eduQua:2021

# Guide

to the standard requirements
and the certification procedure

EDUQUA

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# Introduction

## Use of the guide

This document gives specific aids for understanding and implementing the eduQua quality requirements as well as explanations of the certification procedure. In it you will find explanations from a practical perspective.

The guide should help you have a better understanding of the eduQua principles, criteria and requirements as well as the required supporting documents and set up and design a practical system for quality assurance and quality development. The indications are formulated as guidelines and are intended to give you the necessary leeway to develop your own appropriate quality management system for your continuing education and training (CET) institution.

Individual explanations of the certification procedure are intended to help you prepare for certification.

The appendix contains essential templates and instruments for implementing the eduQua requirements.

All of the elements in the guide are also available in electronic form and can be found on the eduQua website. The indications, examples and templates can be supplemented and further developed based on practical experience.

## Structure of the guide for each criterion

For the individual criteria, the indications are structured according to the following characteristics:

**Designation of criterion**

- Title of criterion
- Objective and success factor

This information is taken from the quality standard document. In the titles you will find reference to the comparable standards of the preceding standard eduQua:2012.

**Information to help understand the criterion**

- Content connections, incorporation in the standard
- References to other criteria, differentiations

Here you will find content-related explanations of the meaning and framework of the corresponding criterion. References and differentiations to other criteria are made clear.

### Indicators
### How can the implementation of the requirements be recognised?

Either with precise information or in qualitative form, indicators show how the implementation of the requirements can be recognised and checked. They can help gain a better understanding of the form of the criterion and the requirements and can help define specific starting points for implementation in practice.

In the guide, specific indicators are proposed for each criterion and are assigned to the following three categories. This allocation to the categories is not always definitive, however, and other assignments may also make sense.

– Practical implementation:

How and by which performed actions can the specific design and implementation of the requirement be recognised?

– Institutional and cultural integration:

How is the implementation of the requirements established in institutional and cultural terms?

– Effect:

How can it be seen that the quality measures have led to an improvement in specific areas?

The given indicators must not be understood as specifications for the CET institutions. Providers can select those indicators that are appropriate for their specific situation and can also formulate their own indicators. They make this selection transparent in the self-evaluation.

### Supporting documents and indications for the documentation

– Required supporting documents (minimum requirement):

Explanations and examples

– Other possible documents: Explanations and examples

Here, the required supporting documents and the other possible documents are explained in more detail and, as far as possible, are provided with practical examples.

### Explanations on the assessment of compliance with requirements

If necessary, the minimum requirements are specified.

# PRINCIPLE A: LEADERSHIP

Leadership that ensures client-oriented, economical, efficient and effective services as well as the long-term existence of the CET institution

## A1 CRITERION A 1: CONTEXT AND OBJECTIVES OF THE CET INSTITUTION

(new criterion compared to eduQua:2012)

**Success factor**
Take the context and stakeholders into consideration

**Objectives of the requirements**
The management of the CET institution integrates the environmental factors that are significant for the institution's orientation into its leadership. It thinks things through carefully when communicating with all stakeholders.

### Information to help understand and incorporate the criterion

Criterion A1 focuses on the orientation of the CET institution and its programme towards its environment and the different stakeholders.

The criterion is closely related to several other criteria:

- A3 Organisation
  The organisational structures and decision-making processes are adapted to the context and objectives of the CET institution.
- A4 Management of company activities
  The institutional and quality objectives for a defined time period as well as the planning of activities are linked to the strategic orientation.
- D1– D1 Development and orientation of CET programmes
  The orientation of CET programmes is based on the analysis of needs and requirements and takes social and professional developments into account. The programmes should be in line with the strategic objectives and the offer strategy.

**Indicators**

**How can the implementation of the requirements be recognised?**

- Practical implementation
  - The CET institution uses informative analyses to document the relevant contextual factors and stakeholders.
- Institutional and cultural integration
  - The management and those responsible for programmes are in contact with important stakeholders.
- Effect
  - The CET institution's strategic goals are transparently geared towards the particular context.

## Required supporting documents and indications for the documentation

| REQUIRED SUPPORTING DOCUMENT | INDICATION |
|---|---|
| **Stakeholder and/or environment analysis** | Use analyses to document the environmental factors that are important for the orientation and activities of the CET institution. Present the most important stakeholders and the relevant framework conditions. Also show how you obtained the data and what conclusions you draw from the analysis. |
| **Strategic objectives of the CET institution** | Present the primary objectives of the CET institution, e.g. on the basis of different areas of the company or of the programme and in relation to a reasonable time period. Show how these strategic objectives relate to the specific context. |

OTHER POSSIBLE DOCUMENTS

**Positioning of the institution's programme on the CET market**

With the positioning, you show the particular characteristics of the respective CET programmes and their significance on the market in relation to comparable products. You can do this, for example, using the unique selling proposition (USP). Refer to the specific submarket when presenting the selected programme.

**Market analyses**

In an analysis of relevant markets for your CET programme, present the competitors and, if possible, estimate the market shares. Also include an assessment of the near future. Based on market analyses, you can draw conclusions for the positioning of a programme.

A2

## CRITERION A2: MISSION STATEMENT AND ANDRAGOGICAL GUIDING IDEAS

(eduQua:2012 standard 17)

**Success factor**
Define, communicate and implement values and guidelines

**Objectives of the criterion**
The self-image and development perspective of the CET institution are presented concisely in the mission statement. The andragogical guiding ideas show the didactic orientation clearly and comprehensibly for target groups.

**Information to help understand and incorporate the criterion**
Criterion A2 focuses on the values and self-image of the CET institution as well as its understanding of learning and its didactic orientation.

It is closely related to several other criteria:

- A1 Context and objectives of the CET institution
  This criterion measures the strategic orientation of the CET institution and its programme with regard to the environment and the stakeholders. The strategic objectives of the CET institution and the self-image/didactic guidelines relate to each other.
- D2 Didactic concept of CET programmes
  The didactic structure and the learning settings of the CET programmes are based on the andragogical guiding ideas and the values in the mission statement. This connection is shown in the CET concepts.
- G1 Planning of learning units and learning situations
  The planning of the learning units is based on the didactic principles and specifications of the CET institution, which are set out in the andragogical guiding ideas and in the CET concepts.

**Indicators**
**How can the implementation of the requirements be recognised?**

- How can the implementation of the requirements be recognised?
  - The mission statement of the CET institution and the andragogical guiding ideas are communicated internally and externally and are revised periodically.
  - In the CET concepts, didactic principles are formulated that are in line with the andragogical guiding ideas.
- Institutional and cultural integration
  - The implementation of the andragogical guiding ideas is discussed and reviewed together with the trainers and learning facilitators in the exchange forums.

– – Effect
- The feedback from the participants in the evaluation of the CET programmes confirms the coherence of the didactic principles and the specific actions of the trainers and learning facilitators.
- From the feedback of the employees, e.g. in the staff discussions, it can be seen that the managers implement the institution's values in their daily work.

### Required supporting documents and indications for the documentation

| REQUIRED SUPPORTING DOCUMENT | INDICATION |
|---|---|
| **Mission statement of the CET institution** | You present a mission statement that makes essential statements about the values, the self-image and the development perspective of the CET institution. It is directed both internally or towards the employees, and externally, i.e. towards the important stakeholders. It is periodically reviewed and adapted according to current needs. |
| **Andragogical guiding ideas on the understanding of learning and didactic orientation** | With the andragogical guiding ideas, you present the institution's understanding of learning and the didactic orientation of the CET programmes. You show that the didactic principles and specifications for planning and designing learning units and learning situations are clearly defined and recorded in the CET institution. |

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A3

## CRITERION A3: ORGANISATION

(eduQua:2012 standards 18 and 19)

### Success factor
Align the organisational structure of the CET institution with the goals and programme

### Objectives of the criterion
The CET institution defines its organisational structures and decision-making systems in accordance with its objectives and its CET programme.

### Information to help understand and incorporate the criterion
Criterion A3 is about defining and developing organisational structures and decision-making systems. CET institutions make their organisational structures transparent and clarify their directives for organisational forms and decision-making processes. Up-to-date descriptions of the functions and roles of the employees and responsible people are also central in this regard.

The criterion is closely related to the following criteria:

- A2 Mission statement and andragogical guiding ideas
  The CET institution's mission statement defines fundamental values and guidelines for the orientation and organisational culture. The design of organisational structures and decision-making systems is based on these principles.
- A4 Management of company activities
  The structure of the organisation as well as the specific organisational units and project forms should be geared towards the goals and the important company activities, especially the institution's CET programmes. These are the focus of criterion A4.

