

***EU-CERT:  
European Certificates and Accreditation for European Projects***

**Accreditation Tool Criteria***March 2023*

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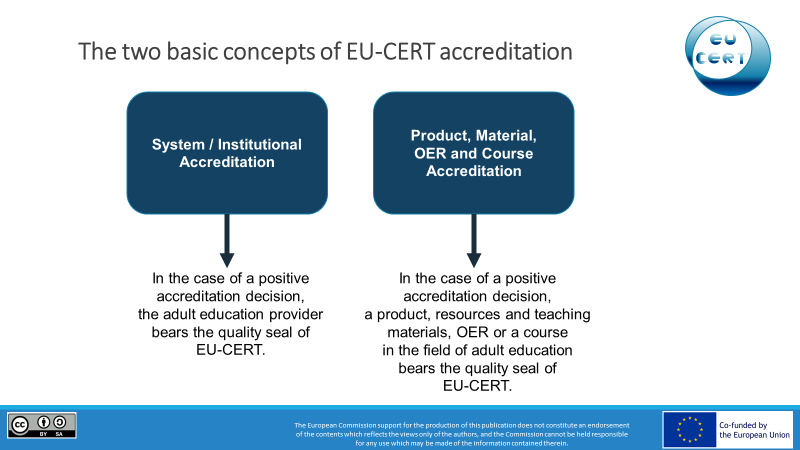
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## I The EU-CERT Accreditation Concept

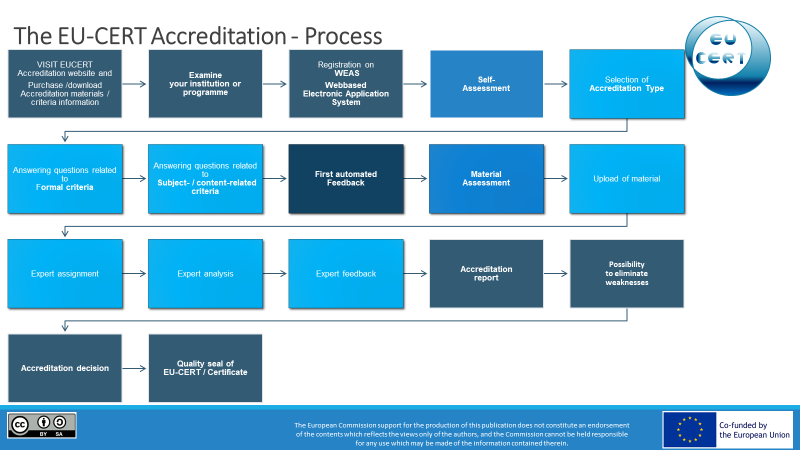
In total there are two different positions of the accreditation concept:

* the System/ Institution Accreditation, and
* the Product, Material, OER and Course Accreditation (see figure below).



## II The EU-CERT Accreditation Process

There are 17 steps in the EU-CERT Accreditation Process. If the process is successful, the EU-CERT Quality Seal is awarded.



### II.I Accreditation of Open Educational Resources

**Which are the most common criteria of accreditation of Open Educational Resources?**

Accreditation of Open Educational Resources (OER) refers to the process of evaluating the quality and relevance of OER to ensure that they meet certain standards. While there is no universally agreed-upon set of criteria for accrediting OER, some common criteria include:



**Openness:** OER should be freely accessible, available for use, reuse, and redistribution by anyone, without any restrictions or costs.

**Accuracy:** OER should be accurate, up-to-date, and based on reliable sources of information.

**Clarity:** OER should be clearly written and well-organized, with clear learning objectives and outcomes.

**Pedagogical effectiveness**: OER should be designed to promote effective learning, using appropriate teaching strategies and assessment methods.

**Interactivity**: OER should be interactive, engaging, and designed to promote active learning.

**Accessibility:** OER should be designed to be accessible to all learners or a specific focused target group, including those with disabilities or different learning styles.

**Technical quality:** OER should be technically sound, with good design, functionality, and usability.

**Legal compliance:** OER should comply with copyright and other legal requirements, including proper attribution of sources.

**Sustainability:** OER should be designed to be sustainable, with a plan for ongoing maintenance and updating.

**Community engagement**: OER should be developed in collaboration with educators, learners, and other stakeholders, to ensure that they meet the needs of the community they serve.

### II.II System/Institution Accreditation

The object of System/Institutional Accreditation is the internal quality assurance system of an  
adult education provider.

The formal and subject-/content-related criteria must be systematically implemented or fulfilled.  
For this purpose, the quality management system of the adult education provider must provide regular evaluations of the educational offers and measures.

### II.III Product, Material, OER and Course Accreditation

The object of Product, Material, OER and Course Accreditation are specific resources for adult education.

Criteria must be systematically fulfilled by resources. For this purpose, the resources of a project,  
an adult education provider etc. must ensure the fulfilment of quality criteria.

## III Suggestions for criteria for the System/Institutional Accreditation

### III.I Formal criteria

1. Description of institution/adult education provider
2. Mission Statement
3. Service Areas
4. Description of the quality management system
5. Staff Training & Qualifications
6. Stakeholder Communication

**Draft Questionnaire Part I**

***i. Description of institution/ adult education provider***

Question (1): Please enter the name of your institution / adult education provider

Fill in the box:

|  |
| --- |

Question (2): Please enter the official address of your headquarter

Fill in the box:

|  |
| --- |

Question (3): What type of institution does your institution / adult education provider belong to? What is the primary focus?\*

Multiple answers possible:

| 1 | Educational Institution |  |
| --- | --- | --- |
| 2 | Research Institution |  |
| 3 | Healthcare Institution |  |
| 4 | Cultural Institution |  |
| 5 | Govermental Institution |  |
| 6 | Non- profit Institution |  |
| 7 | Community Colleges |  |
| 8 | Continuing education providers |  |
| 9 | Professional development providers |  |
| 10 | Corporate training providers |  |
| 11 | Online education providers |  |

\* **Educational institutions:** These institutions are focused on providing formal education and training, and include schools, colleges, universities, and vocational institutions.

**Research institutions:** These institutions are focused on conducting research and development activities in various fields, and include research centres, laboratories, and think tanks.

**Healthcare institutions:** These institutions are focused on providing medical and healthcare services, and include hospitals, clinics, and medical research centres.

**Cultural institutions:** These institutions are focused on preserving and promoting cultural heritage and artistic expression, and include museums, art galleries, and theatres.

**Governmental institutions:** These institutions are focused on providing services and governance to citizens, and include government agencies, legislative bodies, and judiciary systems.

**Non-profit institutions:** These institutions are focused on providing social or charitable services, and include non-profit organizations, charities, and foundations.

**Community colleges:** These institutions offer a wide range of vocational and academic courses to adult learners.

**Continuing education providers:** These institutions offer short-term courses and programs that help adults acquire new skills and knowledge.

**Professional development providers**: These institutions offer training and development programs for professionals in various fields, such as business, healthcare, and education.

**Corporate training providers:** These institutions offer customized training programs for businesses and organizations to help their employees acquire new skills and knowledge.

**Online education providers:** These institutions offer online courses and programs that allow adult learners to access education and training from anywhere with an internet connection.

