areas of noncompliance should be explained in the body of the report, not on the summary page.

USE OF COMPUTERS ON VISITS

It is strongly recommended that reports be typed while the team is onsite. It is preferred that evaluators use the most efficient method in order to complete team assignments. However, when utilizing computers, team members should consider the following:

1. Do not become overly focused on entering information into the computer and thereby neglect your responsibility outside the team room. When students, staff, and faculty are onsite, team members should be interviewing, observing, and collecting information needed to complete the written report.
2. The chair is responsible for the final report, including formatting and editing all sections that team members have entered into the computer. During the visit, time should be spent creating complete sentences and making sure all necessary information is included.
3. If printer compatibility is a problem and cannot be quickly resolved, the report may need to be handwritten or saved onto disks and hard drives for later printing, with multiple editions saved as insurance against possible loss.
4. Team members are not required to type their portion of the report, unless the legibility of their writing is a major concern. The chair is responsible for preparing the final report following the visit, including the typing of any handwritten sections.
5. The NUCED-QAS representative will bring a laptop on the visit and the institution will be asked to have computers and printers available for the team.

FINAL REPORT

The chair is responsible for preparing the final evaluation report for submission to the Council office. The report should reflect the unanimous opinion of the team, with the chair assuming final authority over content. If, at the conclusion of the visit any disagreements remain, a minority report may be filed at the Council office by the dissenting team member(s). The minority report will be provided to the institution for consideration and response.

The chair will edit the draft of the team report and submit the final copy to the Council office. A copy of the report is then forwarded to the institution for its written response. Team chairs must prepare and submit team reports on computer disk. Acceptable word processing software includes Microsoft Word and compatible software such as WordPerfect versions no older than

5.0. Team chairs should be aware of the potential for the sharing of computer viruses and take appropriate precautions to avoid the spread of such viruses through their computer system. Team reports are to be submitted within 10 days of the conclusion of the site visit.

Each area of noncompliance listed on the summary page should include the page number in the report where the detailed explanation can be found. In addition, the explanation of an area of

noncompliance in the body of the report should contain the *Criteria* number in bold and in parenthesis at the end of the explanation. This method of cross-referencing enables everyone who reviews the report (institution, commissioners, staff) to locate information easily. Page number references should be added after the final report has been prepared to ensure accuracy.

It is imperative that the chair review the report in its entirety before submission to the Council office. The chair should review the report carefully for typographical and grammatical errors and consistency in report format. Staff members are not responsible for these activities and compliance with Council team report guidelines.

After preparing the team report on the computer, please submit to the Council office via email, retaining copies for your files. NUCED-QAS will provide a disk upon request to assist teams with acceptable formatting and style.

TRAVEL AND HOTEL ARRANGEMENTS

Team members are responsible for making their own transportation arrangements. Team members are asked not to schedule return transportation that would require them to leave the institution's premises before 5:00 p.m. on the last day of the visit unless advised otherwise. Rental cars should not be secured by individual team members unless approved in advance by the NUCED-QAS staff representative. Normally, hotel reservations will be made by the staff representative, but in most cases payment is the responsibility of each team member. For convenience, all team members will stay at the same hotel. The staff representative will notify each team member of the name and address of the hotel. Changes made to hotel reservations by team members may create a rate change. Any rate increases due to change made by team members will be the responsibility of the team members.

REIMBURSEMENT INFORMATION

Team members will be reimbursed for all appropriate expenses, including travel, lodging, meals, and other expenses supported by original receipts. A "Request for Travel Reimbursement" form is available on the NUCED-QAS Website. Requests for reimbursement must be submitted within 60 days of the evaluation visit; requests submitted after that date will not be honored. Expense reimbursements for team chairs will be made after receipt of the completed team report. **Receipts should not be paper-clipped or stapled to the reimbursement form but should be taped to a full-sheet of paper to ensure that they are not lost during the reimbursement process at the Council office.**

An honorarium of \$300 per actual visit day is paid to the chair of the evaluation team. The honorarium covers all telephone calls, mailing expenses, etc., incurred by the chair for team coordination and report preparation. Separate reimbursement will not be provided for these items.

An honorarium of \$150 per actual visit day is paid to evaluators from outside NUCED-QAS-accredited institutions for participating as a team member.

An honorarium of \$150 per actual visit day is paid to evaluators who serve as subject specialists. This honorarium applies to evaluators from inside and outside NUCED-QAS-accredited institutions.

An evening school visit, when coupled with a one- or two-day visit, does not qualify an evaluator for an additional day's honorarium. Honoraria are based on the number of full days scheduled for the visit. Each honorarium covers travel time, time on the premises, and time involved in preparing the formal report to the Council.

The honoraria will be paid by the Council upon completion of the visit and receipt of reimbursement request forms and receipts for expenses incurred. All requests for reimbursement are to be sent to the Council office, not to the institution visited.

Evaluators are protected from individual lawsuits through the Council professional liability insurance coverage. The Council also provides travel/accident insurance for evaluators.

Part 1 - information about NUCED-QAS Manual

1 Introduction

1. 1 About this manual

The following NUCED-QAS manual was written for member institutions who offers the NUCED courses, aim to acquire a certification based on the NUCED-QAS procedure or who want to renew their certificate, This manual exists out of two parts:

Part 1 gives you information about NUCED-QAS. Chapter one deals with the most important questions about the certification procedure. Chapters 2,3 and 4 offer a step-by-step description of the advised organizational procedure. Chapter 5 describes what exactly is meant with “quality” and introduces the six NUCED-QAS criteria, on which the certification procedure is based upon.

Part 2 is a concrete guide that will help you to prepare your certification dossier.

Note: this manual was made for a wide range of institutions, with varying goals. Terms and expressions were chosen in a way that this manual can be used by all these different organizations. This manual uses the word “educator” for teachers, lecturers, instructors and people with a guiding or coaching task.

Recent information about NUCED-QAS (press, evaluation results, FAQ) are published on the website

1.2 Why be NUCED-QAS certificated?

NUCED-QAS was brought into life with the goal to become THE quality label for continuing education institutions.

NUCED-QAS distinguishes quality continuing education institutions and pursues three objectives of overriding importance:

- Improving the transparency for customers.
- Ensuring and demanding a minimal level of quality of the continuing education institutions.
- Providing an instrument for the administrative body (admission to bids for collective and individual courses, subsidies e.g.).

1.3 Who is the NUCED-QAS certification meant for?

The certification according to the NUCED-QAS procedure is meant for institutions that offer the NUCED courses for continuing and further or adult education, including measures forced upon by the labor market (MFL).

“Continuing education” can be general education, further education, professional education, or catching up on stuff from the obligatory school time. It offers educational measures for adults in order to acquire, renew or expand knowledge, skills and abilities.

Further or adult education is a term that contains a wide range of possibilities, depending on the level of education the offer. It starts at the basis, with offering the contents of diploma education and goes all the way up to higher education.

1.4 Who is responsible for the NUCED-QAS certification?

The sponsorship NUCED-QAS holds the highest authority and looks after the interests of Newport University CED Approved Support Center's and member institution on worldwide basis. The sponsorship holds, in cooperation with the steering group, for the following tasks:

- Defining and developing the current policy in the domain of quality in continuing education.
- Supervision of the NUCED-QAS certification system.
- Defining the minimal standards on which the NUCED-QAS certification is based upon.
- Stipulating the costs of a certification.
- Fixing the validity of a certificate.
- Defining the requirements for the enrolled auditors.

The following tasks are delegated from the sponsorship unto the branch office:

- Managing a central register of all the certificated institutions.
- Maintaining the website
- Public relation&
- Issuing general information about NUCED-QAS.
- Evaluating and controlling the certification procedure.
- Exchanging feedback between institutions and certifying bodies.

The actual certification procedure and the handing out of NUCED-QAS certificates is the task of the certifying bodies. These certifying bodies must meet the requirements of the Czech accreditation Institute (CIA) accredited certification body of management systems QSCert. The QSCert fulfils the following tasks for NUCED-QAS:

- Supervising the compliance with the procedure rules.
- Controlling and supervising the quality of the certifying bodies and the enrolled auditors according the international standard EN 45012 and criteria set by the NUCED-QAS sponsorship.

The main conditions that have to be met in order to become for a certifying body are:

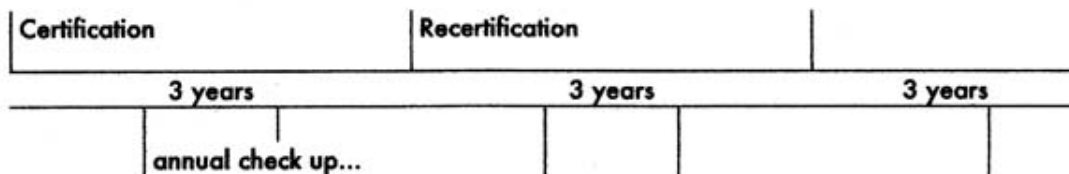
- An impartial and independent judgment of dossiers.
- A guaranteed confidential treatment of dossiers.
- A fixed possibility of appeal in case a certificate is not handed out.

NUCED-QAS certificates are worldwide acknowledged in Slovakia.

1.5 How long is your certificate valid?

An NUCED-QAS certificate has a maximum lifespan of three years; starting from the day it is handed out, with an annual check up audit held by the certifying bodies. (See chapter 3: Annual check up audits) After the expiration of the certificate the NUCED-QAS certificate can be renewed. The certificated institution is responsible for getting the recertification procedure rolling (see chapter 4: recertification). It is advised to get in touch with the certifying body in sufficient time.

Three-year cycle



If a certificate expires and is not renewed the institution is no longer allowed to use NUCED-QAS label or use NUCED-QAS as a reference. The institution is deleted out of the central register of certificated institutions on the website

1.6 Who and what can be certified?

NUCED-QAS is basically meant as a certificate for institutions and not for offered programs or persons. Every institution is a certification unit. In case of larger institutions separate divisions or departments can be defined as separate certification units.