**Indicators**

**How can the implementation of the requirements be recognised?**

- Practical implementation
  - The organisational structures and decision-making systems are presented in an up-to-date and transparent manner.
  - The function or role descriptions are updated regularly.
- Institutional and cultural integration
  - In the CET institution, appropriate forums are used to check the extent to which organisational, working and project structures support the activities, programmes and objectives of the CET institution.
  - When defining the decision-making structures, the experiences of participants with different functions and roles are included
- Effect
  - Written feedback given to the responsible persons shows that they perform their tasks according to the defined function or role descriptions.

## Required supporting documents and indications for the documentation

| REQUIRED SUPPORTING DOCUMENT | INDICATION |
|---|---|
| **Overview of the organisational structure, e.g. organisation chart** | You show the organisational and management structures in an organisation chart or another suitable form of presentation. In this, the different areas and organisational units as well as the respective responsibilities and connections between the different parts of the organisation are presented in a comprehensible way. |
| **All function descriptions or role descriptions** | You present current and meaningful function or role descriptions for the main function or role holders. The function of the management, executive staff, programme heads, quality managers or project managers as well as the defined roles in self-organised organisational units are described in a uniform manner and are made transparent in the CET institution. The role and competences in decision-making processes come from the function descriptions. |
| **Directives on decision-making processes** | Using appropriate documents, you show which guidelines and specifications apply to the decision-making processes in the organisation. In doing so, you take into account different organisational units and forms such as management bodies, programme heads and self-organised, interdisciplinary teams as well as the interaction of the different units. The documents contain information for reviewing the defined decision-making processes and forms of feedback. |

OTHER POSSIBLE DOCUMENTS

**Guidelines for organisational units and project structures**
As a supplement, you can document the basic specifications regarding the set-up and way of functioning of specific organisational units and project structures. This is particularly useful when there are units in the institution with different forms, especially in terms of hierarchy, processes and specific roles.

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A4

## CRITERION A4: MANAGEMENT OF COMPANY ACTIVITIES

(eduQua:2012 standards 18 and 22)

### Success factor
Set a clear framework and continuously review results

### Objectives of the criterion
The CET institution plans, controls and monitors its activities and services with effective methods and instruments. Based on the planning and review, the leadership initiates the necessary improvement measures.

### Information to help understand and incorporate the criterion
Criterion A4 is essentially about the management of the CET institution, i.e. the planning and control of the company activities and the assessment of the services and results. The focus is on compliance with quality requirements and continuous improvement.

In institutions or companies of all sectors with CET as a sub-area, criterion A4 does not refer to the activities of the whole company but rather to the management of the activities in the department or in the field of CET.

The criterion is closely related to the following other criteria:

- A1 Context and objectives of the CET institution
  The institutional and quality objectives for a defined time period and the planning of activities as well as the assessment of results are linked to the orientation and strategic objectives addressed in criterion A1.
- A3 Organisation
  The specific instruments for controlling and reviewing activities and services are adapted to the organisational structures and decision-making processes at the different levels of the organisation.
- A5 Dealing with risks and opportunities
  The management of company activities is closely linked to the identification and assessment of significant risks and opportunities for the CET institution as well as the monitoring and management of specific risks at the various levels.
- B1 Quality management system
  Criterion B1 shows the system of quality assurance and development of the CET institution and, in particular, of the CET programmes. Criterion A4 relates to the control, review and im provement of the company activities and can be found at the organisational level.

**Indicators**

**How can the implementation of the requirements be recognised?**

- Pactical implementation
  - The CET institution determines at which levels and for which time period objectives are defined and reviewed.
  - In the self-evaluation, the organisation's own quality objectives and indicators for the achievement of objectives are also formulated and reviewed based on the eduQua criteria.
- Institutional and cultural integration
  - Services and results are assessed by those responsible and involved, using objectives and defined indicators as a basis.
  - Deviations from targets are assessed in a transparent manner, and decisions derived from them are recorded.
  - Self-evaluation is used as a management tool in the CET institution.
- Effect
  - Improvement measures are identified, defined and implemented. New findings are incorporated in the specifications and aids used.

## Required supporting documents and indications for the documentation

| REQUIRED SUPPORTING DOCUMENT | INDICATION |
|---|---|
| **Priority objectives and planned activities for a defined time period** | You present the priority objectives as well as the planning of the essential company activities in an overview. Set a time frame here in which the planning of the activities can be meaningfully reviewed and the objectives can be checked. |
| **Self-evaluation on the 19 eduQua criteria** | In a data-based and experience-based self-assessment of the quality in the essential areas, you check the specified requirements as well as the quality objectives and demands you have set yourself based on the 19 eduQua criteria. You formulate specific indicators and assessment bases for checking the requirements and assess the achieved status for each criterion. From this, you derive specific improvement measures where necessary.<br>You can use the eduQua template or your own instrument for the presentation. The 19 eduQua criteria must be covered.<br>Self-evaluation is of great benefit to the CET institution if it is used as a management tool and is linked to the planning, steering and control of company activities. At the same time, self-evaluation is a central element in the quality management of the CET institution. Therefore, this proof is also required for criterion B1 Quality management system. |
| **Documentation of the relevant inputs and results from internal and external reviews as well as the specified parameters of the last year** | You show the inputs and results from external and internal reviews as well as the factors, parameters and indicators that are relevant for a review of the activities and services in the CET institution.<br>On the one hand, you document important results from external audits and external reviews, for example controlling reports from cantonal and municipal authorities or from processing deviations and indications from certification audits. On the other hand, you show the results and specific figures from internal controls in relation to the last year. This includes important results from internal audits or reviews, the evaluation of the CET programmes and from the handling of complaints. You also collect and document relevant parameters on the programme.<br>According to the requirements in criterion A4, a distinction is made between the following:<br>– Relevant results from the reviews as well as parameters that must be included or collected and presented in a binding manner,<br>– Parameters that you can select and collect depending on the specific importance for the CET institution.<br>For this proof, you can use results from existing instruments and different sources. They can also refer to corresponding evidence from the self-evaluation. |

**Controlling concept or collection of control and monitoring instruments**

In the form of a concept, you present how you plan, control and review the essential activities in the institution. In this basic document you show

- how the priority objectives are defined and recorded based on the strategy,
- for which levels and in which time period these objectives should apply,
- which indicators and key figures will be used to check achievement of the objectives.

Alternatively, you can describe which instruments you use to control and monitor the activities and what purpose the instruments serve. You can do this, for example, using a balanced scorecard.

**Balanced scorecard**

You can also present the strategic and particularly important objectives of the CET institution, as well as the measurable key figures and indicators linked to them, using an up-to-date balanced scorecard (BSC). A balanced scorecard shows the services of a company or organisational unit from four different perspectives: finance, clients, processes and also learning and development (employees).

**Assessments of programme evaluations**

When reviewing services and results, you also include the results and conclusions from the evaluation of CET programmes. Present the assessment of specific evaluations and show how they are relevant for the review of specific institutional and quality objectives.

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A5

## CRITERION A5: DEALING WITH RISKS AND OPPORTUNITIES

(new criterion compared to eduQua:2012)

### Success factor

Identify, assess and monitor risks and opportunities

### Objectives of the criterion

The management ensures the achievement of the CET institution's objectives and the sustainability of its activities by effectively and efficiently dealing with risks and opportunities.

### Information to help understand and incorporate the criterion

The requirements of criterion A5 are on an organisational level: those responsible at the CET institution identify risks and opportunities, assess their form and monitor them to check for changes.

The criterion is closely related to several other criteria:

- A1 Context and objectives of the CET institution
  Risks and opportunities represent aspects of the context in which an institution positions itself. In order for the institution to achieve its objectives, those responsible must identify, assess and monitor opportunities and also risks and take appropriate measures to respond to them.
- A3 Organisation
  The institution defines its organisational structures and

decision-making systems in accordance with the objectives of its CET programmes. To be able to react appropriately to risks which occur, decision-making processes must be defined, especially for crisis situations. In this way, the institution can still act even if risks materialise.

– A4 Management of company activities
  For a CET institution to be able to plan, control and monitor its activities in a targeted and effective way, it also needs a systematic analysis and assessment of risks and opportunities.

