eduQua:2021

Quality Standard

EDUQUA

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Preface to the document Quality Standard eduQua:2021

This document presents the contents of the eduQua:2021 quality standard. The information on the eduQua quality label is divided into three documents:

QUALITY STANDARD eduQua:2021
This document presents the standard's current foundations and principles in their context, and it also describes the essential quality requirements and the required supporting documents for each criterion.

CERTIFICATION PROCEDURE REGULATIONS
This document presents the certification process and the procedure in detail. Furthermore, the different actors, the costs and the use of the label are explained.

GUIDE
This document is a compilation of all the aids used for understanding and implementing the eduQua requirements. Specifically, it contains indicators and best practice examples for the criteria as well as materials, methods and instruments.

The binding documents on the quality standard and the certification procedure are checked by the Swiss Accreditation Service (SAS) and approved by the Board of the Swiss Federation for Adult Learning (SVEB).
The guide with explanations on the individual criteria and practical aids for controlling and implementing the quality management is regularly updated by the eduQua office.
Key terms from the 2012 standard are being rewritten in the current standard:

- The former "criteria" are now called "principles" and have been expanded from six to eight.
- Instead of the previous 22 standards, 19 criteria have now been defined.

Part 1 of this document provides basic information on the orientation and structure of the quality standard eduQua:2021.
In the second part, the 19 criteria of the standard, assigned to the 8 principles, are listed in detail with the requirements and required supporting documents.
The appendix includes the detailed glossary and information on permeability to other essential quality labels.

Ueli Bürgi and the team of authors

1 Introduction and foundations

1.1 ORIENTATION AND CONCEPTUAL FOUNDATIONS

1.1.1 eduQua:2021 – the Swiss basic label for CET providers

eduQua is the best known and most widely used quality label for continuing education and training (CET) providers in Switzerland. The CET market confirms the value of eduQua. The label is well established throughout Switzerland.
Through certification, CET providers commit themselves to giving a lot of weight to evaluating and further developing the quality of their educational programmes. The eduQua label makes this commitment visible.
eduQua was developed in 2000 on the initiative of the State Secretariat for Economic Affairs (Seco), the then Federal Office for Professional Education and Technology (OPET), the Conference of VET Offices in German-Speaking Switzerland (DBK) and the Swiss Federation for Adult Learning (SVEB). The eduQua office has been located at SVEB since the introduction of the eduQua certificate. Since 2018, SVEB has been the sole provider of the quality label.

The present revised standard eduQua:2021 pursues four central goals:

1. eduQua is geared towards current and foreseeable trends in CET.
2. The best possible support needs to be provided for the quality development of CET providers.
3. The needs of public sector funding structures are taken into account.
4. eduQua forms the basic standard for CET institutions in all fields. Technical labels that define specific requirements for certain programme and specialist areas build on this; the interfaces are clarified. This improves permeability to other educational standards.

1.1.2 Focus area of eduQua

eduQua certification is open to all institutions active in the field of CET/ adult education.

CET comprises all structured forms of adult learning. On the one hand, CET is the continuation or resumption of organised learning after completing an initial stage of education in a higher education institution, school or work. It aims to refresh, deepen and expand the acquired knowledge, skills and abilities or to learn them anew. On the other hand, CET includes the programmes of personal, professional and cultural CET that play an important role in all stages of adults' lives and careers.

1.1.3 Understanding of quality

The underlying understanding of quality in the eduQua:2021 standard is defined as follows:

CET institutions that meet the eduQua criteria

… are characterised by their high, culturally and institutionally anchored quality awareness at management and implementation level,

… promote sustainable learning success and a high level of satisfaction among participants,

… take the targeted competences or objectives and the needs of the target groups into account in their CET programmes,

… ensure transparent information for people looking for courses and participants,

… establish their quality management based on a quality control loop,

… formulate objectives and quality requirements, assess and evaluate their fulfilment and constantly continue to develop,

… experience a pronounced evaluation and feedback culture,

… recognise social developments and educational policy contexts and base their CET programmes on these,

… ensure the economic success of the CET programmes and deal with risks responsibly as an organisation.

1.1.4 Quality management system and quality control loop

The basic approaches to the quality management system (QMS) in the eduQua:2021 standard are presented in the following.

Basic assumptions

- The specifications for the quality management system are based on the framework for quality in CET in the previous section.
- For implementation, each CET institution will formulate its own understanding of quality.
- Quality assurance and development are essential, mutually dependent elements of a continuous process that includes both recurring and one-off activities.
- Quality development and assurance measures are carried out as part of quality control loops.
- In times of dynamic change, CET institutions are increasingly developing hybrid company structures: in addition to the stable process organisation with defined processes on clearly differentiated company levels, agile organisational forms with flexible, network-like and interdisciplinary organisational units are emerging which require a lot of self-responsibility for programmes or tasks.
- In line with this, the responsibilities and focus of quality management are also expanding. The aim is to find the right balance between stability and change in the organisation.

Quality control loop

The quality control loop forms the basis of the quality management system and is a fundamental model for the way people think and act in quality development and assurance.

A quality control loop is defined according to the organisational form and is related to the assurance and continuous development of quality at the level of the management system and the CET services.

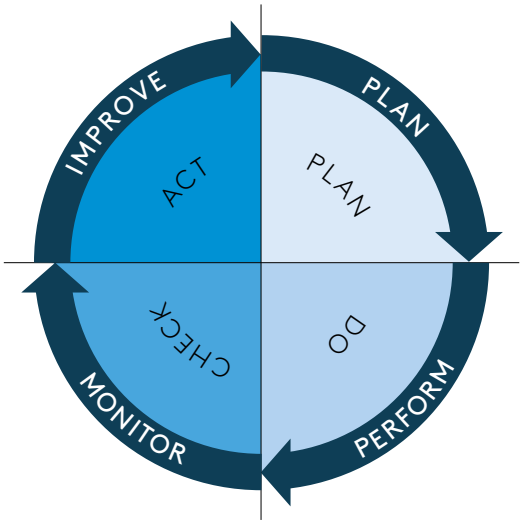

Fig. 1:
PDCA cycle according to Deming as the basis of the quality control loop

Control loops are also important for specific quality projects at all levels of the CET institution and the programmes. The work here involves setting goals, implementing measures, reviewing results and determining new measures.

Self-evaluation and quality projects

Self-evaluation of all criteria specified by eduQua as well as independently defined quality projects are key instruments of quality management.

- Self-evaluation as a management tool covers all quality areas and eduQua criteria and checks the requirements to be met as well as the goals set by the institution itself.
- Quality projects are planned by the CET institution, with self-defined quality objectives and a defined time horizon. They can concern matters from all quality areas. The main objective is to plan, enable and document quality development.

Essential requirements and supporting documents

The minimum requirements of the quality standard are defined for all criteria. They concern the requirements for the organisation, the quality management system and the learning services.
The listed requirements are essential and significant; eduQua defines them as a relevant selection without claiming to be exhaustive.
Checking the effectiveness of the quality management system is of key importance, which is done above all during the on-site audit using examples, results and derived measures as a basis.
The requirements are formulated based on their impact and are geared towards the specific improvement of the quality of the CET programmes, learning processes and the associated services.

Two categories of supporting documents are defined:

Required supporting documents

These are mandatory for all institutions.

Other possible documents

The CET institutions can set their own priorities here and demonstrate specific efforts.

1.1.5 Basic orientation in terms of adult education

This quality standard is based on a defined understanding of adult learning and takes into account trends in the development of CET programmes. The key terms and orientations are explained in the following.

Andragogy
Important principles of adult education are taken into account in the development, implementation and evaluation of the CET programmes. Essential principles are:

- Participant orientation
- Self-responsibility
- Action orientation
- Transfer orientation

Understanding of learning
Recent learning theory defines learning as a subjective, individual and social process. Learning is not a reflection of teaching but rather an independent action established by the learners and linked to their biography and life situation.
Accordingly, subject-oriented didactics asks how learners can learn better and how enabling individual learning can be didactically guided in the sense of the enabling didactics of Rolf Arnold and others.

Competence orientation
Competence orientation is of key importance in adult and continuing education and training. Depending on the perspective, more emphasis is placed on subjective development or the result:

- Subject orientation: competence means the development of a subjective potential to act independently in different areas and situations.
- Performance orientation: competence is the verifiable ability to successfully use one's own resources in different life and work situations.

CET programmes should therefore be fundamentally oriented towards defined competences and designed didactically as processes for competence development, based on subjective requirements and individual learning objectives. This does not exclude the formulation of shared learning objectives for specific learning units.
Finally, learning programmes can also focus on learning content and subjectively meaningful topics, e.g. in the field of cultural education.