Institutions with a large variety of different offers and programs

Departments or divisions of larger institutions, with an own offer, programme, management structure and quality management can basically be certificated as separate units, even when they are situated in different cantons.

Departments certificate separately when:

- The entire institution doesn't certificate.
- The organization structures are not uniform (decentralized management structures).
- They use a separate quality management, which is different from the QM-system of the rest of the institution (decentralized evaluation system).
- They develop and supervise a specific programme or offer of their own (decentralized programme).
- There is no interaction with other, certificated departments or the rest of a certificated institution, disabling the broad effect which NUCED-QAS has on an institution.

The decision whether or not a division! department can I must be certificated separately is taken by the certifying body. In critical cases the NUCED-QAS office has the competence to decide.

Larger institutions are advised to have several offers, programs or units examined on a voluntary basis.

Individuals

An NUCED-QAS certification is basically also possible for all legal persons. The certification of one-man businesses isn't always meaningful. In the following cases individuals should not certificate:

- When a certificated institution assigns them.
- When the commissioning institution provides the quality management and the organization of the course. Central questions are: who decides what the objectives and the content of the course are? Who organizes the course, decides the course fee, does the advertising and PR?

The commissioning institution takes the final decision whether an individual must be certificated. The certificating body takes the decision whether this person can be certificated.

1.7 How much does an NUCED-QAS certification cost?

The price for a three-year valid NUCED-QAS certificate is US\$ 3000.00 (VAT excl.). All the normal work and services of the certificating body (the certification, the annual check up audits) are included in this price. The certificating bodies charges for extra costs and expenses according the following rates:

| | |
|--------------------|---------------------------------|
| Auditors, experts: | US\$ 200.00,- /hour (VAT excl.) |
| Administration | US\$ 150.00,- /hour (VAT excl.) |

Extra services of the certificating bodies (e.g. examining other offers or programmes, see chapter 1.6) are also charged according to the rates mentioned above.

1.8 Are there equivalent certificates to the NUCED-QAS certificate?

Institutions that already have other quality management certificates do not automatically receive the NUCED-QAS certificate. For more information please get in touch with one of the certificating bodies.

1.9 Other questions?

In case you still have unanswered questions please get in touch with NUCED-QAS. We are happy to help you.

2. Order of events of the certification procedure

The NUCED-QAS certification procedure requires that the institutions compile a dossier. The institution and a representative offer are documented according to examination points set by NUCED-QAS.

The NUCED-QAS certification procedure at first is a documentary process, which means that the institution is judged by its dossier. After a thorough examination of the dossier an auditor will visit the institution. This audit on location is used to clear or go further into questions that have risen during the examination of the dossier. The audit can also include the visit of a teaching unit (a lesson or a course).

We will now have a closer look at the different steps of this procedure.

2.7 Registration at the certifying body

Please contact the certifying body of your choice and have them send you the registration forms.

(For a list of the certifying bodies:)

The selected certifying body is your direct contact and contractual partner.

Fill out and sign the registration form and send it back to the certifying body together with a brochure of your institution and all the offers or programmes of the actual year.

2.2 Selection of an offer / a programme.

Based on the sent in brochure and offers, the certifying body will select one offer or a programme that will serve as a sample unit for the entire package you are offering. This sample unit will come out of the most important part of the activities your institution offers. You will be informed about certifying body's decision so that you and your institution can prepare the certification dossier.

2.3 Compiling the dossier

Most of the forms you need in order to be able to compile your dossier can be found in part two of this manual, together with concrete instructions on how to fill out the forms correctly.

2.4 Handing in the dossier

You can make the work of the auditor easier by putting your documentation and forms in the correct order and by numbering the pages in the appropriate way. You have the freedom to shape the dossier, as you like. A complete dossier exists out of four parts:

1. The front page
2. A self evaluation
3. Documentation about the institution, containing: see list of supplements: supplements 1-15
4. Documentation about an offer or programme, containing: see list of supplements: supplements A1 —A10

2.5 Examination of the dossier by the auditor

The first thing examined is the completeness of the dossier. If important information should happen to fail, the entire dossier is sent back to you for completion.

Complete dossiers are thoroughly examined and judged. The auditor makes a list of questions and remarks about the contents of your dossier, and also tries to give points of advise on how things could be improved.

2.6 Audit on location

After examining your dossier, the auditor will get in touch with you to fix a date for an audit on location.

The auditor will share the results of the examination of the dossier. The goal of this audit on location is to try and have a closer look at problems that might exist or to try to become a more detailed picture of certain aspects or offers of your institution, or even to give some first advise on how things could be improved.

The audit on location can also include a visit of a lesson.

2.7 Audit report and decision

The audit report describes the result of the certification procedure. It is based on the six NUCED-QAS quality criteria (see chapter 5) and takes both the examined content of the institution and the chosen offers and programmes in consideration. The report covers two subject areas:

1. Decision:

- Unconditional certification
- Certification under certain conditions that are clearly stipulated.
- No certification due to major flaws that are clearly stipulated.

2. Remarks about the examined subjects and suggestions for improvement.

In case the certification body decides not to hand out a certificate the institution can make an appeal. The instance of appeal can be found in the certifying body's regulation.

3 Annual check up audits

One and two years after the certification a check up audit takes place (also see graphic p. 7). Both of the check-up audits are included in the certification fee. The certifying body will charge extra supplementary expenses.

3.1. Objective of the check-up audits

The objective of check-up audit is to answer following questions:

- Did any important changes take place in the institution?
- Are the minimal NUCED-QAS standards still being met?
- If there were certain conditions attached to the certification, has the institution fulfilled these conditions?
- Is the institution still actively taking care of its quality management?

3.2 Realization in writing or on location

The check-up audits are again based on the documentation the institution hands in. The auditor has the possibility to do an on location check-up audit if he or she feels that this is necessary.

The result of the check-up audits are communicated in brief report.

4 Recertification

4.1 time schedule

An NUCED-QAS certificate has a maximum life span of three years. After the expiration of the certificate the NUCED-QAS certificate can be renewed. The certificated institution is responsible for getting the recertification procedure rolling. It is advised to get in touch with the certifying body in sufficient time. The institution is again free to choose the certifying body responsible for the recertification procedure.

4.2 Contents, order of events, costs

The contents, order of events and costs of a recertification are the same as for the initial certification.

Only exception: if possible, an other offer or programme is chosen to serve as sample unit.

4.3 Renouncement

An institution can of course renounce a recertification.

In case of a renouncement the institution is not allowed to use NUCED-QAS label or use NUCED-QAS as a reference any longer. The institution is deleted out of the central register of certificated institutions on the website

5. Structure of the procedure

5.1 Comprehension of quality

The NUCED-QAS certification procedure examines and assesses the quality of the institution and one selected offer. The reason why only one offer is examined is simple: an institution with high quality awareness is assumed to produce high-quality services or “products”.

Assessment and examination of an institution and its “products” is not the only objective the certification procedure has. Through the certification procedure, the annual check-up audits, the recertification procedure, the institutions are regularly given impulses to reflect on their quality management. After every audit or certification the institution receives a report with points of advice for further development.

5.2 The six NUCED-QAS quality criteria

According to NUCED-QAS, the quality of an institution depends on six elements: the offer / programme, the communication with the customer, the way results are produced, the personnel (educators), the effect of learning, the manner in which quality is assured and developed. The six NUCED-QAS quality criteria are derived from these six elements, and are the fundamentals of the certification procedure

1. Offers that satisfy the educational needs and wishes of the customers.

2. Lasting learning effect for the participants.

3. A transparent representation of the offers and the pedagogical concept.

4. A customer oriented, economical, efficient and effective provision of services.

5. Committed educators, who are methodically, didactically and professionally up to date.

6. Awareness for quality development and quality assurance.

5.3 Indicators, minimal standards and sources

The conversion of the six quality criteria in an institution is seen in the presence of the so-called indicators or characteristic features of quality.

Minimal standards stipulate up to which level these indicators should have been developed or which level should have been reached. Since institutions of varying nature are to be judged with the same set of indicators and standards, a list of possible indicators and minimal standards was created. As a part of their own quality management every institution should live up to general quality demands and formulate suitable indicators and minimal standards for itself. The NUCED-QAS certification procedure only checks these minimal standards.

Institutions prove that they have fulfilled the minimal standards by means of sources. Sources describe the procedure the institution went through to reach a minimal standard. NUCED-QAS offers a number of possible sources.

At the back of this manual you will find a summary of the six NUCED-QAS quality criteria with their indicators, minimal standards and sources.