**Indicators**

**How can the implementation of the requirements be recognised?**

– Practical implementation
  · The institution has developed and documented procedures to identify and monitor risks and opportunities and the response to the occurrence of risks.
– Institutional and cultural integration
  · Risks are regularly reviewed in appropriate exchange forums to see if they are up to date and to check their likelihood of occurrence. Opportunities are assessed to see their potential.
  · Employees are regularly involved in processes for identifying and reducing risks.
  · If it makes sense and is possible, the institutions work together with external specialist bodies (e.g. auditors, advisory bodies for occupational safety and ecological issues).
– Effectiveness
  · Existing and influenceable risks are minimised and hardly occur.
  · The responsible persons are prepared for risks that cannot be influenced and, in crisis situations, can rely on defined reaction processes.

**Required supporting documents and indication for the documentation**

| REQUIRED SUPPORTING DOCUMENT | INDICATION |
|---|---|
| **List and assessment of risks and opportunities** | You present a list of possible risks and opportunities in the areas of human resources, organisation, technology and finance. The list is used to assess the risks in terms of their likelihood of occurrence and the possible extent of damage, and the opportunities in terms of their significance. The corresponding analysis is documented. |
| **Examples of preventive or corrective measures** | To counter the risks appropriately, take preventive and corrective measures. Using examples, you show how you prevent risks in the areas of human resources, organisation, technology and finance and/or what corrective measures you have taken based on experience with risks that have occurred. |

| | |
|---|---|
| **Audit report or income statement/ balance sheet** | The report of an independent auditor or the income statement/balance sheet may contain indications of possible financial risks. You present the corresponding documents and show how you interpret the financial results and what measures you take, e.g. in the area of liquidity. |

OTHER POSSIBLE DOCUMENTS

**Minutes of internal meetings on how to deal with risks and opportunities and learn from mistakes**
With minutes of internal meetings, you prove that you have institutionalised the handling of risks and opportunities and regularly deal with them in the responsible bodies. Use the minutes to show how your institution recognises the mistakes that have been made and will avoid them in the future.

**Documentation of the internal control system ICS**
If an internal control system ICS is defined in your CET institution, you can show corresponding documentation.

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A6

## CRITERION A6: DOCUMENT CONTROL AND DATA PROTECTION

(new criterion compared to eduQua:2012)

### Success factor
Control the documented information, protect and secure data

### Objectives of the criterion
The CET institution controls the creation and storage of documented information, ensures data and personal protection and ensures information is not lost and misused.

### Information to help understand and incorporate the criterion
The requirements of criterion A6 are on an organisational level. Those responsible at the CET institution control the creation and storage of the documented information and ensure the data is protected appropriately against loss and unauthorised access.

The criterion is closely related to several other criteria:

- A3 Organisation
  The institution defines its organisational structures and decision-making systems and, in this way, ensures the safety of operations.
- A4 Management of company activities
  Controlling and safeguarding company activities includes a sensible approach to the security of information as well as the management and protection of data.
- A5 Dealing with risks and opportunities
  Unauthorised access to sensitive data and its unlawful use, as

well as the loss of existing data and know-how, represent a major risk for the CET institution. Dealing with risks and opportunities also includes the protection of information and data.

**Indicators**

**How can the implementation of the requirements be recognised?**

- Practical implementation
  - The CET institution has carried out appropriate procedures and taken comprehensive measures to protect information, know-how and data from unlawful access, loss and irreversible destruction.
- Institutional and cultural integration
  - Employees from all areas and locations are involved in recording, storing and updating the documented information in the CET institution.
  - The handling of sensitive data and the protection of privacy are regular topics in exchange forums and when introducing new employees.
  - The rules for access to data concerning the participants are known to the participants and the CET staff
- Effectiveness
  - The relevant documents and the knowledge required for compliance with the standard are up to date.
  - The institution's CET programmes take into account the relevant legal requirements and official decrees.
  - Those involved are prepared for and sensitised to the handling and protection of information and the prevention of possible data loss.

## Required supporting documents and indication for the documentation

| REQUIRED SUPPORTING DOCUMENT | INDICATION |
|---|---|
| **Guidelines for documenting information and the necessary knowledge in the CET institution** | Using suitable documents, you show how you have regulated and practically organised information and knowledge management in the CET institution. You describe the guidelines for the collection, storage, availability and updating of documented information for quality management. You also document the guidelines and measures for acquiring, updating and maintaining the knowledge required for complying with the primary requirements, e.g. relevant legal regulations.<br>A quality manual can be an effective instrument for organising the documented information on quality management. Forms of digital documentation based on uniform rules (recording, updating, storage, access, etc.) are a good idea. |
| **Regulations on data protection and compliance with personal rights** | With the help of a set of regulations, you show how you protect the data of employees and participants in the CET programmes. Here you use the legal requirements, i.e. the Federal Act on Data Protection, as a basis. The regulations contain provisions on participants' access to the collected data concerning them, in particular in connection with their learning achievements.<br>The regulations also specify how the personal rights of the participants are guaranteed. This includes requirements for maintaining confidentiality, for an appropriate relationship between service and service in return, and for protection against physical and psychological abuse. |
| **Directives on information and data security** | You present directives for the security of information and data storage. These show how data security is guaranteed and how possible data loss due to technical problems is prevented. The specifications also take into account the protection of data against unauthorised internal and external access and include informing all employees about the safe handling of data and devices. |

OTHER POSSIBLE DOCUMENTS

**Information sheet on data protection for participants**
With an information sheet or another form of information, you show how you are transparent with participants about the protection of their personal data and access to the information that concerns them.

# PRINCIPLE B: QUALITY MANAGEMENT

A quality management system that ensures quality assurance in line with the organisational forms and enables a high degree of transparency about processes and impacts

B1

## CRITERION B1: QUALITY MANAGEMENT SYSTEM

(eduQua:2012 standard 16)

**Success factor**
Organise quality assurance and development

**Objectives of the criterion**
The quality management system (QMS) ensures continuous quality development at the CET institution and enables learning steps for all participants. In particular, the quality management system ensures the quality assurance and development of the CET programmes and related services.

**Information to help understand and incorporate the criterion**
Criterion B1 is closely related to the criteria in the area of leadership, in particular A1 Context and objectives of the CET institution, A2 Mission statement and andragogical guiding ideas, A3 Organisation, A4 Management and control of company activities, as well as criterion H1 Evaluation of CET programmes.

- While criteria A1 to A4 refer to the strategic orientation, the organisational structures and the control of the CET institution, B1 shows the function and the essential characteristics of the quality management system. This focuses on safeguard ing and further developing the CET institution and, in particular, the CET programmes and the associated services. The quality management system is understood as an essential part of the management system.
- While H1 comprises the specific and regular assessment of CET programmes and services, B1 describes the key elements of the evaluation in the quality cycle and the measures taken at the CET institution for quality development for a defined time period.

**Indicators**

**How can the implementation of the requirements be recognised?**

- Practical implementation
  Specific quality objectives are formulated and quality projects are implemented for a defined planning period in the CET institution.
- Institutional and cultural integration
  Employees are familiar with the structure of the quality management system in the CET institution and their own role in its implementation.
- Effect
  The results of implemented quality processes or quality projects can be seen on the basis of specific regulations and measures.

## Required supporting documents and indications for the documentation

| REQUIRED SUPPORTING DOCUMENT | INDICATION |
|---|---|
| **Quality concept or presentation of the quality management system** | With the quality concept you describe the framework for the continuous quality assurance and development of your CET institution. It is geared towards the quality assurance and development of CET programmes and related services. You ensure that the quality concept is accessible for all employees. The quality concept addresses the following points in particular:<br>**Understanding of quality at the CET institution**<br>With its understanding of quality, the CET institution makes it clear, both internally and externally, how important it considers the continuous assurance and further development of CET services and the associated processes to be. The understanding of quality is based on the organisation's mission statement and provides binding orientation for all CET services and related activities.<br>**Quality objectives**<br>These are formulated in such a way that they can be understand and realised by all involved groups. The quality objectives define focal points for quality development and show potential for raising the organisation's profile.<br>**Quality control loop**<br>Definition and description of one or more quality control loops that the CET institution uses to ensure continuous quality assurance and development. The quality control loop describes<br>– how the CET institution sets goals,<br>– how it defines procedures, instruments, resources, quality projects and activities to achieve objectives,<br>– which evaluation procedures are used to check the objectives have been achieved, and<br>– how consequences for further development are derived.<br>**Organisation**<br>Procedures and structures for quality assurance in the CET institution<br>**Responsibilities**<br>Clarification of responsibilities and contact persons<br>Instead of a quality concept, you can also present the CET institution's quality management system and explain the essential elements. |
| **Documentation of an implemented and evaluated quality project** | With at least one documented example, you show which specific and systematic activities were used to pursue, implement and check the set quality objectives.<br>Also describe what consequences were derived for the quality development of the CET institution. For example, you can document a specific quality project or the current quality processes in a specific area. |
| **Complete self-evaluation on the 19 eduQua criteria** | Self-evaluation is a central element in the quality management of the CET institution. In a data-based and experience-based self-assessment of the quality in the essential areas, you check the specified requirements as well as the objectives and demands you have set yourself based on the 19 eduQua criteria. From this, you derive specific improvement measures where necessary.<br>You can use the eduQua template or your own instrument for the presentation. The 19 eduQua criteria must be covered.<br>Self-evaluation is of great benefit to the CET institution if it is used as a management tool and is linked to the planning, steering and control of company activities. This is why self-evaluation is also listed as proof in criterion A4, Management and control of company activities. |

