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

**Accreditation Tool Criteria***March 2023*

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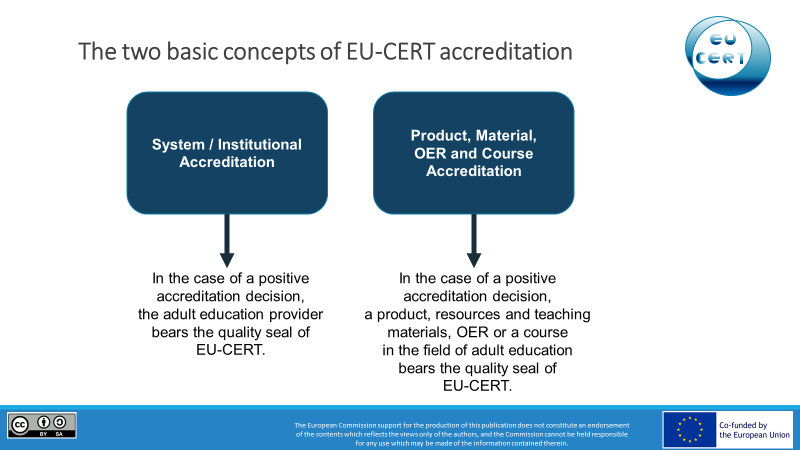
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## I The EU-CERT Accreditation Concept

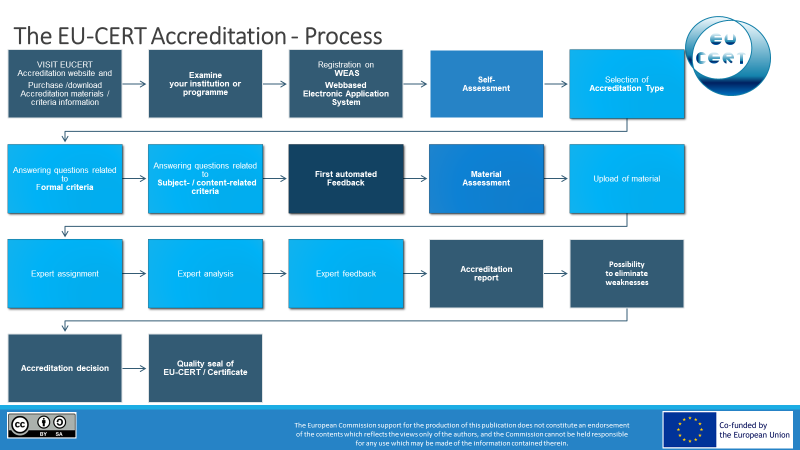
In total there are two different positions of the accreditation concept:

* 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 | 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 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 the question (6) gets a “yes”):

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

|  |
| --- |
|  |

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

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

|  |
| --- |
|  |

Optional Question (7) (if the question (6) gets 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 have! |  |
| 2 | No, we don´t have a quality management system |  |

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

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 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?  fill in the blank:   |  | | --- | |  | | |
|  | | | | | |
| 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:   |  | | --- | |  |   . |  |

***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. Ensurance and continuous development of functionality and effectiveness in relation to adult education quality
5. Impact
6. Types of used documentation
7. Cooperations

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

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

|  |  |  |
| --- | --- | --- |
| 1 | yes, we have! |  |
| 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 guarantee |  |
| 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 balances allocation of their staff in connection with the departments | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| 6 | The institution has a balances allocation of its money in connection with the institutional Spendings | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| 7 | The institution has a balances allocation of its time in connection with the institutional tasks and power | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| 8 | The institution has a platform to host the materials **(internal use)** | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| 9 | The institution has an **open** platform to host the materials (**external** use for other people possible) | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |

***x. Ensurance 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**

**Question (22):**

**Does your Institution have a curriculum?**

|  |  |  |
| --- | --- | --- |
| 1 | yes, we have |  |
| 2 | no, we have not |  |