5.4 Documenting throughout a quality cycle

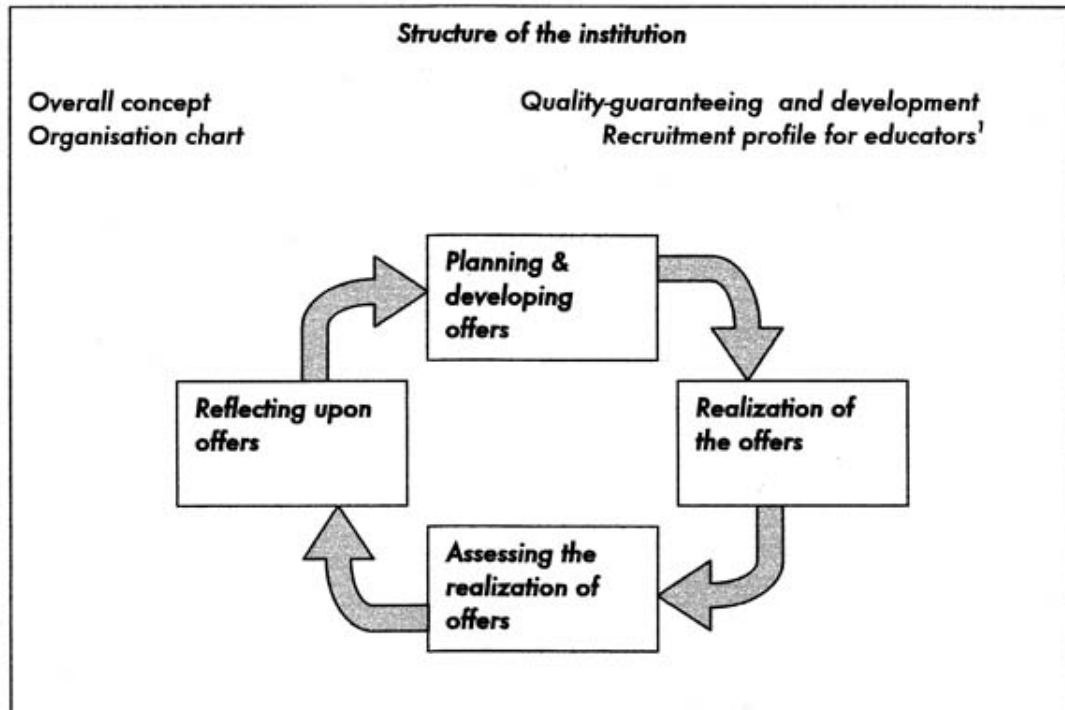
Based on the six quality criteria, the stipulated indicators and minimal standards, it is decided which documentation an institution has to hand in for the certification.

The required documents can be part of a general quality cycle which every institution at least has to their. This quality cycle exists out of four steps, all present in the everyday existence of an institution. Offers are planned (and developed) and put into practice. The practice phase is assessed, and the experiences reflected upon. The assessment and reflections are taken into consideration during the next planning phase.

These activities are embedded into an institutional form since they have been put to use in the conception of the central concept of the institution, the quality system, the organizational structure, the recruitment policy for new educators.

The described general quality cycle can be represented as a scheme:

General quality cycle sewing as a basis for the NUCED-QAS certification



NUCED-QAS demands documentation (sources) of the four steps to quality described in the scheme above, and sources about the institutional structure. In part II, chapter 3 you can find a variation of the scheme from above with the examined contents about the institution already filled in. (p. 18) The documentation of the chosen sample unit follows the same basic scheme. (part II, chapter 4, p.36)

¹MFL; including persons in management and training functions

Part II - Instructions for the completion of the dossier

In this second part of the manual you will find a detailed instruction manual that will help you to complete the dossier required for an NUCED-QAS certification. It contains the necessary documents together with information on how to use these forms and what the goal is of each form. This manual has the same structure as the dossier you need to hand in:

1. Front page
2. Self-evaluation
3. Documentation about the institution
4. Documentation about a sample unit

Please notice that parts of the documentation about the institution overlap with parts of the documentation about a sample unit. You are allowed to make cross-references. The manual will show you where possibilities of cross-referring exist. Furthermore we advise you to, if possible, to use your sample unit as an example in the documentation about the institution.

1. Front page of the dossier

Name of the institution :

Address:

Contact for the certification:

Tel./Fax/Email:

| | |
|-------------------------------------------|---------------------------------------------|
| Definition of the certifying institution: | ▪ Professional further education |
| | ▪ General further education |
| | ▪ Measures forced upon by the labour market |

Range of offers /programmes: (e.g. languages, personal development, employment/occupation)

Sample unit:

Contents of the complete dossier:

- ☐ Front page of the dossier
- ☐ Self-evaluation.
- ☐ Documentation about the institution, containing: see list of supplements: supplements 1-15.
- ☐ Documentation about an offer or programme, containing: see list of supplements: supplements A1-A10.

2. Self-evaluation (Supplement 0)

Purpose of the self-evaluation

The self-evaluation serves as an introduction into the completion of the dossier. It gives you the opportunity to get acquainted with the six NUCED-QAS quality criteria on which the entire certification procedure is based upon. The comprehension of the quality criteria will make it easier for you to complete the dossier and to understand what exactly is demanded of you during the certification procedure. Finding out what quality is and where it can be found in your institution is already a benefit of the certification-procedure for your institution.

The self-evaluation also gives the auditors an insight on how your institution implements the NUCED-QAS quality criteria or to which degree they already have been implemented.

Contents of the self-evaluation

The two main questions to be asked during a self-evaluation are:

- To which degree are the six NUCED-QAS criteria already implemented in your institution?
- What are the indicators of the implementation?

Write down for each of the six criteria which indicators you can find in your institution. At the back of this manual (p.51-56) you is a list of possible indicators for each of the criteria that can help you.

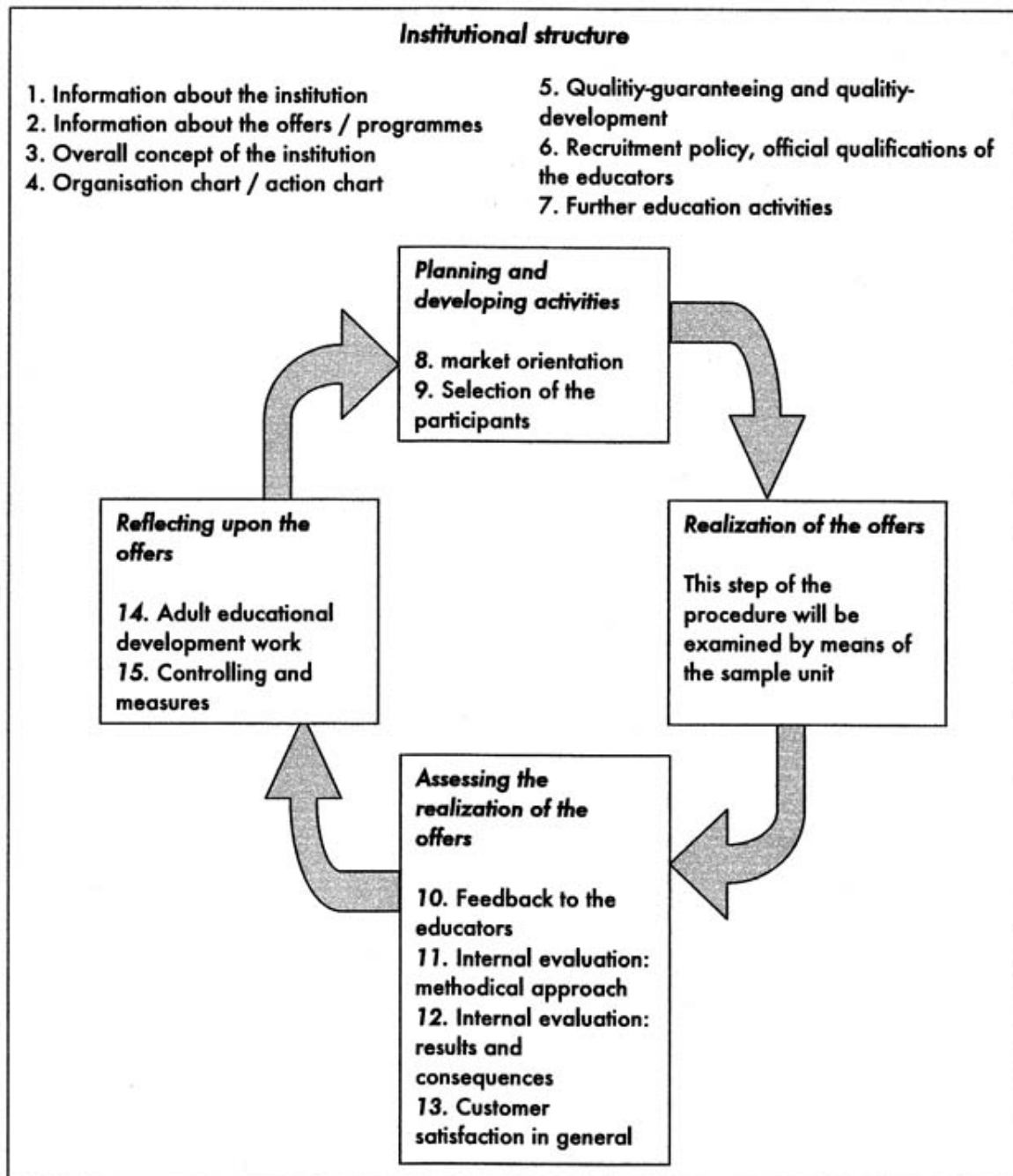
The next chart shows which supplements are related to the different criteria. In the supplements you will find what the minimal standards for the criterion are and which sources are to be added.

| | | |
|-------------|----------------------------------------------------------------------------------------|----------------------------------|
| Criterion 1 | Offers that satisfy the needs and the wishes of the customers. | Supplements: 1,2,8,11,13,15,A3 |
| Criterion 2 | Lasting learning achievement for the participants. | Supplements: 2,A5-A10 |
| Criterion 3 | A transparent representation of the offers and the pedagogical concept. | Supplements: 1-3,13,A1 |
| Criterion 4 | A customer-oriented, economical, efficient and effective provision of services. | Supplements: 1,2,8,9,11,A1,A3-A6 |
| Criterion 5 | Committed educators, who are methodically, didactically and professionally up to date. | Supplements: 6,7,10,14,A2 |
| Criterion 6 | Awareness for quality development and quality assurance. | Supplements: 3-5,11-15 |

3. Documentation about the institution

The documentation about the institution consists out of 15 supplements. Each one of them deals with one point of examination. The supplement itself can consist out of single document or several documents. The graphic underneath shows where the different supplements are to be found in the quality cycle of the institution. The graphic is an aid in the complementation of the documentation about the institution.