### Alternatively: required supporting documents if there is a certified quality management system

| REQUIRED SUPPORTING DOCUMENT | INDICATION |
|---|---|
| **Certificate and last audit or evaluation report** | If your CET institution has a certified quality management system, you can submit the certificate and an audit or evaluation report of this system. This applies in particular to the ISO 9001, ISO 21001 and IN-Qualis management systems and the Commitment to Excellence according to EFQM. This covers the supporting documents required for criterion B1 regarding the quality concept or the QMS as well as the quality project. |
| **Evidence that the quality management system in place is geared towards CET programmes** | In addition, evidence of the quality management system's alignment with the CET programmes must be submitted.<br>You show specifically how the QMS addresses the following questions:<br>– What is being done to promote the potentials and strengths of all people involved in CET services in accordance with the understanding of quality?<br>– What does the CET institution do to ensure that, in their work, all employees involved in CET services are guided by the institution's understanding of quality and its quality objectives?<br>– What specific quality projects and activities are carried out to achieve the defined quality objectives?<br>– What instruments and aids are provided for this purpose? |
| **Complete self-evaluation on the 19 eduQua criteria** | See above under "Required supporting documents" |

## PRINCIPLE C:
## TRAINERS AND LEARNING FACILITATORS

Trainers and learning facilitators with a high level of professional and didactic-methodological competence who reflect on and continuously develop their actions

C1

### CRITERION C1::
### REQUIREMENT PROFILES AND QUALIFICATION

(eduQua:2012 standard 13)

**Success factor**
Employ qualified CET staff

**Objectives of the criterion**

The learning programmes are designed and accompanied by professionally and didactically qualified trainers and learning facilitators. The institution ensures the qualification and suitability of the CET staff when selecting and deploying them in the CET programmes.

**Information to help understand and incorporate the criterion**

Criterion C1 sets out the basic requirements for the institution's CET staff. It is therefore on a higher level of the organisation.

The criterion is closely related to several other criteria:

- A1 Context and objectives of the CET institution
  This criterion includes considerations regarding the need for CET staff.
- A3 Organisation
  The tasks and functions of all employees should be defined in function and role descriptions, from which requirements for the staff can be derived.
- C2 Professional development of staff
  This criterion is closely related to C1 and refers to the measures taken by the CET institution to further develop the key qualifications of the trainers and learning facilitators.
- H2 Feedback for trainers and learning facilitators
  The basic requirements for CET staff are addressed in an exchange with participants, colleagues and those responsible for CET.

**Indicators**

**How can the implementation of the requirements be recognised?**

- Practical implementation
  - In the CET institution, the professional and adult education qualifications of all internal and external trainers and learning facilitators are checked and documented.
  - The requirement profiles are systematically kept up to date.
- Institutional and cultural integration
  - The actions of the trainers and learning facilitators are addressed with regard to didactic and personal competences, e.g. during course observation visits, discussions with co-workers and in collegial exchange forums.
  - Trainers and learning facilitators without adult education qualifications reflect on the didactic planning and implementation of specific learning units with experienced, qualified colleagues.
- Effect
  - In the feedback to the trainers and learning facilitators, the participants show a high level of satisfaction with their abilities to design and manage learning situations.

## Required supporting documents and indications for the documentation

| REQUIRED SUPPORTING DOCUMENT | HINWEIS |
|---|---|
| **Requirement profiles for CET staff** | You document the requirement profiles for the CET staff in the various areas of the CET programme. You prove that the demanded professional and adult education requirements are defined in the respective requirement profiles and that the corresponding qualifications and professional experience of the trainers and learning facilitators are clearly specified. |
| **List of all internal and external trainers and learning facilitators with information on the scope and form of the activity, professional and adult education qualifications and length of employment** | In an appropriate form you present the field of activity and the qualifications acquired by all employed trainers and learning facilitators. Subdivide the employed CET staff according to the extent of the workload based on the established limit of 150 contact hours per year. The contact hours comprise<br>the analogue and digital learning time in which the trainers and learning facilitators provide synchronous support to help participants in their learning.<br>Also indicate the persons with their adult education qualifications who accompany the (as yet) unqualified CET staff.<br>See the following explanations on the requirement "SVEB certificate or analogous". |

### EXPLANATIONS ON THE ASSESSMENT OF COMPLIANCE WITH MINIMUM REQUIREMENTS

**What does "SVEB certificate or analogous" mean?**

Trainers and learning facilitators with more than 150 contact learning hours per year must hold an SVEB certificate adult educator. The contact learning time comprises the learning hours of the participants who are directly and synchronously accompanied by trainers and learning facilitators in a face-to-face session or online. Specifically, the indicated qualification must be held by at least 80% of the CET staff for the first recertification.

This requirement can also be fulfilled by experienced trainers with analogous, i.e. comparable initial and continuing education and training:

- in the attended initial and continuing education and training programmes, competences were acquired that are comparable to those in the module "Teaching Training Courses" or in the module "Individual Guidance" of the SVEB certificate adult educator. Attended programmes in the field of education must, at least for a relevant part, relate to learning and teaching with adults.
- Those concerned must have training practice of at least 150 hours spread over at least two years.
- The scope of the initial or continuing education and training courses attended, that is, the number of hours spent studying, must correspond to the scope of the SVEB certificate.

You will present the corresponding information in the supporting document “List of trainers and learning facilitators”.

As with all other criteria, compliance with the requirements of criterion C1 is checked by the responsible auditors from the certification bodies.

To demonstrate that a qualification is comparable to the SVEB certificate adult educator, the eduQua Secretariat provides a form on its website, www.eduqua.ch, to assist with this process.

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C2

## CRITERION C2: PROFESSIONAL DEVELOPMENT OF STAFF

(eduQua:2012: standard 14)

**Success factor**
Support and promote the development of trainers and learning facilitators

**Objectives of the criterion**
The CET staff are supported by the institution in the professional, didactic and personal fields and undergo CET on a regular basis. The trainers and learning facilitators reflect on their actions and develop them further.

**Information to help understand and incorporate the criterion**
Criterion C2 contains the specifications for the measures carried out at the CET institution for the professional development of internal and external trainers. It is on a higher level of the organisation.

The criterion is closely related to several other criteria:

- A1 Context and strategy of the CET institution
  This criterion includes considerations regarding the need for CET staff.
- A3 Organisation:
  The tasks and functions of all employees should be defined in function and role descriptions, from which requirements for the staff can be derived.

**Indicators**
**How can the implementation of the requirements be recognised?**

- Practical implementation
  - In the CET institution, the individual CET needs of internal and external trainers and learning facilitators are assessed

with suitable instruments.
  - The identified need for CET is addressed with suitable measures and is largely covered.
- Institutional and cultural integration
  - In the CET institution, regular forums are offered for targeted exchange of experience and knowledge.
  - Trainers and learning facilitators are involved in planning and designing the development measures.
- Effect
  - On the basis of development measures, trainers and learning facilitators can expand their didactic and personal competences in a transparent way and consciously and confidently shape their actions in specific learning situations.