Integration of technology-based programmes and learning settings
In CET, digitally supported or technology-based learning settings and learning media are increasingly being used. The degree of digitalisation varies greatly here: from the enhancement of face-to-face learning and integrated concepts in the sense of blended learning on to virtual CET programmes offered online.

For the didactic concept of a programme or when selecting suitable methods and media, it is decisive to provide clear justification based on didactic criteria. With this in mind, the quality requirements in this quality standard essentially apply to analogue and digital or technology-based learning settings and learning media. However, specific requirements for technology-based learning forms and learning media are formulated for individual criteria.
The requirements for the didactic media competence of the trainers and learning facilitators focus on the understanding of the digital action situations of the participants. When designing learning situations, it is not primarily digital skills but rather adapted didactic competences that are decisive, e.g. for the design of communication in online settings.

Diversity of programme formats

Based on the observable developments, it can be assumed that the programme formats in CET will become even more differentiated. Compared to a "classic" course, the content will develop beyond merely imparting knowledge. Other extended learning venues will become more important. And the relationship between trainers and participants will continue to change. New actors will appear on the CET market. Agile, client-oriented programmes and the trend towards individual, self-determined learning also have an impact on the programme development processes and the roles of providers.
The eduQua:2021 quality standard assumes an increasing diversity of programme formats. It contains generally formulated requirements that can be applied to very different formats and learning situations.

1.2 STRUCTURE OF THE STANDARD

eduQua:2021 is based on 8 principles in which the overall orientation of the quality standard and the main quality requirements are formulated.
The 19 eduQua criteria are distinguishing characteristics for assessing the requirements at the level of the institution and quality management, the CET programmes and the learning processes. The criteria define the specific quality requirements and the required supporting documents.
The principles, criteria and requirements are based on the demands of clients and other stakeholders.

The following diagram shows the 8 principles of eduQua:2021 in their context.

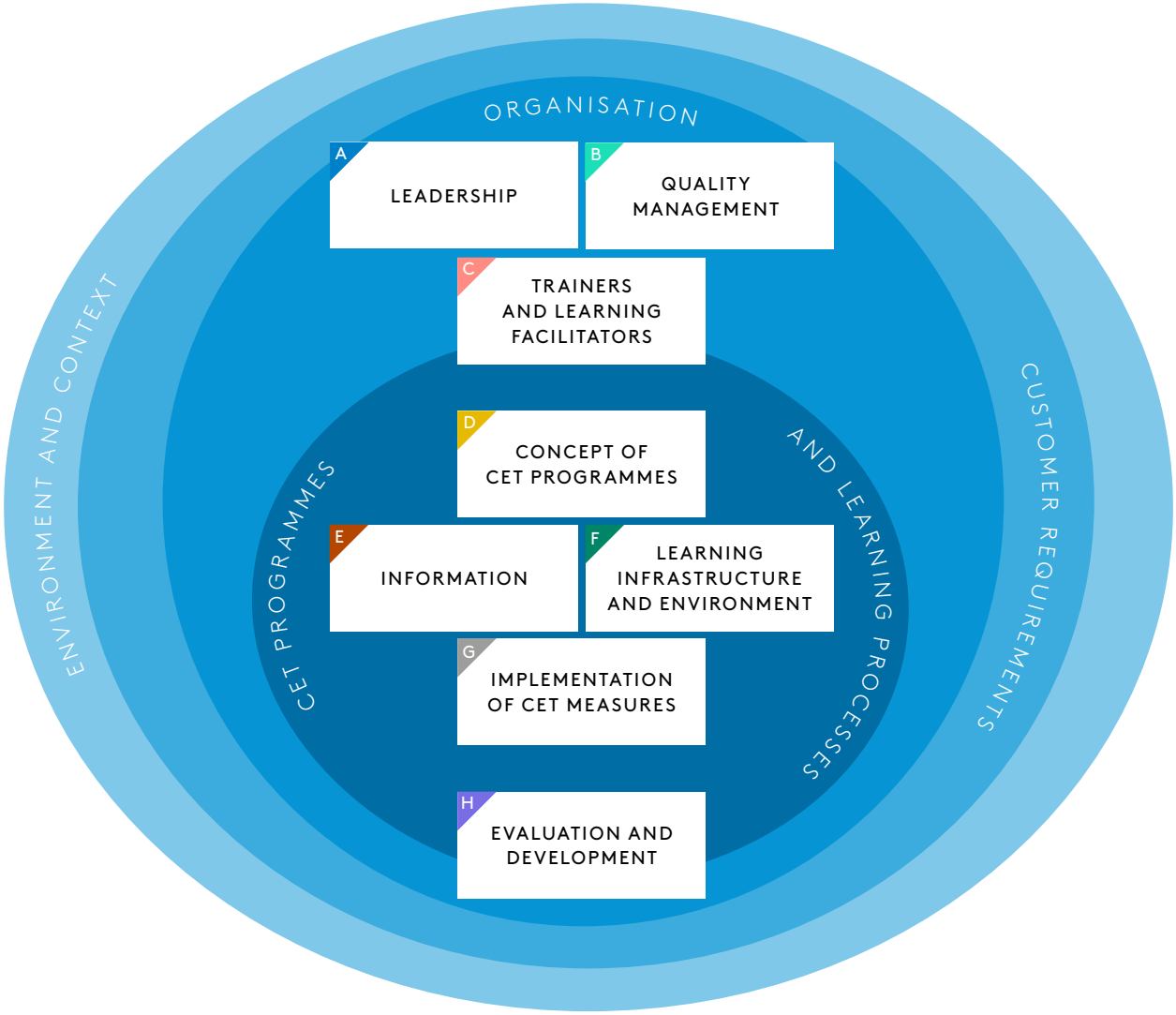

Fig. 2:
Overview of the 8 principles of eduQua:2021

1.2.1 Assignment of the criteria to the principles

In the following, the 19 criteria are assigned to the defined 8 principles.

PRINCIPLE A – LEADERSHIP

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

EDUQUA CRITERION		SUCCESS FACTOR
A1	**Context and objectives of the CET institution**	Take the context and stakeholders into consideration
A2	**Mission statement and andragogical guiding ideas**	Define, communicate and implement values and guidelines
A3	**Organisation**	Align the organisation of the CET institution with the goals and programme
A4	**Management of company activities**	Set a clear framework and continuously review results
A5	**Dealing with risks and opportunities**	Identify, assess and monitor risks and opportunities
A6	**Document control and data protection**	Control the documented information, protect and secure data

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

EDUQUA CRITERION		SUCCESS FACTOR
B1	**Quality management system**	Organise quality assurance and development

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

EDUQUA CRITERION		SUCCESS FACTOR – REQUIREMENT
C1	**Requirement profiles and qualification**	Employ qualified CET staff
C2	**Development measures and CET of staff**	Support trainers and learning facilitators

PRINCIPLE D – CONCEPT OF CET PROGRAMMES

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

EDUQUA CRITERION		SUCCESS FACTOR
D1	**Development and orientation of CET programmes**	Identify need for CET and CET requirements, define orientation
D2	**Didactic concept of CET programmes**	Didactically design the structure and learning settings of programmes

PRINCIPLE E – INFORMATION

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

EDUQUA CRITERION		SUCCESS FACTOR
E1	**Information**	Inform clients transparently
E2	**Selection of participants**	Enable a match between the participants' requirements and the available CET programmes

PRINCIPLE F – LEARNING INFRASTRUCTURE AND LEARNING ENVIRONMENT

Learning infrastructure and learning environments that effectively support learning

EDUQUA CRITERION		SUCCESS FACTOR
F1	**Learning infrastructure and learning environment**	Provide suitable infrastructure, create a conducive learning environment

PRINCIPLE G – IMPLEMENTATION OF CET MEASURES

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

EDUQUA CRITERION		SUCCESS FACTOR – REQUIREMENT
G1	**Planning of learning units and learning situations**	Didactically plan learning processes
G2	**Methodological implementation of learning units**	Design and implement learning situations effectively

PRINCIPLE H – EVALUATION AND DEVELOPMENT

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

EDUQUA CRITERION		SUCCESS FACTOR
H1	**Evaluation of CET programmes**	Evaluate and further develop programmes
H2	**Feedback for trainers and learning facilitators**	Cultivate a feedback culture, improve learning processes
H3	**Satisfaction with the institutional services**	Offer client-oriented services

1.2.2 The two central quality control loops in the standard eduQua:2021

The standard eduQua:2021 defines two central quality control loops.