General quality cycle as a basis for the documentation of the institution



3.7 List of supplements about the institution

The following list contains the same supplements as the graphic on the previous page. The list should make it easier to check the completeness of your dossier. It also enables you to add remarks for the auditor. The complete definitions of the six NUCED-QAS criteria to which the supplements refer can be found on the pages 12 and 17 or at the end of this manual.

| Supplements | | criteria | Remark for the auditor |
|-------------|-------------------------------------------|----------|------------------------|
| 1 | Information about the institution | 1,3,4 | |
| 2 | Information about offers / programmes | 1,3,4 | |
| 3 | Overall concept of the institution | 3,6 | |
| 4 | Organisation chart / action chart | 6 | |
| 5 | Quality-guaranteeing and development | 6 | |
| 6 | Recruitment policy, qualifications | 5 | |
| 7 | Continuing education activities | 5 | |
| 8 | Market orientation | 1,4 | |
| 9 | Selection of the participants | 4 | |
| 10 | Feedback to educators | 5 | |
| 11 | Internal evaluation: methodical approach | 1,2,4,6 | |
| 12 | Internal evaluation: results and measures | 6 | |
| 13 | Customer satisfaction in general | 1,3,6 | |
| 14 | Adult educational development work | 5,6 | |
| 15 | Controlling and measures | 1,2,6 | |

3.2 Supplements about the institution (1-15)

The next 15 pages contain the detailed manual for the completion of the separate supplements about your institution. Each page deals with a supplement, and each supplement deals with a point of examination. Each point of examination is described and background information or pointers are given.

The symbols used mean:

- **Questions dealing with the six NUCED-QAS quality criteria**
- **Background information, main areas of assessment**
- **Advice on completion, description of the supplement's content**

The supplements you have to hand in are always mentioned at the bottom of the page in a checklist. These documents are sources on which the auditor basis his judgment whether or not your institution fulfils the required minimal quality standards. In case the supplement consists out of several pages, please number them clearly visible.

The 15 supplements about the institution together with the summary list make the third part of the dossier. The instructions do not have to be handed in.

Information about the institution

Does the information material show that an educational need can be satisfied?

Are the offers and eventually the central pedagogical ideas transparently described?

Does the information material show that your method of work is customer-oriented, economical, efficient and effective?

Your brochures and advertisements, your website etc. should produce a clear and realistic portrait of your institutions for potential customers.

Good information material contains:

- Area of work and objectives of your institution
- Target groups
- Size of your institution (customers, employees)
- Sponsorship history, meaning
- Contact persons and responsible persons
- Terms of business

Enclose all the information about your institution that you normally give to potential customers.

Further information that could be useful for the auditor can also be enclosed.

Information about offers and services your institution offers are part of supplement 2. In case it is too difficult to separate these two aspects, the two themes can be put together with a clear note to the auditor.

Documentation checklist

- Information about the institution

In formation about offers, programmes.

related to supplement A1

Does the information material show that an educational need can be satisfied? Are the offers and eventually the central pedagogical ideas transparently described? Does the information material show that your method of work is customer-oriented, economical, efficient and effective?

The brochures, advertisements, registration forms, website etc. should provide potential customers with clear information about the contents, the target groups, the time schedule, the costs etc. of your offer.

Enclose brochures and advertisements of all the offers your institution organizes during this current school year. Please hand in material that is given to potential customers only. In case no information material exists hand in a brief description of your offers in stead.

Cross-reference: Material about the sample unit is to be enclosed with supplement A1, in which very specific information is asked.

Documentation checklist

- Brochures, advertisements, eventually brief descriptions

Overall concept of the institution

3

Are the central pedagogical themes transparent?
Is awareness for quality development recognizable?

An overall concept shows that an institution has a vision for the future and the direction it wants to take. An overall concept has to fulfill following demands:

- The overall concept shows the way the institution sees itself.
- The overall concept is realistic and flexible.
- The overall concept is short and to the point. Generally speaking it is written in the “we”- form, and takes a stand.
- The overall concept is spread inside the institution.

An overall concept mentions the following themes:

- Assignment of the institution, services and offers produced by the institution
- What does the institution understand with “adult education”?
- What are the pedagogical principles?
- What image of man does the institution have?
- Institutional culture, positioning, central themes?
- Customer orientation?
- Standards, goals, future outlook
- Understanding of quality and objectives of quality
- Who passed the overall concept? When did it come in effect?

Enclose the overall concept of your institution.

Documentation checklist

- Overall concept

Organisation chart /action chart

Has the basis for quality-guaranteeing and quality development been created?

The organisation chart is an important instrument for guaranteeing quality, because it has a direct influence on the comprehension of the individual role of every employee. The organisation chart shows the entire structure of the institution, oft in a simplified way. A good organisation chart is comprehensible for the masses, and shows:

- Which form of organisation the institution has chosen.
- Which responsibilities and competences have been delegated? Upon who?
- How much workload these delegations are worth?
- Which place the separate functions have in the overall organisation and how they are integrated.
- When the organisation form was published and activated.

Please add an organisation chart of your institution in case your institution has more than 3 employees. You can also add an action chart instead of an organisation scheme.

Descriptions of the different jobs or a duties record book must be handed in.

Documentation checklist

- Organisation chart or action chart
- Job description + duties record book

Qualify-guaranteeing and qualify development

5

Is awareness for quality-guaranteeing and quality development present in your institution?
Quality-guaranteeing and quality development can be achieved through using an acknowledged QM-system or an individual QM-tool. Please keep in mind that this supplement has to prove that quality awareness is present on the institutional level. Surveys about customer satisfaction etc. are concrete evidence of this awareness and will therefore be dealt with in other supplements. For the moment we are only interested in the overall concept.

In case your institution uses a certificated QM-system adding a copy of the certificate will do. The auditors also welcome a copy of the last audit report.

If your institution doesn't use a certificated QM-system, you will have to portray your quality awareness. The documentation should at least provide an answer to the following questions:

- What do you understand under "quality"? Which criteria do you consider being important? What do you demand? (e.g. quality objectives derived from the overall concept).
- What is your current position? Do we put an entire quality cycle into practice? (See p. 14) Which procedures and tools do you use to assess and develop quality? What good will the NUCED-QAS certification do you? Who is responsible for putting measures into practice? What do we actually do to involve our employees in the quality-guaranteeing procedure? How do we create an atmosphere of tolerance towards surveys and measures? What do we do to give outsiders an insight into the institutions quality (e.g. information about customer satisfaction)? How do we make sure quality constantly keeps developing in our institution?
- What is our goal? (A realistic set of objectives and ideas for the next 2-3 years). What do we do and plan to reach these goals? How do we check the achievement of these objectives?

Please provide **examples** on which you have based your answers (used tools, concrete results, protocols of meetings dealing measures, decisions, putting measures into practice,...) **Please refer to the added supplements.**

Documentation checklist

- Certificate of the used QM-system (if one is used), and if possible the last audit report
- Description of your quality awareness (in case no certificated QM-system is used)

Are the educators methodically, didactically and professionally up to date?

Competent employees are the key element in achieving quality services. Job profiles for educators describe the wanted standards and should at least the next topics:

- Qualifications to prove professional competence (MBA, university, polytechnical school, advanced technical school, ...)
- Professional experience: e.g. years of professional experience, management experience,...).
- Professional further education.
- Pedagogical qualifications
- Teaching experience: e.g. how long, what level or age group, subject,...
- Methodical- didactical further education.
- Social skills.
- Additional knowledge, skills or abilities (e.g. languages,...)
- Expected commitment towards teaching and the institution.

In order to receive the NUCED-QAS certificate every institution must prove that its educators meet certain minimal standards. All educators should have a formal qualification for the subject they are teaching. Additionally they should have adult education competences. Following minimal standards concerning the adult education qualifications on the institutional level are applied:

Persons teaching more than 150 hours a year:

- At least 10% (or as the case may be 1 person) should have an academic experience certificate of 3 years (or analogous). In case this minimal standard is not met, the institution must be guided by a pedagogically qualified person (e.g. a qualified educator or analogous).

Persons teaching 150 hours a year or less:

Should the institution employ persons teaching 150 hours a year or less, then these persons must have a mentor (a pedagogically qualified person (e.g. a qualified educator or analogous) assigned to them who guarantees the exchange about didactical- methodical contents and the promotion of adult education competences (Seep. 14).

Please enclose your job profile for the most important jobs that can be distinguished in your institution. (e.g. full-time educators, educators for who teaching is a job on the side, instructors, speakers, managers, coaches,...)

Number of hours they teach each year (150 or less! more than 150), their professional qualifications and their pedagogical qualifications. Depending on their task, relevant informal qualifications can be added. In supplement 7 a list of further education activities is demanded, which enables you to use references. Please pay attention to supplement A2.

Documentation deed list

- Job profile for the different jobs
- List of educators with function and qualifications

Continuing education activities

7

Do the educators keep being up to date through professional, methodical, didactical continuing education?

The continuing education activities should promote the educators professional, methodical- didactical and social competences. The institution ideally plans the further education activities over a certain period of time.

NUCED-QAS demands that the educators participate in at least one professional and/or pedagogical and/or social continuing education (be it internal or external) activity each year. The institution has to make sure this demand is fulfilled. The institution will keep a list of all further education activities educators have visited or that are planned, internal or external. This list should mention:

- Name of the educator
- Name of the continuing education activity
- Internal or external
- Kind of further education activity: professional, methodical, pedagogical, social.
- Date and time
- Certificates (if any)

The size and kind of further education activity are not fixed. The auditor assesses the functional nature and the appropriateness of the activities based on the offers of your institution and the level of education of the educators.

Please enclose a list of all internal or external further education activities visited by educators of your 4 institution during the last year. Bigger institutions only need to add the activities in which educators who are part of the sample unit are involved. (See part 4 of this manual).

Documentation checklist

- List of further education activities visited by educators of your institution during the last year

Market orientation

8

related to supplement A3

Do the offers or programs of your institution meet the needs of the market?

Is your institution customer-oriented?

Good continuing education offers and programs are orientated at what the customer wants or needs. The demand for continuing education activities and programs is created by the individual wishes of the public and the economical and social needs.