**Optional Question 23 (if answer 22 is “yes, we have”):**

(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 | Curriculum has a clear and specific learning goals | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| 2 | the content of the curriculum aligned with the curriculum goals | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| 3 | the activities of the curriculum aligned with the curriculum goals | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| 4 | the curriculum has materials for face to face sessions/ classes | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| 5 | the curriculum has materials for distance learning sessions | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| 6 | the curriculum integrates a blended learning approach | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| 7 | the curriculum provides a learning- outcome matrix | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| 8 | the curriculum provides teacher-training materials | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| 9 | the curriculum provides interactive learning and teaching tasks (e.g. H5P learning and teaching tasks) | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| 10 | the curriculum is clearly communicated **to teachers** | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| 11 | the curriculum is clearly communicated **to learners** | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| 12 | the curriculum is clearly communicated **to stakeholders** | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| 13 | the curriculum gives clear expectations for **learning outcomes** | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| 14 | the curriculum gives clear expectations for **assessments** | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| 15 | the curriculum is **flexible** to meet the needs of different learners | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| 16 | the curriculum is **adaptable** to meet the needs of different learners | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| 17 | the curriculum is **coheren**t and **consistent** with content and activities that build on each other in a logical and sequential way | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| 18 | the curriculum meets the needs of different learners | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| 19 | the curriculum is adaptable for the needs of heterogenous learner groups | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |

**Student Support Service**

**Question (24):**

**Does your Institution have a “Student support service”?**

|  |  |  |
| --- | --- | --- |
| 1 | yes, we have |  |
| 2 | no, we have not |  |

**Optional Question 24 (if answer was “yes”):**

**Question (25):**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Question | | | | | | | |
|  | Response options | 1 | 2 | 3 | 4 | 5 | 6 |
|  |  | Strongly disagree | Disagree | Somewhat disagree | Somewhat agree | Agree | Strongly agree |
| 1 | The service is easily accessible | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| 2 | The students is available to all students (regardless of background, location etc.) | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| 3 | The service should provide comprehensive support for students, including academic support | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| 4 | The service should provide comprehensive support for students, including counseling | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| 5 | The service should provide comprehensive support for students, including career guidance | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| 6 | The service have qualified and trained staff | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| 7 | The staff service is well silks in their areas of expertise | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| 8 | The staff service is are committed to providing quality service to students | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| 9 | The service provide personalized support that is tailored to meet the individual needs of each student | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| 10 | The service has fixed timeslots which the learners can meet | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| 11 | The service is flexible in time and provide online meetings | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| 12 | The service is flexible in time and provide Chats via browser/ WhatsApp | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| 13 | The service has feedback loops by **learners** | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| 14 | The service has feedback loops by **teachers / trainers** | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| 15 | The service has feedback loops by **external evaluators** | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |

**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 (25):**

**Does your Institution have a “Qualified instructors”?**

|  |  |  |
| --- | --- | --- |
| 1 | yes, we have |  |
| 2 | no, we have not |  |

**Optional Question 25 (if answer was “yes”):**

**Question (26):**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 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 | Understands 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**

**(Train-the-trainer workshops are designed to equip trainers with the knowledge, skills, and tools they need to deliver effective training to others.)**

**Question (26):**

**Does your Institution have a “Train-the-trainer workshop”?**

|  |  |  |
| --- | --- | --- |
| 1 | yes, we have |  |
| 2 | no, we have not |  |

