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Automatisch generierte Beschreibung

# SELF-EVALUATION

Name of the Continuing Education and Training (CET) institution

Date

Objective and purpose

The self-evaluation is intended to assess the degree of compliance with the 19 eduQua criteria as well as the institution's own target values, quality requirements and promises. It should be based as far as possible on figures, data and facts as well as on the results of internal and external reviews. The self-evaluation can also be used for internal quality control.

Structure of the self-evaluation

The self-evaluation is based on the structure of the 8 eduQua principles and their 19 criteria and is structured as follows:

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| No. | eduQua criterion Self-defined quality requirements/objectives | Indicators/key figures Information, sources Measuring instruments | Target value/ideal value Basis of assessment | Actual values, own evaluation and assessment Balance of strengths and weaknesses | Degree of compliance (X) | | | Development measures |
| not met | min.met | well met | What do we want to do? In what timeframe? Who is responsible for the implementation? |
| X | **Title of the eduQua criterion**  Success factor and objectives of the criterion  Requirements that need to be evaluated  **Self-defined quality requirements**  Own requirements that the CET institution wishes to comply with in relation to the eduQua criterion | **Indicators/Key figures**  Which indicators/key figures can be used to measure or evaluate how well we comply with the eduQua criterion or our own quality requirements?  **Information, sources**  Which data, information (surveys) form the basis for assessing the fulfilment of the eduQua criterion or the own quality requirements? (e. g. evaluation of course attendance, evaluation of audits, etc.).  **Measuring instruments**  Which instruments are used to collect the key figures or information? (e. g. questionnaire etc.) | **Target values and characteristics**  Which values or characteristics are taken as a basis for the evaluation of the fulfilment of the eduQua criterion or the own quality standards?  For indicators/key figures   * Target/ideal value (e.g. 80% of participants recommend the offer to others, etc.). * Trend * Comparison with previous year etc. for data & information * General evaluation questions (e.g. Are we orienting ourselves to the andragogical guiding ideas? * Evaluation of a quality feature (e.g. Are the andragogical guiding ideas appropriate?) | **Evaluation and assessment**   * What actual values/results have we achieved? * How are the data, actual values or information to be assessed on the basis of the assessment principles? * How do we assess the evaluation results? What conclusions can be drawn? |  |  |  | **Which corrective and development measures must be initiated to comply with the eduQua criterion or the own quality requirements and target values?** |

On the following pages, the corresponding criteria for the 8 eduQua principles are listed, which you can supplement with your own quality requirements and goals.

# PRINCIPLE A - LEADERSHIP

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

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| not met | min. met | well met | What do we want to do? In what timeframe? Who is responsible for the implementation? |
| **A1** | **CONTEXT AND OBJECTIVES OF THE CET INSTITUTION**  Take the context and stakeholders into consideration.  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.  Own objectives: |  |  |  |  |  |  |  |

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| **A2** | **MISSION STATEMENT AND ANDRAGOGICAL GUIDING IDEAS**  Define, communicate and implement values and guidelines.  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.  Own objectives: |  |  |  |  |  |  |  |

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| not met | min. met | well met | What do we want to do? In what timeframe? Who is responsible for the implementation? |
| **A3** | **ORGANISATION**  Align the organisational structure of the CET institution with the goals and programme.  The CET institution defines its organisational structures and decision-making systems in accordance with its objectives and its CET programme.  Own objectives: |  |  |  |  |  |  |  |

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| not met | min. met | well met | What do we want to do? In what timeframe? Who is responsible for the implementation? |
| **A4** | **MANAGEMENT OF COMPANY ACTIVITIES**  Set a clear framework and continuously review results.  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  Own objectives: |  |  |  |  |  |  |  |

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| not met | min. met | well met | What do we want to do? In what timeframe? Who is responsible for the implementation? |
| **A5** | **DEALING WITH RISKS AND OPPORTUNITIES**  Identify, assess and monitor risks and opportunities.  The management ensures the achievement of the institution’s objectives and the sustainability of its activities by effectively and efficiently dealing with risks and opportunities.  Own objectives: |  |  |  |  |  |  |  |

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| **A6** | **DOCUMENT CONTROL AND DATA PROTECTION**  Control the documented information, protect and secure data.  The CET institution controls the creation and storage of the documented information, ensures data and personal protection and ensures information is not lost and misused.  Own objectives: |  |  |  |  |  |  |  |

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.