In order to assess the market orientation of your institution, following themes are looked at:

1. A clear definition of the institutions clientele, knowledge about other competitors.
2. A methodical procedure of market analysis and demand analysis, bearing in mind the clientele and the competition. Or in case the institution doesn't have such an analysis, the level of knowledge about the job market and the labour market.

Please add a description of your clientele and other competitors in the same field of work. The description should clearly show:

- Who is your clientele? Characteristics?
- Who are the other competitors? Where lies their strength? Characteristics?
- How does your institution differ from the competition?

Add documents to demonstrate your methodical concept of market and demand analysis for **the sample unit** (compare with supplement A3)

The documentation should at least cover the following topics and should, if possible, enclose evidence enabling the auditor to assess the quality of your methodic;

- How do you proceed in market and demand analysis? What tools do you use? What data do you gather? How often?
- What external institutions or sources are consulted? (Professional associations, research institutions, department of employment, indications,...)
- Is there a hierarchy of importance within the different data we gather, in other words, which data lead to which decisions? (e.g. offers being cut, changed, renewed, new marketing strategies)
- Are anticipated developments on the farther education market and the labour market taken into account in the offers of your institution?

In case your institution does not do its own market and demand analysis, but has it done by the department of employment for example, please request their documents. Add these documents and add personal thoughts to the information found in the documents. Describe your level of knowledge about the current state of the labour and job market.

Documentation checklist

- Description of your clientele and competitors
- Documentation of the methodical procedure of demand analysis or documentation about the current labour and job market

Selection of the participants

9

related to supplement A4

Can a customer oriented, economical, efficient service be expected?

Continuing education institutions normally check whether interested persons are actually suited for the chosen course or training. The department of employment and the institution will define the target group together and write them down in an agreement in case of measures forced upon by the labour market. To assess the selection procedure of your institution following facts are examined:

1. Methodical procedure and responsibilities during the selection procedure (if one takes place).
2. A clear definition of the conditions of entry for a course. Are the terms clear, understandable and do they make sense?

If you use the sample unit as an example and document this, you can use this supplement as a reference in supplement A4.

Please add a description of the selection procedure of your institution which covers the following topics:

- How do you make sure the conditions of entry are met (procedure)? Please describe the procedure and give one concrete example.
- Who is responsible for checking whether the conditions of entry have been met?
- Is there an additional advice service for interested persons?

Please prove with an example the definition of the conditions of entry for a course.

Note: For the sample unit you also need to provide a description of the target group (supplement A4), this supplement may also be added here.

Documentation checklist

- Description of the selection procedure
- Conditions of entry (eventually with a definition of the target groups)

Feedback to educators *

10

**the definition of the term “educator” can be found on p.4*

Are the commitment of the educator and his professional, methodical-didactical and social competences checked on a regular basis and in the institution itself?

Direct feedback to educators can be given after visits from outsiders (institution management, colleagues, board of supervisors, MFL department of employment) or after interviewing the course participants. The feedbacks must take place regularly (at least once every realization of a course, in case of a training before the end of the training), in a suited and standardized way. It must be sure that if necessary, measures to solve problems can be introduced and pushed through.

Following facts are examined in order to assess the feedback-usage in your institution:

1. Is there a feedback concept? What kind of feedback is given? How is made sure that necessary measures to solve problems can be introduced and pushed through?
2. Are lessons or working place regularly visited? By whom?
3. Are differentiated tools used which are adjusted to the overall concept of the institution?

Describe the feedback concept for educators of your institution (rhythm, time, themes, objectives, procedure).

Make a list of all the visits of lessons or working places made during the last year. Add the function and the qualification of the visitor.

Add the tools used for visiting a lesson or working place (e.g. checklists, questionnaires, instruction leaflets etc.) and participant feedback (e.g. questionnaires).

Please clearly mark the tools used to give feedback directly to the educators involved in the sample unit.

Documentation checklist

- Feedback concept
- List of all visits including function and qualification of the visitor
- Used tools

Internal evaluation : methodology

1

1

(illustrated by the sample unit)

related with supplement A3

Is the awareness (and know-how) for quality-guaranteeing and quality development present?

It is necessary to evaluate certain offers on a regular basis. The different evaluation activities of the institution are regulated in an evaluation concept.

This supplement deals with the following questions;

1. The evaluation concept of your institution: What do you evaluate? How do you methodically evaluate your offers? What tools do you use? How oft do you evaluate? Etc.
2. The implementation of your concept illustrated by the internal evaluation of the sample unit. What method is used?

The documentation of the evaluation method of the sample unit can be done the same way as a quality cycle (planning, realization, analysis! evaluation and reflection):

- Planning: Questions dealing with the evaluation (e.g. about the efficiency, the customer-satisfaction, lasting learning effect, etc.); with the quantity (e.g. number of interested persons, registrations, participants, financial aspects, participant feedbacks, visited lessons, passed tests, infrastructure); persons responsible for the realization.
- Realization rhythm, when are the data gathered, procedure, method of evaluation, tools used (e.g. questionnaires, conversation themes etc.)
- Evaluation/Analysis : procedure: who, when, how? How are the results dealt with? Is there a standard procedure?
- Reflection (about the evaluation not about the contents of the results). What has proven to be successful during the planning, realization and evaluation? What can be changed for the next evaluation? How can this be changed?

The results of the evaluation and the realization of consequences resulting from the evaluation are the theme of supplement 12.

Describe the institutions evaluation concept, including the used method and the used tools.

Please hand in the actual evaluation report about the sample unit and if necessary add evidence and examples to give the auditors the opportunity to assess your evaluation method and evaluation tools.

Documentation checklist

- Description of the evaluation concept
- Evaluation of the sample unit: Methodology

Internal evaluation: Results and consequences

12

(illustrated by the sample unit)

related to supplement A3

Are the awareness and the know-how for quality-guaranteeing and quality development present?

Supplement 11 dealt with the evaluation concept of your institution and you had a look at your method of evaluation based on the sample unit. This supplement deals the analysis and the results of the feedback data on the one hand, and with the deduction and the realization of measures. Please illustrate your policy by the sample unit.

1. Analysis and results:

- How are the gathered data analysed? Who analyses them? When?
- What are the results of the evaluation?
- Do the course participants become a feedback about the results of the analysis? How gives them this feedback?

2. Deduction and realization of measures

- When are the results reflected upon?
- Who is involved in this process?
- What consequences I measures are derived and on which results are they based?
- What measures are realized? How are they realized?
- Are the results of the measures examined?

Please add the contents of the results of the last evaluation of the sample unit. In case the evaluation report was added together with supplement 11, a reference will do.

Back up consequences and measures derived from results of an internal evaluation. **Please describe the concrete reasons for these consequences and measures, and prove for each of them that they have been realized and what the effects were.**

In case no consequences or measures were derived, an explanation why this hasn't happened needs to be added.

Documentation checklist

- Evaluation of the sample unit: results
- Evaluation of the sample unit: measures
- Explanation, if no consequences or measures were taken

Customer satisfaction in general

1

3

Do the offers and programmes of your institution meet the educational wishes and demands of your customers?

Are the offers and the pedagogical overall concept portrayed in a transparent way?

Are the awareness and the know-how for quality-guaranteeing and quality development present?

Satisfied customers are a sign that your institution has delivered quality services. Therefore we can say that the satisfaction of your customers is a good way to assess the quality of the delivered services. Customer satisfaction as a part of the evaluation of a certain offer was a theme in supplements 11 and 12. This supplement deals with the examination of customer satisfaction on a more general, institutional level. Central themes are:

1. How is the general customer satisfaction examined (institutional level)?
2. How do we deal with complaints from unsatisfied customers?

Please demonstrate how you examine the general customer satisfaction in your institution. You can use the form of the normal quality -cycle. Your documentation should at least cover the following topics (and should contain sufficient evidence and examples in order for the auditors to assess the quality of your method):

- **Planning:** description of the overall concept. How do you judge whether your customers are satisfied or not? How is this measured? Especially:
- Satisfaction with the concerns of the institution (secretariat, information, common rooms, class rooms etc.)?
- Satisfaction with the offers in general?
- Satisfaction with the educators in general?
- Who gathers the feedback? How often? Who analyses the feedback? Who surveys the process?
- **Realization** Used documents (questionnaires etc.)? How do you gather data? Please add examples
- **Analysis:** Who analyses the gathered data? Results? (Add actual numbers). Are dropout statistics or other parameters included in these numbers (if possible documented in supplement15)?
- Which results are reported back to the customers? How and by whom?
- Measures: Were there any consequences or measures derived and realized in the past year? Which? Please prove their realization.

Add documents that show the possibilities for customers to hand in complaints (not as a part of the internal evaluation). Pick one complaint, describe the entire procedure that was went through, include the realization of the measure following from this complaint.

Documentation checklist

- Customer satisfaction in general (methodology and results)
- Complaint with realization of a measure

Adult educational development work

1

4

Related to supplement A4

Are the educators professionally, methodically and didactically up to date?

Is an awareness for quality-guaranteeing and quality development present in the institution?

An exchange about methodical- didactic subjects and the promotion of adult education competences of the educator can only be discovered by answering the following questions:

1. Are events dealing with didactical- methodical questions and themes being held regularly (at least once a year)?
2. Are themes and questions about adult education dealt with at such events?
3. Are concrete measures decided for and are they put into practice afterwards?

The events we are talking about can be:

- Further education activities dealing with adult educational, didactical-methodical themes.
- Professional- methodical exchanges between educators; mutual visits of course followed by a systematic reflection about the lesson and exchanging helpful feedback. (could have already been dealt with in supplement 10).
- Theme-based supervision with a team of educators.
- Team meetings about adult educational, didactical- methodical topics. (not meetings about administrative or organizational topics).

Make a list of the events of the past year in which educators discussed adult educational, didactical-methodical questions and themes. (Add kind of event, frequency of the event / dates, time, participants, objectives, themes).