**Optional Question (27) (if 26 was “yes”):**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Question | | | | | | | |
|  | Response options | 1 | 2 | 3 | 4 | 5 | 6 |
|  |  | Strongly disagree | Disagree | Somewhat disagree | Somewhat agree | Agree | Strongly agree |
| 1 | The workshop covers content that is relevant and applicable to the trainers' specific training needs and goals | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| 2 | The workshop is grounded in evidence-based practices | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| 3 | The workshop provides trainers with tools for their teaching | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| 4 | The workshop provides trainers with strategies to manage their teaching | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| 5 | The trainer has internal subject related skills | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| 6 | The trainer adapt the needs of their trainees in the workshops | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| 7 | The workshop is interactive and engaging | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| 8 | The workshop gives opportunities for trainers to practice new skills | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| 9 | The workshop gives opportunities for trainers to receive feedback | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| 10 | The workshop gives opportunities for trainers to collaborate with other trainers | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| 11 | The workshop is tailored to the needs and experience level of the trainers | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| 12 | The workshop takes into account the prior knowledge of the trainers | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| 13 | The workshop is tailored to the needs and experience level of the trainers | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| 14 | The workshop takes into account the skills of the trainers | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| 15 | The workshop takes into account the training experience of the trainers | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| 16 | The workshop have clear and measurable learning objectives that align with the overall training goals | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| 17 | The workshop includes effective assessment measures to evaluate trainers' knowledge, skills, and performance | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| 18 | The workshop measures identify areas for improvement | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| 19 | The workshop provides trainers with ongoing support | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| 20 | The workshop provides resources to help them apply what they have learned | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| 21 | The workshop helps the trainers to develop their skills as trainers | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |

**Feedback**

Question (28): Does your institution have a feedback system?

Please check:

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

Optional Question 29 (if “yes”):

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 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**

**Question (30):**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 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 (31): Rate the impact of the activities[[1]](#footnote-1) 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 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 (32): What impact do you try to transmit through the subjects?

Question (33): What impact do you try to transmit through the content?

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

Question (34): 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?

Fill in the blank:

***xiii. Cooperations***

Question (35): Do you have any cooperation between teachers/people of the subjects and/or content?

Please check:

|  |  |  |
| --- | --- | --- |
| 1 | Yes, we do |  |
| 2 | No, we don´t |  |

Optional Question (36) (If yes):  
Cooperation partner “Kindergarten and Elementary School”:

Multiple answer possible

|  |  |  |
| --- | --- | --- |
| 1 | Classroom aides |  |
| 2 | volunteers |  |
| 3 | special education teachers (e.g. language, dance, etc.) |  |
| 4 | school nurses |  |
| 5 | health professionals |  |
| 6 | community members |  |
| 7 | organizations for field trips |  |
| 8 | guest speakers |  |
| 9 | after-school program provider (e.g. club, society, associations, etc.) |  |
| 10 | others?  fill in the blank:   |  | | --- | |  |   - |  |

Optional Question (37) (If yes):  
Cooperation partner “Middle School/High School”:

Multiple answer possible

|  |  |  |
| --- | --- | --- |
| 1 | Other teachers within the same subject area |  |
| 2 | Department chairs |  |
| 3 | curriculum coordinators |  |
| 4 | School librarians |  |
| 5 | media specialists |  |
| 6 | College and career readiness counselors |  |
| 7 | External experts |  |
| 8 | guest speakers |  |
| 9 | after-school program provider (e.g. club, society, associations, etc.) |  |
| 10 | School psychologists and counselors |  |
| 11 | Vocational and technical instructors |  |
| 12 | others?  Fill in the blank:   |  | | --- | |  |   - |  |

Optional Question (38) (If yes):  
Cooperation partner “Higher Education”:

Multiple answer possible

|  |  |  |
| --- | --- | --- |
| 1 | Other faculty members within the same department or program |  |
| 2 | Department chairs |  |
| 3 | Faculty in related disciplines for interdisciplinary projects |  |
| 4 | Librarians |  |
| 5 | Academic advisors |  |
| 6 | Student affairs professionals |  |
| 7 | Community partners for service-learning projects |  |
| 8 | External experts |  |
| 9 | Guest speakers |  |
| 10 | Funding agencies for research and grant proposals |  |
| 11 | Academic publishing companies for textbook and resource development |  |
| 12 | Alumni networks for mentoring and career guidance |  |
| 13 | Industry partners for internships and co-op programs |  |
| 14 | Graduate students |  |
| 15 | research assistants |  |
| 16 | Research collaborators from other institutions |  |
| 17 | others?  Fill in the blank:   |  | | --- | |  |   - |  |