1) Leadership and quality management level

Fig. 3:
Leadership and quality management quality control loop

2) CET programmes and learning processes level

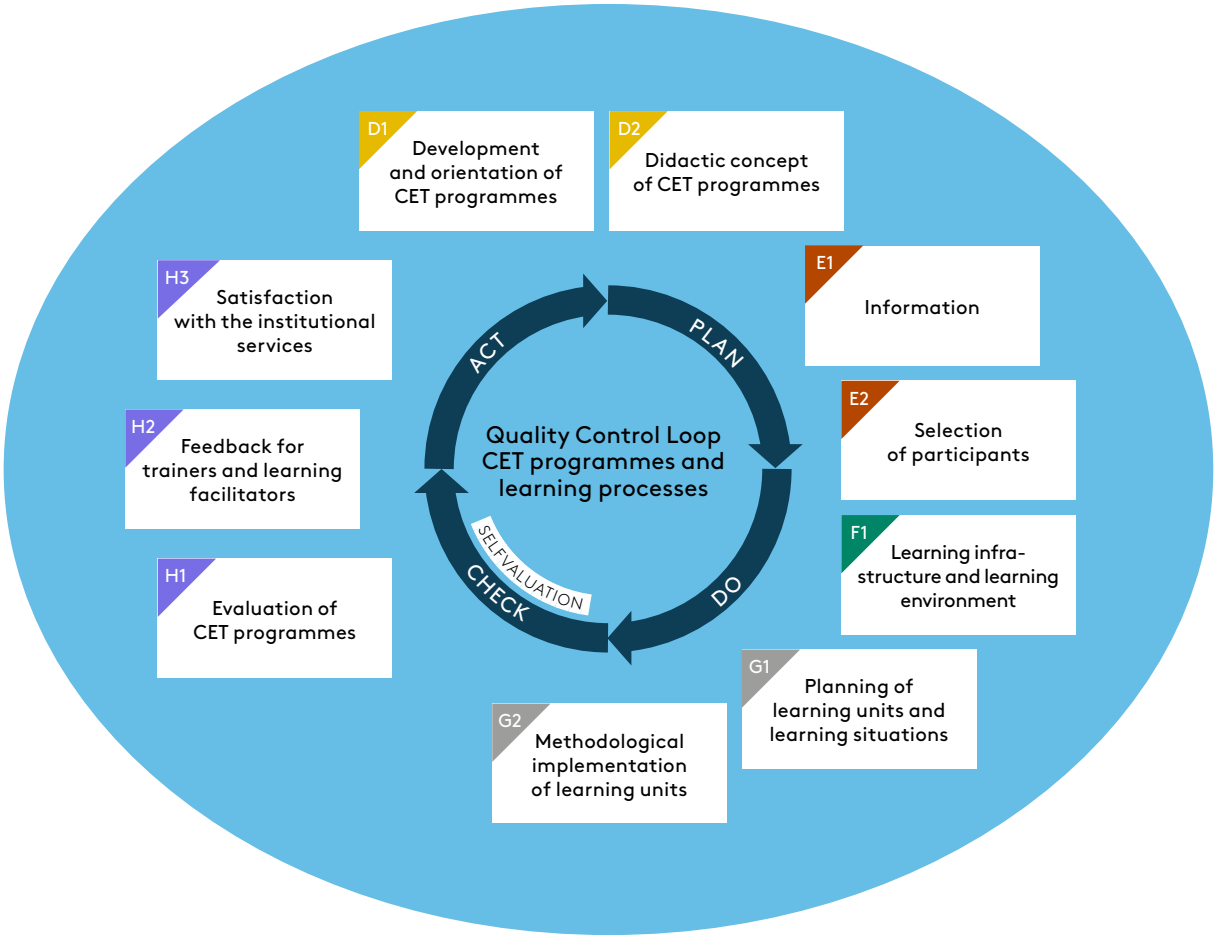

Fig. 4:
CET programmes and learning processes quality control loop

1.2.3 Structure of the criteria

The criteria of the quality standard each contain the following categories.

Designation of the criterion

- Principle to which the criterion is assigned
- Title of the criterion
- Success factor
- Objective of the criterion

Essential requirements

This part presents the basic and central requirements in the criterion in question. Essential requirements are listed without claiming to be exhaustive.

Evidence of compliance with the requirements

The documents required or suitable for proof are listed. A distinction is made between mandatory and other possible supporting documents.

Aids for practical implementation

Information to help understand the criterion, indicators of compliance with the requirements and practical explanations are presented in the guide.

2 Criteria and requirements

2.1

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 A1: CONTEXT AND OBJECTIVES OF THE CET INSTITUTION

Success factor
Take the context and stakeholders into consideration

Objectives of the criterion
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.

Essential requirements
The management of the CET institution

- provides a description of the context, including all elements that have an impact on its orientation and activities,
- maintains and develops transparent communication with the various stakeholders, in particular the relevant target groups, commissioning parties, companies, partner organisations as well as interest groups in the CET sector in question,
- takes into account the requirements of the relevant stakeholders with regard to the quality of the CET programme,
- monitors developments and trends in the field of CET and in society.

The control options correspond to the described context:

- The strategic goals of the institution are related to the specific context.
- The available continuing education and training programmes and courses are developed and adapted according to the analysis of the environment.
- With regard to the orientation of the programme and contextual factors, there is regular exchange with the participants in the CET institution.

Evidence of compliance with the requirements

Required supporting documents
- Stakeholder and/or environment analysis
- Strategic goals of the institution

Other possible documents
- Positioning of the institution's programme on the CET market
- Market analyses

A2

CRITERION A2: MISSION STATEMENT AND ANDRAGOGICAL GUIDING IDEAS

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.

Essential requirements
The mission statement of the CET institution
- shows the self-image of the CET institution and its internal and external orientation,
- describes fundamental values and attitudes of the institution as well as the targeted organisational culture,
- supports the implementation of the vision and mission,
- is a fixed component of the organisation and is renewed periodically.

The andragogical guiding ideas
- are based on an understanding of education and humans and on current findings on learning,
- show the institution's ideas regarding good learning and teaching in adult education,
- include didactic principles and specific guidelines for designing effective learning settings with adults,
- are experienced and systematically implemented in the everyday operations of the organisation and the CET processes,
- are regularly reviewed and further developed.

Evidence of compliance with the requirements

Required supporting documents
- Mission statement of the CET institution
- Andragogical guiding ideas on the understanding of learning and didactic orientation

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A3

CRITERION A3: ORGANISATION

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.

Essential requirements
The management of the CET institution
- lays down specifications for the organisational structures,
- defines tasks and responsibilities in descriptions of functions or roles,
- presents the organisational structures in a comprehensible manner,
- establishes directives for the decision-making processes in the organisation,
- determines the tasks of the management bodies and how they function,
- promotes communication between different organisational areas with appropriate forms and instruments,
- ensures regular review and further development of the organisational forms as well as the necessary stability.

The organisational and project forms
- are adapted to the context, the objectives, the CET programme and the resources of the organisation,
- promote the inclusion of the experiences and competences of employees and representatives from different functions and areas,
- enable a balance between ongoing development and constant measures for the stability of the organisation.

Evidence of compliance with the requirements

Required supporting documents
- Overview of the organisational structure, e.g. organisation chart
- All function descriptions or role descriptions
- Directives on decision-making processes

Required supporting documents
- Guidelines for organisational units and project structures

A4

CRITERION A4: MANAGEMENT OF COMPANY ACTIVITIES

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.

Essential requirements:
The management of the CET institution
- defines the framework for planning, controlling and monitoring the activities and services of the CET institution,
- defines organisational and quality objectives for a defined time period,
- integrates self-evaluation according to the 19 eduQua criteria into the control and review of activities and services,
- provides the necessary resources and services for the institution's activities and quality assurance,
- incorporates the services of external agents, subcontractors and partner organisations in planning, control and monitoring,
- plans regular improvement measures based on the results of the self-evaluation and the other control and monitoring instruments

The complete self-evaluation of the 19 eduQua criteria
- is carried out annually and provides an important basis for planning, control and review processes,
- shows the application and fulfilment of the eduQua criteria from the perspective of the CET institution,

- takes into account both the specified quality requirements and its own quality objectives,
- includes the need for improvement and the planned development measures.

The review and assessment of the CET institution's services comprises the relevant results from internal and external reviews, data, facts and parameters as well as weighted empirical values.
The following inputs or results from internal and external reviews as well as the listed parameters must be taken into account or checked and reported:

- Results and assessments from external audits by certification bodies and reviews by public authorities or other specialist bodies
- Results and assessments from internal audits
- Results from the evaluation of CET programmes
- Results from the handling of complaints and claims
- Development of the number of participant lessons
- Number of newly implemented courses or learning programmes
- Re-enrolment rate
- Drop-out rate

The following parameters can be checked and reported:

- Ratio of number of planned courses to number of provided courses or attended learning programmes
- Examination success rate
- Market shares
- Key figures on economic success

The CET institution defines and reviews further parameters and factors that are relevant to it when assessing performance.