## Required supporting documents and indications for the documentation

| REQUIRED SUPPORTING DOCUMENT | INDICATION |
|---|---|
| **Internal initial and continuing education and training concept or concrete planning of CET events or exchange forums for staff** | You show how your institution promotes the development of CET staff in professional, didactic and personal fields. As a supporting document, you provide an internal initial and continuing education and training concept.<br>This describes the form in which the CET will take place, e.g. in terms of objectives, planning, forums, cost sharing, exchange/use of new knowledge in the team.<br>Instead of an initial and continuing education and training concept, you can show how you fulfil criterion C2 by means of concrete planning of internal CET programmes for a certain time period. In concrete planning, it can be seen which programmes and exchange forums have been planned for which target groups. Such forums may be:<br>– internal CET event with internal or external trainers and learning facilitators<br>– intervision<br>– supervision<br>– consultations among colleagues<br>– team events with CET content, etc. |
| **List of internal and external, subject-specific and adult education-related CET programmes attended by trainers and learning facilitators in the last twelve months** | In the list, you show who has attended which internal and external CET programme(s) and when. External means outside your own CET institution. The events must be directly related to the CET activity:<br>– subject-specific courses<br>– methodological-didactic CET programmes<br>– counselling and communication courses<br>– attended congresses, conferences, specialist lectures<br>– supervision or intervision groups, etc.<br>The period covers the last twelve months. |

OTHER POSSIBLE DOCUMENTS

**Defined procedures or instruments for identifying need and requirements for CET**

You describe the instruments used to identify the institutional need and requirements of the employees in terms of professional development. This can be done with structured procedures (questionnaire, surveys, moderations, collection of topics in teams, etc.) or within the framework of staff discussions or SD (SD concept, SD discussion questionnaire, SD discussion minutes). It should be clear that you are planning and identifying need and requirements on a targeted basis.

**Minutes of internal support activities and exchange forums**

With selected programmes or minutes of specific events, you show that the internal exchange forums and support activities have taken place, what topics were important here and what conclusions were drawn. Examples of exchange forums:

– didactic conferences/meetings for each programme
– intervision
– supervision
– consultation among colleagues
– internal CET programmes

Internal support activities can be, for example, visits, accompaniment or course observations of trainers and learning facilitators in their learning programmes.

Examples of the supporting document:

– summary of the topics from the intervision
– description of the forums “consultation among colleagues” or “intervision”
– minutes of a course observation visit

# PRINCIPLE D:
# CONCEPT OF CET PROGRAMMES

CET programmes that take into account the need for CET and the CET requirements of the clients

D1

## CRITERION D1:
## DEVELOPMENT AND ORIENTATION OF CET PROGRAMMES

(eduQua:2012 standards 1, 2)

**Success factor**
Identify need for CET and CET requirements, define orientation

**Objectives of the criterion**
CET programmes are geared to the needs and requirements of the target groups. The concepts contain defined competences or objectives and themes.

**Information to help understand and incorporate the criterion**
The requirements of criterion D1 are on a conceptual level: a CET programme is developed, positioned, justified and the orientation is determined.

The criterion is closely related to several other criteria:

- D2 Didactic concept of CET programmes
  Based on the defined orientation, i.e. the determination of the target groups and the targeted competences or objectives of the CET programme (D1), the appropriate structure and didactic design can be developed in the didactic concept (D2). The various elements are usually set out in a CET concept.
- E1 Information
  The orientation of CET programmes is reflected in the description, which takes the form of announcements and other publicly accessible information channels.
- E2 Selection of participants
  The defined prerequisites and the selection of participants are essential characteristics that show the orientation of the CET programme.

**Indicators**
**How can the implementation of the requirements be recognised?**

- Practical implementation
  **The institution develops its CET programmes on the basis of specific data from environmental and/or market analyses..**
- Institutional and cultural integration
  In the CET institution, there is regular exchange with internal

and external participants about the current need for CET of the target groups.

– Effect
  The targeted competences and the general objectives of CET programmes are transparently based on the needs analysis.

## Required supporting documents and indications for the documentation

| REQUIRED SUPPORTING DOCUMENT | INDICATION |
|---|---|
| **Concepts of CET programmes** | You present specific examples of the conceptual specifications on which the CET programme should be based.<br>Elements of a CET concept can be the following aspects:<br>– Presentation of the initial situation or the assignment<br>– Framework conditions and specifications (context)<br>– Analysis of the market environment<br>– Analysis of needs and participants' requirements<br>– Global objective of the CET programme<br>– Competence and resource profile<br>– Didactic concept with justification and reference to the subject area or professional field<br>– Reflection on transfer and assessment of learning outcomes<br>– Indications on course cost estimate<br>– Positioning and communication of the CET programme<br>– Reference to quality assurance systems and measures of the CET institution<br>This list is not exhaustive. It does not have to be proven in all points, either. |
| **Procedures or instruments to identify the needs and requirements of the target groups** | You show how you have identified the needs and requirements of the target groups for a specific CET programme and how you take the results of the analysis into account in the programme concept. Describe the following elements:<br>– Procedure for assessing needs and requirements<br>– Instruments used<br>– Results and findings<br>– Conclusions for the programme concept |

OTHER POSSIBLE DOCUMENTS

**Competence and resource model or institutional guidelines on competences or objectives**
In this supporting document, you present what specifications exist for the definition of competences and objectives at your institution or according to which model you define and structure the competences and objectives of a programme. Examples of models:
– Competence/resource model (CoRe)
– Action competence model
– Triplex model

**Example of a competence and resource profile**
You will use an example to show how, in your institution, you align CET programmes with competences to be achieved and also resources. This can be done by describing the competences to be achieved and the resources in terms of knowledge, skills and abilities
for a particular CET programme.

D2

## CRITERION D2: DIDACTIC CONCEPT OF CET PROGRAMMES

(eduQua:2012 standards 3, 4)

### Success factor

Didactically design the structure and learning settings of programmes

### Objectives of the criterion

The rough structure, the selection of focal points as well as the essential learning settings are shown in the didactic concept of CET programmes. The didactic design makes it possible to achieve the targeted competences or objectives. Appropriate forms for checking learning success are defined.

### Information to help understand and incorporate the criterion

In this criterion, the essential specifications are formulated for developing the didactic design of CET programmes.

The criterion is closely related to several other criteria:

- D1 Development and orientation of CET programmes
  The conceptual decisions on the target groups, form and orientation (D1) provide the basis for the didactic concept of the CET programme.
- F1 Learning infrastructure and learning environment
  The environment in which learning takes place can change. It is an essential characteristic of the didactic concept of a CET programme to consider the learning infrastructure and to determine a conducive learning environment.
- G1 Planning of learning units and learning situations
  The didactic concept (D2) is about fundamental, conceptual specifications for the didactic design of the CET programme. These can be presented in the form of an overview plan or a rough plan. Criterion G1 Planning of learning units and learning situations refers to the level of implementation. Based on the conceptual specifications, a detailed plan is drawn up for individual parts of the CET programme.

### Indicators

**How can the implementation of the requirements be recognised?**

- **Practical implementation**
  **The defined learning formats, learning settings and forms of assessment in CET concepts are based transparently on the andragogical guiding ideas of the CET institution.**
- Institutional and cultural integration
  The conceptual specifications for the didactic design of the CET programmes are regularly reviewed and further developed.

– Effect
The periodic evaluation of the didactic concept of CET programmes shows whether the selected learning formats, learning settings and forms of assessment are suitable for developing the targeted competences. Necessary conceptual changes are made.

## Required supporting documents and indications for the documentation

| REQUIRED SUPPORTING DOCUMENT | HINWEIS |
|---|---|
| **Concepts of CET programmes** | You submit concepts of CET programmes and therefore prove that you base them on fundamental, clarifying and binding documents. As part of the CET concept, you show the conceptual specifications for the didactic design of the programme. In the didactic concept, the following elements are essentially determined and justified:<br>– overview of structure and learning formats or rough plan of the programme<br>– selection of learning contents<br>– essential learning settings and learning arrangements<br>– formative and/or summative forms of assessment of learning progress<br>– basic didactic idea for the design<br>The specifications at concept level leave room for planning specific details and implementing the learning units that are part of the CET programme. |
| **Specific didactic guidelines for the learning formats and learning settings in certain programme areas** | With this supporting document, you document specific guidelines for the didactic design and, in particular, for the choice of suitable learning formats, learning settings and learning materials in a specific programme area at your CET institution.<br>Justify – e.g. with subject-specific didactic considerations – the extent to which the learning formats and forms of learning are particularly suitable and appropriate for achieving the competences and objectives or processing the contents in this programme or area. In the guidelines, you can also present key points on the form and use of appropriate didactic settings. |

OTHER POSSIBLE DOCUMENTS

**Directives for the forms of assessment of learning success or testing concept**
Describe which specifications apply in your CET institution for formative and summative forms of assessment of learning progress, e.g. in a specific programme area. These may contain the following elements:
– Principles for the design of forms of assessment
– Possibilities of self-assessment and assessment by other people
– Orientation, standard of evaluation
– Forms and instruments
– Documentation
– Right of inspection of the participants

Use an example to show your specifications. In the case of a qualification-oriented programme, you can also submit an examination concept.

