

# Manual eduQua : 2012

## Information regarding the proceeding instruction for certification



Schweizerisches Qualitätszertifikat für Weiterbildungsinstitutionen  
Certificat suisse de qualité pour les institutions de formation continue  
Certificato svizzero di qualità per istituzioni di formazione continua  
Swiss Quality Certificate for Adult Continuing Education Institutions

# About us

## **Control group and publisher**

SBBK Swiss Conference of VET Offices  
SECO State Secretariat for Economic Affairs  
SVEB Swiss Federation for Adult Learning  
VSAA Association of the Swiss Employment Centers

## **Organizing institution, head office and certification bodies**

See [www.eduqua.ch](http://www.eduqua.ch)

## **Editorial office of the manual**

Heinz Kocher, in collaboration with all stakeholders

## **Translations**

Daniel Carron, collaborateur scientifique développement du personnel CFF (French)  
Divisione della formazione professionale – Team Sussidi didattici, Luca Catarin, traduttore (Italian)

## **Layout**

Yoco Your Communication GmbH, Winterthur

## **Publisher**

Self published by eduQua

## **Source of supply**

The manual can be downloaded from [www.eduqua.ch](http://www.eduqua.ch)

**eduQua : 2012 came into effect on January 01, 2013. It has been released by the Swiss Accreditation Service SAS in October 2012 and it is replacing eduQua : 2004**

# Table of contents

## Structure of the manual

The existing eduQwa manual is for one part addressed to provider of continuing education which are striving for certification or re-certification according to the eduQwa proceedings and on the other hand to auditors of the certification bodies. It consists of two parts:

### Part 1

<b>Chapter A</b>	<b>Information about the background of an eduQwa certification procedure</b>	<b>4</b>
	A.1 Development and objectives of eduQwa 4	
	A.2 Basic orientation	4
	A.3 Scope	5
	A.4 Structure and significant basic principles	6
<b>Chapter B</b>	<b>Basics regarding criteria and standards</b>	<b>7</b>
	B.1 Overview and arrangement of the 6 eduQwa criteria	7
	B.2 Allocation of the 22 standards to the 6 eduQwa criteria	8
	B.3 Allocation of the 22 standards to the 6 eduQwa criteria	10
<b>Chapter C</b>	<b>Catalog with the eduQwa standards</b>	<b>11</b>
	C.1 Courses	11
	C.2 Information	16
	C.3 Education	18
	C.4 Trainers	23
	C.5 Quality management system	26
	C.6 Leadership	27
<b>Chapter D</b>	<b>Binding templates</b>	<b>33</b>
<b>Chapter E</b>	<b>Glossary</b>	<b>34</b>

### Part 2

<b>Chapter F</b>	<b>Description of the certification procedure</b>	<b>37</b>
	F.1 Process of initial certification or re-certification	38
	F.2 Process of intermediate audits	40
	F.3 Additional information	41
	F.4 Costs	42
	F.5 Function of the auditor and of the certification body	44
	F.6 Appeals	45
	F.7 Handling of the complaints of the customers	45
<b>Chapter G</b>	<b>Organization of eduQwa</b>	<b>46</b>

# Chapter A

## Information and background of the eduQa certification procedure

### A.1 Development and objectives of eduQa

eduQa has been developed in the year 2000 on behalf of the State Secretariat for Economic Affairs (SECO), the State Secretariat for Vocational Training and Technology (BBT), the German speaking part of the Swiss Conference of Occupational Training (DBK) and the Swiss Federation for Adult Learning (SVEB). Since the introduction of the eduQa label, the eduQa head offices are settled at the offices of the Swiss Federation of Adult Learning (SVEB).

eduQa is the most known and most widespread label for providers of continuing education in Switzerland. The market for continuing education is endorsing the value of eduQa and the label is well positioned throughout Switzerland.

Through certification, the provider of continuing education is committing to keep up the quality of the courses, to evaluate and to further develop them. The eduQa label is illustrating this commitment.

**The eduQa certificate is distinguishing institutions of continuing education and therefore, is focusing on three superior objectives:**

- The transparency of the description of the courses and to improve the services for customers.
- To ensure the quality of the institutions of continuing education in terms of the 22 standards and to foster the continuous optimization.
- To create a basis for governmental decisions (authorization for submitting an offer for collective and individual courses, subsidies and others).

This standard is verified and further developed on a regular basis.

### A.2 Basic orientation

**eduQa is fulfilling the current requirements addressed to a quality management system:**

- *Process orientation:* Crucial processes for the management and for the provision of services of the provider of continuing education are in the focus.
- *Customer orientation:* The 22 eduQa standards are primarily reflecting the view of the customer.
- *Andragogy:* Principles of adult education are considered in the development, in the execution and in the evaluation of courses.
- *Evaluation:* The systematic development of quality by means of self evaluation and of certification.