Evidence of compliance with the requirements

Required supporting documents

- Priority objectives and planned activities for a defined time period
- Self-evaluation on the 19 eduQua criteria
- Documentation of the relevant inputs or results
- from internal and external reviews as well as the specified parameters of the last year

Required supporting documents

- Controlling concept or collection of control and monitoring instruments
- Balanced scorecard
- Assessments of programme evaluations

A5

CRITERION A5: DEALING WITH RISKS AND OPPORTUNITIES

Success factor
Identify, assess and monitor risks and opportunities

Objectives of the criterion
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.

Essential requirements
The management of the CET institution

- takes into account personnel, organisational, technological and financial risks and opportunities,
- identifies and describes risks and opportunities for the smooth
  running of the institution and the quality of its services,
- assesses risks in terms of the probability of occurrence and the possible extent of damage,
- assesses opportunities in terms of their significance,
- monitors relevant risks and takes preventive measures where possible,
- implements measures to limit damage in the event of risks,
- supports an error culture among all people involved in the organisation,
- ensures financial management for the institution in compliance with the law.

Evidence of compliance with the requirements

Required supporting documents

- List and assessment of risks and opportunities
- Examples of preventive or corrective measures
- Audit report or income statement/balance sheet

Required supporting documents

- Minutes of internal meetings on how to deal with risks and learn from mistakes
- Documentation of the internal control system ICS

A6

CRITERION A6: DOCUMENT CONTROL AND DATA PROTECTION

Success factor
Control the documented information, protect and secure data

Objectives of the criterion
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.

Essential requirements
Controlling the documented information:
The management of the CET institution

- is responsible for the necessary documented information for effective quality management,
- organises the preparation and updating of the supporting documents required for the standard,
- controls the identification, availability and storage of the documented information as well as access to the documents,
- determines and updates the necessary knowledge for the conformity of the CET programmes and activities with the legal requirements and official decrees,
- generally supports the capture and utilisation of knowledge in the organisation,
- promotes the use of employees' skills and experience.

Data protection:
The institution relies on data protection regulations that are geared to the CET programme. The institution's regulations and measures ensure in particular that

- the personal rights of the participants are extensively protected,
- the personal data is protected against loss and unauthorised access,
- participants have access to all data concerning them,
- participants and CET staff are informed about data protection,
- the rights of use for learning materials and data carriers used are observed.

Data security:
The management of the CET institution

- ensures the filing, storage and appropriate protection of the documented information,
- takes organisational and technical measures for data security,
- informs all involved parties about the safe handling of equipment and data processing.

Evidence of compliance with the requirements

Required supporting documents
- Guidelines for documenting information and safeguarding knowledge in the CET institution
- Regulations on data protection and compliance with personal rights
- Directives for secure handling of data in the institution

Other possible documents
- Information sheet on data protection for participants

2.2

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

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.

Essential requirements
The quality management system meets the following requirements:
- Quality development is aimed at promoting the potential and strengths of all people involved in CET services in line with the understanding of quality.
- Continuous quality assurance and development is carried out as part of quality control loops with defined goals, procedures, instruments, resources and evaluation processes.

- The quality understanding and quality objectives of the CET institution are set out in writing, are based on the organisation's mission statement and are known to all employees involved in the CET services.
- Processes and procedures that ensure the quality
- of the CET programmes are defined in a way that they can be understood, are clearly presented and are reviewed internally at planned intervals.
- In order to achieve the defined quality objectives, projects and activities are carried out and appropriate instruments and aids are made available.
- Responsibilities, roles and competences are defined.
- The staff in all areas and external representatives are involved in the specific quality work.
- Quality development processes are appropriately documented and communicated.
- The annual self-evaluation based on the 19 eduQua criteria forms an integral basis for the quality management system.
- The effectiveness and feasibility of the quality management system is reviewed regularly, and necessary measures and improvements are defined and implemented on an ongoing basis.

Evidence of compliance with the requirements

Required supporting documents
- Quality concept or presentation of the quality management system
- Documentation of an implemented and evaluated quality project
- Complete self-evaluation on the 19 eduQua criteria

Alternatively, if another certified quality management system is in place, the following documents may be submitted:
- Certificate
- Last audit or evaluation report
- Evidence that the quality management system in place is geared towards CET programmes
- Complete self-evaluation on the 19 eduQua criteria

2.3

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

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.

Essential requirements
The deployed internal and external CET staff

- meet professional and adult education requirements,
- can prove that they have the required formal qualifications, specific professional experience and further training, or are in a corresponding initial or continuing education and training programme.

In the case of initial certification,

- at least one person or 10% of the trainers and learning facilitators with a workload of more than 150 hours of training or learning support per year must hold an SVEB certificate adult educator or something similar,
- trainers and learning facilitators without adult education qualifications must be appropriately accompanied by people qualified in adult education (at least a Federal Diploma of Higher Education as Adult Instructor or similar) when designing learning programmes.

In the case of recertification,

- at least 80% of the trainers and learning facilitators with a workload of more than 150 hours of training or learning support per year must hold at least an SVEB certificate adult educator or a similar certificate or be in a corresponding initial or continuing education and training programme,

– new trainers and learning facilitators with a workload of more than 150 hours of training or learning support per year must be in possession of an SVEB certificate adult educator or a similar certificate no later than 3 years after taking up their work,
– trainers and learning facilitators without adult education qualifications must be appropriately accompanied by people qualified in adult education (at least a Federal Diploma of Higher Education as Adult Instructor or similar) when designing learning programmes.

Evidence of compliance with the requirements

Required supporting documents
– Requirement profiles for CET staff
– 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 as well as length of employment

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C2

CRITERION C2: PROFESSIONAL DEVELOPMENT OF STAFF

Success factor
Support and promote trainers and learning facilitators

Objectives of the criterion
The CET staff are supported and promoted 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.

Essential requirements
The institution's support and promotion of internal and external CET staff
– is based on an internal initial and continuing education and training concept or on concrete planning,
– is based on the assessment of the need for further development at the institution and the requirements of the CET staff,
– takes into account current developments in the professional, didactic and personal fields,
– supports the development of specific media competences of trainers and learning facilitators in technology-based forms of learning,

– includes appropriate forums for exchange and consultation among trainer and learning facilitator colleagues,
– takes place through regular internal or external CET events used by staff,
– encourages trainers and learning facilitators to reflect on their own actions based on feedback from participants, colleagues, accompanying people and supervisors.

Evidence of compliance with the requirements
Required supporting documents

– Internal initial and continuing education and training concept or concrete planning of CET events and exchange forums for staff
– List of external and internal, subject-specific and adult education-related CET courses attended by trainers and learning facilitators in the last 12 months

Other possible documents

– Defined procedures or instruments for assessing need and requirements for CET
– Minutes of internal support activities and exchange forums

2.4

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

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.

Essential requirements
The orientation of CET programmes
- is based on an identified need for CET in the target groups' field of action,
- refers to social and professional developments and requirements,
- takes into account the needs of the target groups or the requirements of the commissioning parties,
- is in line with the offer strategy and the strengths of the CET institution,
- is geared towards defined competences or objectives and themes to be achieved,
- takes into account higher-level concepts and relevant specifications,
- implements institutional foundations for didactic understanding,
- is presented in a CET concept.

The determination of the targeted competences or objectives
- is oriented towards action situations and current living environments,
- is based on a competence and resource model or institutional foundations to formulate competences or objectives.

Evidence of compliance with the requirements

Required supporting documents
- Concepts of CET programmes
- Procedures or instruments to identify the needs and requirements of the target groups

Other possible documents
- Competence and resource model or institutional guidelines on competences or objectives
- Example of a competence and resource profile

D2

CRITERION D2: DIDACTIC CONCEPT OF CET PROGRAMMES

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.

Essential requirements
The didactic concept
- is an integral part of a CET concept and refers to the defined framework and content orientation of the programme,
- shows the basic didactic idea and the essential decisions for the didactic design of the CET programme with justifications,
- contains an overview of the parts of the CET programme or a rough planning.

The learning contents
- take into account the prerequisites of the target groups,
- are geared towards the defined competences/objectives,
- are professionally up-to-date and relevant for participants and their practice,
- are structured didactically.