Question (4): What size is your institution?

Please select one answer:

| 1 | Micro- institution (<10 employees) |  |
| --- | --- | --- |
| 2 | Small business (<50 employees) |  |
| 3 | Medium- sized institution(<250 employees) |  |
| 4 | Large institution (250+ employees) |  |

Question (5): In which country are you headquartered?

(Drop down function in the accreditation tool, with all European countries)

| 1 | Germany |  |
| --- | --- | --- |
| 2 | Belgium |  |
| 3 | France |  |
| 4 | Portugal |  |
| 5 | etc. |  |

***ii. Mission Statement***

Question (6): Do you have a mission statement that summarizes your institutional purpose, values and goals?

| 1 | yes, we do! |  |
| --- | --- | --- |
| 2 | no, we don't have a mission statement |  |

Optional Question (7) (if question (6) gets a “yes”):

Please state the mission statement of your institution (max. 100 words)

|  |
| --- |

Optional Question (7) (if question (6) gets a “yes”):

Please describe the mission in 2-3 sentences (max. 100 words)

| What you do now, for whom and what this achieves… |
| --- |

Optional Question (7) (if question (6) gets a “yes”):

Please describe the mission goals in 2-3 sentences (max. 100 words)

|  |
| --- |

Optional Question (7) (if question (6) get a “yes”):

Please describe your vision in 2-3 sentences (max. 100 words)

| What do you want your mission to ultimately achieve, for you, your customers and/ or society? |
| --- |

***iii. Service Areas***

Question (8): Service Areas

To which service area do you belong most?

Multiple answers possible

| 1 | Health services |  |
| --- | --- | --- |
| 2 | Financial services |  |
| 3 | Legal services |  |
| 4 | educational services |  |
| 5 | hospitality and tourism services |  |
| 6 | information and communication technology (ICT) |  |
| 7 | transportation services |  |
| 8 | retail and consumer services |  |
| 9 | professional and business services |  |
| 10 | environmental services |  |
| 11 | others |  |

Optional Question (9): Service Areas

If you belong to the option “others”, please fill your service area in the blank!

|  |
| --- |

***iv. Description of the quality management system (QMS)***

Question (10): Does your institution have a quality management system?

| 1 | yes, we do! |  |
| --- | --- | --- |
| 2 | no, we don't have a quality management system |  |

Optional Question (11) (if the last answer was the option “yes, we do!”):

Which general quality management principles does your institution focus on?

Multiple answers possible

| 1 | Customer focus |  |
| --- | --- | --- |
| 2 | Leadership |  |
| 3 | Engagement of people |  |
| 4 | Evidence-based decision making |  |
| 5 | Relationship management |  |
| 6 | Process approach |  |
| 7 | Improvement |  |

Optional Question (12) (if the last answer was the option “yes, we have!”):

Does your institution have a quality management system according to the following ISO standard?

Optional Question (12.1)

Drop down menu with ISO 9000 series

| 1 | ISO 9000series |  |
| --- | --- | --- |
|  | ISO 9001 |  |
| 2 | ISO 9000 |  |
| 3 | ISO 9004 |  |

Optional Question (12.2)

Drop down with the following ISO series

| 1 | ISO 14000 series (environmental management system) |  |
| --- | --- | --- |
| 2 | ISO 13485 (quality management system for medical devices) |  |

***v. Staff Training & Qualifications***

Question (13.1): How does the institution check and monitor staff qualification?

| 1 | | Does your institution have a human resources department?  (if checkmark, this questions appear) | |  |
| --- | --- | --- | --- | --- |
|  | 1.1 | Will the applications of employees be checked?  (if checkmark, this questions appear) | |  |
|  | | 1.1.1 | Please rank the criteria based on which the institution selects employees |  |

| Response options | 1 | 2 | 3 | 4 | 5 | 6 |
| --- | --- | --- | --- | --- | --- | --- |
|  | Strongly disagree | Disagree | Somewhat disagree | Somewhat agree | Agree | Strongly agree |
|  | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |

|  | |  | 1.1.1.1 | School/ High School/ University degree   | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | | --- | --- | --- | --- | --- | --- | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | |  | 1.1.1.2 | Work experience in years   | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | | --- | --- | --- | --- | --- | --- | | |
|  | |  | 1.1.1.3 | Extensive and varied curriculum vitae   | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | | --- | --- | --- | --- | --- | --- | | |
|  | |  | 1.1.1.4 | Foreign language   | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | | --- | --- | --- | --- | --- | --- | | |
|  | |  | 1.1.1.5 | other options? | |
|  | | | | | |
| 2 | | performance metrics for each job available? | | |  |
| 3 | | continuous trainings and development (ongoing trainings) | | |  |
| 4 | | regular performance evaluations  (if this is selected, then optional 4.1 to 4.2) | | |  |
|  | 4.1 | internal performance evaluation (in-house audit) | | |  |
|  | 4.2 | external performance evaluation (external audit) | | |  |
| 5 | | employee feedback | | |  |
| 6 | | appraisal interviews | | |  |
| 6 | | others? Fill in the blank:   |  | | --- |   - | | |  |

Question (13.2): How does the institution check and monitor staff qualification?

| 1 | | clearly defined responsibilities for tasks |  |
| --- | --- | --- | --- |
| 2 | | performance metrics for each job |  |
| 3 | | continuous trainings and development (ongoing trainings) |  |
| 4 | | regular performance evaluations  (if this is selected, then optional 4.1 to 4.2) |  |
|  | 4.1 | internal performance evaluation (in-house audit) |  |
|  | 4.2 | external performance evaluation (external audit) |  |
| 5 | | employee feedback |  |
| 6 | | appraisal interviews |  |
| 6 | | others? Fill in the blank:   |  | | --- |   - |  |

Question (14): Does your institution foster staff training?

| 1 | yes, it does |  |
| --- | --- | --- |
| 2 | no! |  |

Optional Question (14.1) (if answer of question (14) was “yes, it does”):

What kind of staff training fosters your institution?

| 1 | | Onboarding training (for new employees) |  |
| --- | --- | --- | --- |
| 2 | | Job-specific training (focuses on specific skills and knowledge required for the job) |  |
| 3 | | Leadership development training (to help staff develop leadership skills) |  |
| 4 | | Compliance training (to ensure that staff understand and comply with laws, regulations and policies)  (if this is selected than 4.1 to 4.4 will pop up) |  |
|  | 4.1 | Training in data privacy |  |
|  | 4.2 | Training in workplace safety |  |
|  | 4.3 | Training in anti- discrimination policies |  |
|  | 4.4 | Other training? Fill in the blank:   |  | | --- |   . |  |
| 5 | | Soft skill training (if this is selected than 5.1 till 5.4 will pop up) |  |
|  | 5.1 | Communication training |  |
|  | 5.2 | Teamwork training |  |
|  | 5.3 | Problem- solving training |  |
|  | 5.4 | Other? Fill in the blank:   |  | | --- |   . |  |

***vi. Stakeholder Communication***

Question (15): Stakeholder Communication – Which communication channels and forms of communication do you use for communication?