# PRINCIPLE E: INFORMATION

Information that transparently presents the CET programmes, the target groups as well as the course fees and contract conditions

E1

## CRITERION E1 : INFORMATION

(eduQua:2012 standards 6 and 7)

**Success factor**
Inform clients transparently

**Objectives of the criterion**
Transparent presentation of the CET programmes, the course fees, payment terms and contract conditions generates security and trust.

**Information to help understand and incorporate the criterion**
The requirements of criterion E1 promote transparency of programmes, business conditions and obligations towards clients. These are given the opportunity to clarify questions and are provided with a basis for their planning.

The criterion is closely related to several other criteria:

- A2 Mission statement and andragogical guiding ideas
  The mission statement of the CET institution creates clarity about its internal and external orientation and about its self-image. The CET institution communicates this internally and to stakeholders.
- E2 Selection of participants
  All interested parties receive clear, unambiguous and complete information about the target group, orientation, prerequisites, guidance offers, how to deal with individual prerequisites, learning objectives and programmes.

**Indicators**
**How can the implementation of the requirements be recognised?**

- Practical implementation
  CET programmes, general and specific terms and conditions and information on the target group, orientation, prerequisites, guidance offers and other information relevant to the programme can be easily and transparently accessed on several suitable information channels.
- Institutional and cultural integration
  The information on the CET programmes and the advertising

are based on documents of higher importance such as the mission statement and the CET concept. There is a set procedure that defines information content and channels.

– Effectiveness
  The participants rate the information provided by the CET institution as transparent and complete. There are few participants dropping out due to lack of satisfaction with the information.

## Required supporting documents and indication for the documentation

| REQUIRED SUPPORTING DOCUMENT | INDICATION |
|---|---|
| **Overview of the programmes of the CET institution** | You present all CET programmes clearly and transparently. |
| **Examples of announcements for CET programmes** | You present some examples of announcements for CET programmes. The announcements transparently describe the contents and forms of the programmes as well as the corresponding contractual conditions. |
| **General terms and conditions** | You present the general terms and conditions, which regulate all important requirements, specifications and agreements between your CET institution and the clients. |
| **Description of the registration procedure for qualification-related programmes** | You show how the registration procedure works for selected programmes. The registration procedure, especially for qualification-related programmes, is linked to the required prerequisites as well as to the conclusion of the contract and is therefore of great importance. |

OTHER POSSIBLE DOCUMENTS

**Mission statement and description of the andragogical guiding ideas**
With the help of the mission statement, you show how the CET institution positions itself and which values and ideas it pursues. The announcements are in line with the mission statement and the andragogical guiding ideas.

E2

## CRITERION E2: SELECTION OF PARTICIPANTS

(eduQua:2012 standard 8)

### Success factor

Enable a match between the participants' requirements and the available CET programmes

### Objectives of the criterion

The orientation and requirements of a programme are clearly communicated to interested parties. The providers take measures to help ensure and check the participants are a good fit for the learning programme in suitable forms.

### Information to help understand and incorporate the criterion

The requirements of criterion E2 include, on the one hand, high demands in terms of the communication of programmes and related specifications. On the other hand, they emphasise the need for CET programmes to be geared to the participants.

The criterion is closely related to several other criteria:

- A2 Mission statement and andragogical guiding ideas
  The CET institution's mission statement generates understanding of its orientation and self-image. The CET institution communicates this internally and externally. Andragogical guiding ideas are meaningful to the target audience.
- E1 Information
  The communication of CET programmes and terms and conditions influence future participants when they decide for or against a programme. The more comprehensive the information, the clearer the picture that interested parties can have of a CET programme. If there are transparent conditions, participants and providers can see they fit well together.

### Indicators

**How can the implementation of the requirements be recognised?**

- Practical implementation
  - **The participants largely correspond to the target group of the CET programmes.**
  - **The requirements that participants have to fulfil are clearly, unambiguously and comprehensibly presented in the announcements of CET programmes.**
- Institutional and cultural integration
  - The guidance offered by the CET institution is for suggesting an optimal and suitable CET programme to future participants in the CET institution.

- Admissions may be possible on the basis of a written application ("sur dossier"), for which there are clear and transparent conditions.

– Effectiveness
  - The dropout rate due to a lack of suitability is low.

| REQUIRED SUPPORTING DOCUMENT | INDICATION |
|---|---|
| **Profile of the CET institution's clients or by programme areas** | You show which people belong to your target groups, which typical characteristics they have and which requirements they have to fulfil to be able to use your CET programmes in a meaningful way. |
| **Concepts of CET programmes** | The target group is described in the concepts of CET programmes. You use examples to show which target group is addressed by which CET programme. |
| **Documentation of selection procedures used and forms of classification** | You show which procedures you carry out for the selection of participants and which criteria are included for a possible classification. |

OTHER POSSIBLE DOCUMENTS

**Directives on providing advice to interested parties**
You document directives or standards for providing advice to interested parties, e.g. in a specific programme, and describe your considerations for successful guidance discussions on the selection and use of suitable programmes.

**Announcements**
The announcements show clearly, unambiguously and comprehensibly what is expected of participants and what educational services they can claim.

# PRINCIPLE F:
# LEARNING INFRASTRUCTURE AND LEARNING ENVIRONMENT

Learning infrastructure and learning environments that effectively support learning

F1

## CRITERION F1:
## LEARNING INFRASTRUCTURE AND LEARNING ENVIRONMENT

(eduQua:2012 standard 20)

**Success factor**
Provide suitable infrastructure, create a conducive learning environment

**Objectives of the criterion**
Learning infrastructure and learning environment support the learning process and the success of the CET.

**Information to help understand and incorporate the criterion**
Criterion F1 is central for the design and implementation of CET measures.

The criterion is closely related to several other criteria:

- D2 Didactic concept of CET programmes
  The infrastructure and learning environment provide a frame work for the didactic concept of CET programmes. The more diversely the infrastructure can be used and the learning environment can be designed, the more possibilities there are for the didactic concept of CET programmes.
- G1 Planning of learning units and learning situations
  The planning of learning units and learning situations also includes the existing infrastructure. This must be included in the planning and be available in good time.
- G2 Methodological implementation of learning units
  The existing learning infrastructure and the learning environment influence the use of media and the choice of methods. A suitable learning infrastructure is central in particular for technology-based learning settings.

**Indicators**
**How can the implementation of the requirements be recognised?**

- Practical implementation
  - The existing learning infrastructure can be used for the learning processes and for designing an effective learning environment.
  - The existing learning infrastructure fulfils the programme's

specific requirements as well as the legal requirements regarding safety and health protection.

- Institutional and cultural integration
  - The learning infrastructure and the learning environment meet the needs of the trainers, which are regularly reviewed.
- Effectiveness
  - The learning infrastructure and the learning environment contribute to the learning success and satisfaction of participants.
  - Trainers and learning facilitators are satisfied with the infrastructure options and actively use them to design the learning environment and the learning processes.
  - The learning infrastructure used is maintained and in working order.

### Required supporting documents and indication for the documentation

| REQUIRED SUPPORTING DOCUMENT | INDICATION |
|---|---|
| **Directives on teaching and learning spaces and learning infrastructure** | They describe the general specifications that must be fulfilled by the physical or analogue and digital teaching and learning spaces as well as the learning infrastructure. |
| **CET concepts** | In your CET concepts, you show which requirements exist for the infrastructure in the respective programme and how the infrastructure is used to design learning environments. |
| **Security arrangements** | You show how you ensure the safety of participants, trainers and learning facilitators as well as the infrastructure and how you comply with safety aspects. |

OTHER POSSIBLE DOCUMENTS

**Specific guidelines for the selection and use of technology-based learning environments**
You provide guidelines that govern the selection and use of technology-based aids and training resources.

# PRINCIPLE G:
# IMPLEMENTATION OF CET MEASURES

Implementation of CET measures that promotes sustainable learning processes and enables the development of competences

G1

## CRITERION G1:
## PLANNING OF LEARNING UNITS AND LEARNING SITUATIONS

(eduQua:2012 standard 9)

**Success factor**
Didactically plan learning processes

**Objectives of the criterion**
The planning of learning units and situations is carried out according to defined didactic criteria and enables effective learning processes geared towards the participants.

**Information to help understand and incorporate the criterion**
The requirements of criterion G1 stipulate that learning units and learning situations are planned and didactic considerations and orientations are incorporated in the planning.