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| not met | min. met | well met | What do we want to do? In what timeframe? Who is responsible for the implementation? |
| **B1** | **QUALITY MANAGEMENT SYSTEM**  Organise quality assurance and development.  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.  Own objectives: |  |  |  |  |  |  |  |

# 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.

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| not met | min. met | well met | What do we want to do? In what timeframe? Who is responsible for the implementation? |
| **C1** | **REQUIREMENT PROFILES AND QUALIFICATION**  Employ qualified CET staff.  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.  Own objectives: |  |  |  |  |  |  |  |

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| **C2** | **PROFESSIONAL DEVELOPMENT OF STAFF**  Support and promote the development of trainers and learning facilitators.  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.  Own objectives: |  |  |  |  |  |  |  |

# PRINCIPLE D: CONCEPT OF CET PROGRAMMES

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

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| **D1** | **DEVELOPMENT AND ORIENTATION OF CET PROGRAMMES**  Identify need for CET and CET requirements, define orientation.  CET programmes are geared to the needs and requirements of the target groups. The concepts contain defined competences or objectives and themes.  Own objectives: |  |  |  |  |  |  |  |

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| **D2** | **DIDACTIC CONCEPT**  **OF CET PROGRAMMES**  Didactically design the structure and learning settings of programmes.  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.  Own objectives: |  |  |  |  |  |  |  |

# PRINCIPLE E: INFORMATION

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

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| not met | min. met | well met | What do we want to do? In what timeframe? Who is responsible for the implementation? |
| **E1** | **INFORMATION**  Inform clients transparently.  Transparent presentation of the CET programmes, the course fees, payment terms and contract conditions generates security and trust.  Own objectives: |  |  |  |  |  |  |  |

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| **E2** | **SELECTION OF PARTICIPANTS**  Enable a match between the participants’ requirements and the available CET programmes.  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.  Own objectives: |  |  |  |  |  |  |  |

# PRINCIPLE F: LEARNING INFRASTRUCTURE AND LEARNING ENVIRONMENT

Learning infrastructure and learning environments that effectively support learning.

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| **F1** | **LEARNING INFRASTRUCTURE AND LEARNING ENVIRONMENT**  Provide suitable infrastructure, create a conducive learning environment.  Learning infrastructure and learning environment support the learning process and the success of the CET.  Own objectives: |  |  |  |  |  |  |  |

# PRINCIPLE G: IMPLEMENTATION OF CET MEASURES

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

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| **G1** | **PLANNING OF LEARNING UNITS AND LEARNING SITUATIONS**  Didactically plan learning processes.  The planning of learning units and situations is carried out according to defined didactic criteria and enables effective learning processes geared towards the participants.  Own objectives: |  |  |  |  |  |  |  |

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| **G2** | **METHODOLOGICAL IMPLEMENTATION OF LEARNING UNITS**  Design and implement learning situations effectively.  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.  Own objectives: |  |  |  |  |  |  |  |

# 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.

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| **H1** | **EVALUATION OF CET PROGRAMMES**  Evaluate and further develop programmes.  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.  Own objectives: |  |  |  |  |  |  |  |

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| **H2** | **FEEDBACK FOR TRAINERS AND LEARNING FACILITATORS**  Cultivate a feedback culture, improve learning processes.  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.  Own objectives: |  |  |  |  |  |  |  |

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| **H3** | **SATISFACTION WITH THE INSTITUTIONAL SERVICES**  Offer client-oriented services.  The quality of the institution’s services associated with the CET programmes is continuously evaluated and further developed.  Own objectives: |  |  |  |  |  |  |  |

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