Multiple answers possible

| 1 | | Institution Website |  |
| --- | --- | --- | --- |
|  | | Institution blog |  |
| 2 | | Institution Newsletter |  |
| 3 | | Institution Social Media Account  (if checkmark here, the following answers appear) |  |
|  | 3.1 | Facebook |  |
|  | 3.2 | Instagram |  |
|  | 3.3 | LinkedIn |  |
|  | 3.4 | Twitter |  |
|  | 3.5 | Others? Fill in the blank:   |  | | --- | |  |
| 4 | | Survey forms regarding the institution |  |
| 5 | | Feedback forms regarding the institution |  |
| 6 | | Personalized communication (Emails with coupons, discounts, etc.) |  |
| 7 | | Meetings with stakeholders |  |
| 8 | | Conferences with stakeholders |  |
| 9 | | Other communication channels with stakeholders?  Fill in the blank:   |  | | --- | |  |

### III.II Subject-/content-related criteria

1. Decision-making processes, competencies and responsibilities
2. Independence of the quality assessments
3. Resource allocation
4. Assurance and continuous development of functionality and effectiveness in relation to adult education quality
5. Impact
6. Types of used documentation
7. Cooperation
8. Resources and facilities

***vii. Decision-making processes, competencies and responsibilities***

Question (16): Does your institution have a standardised decision-making process?

| 1 | yes, we do! |  |
| --- | --- | --- |
| 2 | no, we don't have standardised process |  |

Optional Question (17) (if question (16) is answered “yes”):

How is your decision-making process designed?

| Question | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Response options | 1 | 2 | 3 | 4 | 5 | 6 |
|  |  | Strongly disagree | Disagree | Somewhat disagree | Somewhat agree | Agree | Strongly agree |
| 1 | The decision making process of our institution is embedded in the **institutional policy** | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |
| 2 | focus on **transparency** | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |
| 3 | alternative decisions will be e**valuated before any decisions** | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |
| 4 | After the decision is made – the implementation process starts! | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |
| 5 | The implementation process includes an **official action plan** | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |
| 6 | The implementation process includes an **official resource plan** | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |
| 7 | The implementation process includes an **official communication plan for the employees** | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |
| 8 | The implementation process includes an **official communication plan for the stakeholders** | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |
| 9 | After implementation there is an **evaluation phase** | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |
| 10 | The evaluation phase includes an **internal evaluation process** |  |  |  |  |  |  |
| 11 | The evaluation phase includes an **external evaluation process** | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |

***viii. Independence of the quality assessments***

Question (18): Does your institution guarantee independence of quality assessments?

| 1 | yes, we do |  |
| --- | --- | --- |
| 2 | no, we cannot |  |

Optional Question (19):

Which independent quality assessments are embedded in your institution?

| 1 | | Use of external assessors |  |
| --- | --- | --- | --- |
| 2 | | Separation of duties (those who are responsible for conducting the assessment are not involved e.g. in the decision process) |  |
| 3 | | clear institutional policies |  |
| 4 | | clear and transparent procedures |  |
| 5 | | Confidentiality  (to maintain confidentiality during the assessment process to reduce the risk of bias or influence) |  |
| 6 | | Quality assurance  If checkmark here: |  |
|  | 6.1 | assessment process is consistent |  |
|  | 6.2 | assessment process is fair |  |
|  | 6.3 | assessment process is objective |  |
|  | 6.4 | assessment process includes audits |  |
|  | 6.5 | assessment process includes reviews |  |
|  | 6.6 | assessment process includes quality control mechanism |  |
| 7 | | others?  Please fill in the blank:   |  | | --- | |  |

***ix. Resource allocation***

Question (20): Resource allocation refers to the process of distributing resources such as time, money, and staff to various activities or projects in an institution.

Please vote the following statements:

| Question | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Response options | 1 | 2 | 3 | 4 | 5 | 6 |
|  |  | Strongly disagree | Disagree | Somewhat disagree | Somewhat agree | Agree | Strongly agree |
| 1 | The Institution define and priorities the institution´s objectives | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |
| 2 | The Institution sets clear goals | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |
| 3 | The Institution is critical and realistic in setting goals | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |
| 4 | The institution allocates their resources with focus on the institutional aims | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |
| 5 | The institution has a balanced allocation of their staff in connection with the departments | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |
| 6 | The institution has a balanced allocation of its money in connection with the institutional Spendings | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |
| 7 | The institution has a balanced allocation of its time in connection with the institutional tasks and power | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |
| 8 |  | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |
| 9 |  | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |
| 10 |  |  |  |  |  |  |  |
| 11 |  | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |

***x. Assurance and continuous development of functionality and effectiveness in relation to adult education quality***

Question (21):

Functionality and effectiveness in relation to the quality of adult education: Please rate the following items:

**Curriculum design**

(Adult education programs should have a well-designed curriculum that is aligned with the institution's goals and objectives. This includes clear learning objectives, appropriate teaching methods, and relevant and up-to-date content.)

| Question | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Response options | 1 | 2 | 3 | 4 | 5 | 6 |
|  |  | Strongly disagree | Disagree | Somewhat disagree | Somewhat agree | Agree | Strongly agree |
| 1 |  | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |
| 2 |  | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |
| 3 |  | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |
| 4 |  | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |
| 5 |  | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |
| 6 |  | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |
| 7 |  | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |
| 8 |  | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |
| 9 |  | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |
| 10 |  |  |  |  |  |  |  |
| 11 |  | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |

**Student support service**

(Adult learners often face unique challenges and require additional support services to succeed in their educational pursuits. Institutions can provide support services such as tutoring, counselling, and career services to help students achieve their goals.)

| Question | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Response options | 1 | 2 | 3 | 4 | 5 | 6 |
|  |  | Strongly disagree | Disagree | Somewhat disagree | Somewhat agree | Agree | Strongly agree |
| 1 |  | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |
| 2 |  | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |
| 3 |  | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |
| 4 |  | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |
| 5 |  | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |
| 6 |  | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |
| 7 |  | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |
| 8 |  | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |
| 9 |  | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |
| 10 |  |  |  |  |  |  |  |
| 11 |  | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |

**Qualified instructors**

(Adult education instructors should have the necessary qualifications and experience to deliver high-quality instruction. This can include academic credentials, relevant work experience, and ongoing professional development.)

| Question | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Response options | 1 | 2 | 3 | 4 | 5 | 6 |
|  |  | Strongly disagree | Disagree | Somewhat disagree | Somewhat agree | Agree | Strongly agree |
| 1 | Completed relevant education and training | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |
| 2 | Degree or certification program in education, teaching, or a related field | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |
| 3 | Necessary skills and knowledge | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |
| 4 | Effectively teach and support students | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |
| 5 | Teaching experience in their subject area | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |
| 6 | Teaching experience with the age group | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |
| 7 | Understand needs of students | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |
| 8 | Develop effective teaching strategies | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |
| 9 | Participate in ongoing professional development | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |
| 10 | Up-to-date with the latest research and best practices in education | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |
| 11 | Attending conferences, workshops, training sessions | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |
| 12 | Pursuing advanced degrees or certifications | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |
| 13 | Deep understanding of pedagogical principles and theories | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |
| 14 | Design effective lesson plans | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |
| 15 | Excellent communication skills | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |
| 16 | Ability to explain complex concepts in a clear understandable way | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |
| 17 | Actively listen to and engage with students | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |
| 18 | Provide constructive feedback | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |
| 19 | Passionate about teaching | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |
| 20 | Dedication to helping their students to succeed | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |
| 21 | Being committed to creating a positive learning environment for their students | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |

**Train-the-trainer workshops**

| Question | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Response options | 1 | 2 | 3 | 4 | 5 | 6 |
|  |  | Strongly disagree | Disagree | Somewhat disagree | Somewhat agree | Agree | Strongly agree |
| 1 | The trainer has internal subject related skills | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |
| 2 | The trainer adapts the workshop to the needs of their trainees | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |
| 3 |  | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |
| 4 |  | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |
| 5 |  | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |
| 6 |  | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |
| 7 |  | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |
| 8 |  | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |
| 9 |  | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |
| 10 |  |  |  |  |  |  |  |
| 11 |  | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |

**Feedback**

Question (): Does your institution have a feedback system?

Please check:

| 1 | Yes |  |
| --- | --- | --- |
| 2 | No |  |

| Feedback system | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Response options | 1 | 2 | 3 | 4 | 5 | 6 |
|  |  | Strongly disagree | Disagree | Somewhat disagree | Somewhat agree | Agree | Strongly agree |
| 1 | Peer Observation (Teachers could observe each other in the classroom and provide feedback on their teaching techniques and strategies.) | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |
| 2 | Student Feedback (Students could provide feedback to teachers through surveys, focus groups, or other means to provide insight into their experiences in the classroom.) | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |
| 3 | Administrative Feedback (Administrators, such as school principals or department heads, could provide feedback to teachers on their performance, including observations, evaluations, and recommendations for improvement.) | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |
| 4 | Self-Reflection (Teachers could engage in regular self-reflection, including setting personal goals, analyzing their teaching strategies and techniques, and identifying areas for improvement.) | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |
| 5 | Professional Development (Teachers could participate in ongoing professional development opportunities, including workshops, seminars, and training sessions, to improve their skills and knowledge in their subject area.) | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |
| 6 | Collaboration (Teachers could collaborate with each other to share best practices, discuss challenges, and provide feedback and support to each other.) | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |
| 7 | Technology Tools (Teachers could use technology tools to gather and analyze data on their performance, such as online surveys, digital portfolios, and analytics platforms that track student performance.) | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |
| 8 | Using multiple sources of feedback | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |
| 9 | Opportunities for ongoing improvement and professional development | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |
| 10 | Designed to be supportive, constructive, helping to identify their strengths and areas of improvement | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |
| 11 | Develop strategies for continued growth and success | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |

**Program evaluation of the adult education program**

| Program evaluation | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Response options | 1 | 2 | 3 | 4 | 5 | 6 |
|  |  | Strongly disagree | Disagree | Somewhat disagree | Somewhat agree | Agree | Strongly agree |
| 1 | Student Achievement (One way to evaluate a teaching program is to assess student achievement, such as through standardized tests, quizzes, or assignments. This can provide insight into whether students are mastering the material and meeting learning objectives.) | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |
| 2 | Teacher Observation (Another way to evaluate a teaching program is to observe teachers in the classroom and assess their teaching methods and strategies. This can help identify areas where teachers may need additional support or training.) | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |
| 3 | Feedback from Students and Teachers (Students and teachers can provide feedback on the teaching program through surveys, focus groups, or other means. This can provide insight into the effectiveness of the program and areas for improvement.) | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |
| 4 | Curriculum Review (A review of the curriculum can help identify whether the program is aligned with educational standards and goals, and whether it is meeting the needs of students and teachers.) | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |
| 5 | Peer Review (Experts in the field or other educators can conduct a peer review of the teaching program, providing feedback on the curriculum, teaching methods, and overall effectiveness of the program.) | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |
| 6 | Program Outcomes (Evaluating program outcomes, such as graduation rates, job placement rates, or further education opportunities, can provide insight into the success of the teaching program.) | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |
| 7 | Cost-Effectiveness (Evaluating the cost-effectiveness of the teaching program can help determine whether resources are being used efficiently and effectively to achieve the program's goals.) | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |
| 8 | Comprehensive and multifaceted approach | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |
| 9 | Incorporating feedback from students, teachers, and experts in the field | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |
| 10 | Objective measures of student achievement and program outcomes | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |
| 11 | Regular evaluations | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |

***xi. Impact***

Question (22): Rate the impact of the activities[[1]](#footnote-0) on your customers/students.

| Impact of activities on customers/students | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Response options | 1 | 2 | 3 | 4 | 5 | 6 |
|  |  | Strongly disagree | Disagree | Somewhat disagree | Somewhat agree | Agree | Strongly agree |
| 1 | Teachers are primarily concerned with themselves, their appearance, their performance. | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |
| 2 | Teachers focus on the subject, and their transmission of the subject to the students. | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |
| 3 | Teachers focus on students as receivers of what the teacher transmits. | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |
| 4 | Teachers focus on students as active participants in learning. | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |
| 5 | Teachers focus on students as increasingly independent learners. | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |

Question (23): What impact do you try to transmit through the subjects?



Question (24): What impact do you try to transmit through the content?



***xii. Types of used documentation***

Question (25): What types of documentation do you use?

Please check:

| 1 | Samples of work |  |
| --- | --- | --- |
| 2 | Pictures |  |
| 3 | Transcripts of conversations |  |
| 4 | Comments of conversations |  |
| 5 | Protocols |  |
| 6 | Learning diary |  |
| 7 | Teaching diary |  |
| 8 | Class register entry |  |

Others:



***xiii. Cooperation***

Question (26): Is there any cooperation between teachers/people of the subjects and/or content?

Please check:

| 1 | Yes, there is |  |
| --- | --- | --- |
| 2 | No, there isn’t |  |

Optional Question (27): If yes

Please describe the type of cooperation there is with other teachers/people of the subject and/or content:



xiv. Resources and facilities

Question (): Does the planning and provision of resources and facilities fulfil the following criteria?

| 1 | | Sufficiency of resources and facilities: The educational institution should provide sufficient resources and facilities to support the training program, taking into account the number of learners and the nature of the training. |  |
| --- | --- | --- | --- |
| 2 | | Quality of resources and facilities: The resources and facilities provided by the educational institution should be of high quality, well-maintained and up-to-date. |  |
| 3 | | Accessibility of resources and facilities: The resources and facilities provided by the educational institution should be accessible to all learners, regardless of their background or prior experience. |  |
| 4 | | Safety of resources and facilities: The educational institution should ensure that the resources and facilities provided are safe and do not pose a risk to the health and safety of learners. |  |
| 5 | | Adaptability of resources and facilities: The resources and facilities provided by the educational institution should be adaptable to different learning styles and needs, and should be able to support a variety of teaching and learning methods. |  |
| 6 | | Availability of technological resources: The educational institution should provide learners with access to appropriate technological resources, such as computers and software, to support their learning. |  |
| 7 | | Sustainability of resources and facilities: The educational institution should ensure that the resources and facilities provided are sustainable, taking into account environmental considerations and the long-term needs of the institution. |  |