## 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

***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 | 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. |  |

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

|  |  |  |  |
| --- | --- | --- | --- |
| 1 | | Curriculum materials  (if checkmark, than options 1.1 till 1.4) |  |
|  | 1.1 | textbooks |  |
|  | 1.2 | workbooks |  |
|  | 1.3 | lesson plans |  |
|  | 1.4 | instructional materials |  |
| 2 | | online courses |  |
|  | 2.1 |  |  |
| 3 | | France |  |
| 4 | | Portugal |  |
| 5 | | others?  fill in the blank:   |  | | --- | |  | |  |

***xvi. Target group***

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

Please check:

|  |  |  |
| --- | --- | --- |
| 1 | Children and youth |  |
|  | Pupils |  |
|  | Pupils in daycare |  |
|  | Pupils of after-school programs |  |
| 2 | Higher education students |  |
|  | Students of degree programs |  |
|  | Students of vocational training |  |
|  | High school graduates |  |
|  | Adults seeking to advance their careers or learn new skills |  |
| 3 | Professionals |  |
|  | Doctors |  |
|  | Lawyers |  |
|  | Engineers |  |
|  | Others: |  |
| 4 | Seniors |  |
|  | Seniors in adult education centres |  |
|  | Seniors in retirement communities |  |
| 5 | Special needs individuals |  |
|  | Special needs individuals of special education schools |  |
|  | Special needs individuals of therapy centres |  |
|  | Special needs individuals of support groups |  |
| 6 | Corporate clients |  |
|  | Managers |  |
|  | Executives |  |
|  | Employees of all levels of the organization |  |

***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?

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Transparency | | | | | | | |
|  | Response options | 1 | 2 | 3 | 4 | 5 | 6 |
|  |  | Strongly disagree | Disagree | Somewhat disagree | Somewhat agree | Agree | Strongly agree |
| 1 | Open communication (Establish clear lines of communication between educators, students, parents, and other stakeholders. This includes regular updates on progress, opportunities for feedback, and access to resources.) | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| 2 | Clear expectations (Clearly communicate expectations for learning objectives, assessment criteria, and grading policies. This helps students understand what is expected of them and how they will be evaluated.) | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| 3 | Data sharing (Share data on student performance, school operations, and financial information with stakeholders. This includes making data publicly available on school websites and sharing reports with parents, students, and community members.) | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| 4 | Collaboration (Foster collaboration between educators, administrators, and other stakeholders to promote transparency and accountability. This includes involving parents in decision-making processes and seeking feedback from students.) | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| 5 | Professional development (Provide ongoing professional development for educators to improve teaching practices and promote transparency in the classroom. This includes training on best practices for communicating with students, parents, and other stakeholders.) | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| 6 | Accessible information (Make information easily accessible to all stakeholders. This includes providing resources in multiple languages and ensuring that information is available in formats that are accessible to individuals with disabilities.) | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |

***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?

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Timeliness | | | | | | | |
|  | Response options | 1 | 2 | 3 | 4 | 5 | 6 |
|  |  | Strongly disagree | Disagree | Somewhat disagree | Somewhat agree | Agree | Strongly agree |
| 1 | Clear communication (Ensure that all stakeholders are informed of timelines and deadlines for tasks, assignments, and assessments. This includes providing clear and detailed instructions for students and communicating effectively with parents and other stakeholders.) | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| 2 | Regular follow-up (Regularly follow up with students, parents, and other stakeholders to ensure that they receive necessary support and feedback in a timely manner. This includes responding to emails and phone calls promptly and providing timely feedback on assignments.) | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| 3 | Technology integration (Utilize technology to streamline processes and increase efficiency. This includes implementing online platforms for communication and assignments, using automated grading and feedback systems, and providing access to resources and support through online portals.) | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| 4 | Planning and scheduling (Establish clear timelines and schedules for coursework, assignments, and assessments. This helps students stay organized and on track and allows educators to plan and prioritize their workload.) | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| 5 | Continuous improvement (Regularly evaluate and assess processes and procedures to identify areas for improvement. This includes seeking feedback from stakeholders, monitoring performance metrics, and implementing changes based on feedback and data.) | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |

***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:   |  | | --- | |  | |  |

### 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

***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 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 behavior 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 certificate 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 transitions between courses?

|  |
| --- |
|  |

Question (): How 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 a 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 a 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?

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