Add a protocol of such an event, if possible one where decisions were taken or measures were decided upon.

Prove the realization of one measure of adult educational, methodical or didactical nature, taken at such an event.

Documentation checklist

- List of all events with a brief description
- Protocol of an event
- Proof of the realization of a measure

Controlling and measures

1

5

Is awareness for quality-guaranteeing and quality-development present in the institution?

Can a lasting learning effect on the participants be expected?

Were the educational wishes of the customers satisfied?

The following index numbers are considered to be very relevant when studying the lasting learning effect of an offer:

- Development of the number of participants.
- Number of dropouts.
- Number of participants that passed final exams or tests (if the exams or test are done by someone from outside the institution).
- MFL: statistic about the number of participants having found a job in their primary field of work.

In order to assess the way your institution deals with statistics, following facts are examined:

1. What data are gathered? Why?
2. Are statistics used as an aid? How recent are the data?
3. Are the analysis's, interpretations and measures well-founded and understandable?

Please describe which statistics were, or still are useful for your institution and why they were, are useful. If possible, explain your controlling concept.

Add all relevant statistical data that you have from the past three years. In case you have a dropout statistic the reasons for dropping out are important. If the statistics are being made and kept outside of the institution (e.g. the department of employment) request them and add them to your dossier. Depending on the kind, the size and the area of work of the institution different, and more or less elaborate statistics are produced. In case important statistics are missing, please briefly explain why.

Describe and illustrate by means of **an example** (if possible the sample unit):

- the analysis and interpretation recent figures, which you have added.
- the measures derived from and realized after the analysis of these figures. Do not forget to refer to the figures you have based yourself upon. If available, add national average values or comparable values of competitors to enable a classification of your result is possible.

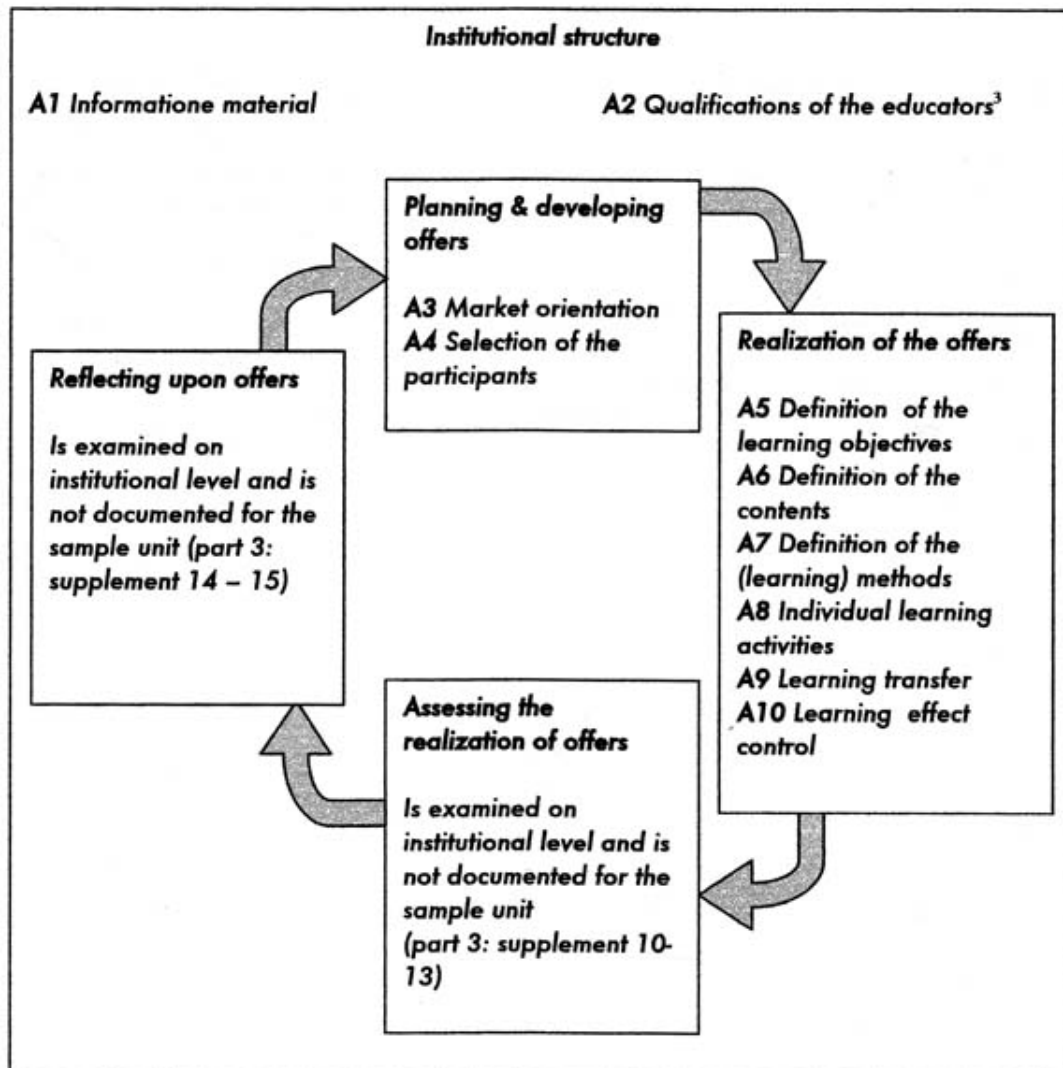
Documentation checklist

- Statistics: thoughts about needs, if available controlling concept
- Figures of the last three years
- Interpretation and measures illustrated by an example

4. Documenting a sample unit

The documentation of a sample unit of your institution consists out of 10 supplements. In the scheme below the supplements have been put into the same quality cycle as we used for the documentation about the institution. The graphic can help you orientate yourself during the completion of your dossier.

Quality-cycle serving as a basis for the documentation of a sample unit



³ AMM: also persons in coaching or supervising functions

Preliminary remark about the supplements A7-A.4

The documentation about the institution and the sample unit partially overlap. A comparison of the two summary graphics show where the overlapping areas are the supplements A1-A4 are related to the supplements 2,6,8,9,11 and 12. The difference however is the focus of the supplements. The supplements A1-A4 will no longer deal with the entire institution, but will focus on one specific offer chosen by the auditor, the so-called sample unit.

It can happen that you are asked to add certain documents which you have already added in your dossier when you were dealing with the institutional level. In this case a reference will do. If you have used the sample unit as an example whenever it was possible in the first part of your dossier, this can happen regularly.

Preliminary remark about the, supplements AS-A 10

These supplement focus on the realization of the sample unit. Cross-references to documentation about the institution are, generally speaking, not possible.

On the contrary, it is to be expected that the documentation will be related to the concept of the sample unit. **Please use reference to the concept or if possible use extracts from the concept.** The concept of the course, the training, the programme etc. is in this context the most important document. If documents are required, which the concept doesn't cover, please compile the required information as **additional** supplements and use the matching supplement number.

Remark: the contents of the supplements AS-A 10 are very dependent of the contents of the sample unit. Courses, trainings, and especially Measures Forced upon by the Labour market (MFL) require very different documents. This manual can not perfectly describe what is exactly required for each of the different possible sample units. You are advised and asked to transfer descriptions that do not entirely match the situation of your sample unit in such a way that they make sense for you and your sample unit.

4.1 List of supplements about the sample unit

The following list contains the same supplements as the graphic on the previous page. The list should make it easier to check the completeness of your dossier about the sample unit. It also enables you to add remarks for the auditor, in case you want to refer to other documents, or in case a document doesn't exactly fit one of the required supplements. The complete definitions of the six NUCED-QAS criteria to which the supplements refer can be found on the pages 12 and 17 or at the end of this manual.

| Supplements | | criteria | Remark for the auditor |
|--------------------|---------------------------------------|-----------------|-------------------------------|
| A1 | Information material | 1,3,4 | |
| A2 | Qualifications of the educators | 5 | |
| A3 | Market orientation | 1,4 | |
| A4 | Selection of the participants | 4 | |
| A5 | Definition of the learning objectives | 2,4 | |
| A6 | Definition of the contents | 2,4 | |
| A7 | Definition of the (learning) method | 2,4 | |
| A8 | Individual learning activities | 2,4 | |
| A9 | Learning transfer | 2,4 | |
| A10 | Learning effect control | 2,4 | |

4.2 Supplements for the sample unit (A7-A10)

The next 10 pages contain the detailed manual for the completion of the separate supplements about the sample unit. Each page deals with a supplement, and each supplement deals with a point of examination. Each point of examination is described and background information or pointers are given.

The symbols used mean:

- **Questions dealing with the six NUCED-QAS quality criteria**
- **Background information, main areas of assessment**
- **Advice on completion, description of the supplement's content**

The supplements you have to hand in are always mentioned at the bottom of the page in a checklist. These documents are sources on which the auditor bases his judgment whether or not your institution fulfils the required minimal quality standards. In case the supplement consists out of several pages, please number them clearly visible.

The 10 supplements about the sample unit together with the front page and the summary list make the fourth part of the dossier. The instructions do not have to be handed in.

Information material

Related to supplement 2

AI

Do the offers and programmes of your institution meet the educational wishes and demands of your customers?

Are the offers and the pedagogical overall concept portrayed in a transparent way?

Can a customer-orientated service be expected?

The brochures and advertisements, information on the institutions website etc. should produce a clear and realistic portrait of the sample unit for potential customers.