## IV Suggestions for criteria for the Product, Material, OER and Course Accreditation

### IV.I Formal Criteria

1. Institution
2. Type of Product, Material, OER and Course
3. Target group
4. Transparency
5. Timeliness
6. Interdisciplinary learning opportunities
7. Openness
8. Aims and clarity of purpose
9. Usability
10. Cost
11. International/national/regional/local embedding
12. Learning outcomes
13. Gender equality
14. Staff Training & Qualifications
15. Stakeholder Communication
16. Student support and guidance

***xiv. Institution***

Question (1): Please enter the name of your institution

Fill in the box:

|  |
| --- |

Question (2): Please enter the official address of your headquarter

Fill in the box:

|  |
| --- |

Question (3): What type of institution does your institution belong to? What is the primary focus?\*

Multiple answers possible:

| 1 | Educational Institution |  |
| --- | --- | --- |
| 2 | Research Institution |  |
| 3 | Healthcare Institution |  |
| 4 | Cultural Institution |  |
| 5 | Governmental Institution |  |
| 6 | Non- profit Institution |  |
| 7 | Community Colleges |  |
| 8 | Continuing education providers |  |
| 9 | Professional development providers |  |
| 10 | Corporate training providers |  |
| 11 | Online education providers |  |

\* **Educational institutions:** These institutions are focused on providing formal education and training, and include schools, colleges, universities, and vocational institutions.

**Research institutions:** These institutions are focused on conducting research and development activities in various fields, and include research centres, laboratories, and think tanks.

**Healthcare institutions:** These institutions are focused on providing medical and healthcare services, and include hospitals, clinics, and medical research centres.

**Cultural institutions:** These institutions are focused on preserving and promoting cultural heritage and artistic expression, and include museums, art galleries, and theatres.

**Governmental institutions:** These institutions are focused on providing services and governance to citizens, and include government agencies, legislative bodies, and judiciary systems.

**Non-profit institutions:** These institutions are focused on providing social or charitable services, and include non-profit organizations, charities, and foundations.

**Community colleges:** These institutions offer a wide range of vocational and academic courses to adult learners.

**Continuing education providers:** These institutions offer short-term courses and programs that help adults acquire new skills and knowledge.

**Professional development providers**: These institutions offer training and development programs for professionals in various fields, such as business, healthcare, and education.

**Corporate training providers:** These institutions offer customized training programs for businesses and organizations to help their employees acquire new skills and knowledge.

**Online education providers:** These institutions offer online courses and programs that allow adult learners to access education and training from anywhere with an internet connection.

Question (4): What is the size of your institution?

Please select one answer:

| 1 | Micro-institution (<10 employees) |  |
| --- | --- | --- |
| 2 | Small business (<50 employees) |  |
| 3 | Medium-sized institution (<250 employees) |  |
| 4 | Large institution (250+ employees) |  |

Question (5): In which country are you headquartered?

(Drop down function in the accreditation tool, with all European countries)

| 1 | Germany |  |
| --- | --- | --- |
| 2 | Belgium |  |
| 3 | France |  |
| 4 | Portugal |  |
| 5 | etc. |  |

Question (6): What are the contact details of your institution?

|  |
| --- |

Question (7): State the management of your institution.

|  |
| --- |

Question (8): What kind of staff qualifications can you provide in the name of the institution?

|  |
| --- |

Question (9): Do you have any awards and/or accreditation of the institution?

Please check:

| 1 | Yes |  |
| --- | --- | --- |
| 2 | No |  |

Optional Question (10): If yes: What kind of awards and/or accreditation can you provide in the name of the institution?

|  |
| --- |

***xv. Type of Product, Material, OER and Course***

Question (): What type of product, material, OER, or course do you offer?

|  |
| --- |

***xvi. Target group***

Question (): What is the target group of your product, material, OER, or course?

|  |
| --- |

***xvii. Transparency***

Question (): Do you establish transparency of your product, material, OER, or course?

Please check:

| 1 | Yes |  |
| --- | --- | --- |
| 2 | No |  |

Optional Question () If yes: How do you establish transparency of your product, material, or OER?

|  |
| --- |

***xviii. Timeliness***

Question (): Do you pay attention to timeliness?

Please check:

| 1 | Yes |  |
| --- | --- | --- |
| 2 | No |  |

Optional Question () If yes: How do you pay attention to timeliness?

|  |
| --- |

Optional Question () If yes: In which areas is timeliness important for you?

|  |
| --- |

***xix. Interdisciplinary learning opportunities***

Question (): Do you offer interdisciplinary learning opportunities?

Please check:

| 1 | Yes |  |
| --- | --- | --- |
| 2 | No |  |

Optional Question () If yes: How do offer interdisciplinary learning opportunities?

|  |
| --- |

Optional Question () If yes: What kinds of products, materials, or OER are interdisciplinary learning opportunities?

|  |
| --- |

***xx. Openness***

Question (): Is openness an issue in your product, material, or OER?

Please check:

| 1 | Yes |  |
| --- | --- | --- |
| 2 | No |  |

Optional Question () If yes: How is openness an issue in your product, material, or OER?

|  |
| --- |

***xxi. Aims and clarity of purpose***

Question (): Does your product, material, or OER follow an aim of purpose?

Please check:

| 1 | Yes |  |
| --- | --- | --- |
| 2 | No |  |

Optional Question () If yes: What is the aim of purpose of your product, material, or OER?

|  |
| --- |

Optional Question () If yes: How does your product, material, or OER follow an aim of purpose?

|  |
| --- |

Question (): Do you make sure that the purpose of your product, material, or OER is clear?

Please check:

| 1 | Yes |  |
| --- | --- | --- |
| 2 | No |  |

Optional Question () If yes: How do you make sure that the purpose of your product, material, or OER is clear?

|  |
| --- |

Optional Question () If yes: When and how often do you make sure that the purpose of your product, material, or OER is clear?

|  |
| --- |

Optional Question () If yes: Through which channel or person do you get the clarity of purpose from the students?

|  |
| --- |

***xxii. Usability***

Question (): Is usability an issue of your product, material, or OER?

Please check:

| 1 | Yes |  |
| --- | --- | --- |
| 2 | No |  |

Optional Question () If yes: How do you make usability an issue of your product, material, or OER?

|  |
| --- |

Optional Question () If yes: How do you make your product, material, or OER usable?

|  |
| --- |

***xxiii. Costs***

Question (): Are the costs of the product, material, or OER appropriate to your offering?

Please check:

| 1 | Yes |  |
| --- | --- | --- |
| 2 | No |  |

Question (): Is the amount of the costs based on the concept of the product, material, or OER and associated calculation?

Please check:

| 1 | Yes |  |
| --- | --- | --- |
| 2 | No |  |

Question (): Is the accounting…?

Please check if yes:

| 1 | understandable |  |
| --- | --- | --- |
| 2 | complete |  |
| 3 | transparent |  |

Question (): Is proof of payment issued?