The criterion is closely related to the following criteria:

- G2 Methodological implementation of learning units
  The planning of learning units and learning situations is necessarily connected with well-considered use – in line with the learning contents or the competences to be achieved – of methods suitable for adults and media that are effective for learning.
- D2 Didactic concept of CET programmes
  The didactic concept (D2) is about fundamental, conceptual specifications for the didactic design of the CET programme. These can be presented in the form of an overview plan or a rough plan. Criterion G1 Planning of learning units and learning situations refers to the level of implementation. Based on the conceptual specifications, a detailed plan is drawn up for individual parts of the CET programme.
- F1 Learning infrastructure and learning environment
  The environment in which learning takes place can change. Taking the learning infrastructure and learning environment into account is an essential feature when planning learning units and learning situations.

**Indicators**

**How can the implementation of the requirements be recognised?**

- **Practical implementation**
  - Learning units and learning situations are planned in a transparent way.
  - The planning provides for learning processes geared towards participants.
- Institutional and cultural integration
  - When planning learning units and learning situations, didactic specifications and principles of the CET institution are taken into account.
- Effectiveness
  - In practice, the learning units and learning situations are planned according to defined didactic criteria.

**Required supporting documents and indication for the documentation**

| REQUIRED SUPPORTING DOCUMENT | HINWEIS |
|---|---|
| **Examples of planning of learning units and learning situations** | You submit several planning documents showing how the learning units and learning situations are to be carried out. These show how didactic specifications are implemented. The documents for detailed planning can comprise individual or several learning units. |
| **Didactic guidelines for the planning instruments** | You document the specifications, guidelines and templates of your institution for the detailed didactic planning and implementation of CET sequences or learning units. |

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G2

## CRITERION G2: METHODOLOGICAL IMPLEMENTATION OF LEARNING UNITS

(eduQua:2012 standards 10, 11 and 12)

**Success factor**

Design and implement learning situations effectively

**Objectives of the criterion**

The methods, media and learning materials used enable the development of the targeted competences or objectives and the processing of the planned learning contents. The forms of learning promote resource-oriented, individual and cooperative learning processes and support transfer to everyday life.

**Information to help understand and incorporate the criterion**

The requirements of criterion G2 are on a practical training level: in training sequences, specific methods and media are used which are oriented towards the learning process and are effective for learning.

The criterion is closely related to several other criteria:

- G1 Planning of learning units and learning situations
  The planning of learning units and learning situations is necessarily connected with well-considered use – in line with the learning contents or the competences to be achieved – of methods suitable for adults and media that are effective for learning.
- F1 Learning infrastructure and learning environment
  The environment in which learning takes place can change. The methods and media used are often dependent on the existing infrastructure and learning environment.

### Indicators

### How can the implementation of the requirements be recognised?

- Practical implementation
  - The participants use the applied learning methods for independent, active and differentiated learning.
- Institutional and cultural integration
  - The learning methods, media and learning materials used meet the requirements of the CET institution in terms of didactics and transfer into practice.
- Effectiveness
  - The learning methods, media and learning materials used are geared towards the prerequisites of the participants and support transfer from and into practice.

### Required supporting documents and indication for the documentation

| REQUIRED SUPPORTING DOCUMENT | INDICATION |
|---|---|
| **Examples of specific forms and methods of learning, self-learning tasks, learning media and also methods for transferring learning and assessing learning success** | Using specific examples from training practice, you show how methods, learning media and learning materials in your CET institution promote joint, independent and differentiated learning as well as transfer from and into practice.<br>You present methods and instruments to check learning success. |
| **Guidelines for the development and use of technology-based media** | You show how technology-based media are developed and used effectively for learning in your CET institution. Possible aspects could be considerations on synchronous and asynchronous, on flexible and agreed settings as well as on forms of communication in digitally supported forms of learning. You also show how you will ensure there are human and technological resources in the CET institution and how participants will be introduced to technology-based methods and media. |

OTHER POSSIBLE DOCUMENTS

**Planning of CET sequences and learning situations**
You submit planning documents that show which media and learning materials are used in learning units and learning situations.

# PRINCIPLE H:
# EVALUATION AND DEVELOPMENT

Evaluation processes that check compliance with the specifications, agreements and promises at the level of the institution, the CET programmes and the learning success and also enable continuous further development at all levels

H1

## CRITERION H1:
## EVALUATION OF CET PROGRAMMES

(eduQua:2012 standard 5)

**Success factor**
Evaluate and further develop programmes

**Objectives of the criterion**
The CET programmes are periodically evaluated and further developed. The requirements and expectations of the participants as well as the topicality and effectiveness of the learning programmes are recorded and evaluated.

**Information to help understand and incorporate the criterion**
The requirements of criterion H1 lie in the proof of continuous and systematic further development of the CET programmes. The aim of the evaluation is continuous improvement of quality in line with the institutional goals and andragogical guiding ideas of the CET institution. It is possible to set priorities for an evaluation period.

The criterion is closely related to several other criteria:

- A2 Mission statement and andragogical guiding ideas
  The evaluation of the CET programmes is based on the defined values and guidelines of the CET institution.
- A4 Management of company activities
  Results from the evaluation of the CET programmes are incorporated in the self-evaluation and in the assessment of the institution's services. Conversely, results from the monitoring of activities must be taken into account in the evaluation.
- B1 Quality management system
  The evaluation of CET programmes is a fundamental element of the CET institution's quality management system. The evaluation examines the implementation of the quality objectives

in the CET programmes.

- D1 and D2 Development and didactic concept of CET programmes
  The further development of the programme concepts is essentially based on the results from the regular evaluation of the implementation.
- H2 Feedback for trainers and learning facilitators
  The evaluation helps the trainers and learning facilitators reflect on their work and experience a constructive feedback culture. The evaluation and exchange are geared towards the learning success of the participants.
- H3 Satisfaction with institutional services
  The evaluation of the CET programmes takes into account administrative and organisational services that are important for the learning success of the participants.

**Indicators**

**How can the implementation of the requirements be recognised?**

- Practical implementation
  - Systematised observations, feedback and/or key figures on the learning success of the participants and the quality of the CET programmes are available from the following involved people:
    - Participants
    - Trainers and learning facilitators
    - Other people involved in the learning success, e.g. employers of the participants as well as the people in charge of the programme
    - Commissioning authorities and external auditing bodies
  - The results of the evaluation are prepared in an appropriate form and are available to important stakeholders
- Institutional and cultural integration
  - Measures derived from the evaluations are available, which take into account the values and guidelines of the CET institution.
  - The chosen focus, timing and periodicity of the evaluations enable continuous and systematic development of the CET programmes.
- Effectiveness
  - The methods and instruments used are designed for measuring learning success and related factors.
  - Different, complementary evaluation methods are used (e.g. participant surveys, course observation visits, evaluation talks and the collection of statistical key figures).
  - The results of the evaluation show that the interests and requirements of the target groups of the CET programmes are mostly met.

## Required supporting documents and indication for the documentation

| REQUIRED SUPPORTING DOCUMENT | INDICATION |
|---|---|
| **Presentation of the evaluation methods and instruments used for the review and development of the CET programmes** | You prove that you regularly and continuously review and further develop the CET programmes using appropriate means. You show which methods and instruments you use to gain comprehensive insights into the quality of CET programmes. |
| Documentation of an evaluation carried out with objectives, results and conclusions | Using at least one documented evaluation process, you show how you specifically proceed to evaluate a CET programme, what results are produced here and how you process them. You also describe how the evaluation results are made available in a suitable form to those involved, i.e. participants, trainers, learning facilitators and other stakeholders, and what consequences are derived for further development. |

OTHER POSSIBLE DOCUMENTS

**Overview of available data sources (e.g. participant statistics, success rates)**
You present an overview of the data and information you use to review and further develop the CET programmes. Include results from external audits and reviews in addition to internal sources.

**Evaluation concept or quality concept**
If you have an evaluation concept that describes the systematics and procedure for evaluating CET programmes, you can submit this as well. The same applies to a quality concept that documents the procedure for quality development of the CET programmes.

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H2

## CRITERION H2: FEEDBACK FOR TRAINERS AND LEARNING FACILITATORS

(eduQua:2012 standard 15)

### Success factor
Cultivate a feedback culture, improve learning processes

### Objectives of the criterion
The trainers and learning facilitators understand their work as an elementary component of the learning success of the participants. They maintain continuous exchange with participants, trainers and learning facilitators and also with those who are responsible for quality issues regarding CET programmes.