The learning formats
- are oriented towards the competences or objectives to be achieved in terms of form and sequence,

– are geared to the target group and enable individual learning paths,
– are based on the didactic principles,
– mean the exchange between all participants can be effective for learning in social forms of learning,
– are based on didactic considerations in relation to analogue, purely technology-based learning or forms of blended learning.

The forms of learning and learning settings
- take into account the didactic guiding ideas of the institution or the CET programme,
- enable effective and individual learning processes,
- make reference to the practice or life situations of the participants,
- are designed in such a way that participants can increasingly take responsibility for their learning,
- are, in technology-based learning settings, based on suitable learning media and specific didactic considerations.

The forms for checking learning progress and learning success
- are geared towards the competences and objectives to be achieved in the CET,
- are oriented towards relevant content and practice as well as the individual requirements of the participants,
- enable formative assessment of the learning process,
- are adult-oriented and include opportunities for self-assessment and assessment by other people,
- are based on specifications on the form of feedback to the participants and the confirmation of learning achievements.

The summative forms for checking learning success
- are transparent in terms of learning content, expected performance, implementation, assessment criteria and evaluation,
- follow a clear structure, are consistent in terms of content and unambiguous in the wording of the tasks,
- set tasks at different performance levels,
- target high validity, reliability, objectivity, comparability, equality of opportunity, economy and appropriateness.

Evidence of compliance with the requirements

Required supporting documents
- Concepts of CET programmes
- Specific didactic guidelines for the learning formats and learning settings in certain programme areas

Other possible documents
- Directives for the forms of assessment of learning success, testing concept

2.5

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

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.

Essential requirements
The public information on the CET institution

- is up-to-date, comprehensible and easily accessible,
- includes important aspects of the organisation, organising institution, field of activity, educational mission and an dragogical guiding ideas,
- provides information about the responsible contact persons,
- provides information about existing cooperation projects.

The announcements for CET programmes

- make the competences and objectives to be achieved transparent,
- show learning contents and forms of learning clearly,
- provide information on organisational topics such as learning formats, dates, learning periods, learning locations and also on the trainers and learning facilitators,
- provide information on accessibility for people with impairments/disabilities,
- provide full information on costs and any contributions,
- declare the learning materials and equipment needed and the technical requirements,
- describe the legal framework, such as the appeal options and cancellation conditions, and provide clear information on the general terms and conditions.

The announcements on qualification-related CET programmes

- list the qualifications and recognitions to be obtained,
- such as association and industry recognition, federal recognition, credit points,
- clearly and transparently describe the target group and admission requirements,
- provide information on the requirements to be met for qualifications, such as required learning periods, intermediate qualifications, qualification procedures.

For CET programmes with a significant share of digitally supported learning media and forms of learning

- the technical requirements for the participants' infrastructure and the required or desired competences are made transparent.

Evidence of compliance with the requirements

Required supporting documents

- Overview of the programmes of the CET institution
- Examples of announcements for CET programmes
- General terms and conditions
- Description of the registration procedure for qualification-related programmes

Required supporting documents

- Mission statement and description of the andragogical guiding ideas

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E2

CRITERION E2: SELECTION OF PARTICIPANTS

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.

Essential requirements

The CET providers

- present the orientation and target groups of the respective programme in a clear and understandable way,
- define the requirements and the targeted competences and objectives,
- offer individual advice for interested parties,
- define how to deal with individual requirements and learning objectives in the programme,
- establish selection procedures for level courses or longer courses, with appropriate procedure forms such as placement tests, admission interviews, assessments, etc.

The requirements for participants

- are presented in a clear, unambiguous and comprehensible form,
- are differentiated according to mandatory and desirable prerequisites,
- can be verified in a comprehensible manner,
- can also be proven on the basis of a written application ("sur dossier") in the case of required educational achievements.

Evidence of compliance with the requirements

Required supporting documents

- Profile of the institution's clients or by programme areas
- Concepts of CET programmes
- Documentation of selection procedures used and forms of classification

Other possible documents

- Directives on providing advice to interested parties
- Announcements

2.6

PRINCIPLE F: LEARNING INFRASTRUCTURE AND LEARNING ENVIRONMENT

Learning infrastructure and learning environments that effectively support learning

F1

CRITERION F1: LEARNING INFRASTRUCTURE AND LEARNING ENVIRONMENT

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.

Essential requirements
Learning infrastructure and technical equipment

- support the development of competences or the achievement of objectives as well as the processing of learning contents,
- enable the planned forms of learning and promote the desired learning processes,
- correspond to the understanding of learning in the programme and the state of the art,
- are operational and functional,
- comply with legal and health protection requirements.

The physical and virtual learning environment

- is set up in a way that is conducive to learning,
- promotes the implementation of didactic requirements of the organisation and the programme,
- meets the requirements in terms of safety, health, ecology and hygiene,
- supports informal meetings, exchange and refreshments during breaks at face-to-face events,
- enables barrier-free access and participation of people with impairments/disabilities in corresponding programmes.

The technology-based tools and aids of the learning environment

- are selected according to defined criteria,
- are easily accessible, well structured and user-friendly,
- promote the exchange of information and cooperation between the people involved,
- have comprehensible application aids,
- enable the confidentiality of personal data to be ensured,
- are regularly serviced or maintained,
- are introduced to participants where necessary and participants are given guidance in their use,
- are provided in the required form at all learning venues by the institution.

Evidence of compliance with the requirements

Required supporting documents

- Directives on teaching and learning spaces and learning infrastructure
- CET concepts
- Security arrangements

Required supporting documents

- Specific guidelines for the selection and use of technology-based learning environments

2.7

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

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.

Essential requirements
The tools for planning learning processes

- are used according to standardised didactic specifications in the CET institution,
- contain essential didactic elements for determining learning situations,
- show the roles of those involved and their didactic scope of action,
- are meaningful and comprehensible for trainers or learning facilitators in the learning programme.

The didactic planning of learning units and learning situations

- takes into account the conceptual specifications,
- is geared to the learning level and requirements of the participants,
- takes into account different learning phases and promotes individual learning processes,
- enables the development of the targeted resources, objectives and contents,
- identifies the learning contents or topics,
- is regularly reviewed and further developed.

Evidence of compliance with the requirements

Required supporting documents
- Examples of planning of learning units and learning situations
- Didactic guidelines for the planning instruments

G2

CRITERION G2: METHODOLOGICAL IMPLEMENTATION OF LEARNING UNITS

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.

Essential requirements
The teaching and learning methods, media and learning materials used
- are based on the conceptual specifications regarding the didactic design,
- correspond with the type of learning contents and the targeted competences/objectives,
- are appropriate to the target group and the learning requirements of the participants,
- take into account different learning styles and learning abilities,
- support the independent and active processing of learning contents and tasks,
- enable a variety of learning activities and learning experiences,
- are reflected on individually or collectively.

The self-learning activities used
- take into account individual requirements and different learning phases,
- enable differentiated learning,
- include motivating, diverse learning pathways and appropriate challenges,
- are clearly guided and accompanied in a way that is conducive to learning.

When using technology-based learning settings and learning media,

- the media and learning methods are developed and tested based on a concept,
- learning assignments are designed with different approaches and requirements,
- both arranged, synchronous and also flexible, asynchronous learning processes are made possible,
- the communication processes among participants are promot ed and accompanied on a targeted basis,
- participants are, where necessary, gradually introduced to the forms of learning and media.

The planned methods and learning situations for transfer and to ensure learning success

- are meaningfully integrated into the learning process,
- enable practical application or are related to everyday actions,
- include realistic requirements in terms of knowledge and skills,
- may also include feedback from the workplaces of the participants,
- are evaluated in terms of results and experiences.

Evidence of compliance with the requirements

Required supporting documents

- Examples of specific forms and methods of learning, self-learning tasks, learning media and also methods for transferring learning and assessing learning success
- Guidelines for the development and use of technology-based media

Other possible documents

- Planning of learning units and learning situations

2.8

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

CRITERION H1: EVALUATION OF CET PROGRAMMES

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.

Essential requirements
The evaluation of CET programmes

- is carried out systematically and regularly, the process and the evaluation procedures are presented and justified,
- is in line with institutional goals and andragogical guiding ideas of the CET institution,
- uses appropriate and complementary instruments such as participant surveys, course observation visits, evaluation talks and statistical key figures,
- takes place continuously and at a justified time during, at the end of and after the implementation of the programme,
- includes appropriate presentation and careful interpretation of the results,
- records both weaknesses and strengths of the programmes
- and includes proposals for results-based adaptation and further development of the programmes,
- considers how well the programmes suit the requirements of participants and target groups,
- takes into account external inputs or specifications from authorities and inputs from stakeholders,
- enables the learning effectiveness and significance of the qualification to be tested in practice,

– includes informing participants and other stakeholders about results and consequences,
– is based on the CET institution's understanding of quality and is an essential component of the quality control loops.