Please check:

| 1 | Yes |  |
| --- | --- | --- |
| 2 | No |  |

***xxiv. International/national/regional/local embedding***

Question (): Is your product, material, or OER internationally embedded?

Please check:

| 1 | Yes |  |
| --- | --- | --- |
| 2 | No |  |

Optional Question () If yes: How is your product, material, or OER internationally embedded?

|  |
| --- |

Question (): Is your product, material, or OER nationally embedded?

Please check:

| 1 | Yes |  |
| --- | --- | --- |
| 2 | No |  |

Optional Question () If yes: How is your product, material, or OER nationally embedded?

|  |
| --- |

Question (): Is your product, material, or OER regionally embedded?

Please check:

| 1 | Yes |  |
| --- | --- | --- |
| 2 | No |  |

Optional Question () If yes: How is your product, material, or OER regionally embedded?

|  |
| --- |

Question (): Is your product, material, or OER locally embedded?

Please check:

| 1 | Yes |  |
| --- | --- | --- |
| 2 | No |  |

Optional Question () If yes: How is your product, material, or OER locally embedded?

|  |
| --- |

***xxv. Learning Outcomes***

Question (): Have you created Learning Outcomes of students when they are working with your product, material, or OER?

Please check:

| 1 | Yes |  |
| --- | --- | --- |
| 2 | No |  |

Optional Question () If yes: What are the Learning Outcomes of your product, material, or OER?

|  |
| --- |

***xxvi. Gender equality***

Question (): Do you establish gender equality in your product, material, or OER?

Please check:

| 1 | Yes |  |
| --- | --- | --- |
| 2 | No |  |

Optional Question () If yes: How do you establish gender equality in your product, material, or OER?

|  |
| --- |

***xxvii. Staff Training & Qualifications***

Question (13.1): How does the institution check and monitor staff qualification?

| 1 | | Does your institution have a human resource department?  (if checkmark, this questions appear) | |  |
| --- | --- | --- | --- | --- |
|  | 1.1 | Will the applications of employees will be checked?  (if checkmark, this questions appear) | |  |
|  | | 1.1.1 | Please rank the criteria the institution select employees |  |

| Response options | 1 | 2 | 3 | 4 | 5 | 6 |
| --- | --- | --- | --- | --- | --- | --- |
|  | Strongly disagree | Disagree | Somewhat disagree | Somewhat agree | Agree | Strongly agree |
|  | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |

|  | |  | 1.1.1.1 | School/ Highschool/ University degree   | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | | --- | --- | --- | --- | --- | --- | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | |  | 1.1.1.2 | Work experience in years   | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | | --- | --- | --- | --- | --- | --- | | |
|  | |  | 1.1.1.3 | Extensive and varied curriculum vitae   | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | | --- | --- | --- | --- | --- | --- | | |
|  | |  | 1.1.1.4 | Foreign language   | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | | --- | --- | --- | --- | --- | --- | | |
|  | |  | 1.1.1.5 | other options? | |
|  | | | | | |
| 2 | | performance metrics for each job available? | | |  |
| 3 | | continuous trainings and development (ongoing trainings) | | |  |
| 4 | | regular performance evaluations  (if this is selected, than optional 4.1 till 4.2) | | |  |
|  | 4.1 | internal performance evaluation (inhouse audit) | | |  |
|  | 4.2 | external performance evaluation (external audit) | | |  |
| 5 | | Employee feedback | | |  |
| 6 | | Appraisal interviews | | |  |
| 6 | | others? Fill in the blank:   |  | | --- |   - | | |  |

Question (13.2): How does the institution check and monitor staff qualification?

| 1 | | clearly defined responsibilities for tasks |  |
| --- | --- | --- | --- |
| 2 | | performance metrics for each job |  |
| 3 | | continuous trainings and development (ongoing trainings) |  |
| 4 | | regular performance evaluations  (if this is selected, than optional 4.1 till 4.2) |  |
|  | 4.1 | internal performance evaluation (inhouse audit) |  |
|  | 4.2 | external performance evaluation (external audit) |  |
| 5 | | Employee feedback |  |
| 6 | | Appraisal interviews |  |
| 6 | | others? Fill in the blank:   |  | | --- |   - |  |

Question (14): Does your institution foster staff training?

| 1 | yes, it does |  |
| --- | --- | --- |
| 2 | no! |  |

Optional Question (14.1) (if answer of question (14) was “yes, it does”):

What kind of staff training fosters your institution?

| 1 | | Onboarding training (for new employees) |  |
| --- | --- | --- | --- |
| 2 | | Job-specific training (focuses on specific skills and knowledge required for the job) |  |
| 3 | | Leadership development training (to help staff develop leadership skills) |  |
| 4 | | Compliance training (to ensure that staff understand and comply with laws, regulations and policies)  (if this is selected than 4.1 till 4.4 will pop up) |  |
|  | 4.1 | Training in data privacy |  |
|  | 4.2 | Training in workplace safety |  |
|  | 4.3 | Training in anti- discrimination policies |  |
|  | 4.4 | other trainings? Fill in the blank:   |  | | --- |   . |  |
| 5 | | Soft skill training (if this is selected than 5.1 till 5.4 will pop up) |  |
|  | 5.1 | Communication training |  |
|  | 5.2 | Teamwork training |  |
|  | 5.3 | problem- solving training |  |
|  | 5.4 | others? Than fill in the blank:   |  | | --- |   . |  |

***xxviii. Stakeholder Communication***

Question (15): Stakeholder Communication – Which communication channels and forms of communication do you use for communication?

Multiple answers possible

| 1 | | Institution Website |  |
| --- | --- | --- | --- |
|  | | Institution blog |  |
| 2 | | Institution Newsletter |  |
| 3 | | Institution Social Media Account  (if checkmark here, the following answers appear) |  |
|  | 3.1 | Facebook |  |
|  | 3.2 | Instagram |  |
|  | 3.3 | LinkedIn |  |
|  | 3.4 | Twitter |  |
|  | 3.5 | Others? Fill in the blank:   |  | | --- | |  |
| 4 | | Survey forms regarding the institution |  |
| 5 | | Feedback forms regarding the institution |  |
| 6 | | Personalized communication (Emails with coupons, discounts, etc.) |  |
| 7 | | Meetings with stakeholders |  |
| 8 | | Conferences with stakeholders |  |
| 9 | | Other communication channels with stakeholders?  Fill in the blank:   |  | | --- | |  |

xix. Student support and guidance

### Question (15): Does provision of student support and guidance fulfil the following criteria?

| 1 | | Availability of student support services: Educational institutions should provide students with access to a range of support services, such as counselling, tutoring, and mentoring. |  |
| --- | --- | --- | --- |
| 2 | | Adequacy of student support services: The student support services should be adequate in terms of the number of staff, the availability of resources, and the responsiveness to student needs. |  |
| 3 | | Relevance of student support services: The student support services should be relevant to the needs of the learners, taking into account their diverse backgrounds and prior experiences. |  |
| 4 | | Effectiveness of student support services: The student support services should be effective in helping learners to achieve their goals and succeed in their training. |  |
| 5 | | Accessibility of student support services: The student support services should be accessible to all learners, regardless of their background or prior experience. |  |
| 6 | | Integration of student support services: The student support services should be integrated with the training program, so that learners can easily access them and benefit from them. |  |
| 7 | | Evaluation of student support services: Educational institutions should regularly evaluate the effectiveness of their student support services, using feedback from learners and other stakeholders. |  |

### IV.II Subject-/content-related criteria

1. Living orientation
2. Action orientation
3. Promotion of a personal attitude
4. Promotion of networked thinking
5. Promotion of values
6. Quality assurance
7. Course:  
   Curriculum, Aim, Target group, Profile/concept, Topic, Capacity, Frequency, Duration, Certification, Degree designation, Admission requirements and transitions between courses, Assessment, Didactic setting, Staff resources  
   Addressed competencies/skills, Digital support
8. Product, Material, OER:  
   Aim, Target group, Scope, Topic, Addressed competencies/skills, Didactic setting, Digital support, Learning outcomes

***xxix. Living orientation***

Question (): Are the subject and content adapted to the life orientation of the students?