### Information to help understand and incorporate the criterion
Trainers and learning facilitators are in regular exchange with participants and/or other trainers and learning facilitators. They promote a

constructive feedback culture that enables continuous further development of the CET programmes.

The criterion is closely related to several other criteria:

- B1 Quality management system
  Cultivating a feedback culture is a fundamental element of the quality management system. Continuous exchange on quality issues of the CET programmes enables learning processes to be improved.
- H1 Evaluation of CET programmes
  The feedback culture ensures that evaluation results are discussed with the people involved. It forms the basis for deriving needs-oriented and requirement-oriented consequences for the quality development of CET programmes.
- H3 Satisfaction with institutional services
  The feedback culture ensures that administrative and organisational services can be optimised.

**Indicators**

**How can the implementation of the requirements be recognised?**

- Practical implementation
  - There are process descriptions or reports that describe or document the exchange between participants and trainers and learning facilitators.
  - At team level, course observation visits, staff discussions and feedback from colleagues are documented.
- Institutional and cultural integration
  - Objectives and the procedure for feedback are defined and known to those involved.
  - Minutes and results can be viewed by those involved.
- Effectiveness
  - People involved in the realisation of CET programmes know key evaluation results and the consequences derived from them.
  - Participants in CET programmes are informed about evaluation results.

### Required supporting documents and indication for the documentation

| REQUIRED SUPPORTING DOCUMENT | INDICATION |
|---|---|
| **Example of teaching or learning process evaluation with feedback to trainers or learning facilitators** | You use an example to show how you obtain and design feedback on a learning process. You demonstrate how you integrate participants and other people involved in the realisation of the learning unit. In doing so, you focus in particular on the exchange about the results and the consequences for the learning processes. |
| **Feedback instruments used** | You show which methods and instruments you use to ensure that contributors and participants discuss the quality issues of the learning programmes. |
| **Roundup of observation visits for learning units in the past year** | In a roundup you document the mutual course observation visits between trainers and learning facilitators as well as the visits to learning units by programme heads and supervisors in the past year. |

OTHER POSSIBLE DOCUMENTS

**Evaluation or feedback concept**
If you have an evaluation or quality concept that sets out the procedure for evaluating CET programmes and for ensuring a continuous feedback culture, you can submit this as well.

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H3

## CRITERION H3: SATISFACTION WITH INSTITUTIONAL SERVICES

(eduQua:2012 standard 21)

### Success factor
Offer client-oriented services

### Objectives of the criterion
The quality of the institution's services associated with the CET programmes is continuously evaluated and further developed.

### Information to help understand and incorporate the criterion
The requirements of criterion H3 lie in proof of the continuous survey and evaluation of administrative and organisational services that are important for the learning success of participants in the CET programmes. This includes the design of premises and platforms, access to information and complaints management.

The criterion is closely related to several other criteria:

- B1 Quality management system
  The evaluation of CET programmes is a fundamental element of the CET institution's quality management system. The evaluation also examines, for instance, the participants' satisfaction with organisational and administrative services that are important for the learning success of the participants.
- H1 Evaluation of CET programmes
  In the evaluation of the CET programmes, for instance, organisational and administrative services that are important for the learning success of the participants are recorded and evaluated.

**Indicators**

**How can the implementation of the requirements be recognised?**

- Practical implementation
  - Evaluation reports are available which document observations, feedback and/or key figures on administrative and organisational services.
  - The results are prepared in an appropriate form and are available to important stakeholders.
- Institutional and cultural integration
  - Data is collected on administrative and organisational services.
  - The interests and requirements of the clients of the CET programmes can be seen in the results.
- Effectiveness
  - The instruments used are designed to identify the participants' requirements in terms of administrative and organisational services.
  - Participants are familiar with the complaints management of the CET institution.
  - The feedback and complaints lead to changes in the offered administrative and organisational services.

## Required supporting documents and indication for the documentation

| REQUIRED SUPPORTING DOCUMENT | INDICATION |
|---|---|
| **Examples of results from client surveys and development measures** | You use an example to show how you improve the quality of organisational and administrative services. This is based on the results of client surveys and the measures derived from them. |
| **Evaluation instruments used** | You show which instruments you use to carry out and evaluate client surveys and ensure the quality development of the services associated with the CET programmes. |
| **Description of channels for making claims/complaints** | You describe where clients can turn to in case of claims/complaints and how complaints are dealt with in the CET institution. |

OTHER POSSIBLE DOCUMENTS

**Surveys and development of client satisfaction over the last three years**
If you have data that enables statements to be made on the development of client satisfaction over the last three years, you can also submit the results of these analyses.

# Guide to the Certification Procedure Regulations

In this part of the guide, indications, explanations and practical aids are given for individual chapters of the Certification Procedure Regulations.

These aids are regularly supplemented.

## FOR CHAPTER 5 WORK REQUIRED AND FEES

### 5.1 DETERMINATION OF THE CERTIFICATION PROCEDURE AND PROVIDER CATEGORY

**Example of the calculation of participant lessons***
Calculation of the number of lessons per year and educational programme:

- The lessons (learning hours) of the contact learning time, physically present or online, count 100%.
- The lessons (learning hours) of the guided, assigned self-learning time also count 100%.
- At least 50% of the individual self-learning time included in the educational programme is credited.

Calculation of participant lessons per educational programmes per year:
Total number of lessons of the contact learning time and the guided, assigned self-learning time as well as the individual self-learning time (50%) multiplied by the number of participants in all programmes carried out

Calculation of participant lessons per year and allocation to the certification procedure:

- Total number of participant lessons per educational programme
- The average of the last three years is calculated as the basis for the allocation of participant lessons to certification procedure A, B or C.
- If no data is available for the last three years, the participant lessons of the previous year or the estimated participant lessons of the current year are used for the allocation to the certification procedure and are verified after one year.

### Sample calculation

| Year/ category | a Number of lessons of the contact learning time per educational programme | b Number of lessons of guided, assigned self-learning time (100%) | c Number of lessons of included individual self-learning time (at least 50%) | d Number of participants per educational programme | Total participant lessons: Column (a+b+c) x d per educational programme | Total participant lessons per year across all educational programmes |
|---|---|---|---|---|---|---|
| **2018** | Course A: 60<br>Course B: 90<br>TP** A: 1200<br>TP B: 450 | Course A: 20<br>Course B: 30<br>TB A: 500<br>TP B: 150 | Course A: (90) 45<br>Course B: (50) 25<br>TB A: (400) 200<br>TP B: (300) 150 | 20<br>15<br>16<br>14 | 2 500<br>2 175<br>30 400<br>10 500 | 45 575 |
| **2019** | Course A: 60<br>Course B: 90<br>Course C: 45<br>TP B: 450 | Course A: 20<br>Course B: 30<br>Course C: 10<br>TP B: 150 | Course A: (90) 45<br>Course B: (50) 25<br>Course C: (20) 10<br>TP B: (300) 150 | 19<br>14+12 (2 x gef.)<br>16<br>16 | 2 375<br>3 770<br>1 040<br>12 000 | 19 185 |
| **2020** | Course A: 60<br>Course B: 90<br>Course C: 45<br>LG A: 1200<br>TP B: 450 | Course A: 20<br>Course B: 30<br>Course C: 10<br>TB A: 500<br>TP B: 150 | Course A: (90) 45<br>Course B: (50) 25<br>Course C: (20) 10<br>TB A: (400) 200<br>TP B: (300) 150 | 21<br>15<br>14<br>16<br>12 | 2 625<br>2 175<br>910<br>30 400<br>9 000 | 45 110 |
| **Average participant lessons over the last three years:** | | | | | | **36 623**<br>**This corresponds to procedure B** |

* One lesson corresponds to one hour, i.e. 60 minutes including a 10-minute break.
** TP stands for training programme.

## FOR CHAPTER 6 EDUQUA QUALITY LABEL

### 6.1 USE

The use of the eduQua logo on documents such as diplomas, certificates, confirmations of participation or similar can lead to misunderstandings regarding the scope of validity of the eduQua certification and is therefore not permitted.

It is possible to refer to the institution's eduQua certificate on these documents without using the eduQua logo. It must be clearly stated that it is the institution and not the individual educational programme that is certified. Continuing education and training providers are required to use the following text module: "Institution XY is eduQua certified".

# Appendix

**Templates and forms for eduQua**

**The templates and forms can be downloaded from the website www.eduqua.ch.**

SVEB
FSEA
Schweizerischer Verband für Weiterbildung
Fédération suisse pour la formation continue
Federazione svizzera per la formazione continua
Swiss Federation for Adult Learning

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