Evidence of compliance with the requirements

Required supporting documents
– Presentation of the evaluation methods and instruments used for the review and development of the CET programmes
– Documentation of an evaluation carried out with objectives, results and conclusions

Other possible documents
– Overview of available data sources (e.g. participant statistics, success rates)
– Evaluation concept or quality concept

H2

CRITERION H2: FEEDBACK FOR TRAINERS AND LEARNING FACILITATORS

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.

Essential requirements
Those responsible at the CET institution
– promote a constructive feedback culture that enables a development-oriented discussion of positive and negative aspects of the available CET services,
– understand feedback as an instrument of quality development,
– clarify responsibilities and the issues of obligation and confidentiality when dealing with feedback,
– take care of various forms of feedback, such as participant feedback, feedback from colleagues, course observation visits, staff discussions or peer consulting,
– encourage staff to reflect on and implement the received feedback,

– define objectives and procedure for feedback as well as the roles of those involved, e.g. participants, experts, colleagues, managers.

Evidence of compliance with the requirements

Required supporting documents
– Example of teaching or learning process evaluation with feedback to trainers and learning facilitators
– Feedback instruments used
– Roundup of observation visits for learning units in the past year

Other possible documents
– Evaluation or feedback concept

H3

CRITERION H3: SATISFACTION WITH THE INSTITUTIONAL SERVICES

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.

Essential requirements
The institution organises its administrative and organisational services in accordance with the clients' requirements:
– the information required to use the CET programmes is accessible.
– Questions and concerns of clients are taken up and quickly clarified.
– Premises, platforms and learning spaces are designed and equipped in a user-friendly manner.
– The services connected with the learning programme and the roles of the contact persons are clearly communicated to the participants.
– The procedure for claims and complaints is regulated; these are dealt with promptly.
– The institution takes suggestions and criticism on board and actively addresses improvements.
– The competences of the staff in contact with clients are promoted via professional development.

The satisfaction of clients is evaluated on a regular basis:

- Satisfaction with the administrative and
- organisational services is checked by means of appropriate instruments and corresponding criteria.
- The evaluation of the results and the responsibilities for development measures are regulated.

Evidence of compliance with the requirements
Required supporting documents

- Examples of results from client surveys and development measures
- Evaluation instruments used
- Description of channels for making claims/complaints

Other possible documents

- Surveys and development of client satisfaction over the last three years

3 Appendix

3.1 GLOSSARY

A

ACTION SITUATION
A professional, technical, social or private task, question or problem that relates to a specific situation and can be tackled by applying knowledge or skills.

ADMISSION ON THE BASIS OF A WRITTEN APPLICATION ("SUR DOSSIER")
A procedure for admitting participants to a continuing education and training (CET) programme in which competences acquired on or off the job and evidence of formal requirements are taken into account when making a decision.

ANALOGOUS
Analogous means comparable, corresponding. An analogous qualification therefore means a corresponding certificate with comparable initial or continuing education and training.

ANDRAGOGY
Science that deals with adult education.

ANNOUNCEMENT
A (written) statement or information about a specific educational programme. Interested people or organisations can apply for, participate in or commission a programme based on the announcement.

AUDIT
The audit is the review and hearing procedure in an institution in order to examine the implemented quality management system to check conformity with the standard requirements and its effectiveness, to identify any deviations and to give indications of where improvements can be made. There are two types of audit in eduQua:

- The external audit, which is the responsibility of an external institution that implements it, e.g. the certification body.
- The internal audit, which is carried out by the continuing education and training (CET) institution on its own responsibility, if necessary with assistance by external experts.

Cf. > DOCUMENT INSPECTION

AUDITOR
Employees or representatives of a certification body who verify that the educational institution complies with the eduQua criteria and requirements and have the necessary competences to do this work. They carry out certification audits and interim audits.

C

CERTIFICATION
Certification is a procedure that confirms an educational institution's compliance with defined criteria and quality requirements. Inspection and confirmation are carried out by a management system certification body accredited according to ISO/IEC 17021-1.

CERTIFICATION BODY
Institution accredited by the Swiss Accreditation Service SAS that carries out the certification procedure at a continuing education and training (CET) provider based on the valid eduQua standard and makes the certification decision.

CET CONCEPT
A continuing education and training (CET) concept is a structured design and written plan for a learning programme for adults and defines the content, didactic, financial and organisational aspects of the developed programme. A CET concept can also refer to the set of all CET programmes of an organisation or in a specific area.

CET INSTITUTION
Institutions active in the field of continuing education and training (CET) for adults.

CET MEASURES
Continuing education and training (CET) measures refer to all learning units, courses, learning situations and learning programmes that are carried out for adults in the context of CET. The term refers to the specific learning opportunities at the implementation level.

CET PROGRAMME
A continuing education and training (CET) programme is a structured learning programme aimed at adults and under the responsibility of a CET institution. This includes courses, seminars, modules, degree programmes, training courses, online learning programmes, learning workshops, webinars and other formats.

CET REQUIREMENT
The continuing education and training (CET) requirement is based on an experienced lack of knowledge, skills and abilities in an occupational or life situation and is the desire of a person or group to eliminate this through a CET measure. Summarised, objectified CET requirements of groups are part of the need for CET.

CLIENTS
Clients of a continuing education and training (CET) institution are visitors or users of CET programmes; they can be individuals or groups of people as well as institutions (companies, associations, authorities, etc.). Clients in the broader sense are also employers of participants.

CLIENT PROFILE
Clients are characterised by demographic characteristics such as gender, age, occupation, etc. and behavioural characteristics such as participation in training events, attendance of information events, participation in internet forums, etc. The client profiles are used for defining the target groups in more detail. Cf. > TARGET GROUPS

CLIENT SURVEY

Survey of clients on their satisfaction with the administrative and organisational tasks associated with the continuing education and training (CET) programmes they use.

COMMISSIONING PARTY

People or organisations that purchase an educational service from the continuing education and training (CET) institution or commission such a service.

COMPETENCES

Competence refers to a person's ability to act. Competences are abilities to act in a self-organised, creative, successful and responsible way in an open situation. Competences do not only cover specialist knowledge and skills but also interdisciplinary skills, which are often referred to as methodological competence, social skills and people skills.

COMPETENCE AND RESOURCE MODEL

Continuing education and training (CET) programmes are often oriented towards competences to be achieved as well as resources. This requires an understanding of competence development and an idea of the structure of the targeted competences, resources or objectives. Often these elements are described in leading competence and resource models. Examples of such models are the competence/resource model (CoRe), the action competence model and the triplex model

CONTACT LEARNING TIME

Contact learning time includes all analogue and digital learning hours of whole groups, small groups and individual learners with synchronous support by trainers or learning facilitators. It therefore comprises face-to-face learning time, including supervised group work and individual work, as well as guided webinars and learning hours of participants with digital support. Learning time includes contact learning time and also guided and individual self-learning time.

CONTEXT

Frame of reference and association of a word/an action or an institution and its activities.

CORRECTIVE MEASURES

Measures to rectify identified deviations from the standard (non-conformities), i.e. if a defined criterion is not fulfilled. There is a clear distinction between measures to rectify minor and major deviations.
Cf. > DEVIATIONS

COURSE OBSERVATION

A course observation visit is basically when a trainer attends a learning unit carried out or supervised by another person. There are two different variants:

- Visit by a person to a qualified and experienced trainer for the purpose of their own initial and continuing education and training
- Visit by an experienced person to a colleague or supervisor in the case of employees with the aim of providing qualified feedback on the attended learning unit

E

EDUQUA CRITERION
Distinguishing element for specific topics to assess the quality assurance and development of a continuing education and training (CET) institution and its CET programmes. Each eduQua criterion is assigned to an eduQua principle and contains the essential quality requirements for this element.

EDUQUA PRINCIPLE
General principles that define the key quality requirements and indicate the orientation of the eduQua:2021 quality standard.

EDUQUA REQUIREMENT
Requirements are specifications that have to be fulfilled in order to achieve a certain goal or demands. The essential requirements for each criterion listed in the eduQua standard correspond to the minimum standard with regard to the quality to be achieved. The CET institutions can also formulate their own requirements.
Cf. > SUPPORTING DOCUMENTS

ENVIRONMENT
The environment of an organisation refers to the societal, economic and social conditions that surround and affect it.