Please check:

| 1 | Yes |  |
| --- | --- | --- |
| 2 | No |  |

Optional Question () If yes: How are the subject and content adapted to the life orientation of the students?

|  |
| --- |

Question (): Do you keep the subject and content adapted to the life orientation of the students?

Please check:

| 1 | Yes |  |
| --- | --- | --- |
| 2 | No |  |

Optional Question () If yes: How do you make sure that the subject and content keep being adapted to the life orientation of the students?

|  |
| --- |

***xxx. Action orientation***

Question (): What kinds of action orientation do you follow with the subject and content of your product, material, or OER?

| Action orientation | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Response options | 1 | 2 | 3 | 4 | 5 | 6 |
|  |  | Strongly disagree | Disagree | Somewhat disagree | Somewhat agree | Agree | Strongly agree |
| 1 | Focus on taking action | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |
| 2 | Getting things done | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |
| 3 | Achieving goals | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |
| 4 | Proactive | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |
| 5 | Decisive | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |
| 6 | Motivated | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |
| 7 | Desire to make things happen | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |
| 8 | Ambition | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |
| 9 | Persistence | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |
| 10 | Strong work ethic | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |
| 11 | Take risks | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |
| 12 | Pursue opportunities | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |

***xxxi. Promotion of a personal attitude***

Question (): Do you promote a personal attitude of your students with the subject and content of your product, material, or OER?

Please check:

| 1 | Yes |  |
| --- | --- | --- |
| 2 | No |  |

Question (): Do you use the following ways within your product, material, or OER to promote a personal attitude of your students?

| Promotion of a personal attitude | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Response options | 1 | 2 | 3 | 4 | 5 | 6 |
|  |  | Strongly disagree | Disagree | Somewhat disagree | Somewhat agree | Agree | Strongly agree |
| 1 | Lead by example  (By demonstrating a positive and optimistic attitude themselves, teachers can inspire their students to adopt a similar mindset.) | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |
| 2 | Encourage a growth mindset (By emphasizing the importance of effort and persistence, and by praising students for their hard work and progress rather than just their innate abilities.) | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |
| 3 | Foster a positive classroom culture (By encouraging collaboration, respect, and kindness among students. By creating a safe and supportive learning environment, students are more likely to feel comfortable and confident in their abilities.) | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |
| 4 | Provide opportunities for self-reflection (Encourage students to reflect on their own attitudes and behaviors, and to identify areas where they may need to make changes or improvements. This can help students develop greater self-awareness and personal responsibility.) | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |
| 5 | Offer positive feedback (By recognizing and praising positive attitudes, teachers can reinforce and encourage those attitudes in their students.) | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |
| 6 | Use positive language (Teachers can use positive language when speaking to students, and avoid negative language or criticism. This can help create a positive and supportive learning environment, and encourage students to maintain a positive personal attitude.) | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |

***xxxii. Promotion of networked thinking***

Question (): Do you promote networked thinking of your students with the subject and content of your product, material, or OER?

Please check:

| 1 | Yes |  |
| --- | --- | --- |
| 2 | No |  |

Question (): Do you use the following ways within your product, material, or OER to promote networked thinking of your students?

| Promotion of networked thinking | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Response options | 1 | 2 | 3 | 4 | 5 | 6 |
|  |  | Strongly disagree | Disagree | Somewhat disagree | Somewhat agree | Agree | Strongly agree |
| 1 | Encourage collaboration (Teachers can encourage students to work together in groups or teams, and to share their ideas and perspectives. This can help students see how their own ideas fit into a larger network of ideas, and how they can build on the ideas of others.) | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |
| 2 | Use mind maps and diagrams (Teachers can use mind maps, diagrams, or other visual aids to help students see the connections between different concepts and ideas. This can help students develop a more networked understanding of the material they are learning.) | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |
| 3 | Provide opportunities for interdisciplinary learning (Teachers can provide opportunities for students to explore topics from different subject areas, and to see how those topics are interconnected. This can help students develop a more holistic understanding of the world around them.) | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |
| 4 | Encourage systems thinking (Teachers can encourage students to think about complex systems, such as ecosystems or social networks, and to see how different parts of those systems are interconnected. This can help students develop a more networked understanding of the world, and to see how different factors can impact one another.) | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |
| 5 | Foster a culture of curiosity (Teachers can foster a culture of curiosity and exploration, encouraging students to ask questions and seek out new information. This can help students develop a more networked understanding of the world, as they explore new ideas and connections.) | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |

***xxxiii. Promotion of values***

Question (): Do you promote the values of your students with the subject and content of your product, material, or OER?

Please check:

| 1 | Yes |  |
| --- | --- | --- |
| 2 | No |  |

Question (): Do you use the following ways within your product, material, or OER to promote values of your students?

| Promotion of values | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Response options | 1 | 2 | 3 | 4 | 5 | 6 |
|  |  | Strongly disagree | Disagree | Somewhat disagree | Somewhat agree | Agree | Strongly agree |
| 1 | Lead by example (A teacher's own behaviour and actions can serve as a powerful model for their students. By demonstrating values such as honesty, integrity, and respect, teachers can inspire their students to adopt similar values.) | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |
| 2 | Incorporate values into the curriculum (Teachers can incorporate values into the curriculum by discussing ethical dilemmas or social issues, and encouraging students to reflect on their own values and beliefs. This can help students develop a greater understanding of the importance of values in their own lives.) | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |
| 3 | Use real-world examples (Teachers can use real-world examples to illustrate the importance of values such as empathy, kindness, and fairness. By showing how values are relevant and applicable in everyday life, teachers can help students see the value in adopting those values themselves.) | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |
| 4 | Encourage reflection and self-awareness (Teachers can encourage students to reflect on their own values and behaviors, and to identify areas where they may need to make changes or improvements. This can help students develop greater self-awareness and personal responsibility.) | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |
| 5 | Provide positive feedback (Teachers can provide positive feedback to students when they demonstrate values such as kindness, respect, or responsibility. By recognizing and praising these behaviors, teachers can reinforce and encourage those values in their students.) | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |
| 6 | Build a supportive classroom culture (Teachers can create a supportive classroom culture by encouraging collaboration, respect, and kindness among students. By fostering a sense of community and shared values, teachers can help students see the importance of values in their own lives and in the world around them.) | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |  |  | ⚪ |

***xxxiv. Quality assurance***

Question (): Do you ensure quality within the subject and content of your product, material, or OER?