In order for potential customers to decide for your sample unit, the information material must at least contain information about the following topics:

Target groups

Defining criterion for the selection:

- Required minimal level or minimal qualification
- Required professional experience
- Other conditions of entry
- MFL: possibly: age, language, medical limitations, skills, professional interests

Contents of the sample unit

Definition of the contents for the entire sample unit, structured

Objectives of the sample unit

Transparent and understandably described, conditions aimed at structured partial, testable objectives. For MFL: goal of the measures and individual objectives

Conditions of entry/qualifications / certificates

Information about:

- Attendance clause
- Confirmation of entry
- Exams
- Qualifications, degrees, acknowledgment
- Ways to make an appeal

Methods

Methods used during the sample unit, learning techniques, social forms

MFL: kind of employment

Duration of the sample unit, extra time needed

Defined and structured

Costs

A transparent description of the costs of the sample unit, including examination fees, methods of payment.

MFL: costs are not mentioned

Cancellation conditions

Clearly mentioned and defined

Please enclose all original documents that are handed out to interested persons, participants and assigning instances : e.g. brochures, entry forms. A brief description of the sample unit is obligatory. References to the concept of the sample unit are not sufficient. The documentation of this supplement requires actual information material.

Documentation checklist

- information material

Qualifications of the educators

A.2

Related to supplement 6

Is committed personnel chosen that is professionally, methodically and didactically up to date?

A sufficient professional qualification of the educator is a must to produce quality service. As for the methodical-didactical competences of the educator, a pedagogical qualification is expected. The qualifications and professional experiences are in general described in a curriculum vitae. In case the institution doesn't have a curriculum vitae of the educator a list with the following details will do as well:

- Qualifications to prove professional competence (MBA, university , polytechnical school, advanced technical school, ...)
- Professional experience: e.g. years of professional experience, management experience,...).
- Professional further education.
- Pedagogical qualifications
- Teaching experience: e.g. how long, what level or age group, subject,...
- Methodical- didactical further education.
- Social skills.
- Additional knowledge, skills or abilities (e.g. languages,...)

Add for every person (educators, management function, coaching functions) active in the sample unit a curriculum vitae or another document covering the details mentioned above.

Your documentation must show which subject or course the persons teach, or in which way they fulfill a coaching function. Only this way can be examined whether their qualifications are sufficient.

A reference to supplement 6 is not useful because supplement 6 only mentions formal or official qualifications. Supplement A2 is more differentiated.

MFL: in the MFL field of work it can happen that employees (educators, coaches or managers) do not have the proper official qualifications. In that case you are asked to briefly describe the important qualifications they have enabling them to do their work.

Documentation checklist

- Documents about the qualifications of the employees

Market orientation

A3

related to supplements 8,11,12

Does the sample unit meet the educational needs and demands of your customers?
Is a customer oriented, economical, efficient service expected?

Good continuing education offers and programs are orientated at what the customer wants or needs. The demand for continuing education activities and programs is created by the individual wishes of the public and the economical and social needs.

In order to assess the market orientation of the sample unit, following themes are looked at:

1. Has a market analysis and a demand analysis taken place, and how has this been done? In case none of the above mentioned analyses have taken place: Is this institution up to date on the current state of the labour and job market, so that it can rapidly react to changes on the market?
2. Does the sample unit meet the wishes of the customers?

Please document your methodical procedure of market analysis and demand analysis.

If you have already used the sample unit as an example in supplement 8, a reference will do. If not document the following points:

- How do you proceed in market and demand analysis? What tools do you use? What data do you gather?
- What external institutions or sources are consulted? (professional associations, research institutions, department of employment, indications,...)
- Based on which data did you develop the sample unit, or did you make changes to the sample unit?
- Are anticipated developments on the further education market and the labour market taken into account in the sample unit?

In case your institution does not do its own market and demand analysis, but has it done by the department of employment for example, please request their documents. Add these documents and add personal thoughts to the information found in the documents.

Please show how you check whether the sample unit you are offering still covers the demands of the customer (e.g. interviews, questionnaires) and add concrete figures. If this part of the customer satisfaction was covered sufficiently as a part of the internal evaluation of your institution a reference to supplements 11 and 12 will do.

Briefly describe “What has changed about the sample unit as a result of internal evaluation and demand analysis.

Describe in a few words why you offer this sample unit.

Documentation checklist

- Documentation about the demand analysis or the state of the employment market
- An examination of the customers demands; changes
- “Why do we offer this sample unit?”

Selection of participants

A4
(related to supplement 9)

Can customer orientated services be expected.

Continuing education institutions normally check whether interested persons are actually suited for the chosen course or training. The department of employment and the institution will define the target group together and write them down in an agreement in case of measures forced upon by the labour market. To assess the selection procedure for the sample unit following facts are examined:

1. Methodical procedure and responsibilities during the selection procedure (if one takes place).
2. A clear definition of the conditions of entry for a course. Are the terms clear, understandable and do they make sense?
3. Have the target groups been defined?

If you have already used the sample unit as an example in supplement 9, a reference will do. Check question: Have you include a definition of the target group in supplement 9?

Please provide a description of the selection procedure, covering the following topics:

- How do you check whether possible participants fulfil the conditions to enter the sample unit?
(Add a real life example)
- How is responsible for making sure that the conditions of entry are fulfilled?
- Is there an additional advice service for interested persons?

Please add the definition of the conditions of entry for the sample unit.

Document the definition of the sample units target group. They should be found in the concept of the sample unit, as well as in the information material, so a reference will do. If not, describe or add additional material.

MFL: Please add the agreement with the department of employment valid for the sample unit.

Documentation checklist

- Description of the selection procedure (if one takes place)
- Definition of the conditions of entry
- Definition of the target group

Definition of the learning objectives

A5

Is a customer orientated, economical, efficient and effective service produced?

Can a lasting learning effect be expected for the participants?

Objectives, or general aims serve as a point of orientation for everyone involved in the offers or programmes. The alignment of the offer to the objectives must be clearly recognizable. You decide on the contents, the procedure and the manner in which the completion is tested. (Learning) objectives should be written down for the offer in general, for the separate areas or modules, and — in case of courses or trainings- for each lesson. The way they are written down can be differentiated, but they must be written down.

The (learning) objectives of the offer should focus on the contents of the offer. Following themes need to be kept in mind: (but are not always relevant, depending on the nature of the offer):

- Which Themes, knowledge, skills or abilities will be taught?
- Which behavior will be trained?
- Which level of knowledge or skill do we want to achieve, basic or in depth?

Following aspects of how you handle objectives will be examined:

- Are the objectives subdivided in smaller verifiable sub-objectives?
- Are the objectives mentioned in all relevant material (information material, evaluation material, course curriculums)?
- Courses or trainings: are the objectives clear for the entire offer as well as for each single session?
- Courses and trainings: Have the objectives been differentiated in main, secondary and partial objectives? Have objectives been formulated for participant who want to go more in depth into the offered material (additional objectives).
- MEL: Have objectives for the entire programme, as well as for each part of the programme and for each individual participated been formulated?

Please add the objectives for the sample unit. They should be consequently mentioned in the following documents (in case the sample unit requires such): advertisements, brochures, examination regulation, curricula, lesson preparations and evaluation forms. Please refer to documents used in other contexts (write down the supplements).

If necessary add further documents (copies of original documents).

Documentation checklist

(Learning) objectives of the sample unit: contents and documentation

Definition of the learning contents

A6

Is a customer orientated, economical, efficient and effective service produced?
Can a lasting learning effect be expected for the participants?

The objectives of the sample unit are divided in several subthemes. The contents (knowledge, skills, attitude or behavior) have been derived from the different objectives.

The contents should be submitted to the following questions in order to check their validity:

- Are detailed summaries of the contents of the sample unit available?
- Are the contents structured logically? (e.g. basic and supplementary contents)
- Are the contents defined and describe in an understandable way?
- Are the contents adjusted to the objectives and the target group?
- Are the contents still of current interest?

Please document the contents of the sample unit, starting from your concept of the sample unit,,
Make clear references to the concept

Add all the didactic material used in the sample unit (didactic aid, hand outs, etc.) In case of larger sample units it is useful to contact the auditor and to discuss how much and what exactly needs to be handed in.

Documentation checklist

- Contents of the sample unit, if possible references to the concept of the sample unit
- Used didactic aids and material

Definition of the (learning) methods

A7

Is a customer orientated, economical, efficient and effective service produced?
Can a lasting learning effect be expected for the participants?

Depending on the nature of the sample unit, this supplement can deal with teaching methods, the working method but it can deal with social forms as well (group work, individual work, etc.). The chosen methods must fit the objectives and contents of the sample unit. It is always of an advantage when different methods are integrated in a session or a sample unit.

Following questions need to be asked:

- What teaching forms are found in the sample unit (methodical principles) : individual work, group work, projects, discussions, frontal teaching, peer teaching, dissertation,...)?
- Are the used methods adapted to the objectives, the contents and the target group?
- Are several methods being used in the sample unit?

Please document the (learning) methods used in the sample unit. Generally speaking the choice of the methods depends on your concept of the sample unit, Please make precise references to the concept In case necessary add further documents (copies of the original documents).

Please add the preparation for a session out of the sample unit, clearly showing the contents and the methods used.

Documentation checklist

- List of used methods
- Preparation with contents and methods

Individual learning activities

A8

Is a customer orientated, economical, efficient and effective service produced?

Can a lasting learning effect be expected for the participants?

The purpose of so-called individual learning activities is to urge participants to master and practice learning contents, actively and individually, in- or outside of the programme. As a part of the sample unit this will happen with appropriate methods such as group work, exercises, etc. Individual learning activities outside of the actual offer can be self-study or using learned contents in different ways.

The questions that need to be asked while examining your sample unit are:

1. Are individual learning and exercise activities planned?
2. Is active and individual learning stimulated? (by adapted learning aids, appropriate choice of methods, agreements, infrastructure, offers, etc.)

In order to be able to judge whether individual learning activities have been planned, it is advised to make a separate list of such activities. They often are connected to the chosen didactic methods (see supplement A1). Please make references and/or add further documents (copies of original documents).

Please enclose the preparation of a session out of the sample unit that has individual learning activities integrated in it. A precise reference to the preparation handed in as a part of supplement A1 might be enough.