F

FEEDBACK
In communication, feedback means an evaluative response and takes place on an ongoing basis between the communicating parties. Formal feedback is an agreed response according to certain criteria.
Feedback is key to the evaluation and further development of continuing education and training (CET) programmes and can concern different levels:
- Behaviour of a person
- Characteristics of a CET programme
- Characteristics of the implementation of a learning unit
- Other characteristics

FOCUS AREA
The focus is the main point of an approach, interest or activity. The focus area defines the main areas of the approach or activities. In eduQua, the focus area covers those fields of adult education that are primarily targeted by the quality label.

FOUNDATIONS, INSTITUTIONAL
Documents, concepts, internal or external agreements and specifications that guide the institution's processes, measures, activities and continuing education and training (CET) programmes.

G

GUIDELINE
A guideline is a recommendatory but not obligatory instruction for action. In contrast to binding directives, guidelines are therefore an aid for making decisions on how to act or proceed appropriately.

GUIDING IDEAS, ANDRAGOGICAL
Andragogical guiding ideas describe – often in the form of (guiding) principles, basic attitudes, values – the institution's own understanding when dealing with adult-specific learning as well as the roles and tasks of trainers and learning facilitators.

I

INDICATIONS
Indications are information for showing development potential and risks to the institution. The way these are handled is the responsibility of the provider. The way the indications are handled by the continuing education and training (CET) institution will be checked at the next audit (interim audit or recertification).

INDICATOR
An indicator shows the specificity of a certain characteristic of a perceived object in quantitative or qualitative form.

INTERIM AUDIT
Audit to monitor and maintain certification. The first interim audit takes place within 12 months after the certification audit, the second interim audit within 9-15 months after the first interim audit. After the first re-certification, interim audits take place once per calendar year.

K

KEY FIGURE
An observed value that makes a quantitative statement about a measurement parameter or indicator. The key figure can also include statistical aspects, such as the mean value, or be linked to a reference value, such as number of participants, number of lessons, etc.

L

LEADERSHIP OF AN ORGANISATION
Leadership is usually understood as exerting goal-oriented influence on the experience and behaviour of individuals and groups within organisations and is differentiated from management as corporate leadership.
In a generic sense, leadership can also be described as the overall management of the organisation. Cf. > MANAGEMENT

LEARNING ENVIRONMENT
This summarises the external and didactic conditions that influence learning. This includes the place of learning, the learning settings used, learning materials and learning tasks as well as the design of learning situations.

LEARNING FACILITATOR
Learning facilitators are didactically trained persons who support people in individual learning processes and specifically design and facilitate them. They accompany participants in independent learning situations and in technology-based learning settings.
Cf. > TRAINER

LEARNING FORMATS
Learning formats are learning modules or learning structures, defined in terms of time, place and content, within which learning processes can take place. Examples are face-to-face events, self-study, weekly seminars, learning workshops.

LEARNING INFRASTRUCTURE
Learning infrastructure includes physical or electronic frameworks such as the spatial environment and technical resources that support learning and enable people to learn.

LEARNING PROCESS
The way people learn is biographical and is shaped by their life situation and is understood as an individual, subjective process. The learning process includes the procedures involved in learning and can be divided into different actions and learning phases. The term 'learning processes' is also used synonymously with 'learning units'.

LEARNING SETTING
Established framework and defined environmental conditions for a planned learning process. The setting includes the equipment and conditions in an analogue or digital learning space as well as the emphasis in the chosen learning media.

LEARNING SITUATION
A learning situation is a unit of time in which associated and didactically designed learning processes take place. The term is used here for learning units in very different forms.

LEVEL COURSES
Continuing education and training (CET) programmes with different performance requirements, divided into categories, on the participants.
Cf. > PLACEMENT TEST

M

MANAGEMENT
Directing, organising and planning of all company activities to achieve the company's goals.

MISSION STATEMENT
The mission statement of an organisation describes its purpose, self-image, values and the way work is carried out. A good mission statement provides an aid for the orientation of the employees, helps them identify with the organisation and motivates them. Externally, the mission statement conveys a positive image, making it an important element of public relations work.

N

NEED FOR CET
The need for continuing education and training (CET) describes the difference between the competences and resources of groups of people and the future requirements in terms of knowledge, skills and abilities of these people in the workplace or in everyday life.

O

OBJECTIVES
Objectives are statements about desired conditions in the future that are to be achieved with defined activities and measures.

OFFER STRATEGY
A provider's planned approach regarding the selection and development of offers in order to achieve the company's goals. The offer strategy plays a decisive role for the type and scope of continuing education and training (CET) programmes. Ideally, it is based on precise clarification of demand and needs.

ORGANISATION
Regulated responsibilities, powers and interdependencies which an institution relies on to fulfil its tasks.

ORGANISING INSTITUTION
The organising institution is an organisation that provides finances, personnel and material resources for the provision of a service or implementation of actions, specifies formal and organisational foundations or exercises a supervisory function.

ORIENTATION
A continuing education and training (CET) programme is geared to the specifications, demands, needs and requirements of the target groups or the commissioning parties. It is designed to meet these demands to a large extent. The orientation of the CET programme is determined by essential factors of the CET concept such as target groups, action competences or general objectives, scope, format and classification of the educational landscape.

P

PARTICIPANTS
Participants are people who attend or use continuing education and training (CET) programmes, e.g. learners, students, people who have completed training and qualification courses, people who are interested in continuing education and training.

PLACEMENT TEST
In a placement test, interested people or possible future participants demonstrate existing competences on which further educational activities are based. Placement tests are carried out for level courses so that participants can be classified.

PRELIMINARY AUDIT
The preliminary audit is a review and hearing of a continuing education and training (CET) institution, prior to the actual certification procedure, in order to assess the status and existing gaps with regard to the fulfilment of the eduQua requirements.

PREVENTIVE MEASURES
Measures to reduce the probability of risk events occurring or to minimise the extent of damage in the event of risks.

PRINCIPLES, DIDACTIC
Didactic principles are principles that apply in the CET institution with regard to the way learning processes are designed, learning content is taught and competences are developed.

Q

QUALIFICATION PROCEDURE
This is the generic term for the structured forms of assessment that are used to check and evaluate required competences of graduates.

QUALITY CONCEPT
The quality concept describes the framework for the continuous quality assurance and development of an organisation. A quality concept includes the following points in particular:

- Quality understanding and objectives of the organisation
- Description of a quality control loop that the organisation uses to determine how to set goals and procedures, how to evaluate the achievement of goals and how to implement the necessary measures
- Responsibilities and contact persons

QUALITY CONTROL LOOP
The quality control loop describes how the organisation sets objectives in the area of quality, how it defines approaches, instruments, resources, quality projects and activities to achieve the objectives, and which evaluation procedures are used to check whether the objectives have been achieved and to derive consequences for further development.
The quality control loop is a central element of the quality management system and is described in the quality concept.

QUALITY MANAGEMENT SYSTEM
A quality management system is a management system for setting and achieving quality objectives. It is integrated into the organisation's management strategy and ensures a high degree of transparency about processes and impacts.

QUALITY PROCESS
Quality processes are activities and procedures defined by the organisation to achieve desired quality objectives. They are initiated by a need or point in time and produce a result.

QUALITY PROJECT
Quality projects are activities coordinated by the organisation with the following characteristics:

- Uniqueness
- Objectives are set with regard to the quality development of the organisation
- Involves several stakeholders at the organisation
- For a limited time period
- Comprehensible and systematic approach
- Management and control of implementation
- Documentation of the processes to achieve the objectives
- Evaluation of the approach and achievement of objectives

R

RECOMMENDATIONS
Recommendations are suggestions for how to improve the quality management system or for individual quality topics and are for the benefit of the educational institution. The educational institution has the power to decide on their implementation. If they are not implemented, this has no consequences for certification.

REGULATIONS
Set of rules and provisions that apply to a specific area of work and service, a specific continuing education and training (CET) programme or specific activities, e.g. sports. The regulations are a complete and detailed collection of the valid rules in this field or for this activity.

S

SCOPE
The scope of certification defines the continuing education and training (CET) programmes and areas of the CET institution for which the eduQua certificate is valid.

SELECTION PROCEDURE
Procedure to check the suitability of people interested in a continuing education and training (CET) programme.

SELF-EVALUATION

Self-evaluation as a management tool is a data-based self-assessment of quality in the essential areas in each of the 19 eduQua criteria. With the self-evaluation, the continuing education and training (CET) institution carries out an annual review of the eduQua requirements to be achieved as well as the quality objectives it has set itself and plans the corresponding further development.

STAKEHOLDER GROUPS

Stakeholder groups are all internal and external groups of people who, either now or in the future, are directly or indirectly affected by the activities of an organisation or a company and who have requirements regarding the success of the institution's projects and activities.