Please check:

| 1 | Yes |  |
| --- | --- | --- |
| 2 | No |  |

Question (): How do you ensure quality within the subject and content of your product, material, or OER?

| Quality assurance | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Response options | 1 | 2 | 3 | 4 | 5 | 6 |
|  |  | Strongly disagree | Disagree | Somewhat disagree | Somewhat agree | Agree | Strongly agree |
| 1 | Set clear learning objectives (Teachers can set clear learning objectives for each lesson, and ensure that those objectives are aligned with broader curriculum goals. This can help ensure that students are learning the skills and knowledge they need to succeed.) | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |
| 2 | Use a variety of assessment methods (Teachers can use a variety of assessment methods, such as quizzes, tests, essays, and projects, to ensure that students are mastering the material and to identify areas where they may need additional support.) | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |
| 3 | Provide timely and constructive feedback (Teachers can provide timely and constructive feedback to students on their work, highlighting areas of strength and identifying areas for improvement. This can help students understand their progress and make adjustments to their learning strategies as needed.) | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |
| 4 | Engage in professional development (Teachers can engage in ongoing professional development to stay up-to-date with the latest research and best practices in education. This can help ensure that they are using effective teaching strategies and providing high-quality instruction to their students.) | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |
| 5 | Encourage student engagement (Teachers can encourage student engagement by providing opportunities for active learning, such as group work, discussions, and hands-on activities. This can help ensure that students are fully engaged in the learning process and are able to apply what they have learned in real-world contexts.) | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |
| 6 | Monitor student progress (Teachers can monitor student progress throughout the school year, using data to identify areas where students may need additional support and to adjust their teaching strategies as needed.) | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |

***xxxv. Course***

Question (): What is the target group of your course?

|  |
| --- |

Question (): What is the curriculum of your course?

|  |
| --- |

Question (): Is the aim of your course adapted to the target group?

Please check:

| 1 | Yes |  |
| --- | --- | --- |
| 2 | No |  |

Question (): What is the aim of your course?

|  |
| --- |

Question (): Is the topic of your course adapted to the target group?

Please check:

| 1 | Yes |  |
| --- | --- | --- |
| 2 | No |  |

Question (): What is the topic of your course?

|  |
| --- |

Question (): What is the profile/concept of your course?

|  |
| --- |

Question (): What is the capacity of your course?

Please check:

| 1 | 0-5 students |  |
| --- | --- | --- |
| 2 | 5-10 students |  |
| 3 | 10-15 students |  |
| 4 | 15-20 students |  |
| 5 | 20-25 students |  |
| 6 | 25-30 students |  |
| 7 | 30-35 students |  |
| 8 | 35-40 students |  |
| 9 | 40-45 students |  |
| 10 | 45-50 students |  |
| 11 | More than 50 students |  |

Question (): What is the frequency of your course?

Please check:

| 1 | Daily |  |
| --- | --- | --- |
| 2 | Weekly |  |
| 3 | Monthly |  |
| 4 | Yearly |  |

Question (): Is the duration of the course adapted to the target group?

Please check:

| 1 | Yes |  |
| --- | --- | --- |
| 2 | No |  |

Question (): What is the duration of your course?

Please fill in:

| 1 | Days: |  |
| --- | --- | --- |
| 2 | Weeks: |  |
| 3 | Months: |  |
| 4 | Years: |  |

Please check: (per day)

| 1 | 1 hour |  |
| --- | --- | --- |
| 2 | 1-2 hours |  |
| 3 | 2-3 hours |  |
| 4 | 3-4 hours |  |
| 5 | 4-5 hours |  |
| 6 | 5-6 hours |  |
| 7 | 6-7 hours |  |
| 8 | 7-8 hours |  |
| 9 | 8-9 hours |  |
| 10 | 9-10 hours |  |
| 11 | More than 10 hours |  |

Question (): How do you certify the attendance of the course?

|  |
| --- |

Question (): What kind of degree designation can a student gain in this course?

|  |
| --- |

Question (): What are the admission requirements for this course?

|  |
| --- |

Question (): Is there a transition between courses?

|  |
| --- |

Question (): What does the assessment of the course look like?

|  |
| --- |

Question (): What is the didactic setting of this course?

|  |
| --- |

Question (): What kind of competencies/skills do you address in the course?

|  |
| --- |

Question (): What are the staff resources of this course?

|  |
| --- |

Question (): Is there digital support in this course?

|  |
| --- |

Optional Question (): If yes, what kind of digital support do you use in this course?

|  |
| --- |

***xxxvi. Product, Material, OER***

Question (): What is the target group of your product, material, or OER?

|  |
| --- |

Question (): Is the aim of your product, material, or OER adapted to your target group?

Please check:

| 1 | Yes |  |
| --- | --- | --- |
| 2 | No |  |

Question (): What is the aim of your product, material, or OER?

|  |
| --- |

Question (): What is the scope of your product, material, or OER?

|  |
| --- |

Question (): Is the topic of your product, material, or OER adapted to your target group?

Please check:

| 1 | Yes |  |
| --- | --- | --- |
| 2 | No |  |

Question (): What is the topic of your product, material, or OER?

|  |
| --- |

Question (): Which competencies/skills do you address with your product, material, or OER?

|  |
| --- |

Question (): What is the didactic setting of your product, material, or OER?

|  |
| --- |

Question (): Is there digital support in your product, material, or OER?

|  |
| --- |

Optional Question (): If yes, what kind of digital support do you use in your product, material, or OER?

|  |
| --- |

Question (): Do the learning outcomes of your product, material or OER fulfil the following criteria?

| Learning outcomes criteria | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Response options | 1 | 2 | 3 | 4 | 5 | 6 |
|  |  | Strongly disagree | Disagree | Somewhat disagree | Somewhat agree | Agree | Strongly agree |
| 1 | Relevance of learning outcomes: The learning outcomes should be relevant to the needs of the learners and the labour market. | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |
| 2 | Clarity of learning outcomes: The learning outcomes should be clear and specific, so that learners and trainers can understand what is expected of them. | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |
| 3 | Coherence of learning outcomes: The learning outcomes should be consistent with each other and with the overall objectives of the training course. | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |
| 4 | Progression of learning outcomes: The learning outcomes should be structured in a way that enables learners to progress from one level to the next, building on their existing knowledge and skills. | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |
| 5 | Measurability of learning outcomes: The learning outcomes should be measurable, so that they can be assessed and evaluated. | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |
| 6 | Adaptability of learning outcomes: The learning outcomes should be adaptable to different contexts and environments, so that learners can apply their knowledge and skills in a variety of settings. | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |
| 7 | Accessibility of learning outcomes: The learning outcomes should be accessible to all learners, regardless of their background or prior experience. | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ | ⚪ |

1. Kugel, P., 1993. How professors develop as teachers. Studies in Higher Education, 18(3), pp. 315-328. [↑](#footnote-ref-0)