Documentation checklist

- List of scheduled individual learning activities
- Preparation of a session out of the sample unit with integrated individual learning activities

Learn transfer

A9

Is a customer orientated, economical, efficient and effective service produced?
Can a lasting learning effect be expected for the participants?

The learned contents should not be restricted to use within the offer, but should be used at work or in the daily routine: a transfer should happen.

If such a transfer is to happen, measures must already taken during the planning, the realization and especially after the ending of the offer.

The question to be asked during the examination of your offer is: how do we make sure that the learned contents (knowledge, skills or attitude) can and will be used in normal (professional) situations.

To be more specific:

1. Are measures that promote the learning transfer available (during the planning, the realization and at the end of the offer)?
2. Is there a certain diversity?

This supplement requires proof of measures enabling the transfer of learned contents into normal life. It is advised to hand in a list of measures that are taken. Some examples:

- Enrolment of educators with practical professional experience.
- Doing exercises, case studies and papers that possibly come out of the company of the participants , or deal with similar situations.
- Visiting companies or doing a practical training.
- Tools, checklists, didactic material that is, or can be used in the professional life or in the daily routine of the participant.
- Offering of follow-up courses or events.
- Offering supplementary structure besides or after the end of the offer.

Please add concrete documents or make precise references.

Please add the preparation of a session out of the sample unit that holds activities stimulating the learning transfer. A precise reference to the preparation handed in as a part of supplement A7 or A8 might be enough.

Documentation checklist

- List of planned measures to stimulate the learn transfer
- Preparation of a session out of the sample unit with measures that stimulate the learn transfer incorporated in it.

Is a customer orientated, economical, efficient and effective service produced?

Can a lasting learning effect be expected for the participants?

Learning effect controls examine the current level of knowledge or skills of the participants concerning the contents of the offer. The level of demand must be adjusted to the proceedings of the offer (which are determined by the concept or by individual agreements).

The different kinds of learning effect control are:

- Test and exams (oral, written)
- Interviews
- Project work with documentation
- Workplace checkups
- Etc.

There is no general and binding rule when it comes to the choice of the kind of control because it depends on the offer. Questions that need to be asked when examining your learning effect controls are:

- How is the learning effect tested?
- When and how often is it tested?
- Do the controls meet the level set by the concept?
- Do the controls meet the level of the participants?

Please add concrete documentation (copies of original documents) or make precise references.

Documentation checklist

- Used learning effect controls

Appendix

Summary of the six NUCED-QAS criteria with possible indicators, minimal standards and sources

The comprehension of the term quality on which NUCED-QAS bases itself is described in part 1, chapter 5 (p. 12-14).

Criterion 1

Offers that satisfy the educational needs and demands of the customers and of our society.

Indicators: What are signs of the implementation of the quality-criterion in the institution?

- Periodical observation of the market.
- Reflections about the educational needs in the educational concepts.
- Use of appropriated tools to defame the needs of the customer.
- Congruence between the offers and needs of the customer.
- Customer satisfaction proven by periodical surveys.
- Reasons for dropping out of offers.
- Educational concepts that take the level and the previous experiences of the participants in account and provide the possibility of dividing the farther education activities into modules.

Minimal standards: To which extent should the quality criterion be reached?

- Reflections about the educational needs are available in the educational concept, they are examined every year and if necessary updated.
- Every offer is evaluated by the participants using appropriated tools. Each offer is evaluated at least once each mn-through. In case the offer is spread over several years the evaluation will take place before the offer ends.
- A functioning organ of appeal exists.
- The dropout rate is known. Dropout-reasons are analyzed and, if necessary, appropriate measures are taken.

Sources: Which documents can prove the implementation?

- A demand analysis concept and tools or a description of how the institution gathers information about the demands of the customers.
- A description of the procedure of customer satisfaction evaluation, with results.
- An example of how an appeal was dealt with, including measures taken afterwards.
- MFL: Labour market figures, economical prognosis, labour and job indications.
- Brochures.

Criterion 2

Lasting learning effect for the participants.

Indicators: What are signs of the implementation of the quality-criterion in the institution?

- A clear definition of the objectives of the entire set of offers and programmes.
- A distinct transfer-orientation which can be found in the learning objectives, the contents and the used methods.
- Individual learning activities and exercises are offered and used.
- An evaluation of the offer after its conclusion (by the participants or the client).
- The figures of learning-effect controls or examinations, the analysis of these figures and measures taken afterwards.
- MEL: As many participants find a job in their primary field of work.

Minimal standards: To which extent should the quality criterion be reached?

- The objectives are formulated in operational terms.
- Contents and methods are chosen to optimize the learn transfer.
- A connection between theoretical exchange of knowledge and practical use is recognizable.
- Individual learning activities and exercises have been written down in the educational concept.
- Learning effect controls are held periodically.
- Evaluations after conclusion of offers.
- Courses⁴ are evaluated thoroughly at least once.
- MEL: The number of participants who find a job in their primary field of work is known.

Sources: Which documents can prove the implementation?

- Registration documents for the participants.
- The concept or the planning of a programme describes the target groups, educational objectives, contents, methods, reflections on the learning transfer, ratio collective learning individual learning.
- Examples of learning effect controls.
- Examination result figures in case of a course that is tested by an external organisation. Analysis of these figures and measure resulting from the analysis.
- MEL: Statistic and records of the participants who found a job in their primary field of work.

⁴“Courses” are longer further education offers that take place more than once and have as an objective an acknowledged qualification (e.g. degree).

Criterion 3

A transparent representation of the offers and the pedagogical concept.

Indicators: What are signs of the implementation of the quality-criterion in the institution?

- Clear, complete and convincing information material.
- Positive feedback from interested persons, few further inquiries.
- The formulation of the pedagogical concept.

Minimal standards: To which extent should the quality criterion be reached?

- Information material that clearly describes the conditions of entry, objectives, contents, methods, time, costs, conditions of cancellation, qualifications if any, possible ways of appeal.
- Overall concept with statements about verifiable objectives and general pedagogical, adult educational ideas,

Sources: Which documents can proven the implementation?

- Current registration documents, brochures, other information material of the institution and the sample unit.
- Presence on the world wide web.
- Overall concept or other documents with statements about verifiable objectives and general pedagogical, adult educational ideas.

Criterion 4

A customer-oriented, economical, efficient and effective provision of services.

Indicators: What are signs of the implementation of the quality-criterion in the institution?

- A careful selection procedure that guarantees homogeneous groups.
- A participant coaching appropriate to the target group, the objectives and the pedagogic proceedings.
- The duration of the offer is adapted to the objectives.
- A good price-performance ratio, with prices that are in line with market requirements.
- Smooth and efficient administration formalities.
- A congruence of the target group and the participants.

Minimal standards: To which extent should the quality criterion be reached?

- The demands towards the participants have been clearly deformed.
- The size and kind of participant coaching is adjusted to the target group and the offer.
- The objectives can be reached within the duration of the offer and with the target group.
- The prices are in line market requirements.
- The administration costs have been kept as low as possible.

Sources: Which documents can proven the implementation?

- Defamation of the target groups for the offers.
- Description of the selection procedure and the way possible participants are screened.
- Evaluation of the congruence between the standards of the offer and the conditions of the target group.
- Examples of course programmes, time schedules as well as a description of the didactic aids.
- Benchmarking.
- Description of the calculation of the costs of the offer and price policy if any.
- Description of the administration and registration formalities.

⁵no fixed standards exist.

Criterion 5

Committed educator⁶, who are methodically, didactically and professionally up to date.

Indicators: What are signs of the implementation of the quality-criterion in the institution?

- The professional qualification as well as practical experience in the area the educator is working in.
- Educators with methodical-didactical qualifications and experience in adult education.
- Regular professional and pedagogic further education activities.
- Participants who are satisfied about the educators.
- Offers that are organised in a appropriate for adult education or target groups way.

Minimal standards: To which extent should the quality criterion be reached?

- As many educators as possible have an adult education qualification for the subject they are teaching.
- The educators visit at least one internal or external continuing education activity.
- The educators receive regularly direct feedback (after other educators, internal or external have visited their course or from participant s feedback).

Sources: Which documents can proven the implementation?

- A written recruitment policy for educators.
- Curricula vitae of the educators.
- A list of continuing education activities for educators organised by the institution.
- A list of the external further education activities visited by educators.
- Reports of visits, by the management, other educators or an external controlling body.
- Results of assessments of the educators by the participants.

⁶ Educator is used for all persons involved with the realization of the contents of the offer teachers, coaches, trainers, speakers, persons in management or supervising functions etc.
The demands are defined in Part 11, supplement 6 and supplement A2.

Criterion 6

Awareness for quality development and quality assurance is at hand.

Indicators: What are signs of the implementation of the quality-criterion in the institution?

- The use of a systematic tool to develop quality, with feedback to all involved parties.)
Methodical, multiple internal and/or external evaluations about the functioning of the institution.
- The presence of a continuous process of evaluation of the further education activities.
- The general concept of the institution.
- Transparent structures and functions.
- Regular events about didactical-methodical and) adult educational themes among educators.
- Cooperation with other educational institutions.
- The willingness to work together with qualified external professionals.

Minimal standards: To which extent should the quality criterion be reached?

- An evaluation concept must exist.
- Reflections about quality development must have been written down.
- A general concept must be available.
- Organisation chart or action chart must be at hand,
- Regular (at least annual) events about didactical-methodical and or adult education themes (further education activities, inter vision, supervision, team meetings, mutual course visits, etc.).

Sources: Which documents can prove the implementation?

- An example of an evaluation report of an offer with a description of the taken consequences.
- A description of what the institution understands under “quality”.
- A description of the quality- development measures of the institution.
- A Certificate of the used quality system, with last audit report if any.
- The general, overall concept.
- Organisation chart, action chart.
- Job descriptions and duties record book.

Protocol of a meeting dealing with didactical-methodical and or adult educational themes, including measures.