SUCCESS FACTORS

Success factors are causes or essential elements for the success of an activity in order to achieve a goal.

SUPPORTING DOCUMENTS

Supporting documents are required and possible proof of whether and how the quality requirements are met. With the supporting documents, the continuing education and training (CET) institutions show in what way and to what extent the minimum requirements for each criterion are met. Two categories of supporting documents are defined in eduQua:

- Required supporting documents
  These are mandatory for all institutions.
- Other possible documents

The CET institutions can enclose supplementary documents to set their own priorities or highlight specific activities.

SUSPENSION OF CERTIFICATION

Suspension means the temporary revocation of the certificate's validity and is declared by the certification body because of persistent or serious deficiencies in the quality management system or for other important reasons. If the continuing education and training (CET) institution rectifies the deficiencies within the specified period, the certificate can be restored.

SVEB CERTIFICATE ADULT EDUCATOR

The two certificate qualifications are as follows:

- SVEB certificate adult educator – teaching training courses
- SVEB certificate adult educator – individual guidance

T

TARGET GROUP

Groups of people for whom continuing education and training (CET) programmes are developed and who are targeted by the CET institution as possible future participants.

TERMS AND CONDITIONS, GENERAL
Pre-formulated contractual clauses defined for a large number of specific individual contracts. They are drawn up unilaterally by the continuing education and training (CET) institution and only become part of the contract if accepted as valid by the client.

TRAINER
The standard uses the term trainer to refer to lecturers, (course) instructors and people with an instructional or supervisory function in learning units.
Cf. > LEARNING FACILITATOR

W

WITHDRAWAL OF CERTIFICATION
In case of withdrawal, certification is permanently withdrawn and the certificate becomes invalid.

3.2 PERMEABILITY OF EDUQUA: 2021 TO OTHER QUALITY LABELS

Initial situation and objectives

eduQua:2021 is a national quality label for CET institutions in all areas and contains basic quality requirements for the leadership and management system as well as for CET programmes and learning processes. In addition, there are various programme-specific and subject-specific labels, standards and quality principles in Switzerland that are relevant for providers in a particular CET sector.

For providers with different certifications at institution and programme level, as well as for public funding structures, it is essential that interfaces between the labels and standards are clarified, duplications are avoided and, where possible, mutual recognition is ensured.

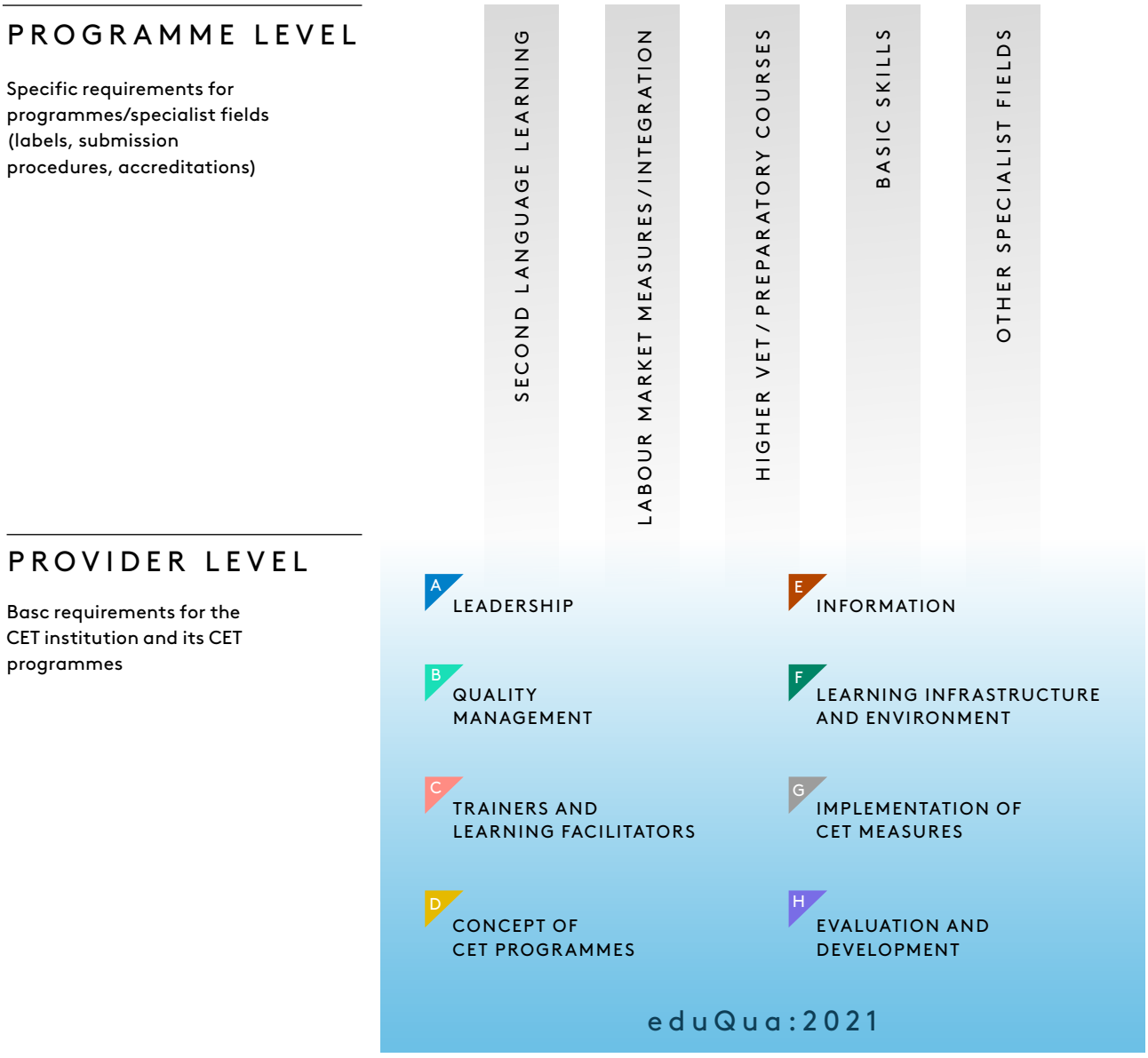

Fig. 5
Permeability – eduQua:2021 as basic standard

Relationship between eduQua:2021 and IN-Qualis:2018

	EDUQUA:2021	IN-QUALIS:2018
ORIENTATION	Quality management system for CET providers in all areas; leadership/ management system level and CET programmes and learning processes level	Quality management system for organisations in the field of work integration services; with general parts and modules for different programmes
ORGANISING INSTITUTION	Swiss Federation for Adult Learning SVEB	Swiss Work Integration Association (Arbeitsintegration Schweiz AIS)
MUTUAL RECOGNITION OR BILATERAL SUBSTITUTION	Parts/principles A Leadership and B Quality management	Module A Management and Organisation (compulsory module)
SUPPORTING DOCUMENTS	Supporting documents for this part are mutually recognised.	
CERTIFICATION PROCEDURES	Audit by certification bodies; combined procedure possible, reduction of effort and costs	
ONE-SIDED RECOGNITION OR UNILATERAL SUBSTITUTION	No one-sided recognition of a module of IN-Qualis by eduQua	eduQua certification is recognised as equivalent to Module C4, Education (elective module).
INTERFACES WITH OTHER PARTS OF THE STANDARD	No significant interfaces	

Relationship between eduQua:2021 and the fide label

	EDUQUA:2021	FIDE-LABEL
ORIENTATION	Quality management system for CET providers in all areas; basic requirements for CET institutions and their educational programmes	The fide label certifies programmes in the field of second language for adult migrants;Standards D Didactics, O Organisation of programmes and K Coordination of Cantons and commissioning bodies
ORGANISING INSTITUTION	Swiss Federation for Adult Learning SVEB	State Secretariat for Migration SEM
RELATIONSHIP	The relationship between the two labels is described as complementary by the two organising institutions.	
CERTIFICATION PROCEDURES	Separate, different procedures	
DIFFERENTIATION	Basic requirements in the areas of leadership/quality management, CET programmes and learning processes	Specific requirements for didactics and organisation of the programmes
POINTS OF CONTACT AND INTERFACES	Some points of contact, individual interfaces, e.g. in the aspect “evaluation of CET programmes”.	
SYNERGIES	No duplicate checks; individual supporting documents can be used mutually.	
SUPPORTING DOCUMENTS	– CET concept – Descriptions of functions and roles – Documentation of an evaluation	– Course concept for the programme to be distinguished – Job profiles, function descriptions – Evaluation is documented

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

Legal notice
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