## A.3 Scope

**Die eduQa certification is open for all institutions acting in the field of continuing education or catch-up education for adults.**

Continuing education can be defined as follows: Continuing education is the continuation or resumption of organized learning after termination of the initial phase of education in universities, schools and profession with the objective to renew, to deepen and to enlarge the acquired knowledge and skills or to learn these anew. Continuing education means selective learning achieved through institutionalized forms of learning such as classroom teaching of self controlled learning.

Continuing education is taking place on all levels, from the primary school (e.g. catching up on basic skills) to the secondary school level I (e.g. basic course for low skilled people) and to the tertiary level A (e.g. university level continuing education) and tertiary level B (higher vocational education, e.g. federal professional diploma or diploma of an advanced professional school HF).

Further information about the Swiss educational system can be found on the web page of EDK (Swiss Conference of Cantonal Ministers of Education) [www.edk.ch](http://www.edk.ch).

Area of education	Not in the primary focus of eduQa	eduQa in the focus of
<b>Quaternary level</b> Educational measures for adults, which are serving the acquisition, regeneration and expansion of knowledge, skills and abilities.		<ul style="list-style-type: none"> <li>• General adult education</li> <li>• Vocational continuing education</li> <li>• In-house advanced professional training</li> </ul>
<b>Tertiary level A and B</b> Educational measures which are leading to advanced recognized professional degrees or college or university degrees which are preparing to higher qualified professional functions.	<ul style="list-style-type: none"> <li>• University und ETH</li> <li>• Technical and pedagogical colleges of higher education</li> </ul>	<ul style="list-style-type: none"> <li>• Advanced vocational schools and professional degrees</li> <li>• Preparation for advanced vocational or/and technical examination</li> <li>• Institutions of the working environment and other providers of education</li> </ul>
<b>Secondary level II</b> Post-obligatory basic education preparing for professional practice and/or further training or studies	<ul style="list-style-type: none"> <li>• High schools, advanced high schools, profession oriented high school degree, professional apprenticeship (EBA, federal professional attestation, federal professional diploma (EFZ)</li> </ul>	<ul style="list-style-type: none"> <li>• Multi operational courses (ÜK)</li> <li>• Individual validation of educational performance</li> <li>• Catch-up education: Professional degree, profession oriented high school degree and high school degree</li> </ul>
<b>Secondary level I</b> Obligatory basic education, obligatory secondary school	<ul style="list-style-type: none"> <li>• Secondary and junior high school</li> </ul>	<ul style="list-style-type: none"> <li>• Basic courses for low skilled people</li> <li>• Integration courses for immigrants</li> <li>• Initial education for adults</li> </ul>
<b>Primary level</b> Obligatory basic education	<ul style="list-style-type: none"> <li>• Primary school</li> </ul>	<ul style="list-style-type: none"> <li>• Reading, calculating, writing for adults</li> </ul>

Illustration 1: Scope of eduQa

## A.4 Structure and significant basic principles

eduQa is offering a quality related basis to providers of continuing education how to control and continuously improve respectively optimize their processes and courses. Requirements to be fulfilled by an eduQa certified institution are described in this manual.

There are 6 eduQa criteria (see chapter B). Each eduQa criteria consists of a number of eduQa standards (see Chapter B2). The 22 eduQa standards are describing certain requirements to be fulfilled (see chapter C). The results are typical indicators to indicate the implementation of the requirements. The continuing education provider is visualizing the described requirements in the scope of the eduQa certification by means of data based self evaluation and of evidences.

### **Important basic principles by application of eduQa:**

- If the educational mandate or part of it are performed by an external institutions, the requirements of eduQa have also to be applied (services are purchased by the offering provider).
- Superior legislation (laws, regulations, standards etc.) has to be verified, considered and adhered to by the provider.
- All courses of a certified provider of continuing education shall meet the minimum requirements of eduQa.
- Particular examples of various aspects are listed with the requirements and indicators. These are serving as an approximate value. This listing of aspects is not final and it could be completed from case to case. Depending on the size of the provider or the type of courses not all aspects are applicable.

# Chapter B

## Basics regarding criteria and standards

### B.1 Overview and arrangement of the 6 eduQa criteria

eduQa is strongly focusing on the needs and satisfaction of the customers. Four of the six eduQa criteria are aimed at this focus. These criteria are completed with two additional criteria which are highlighting the management and the quality control of the entire organization.

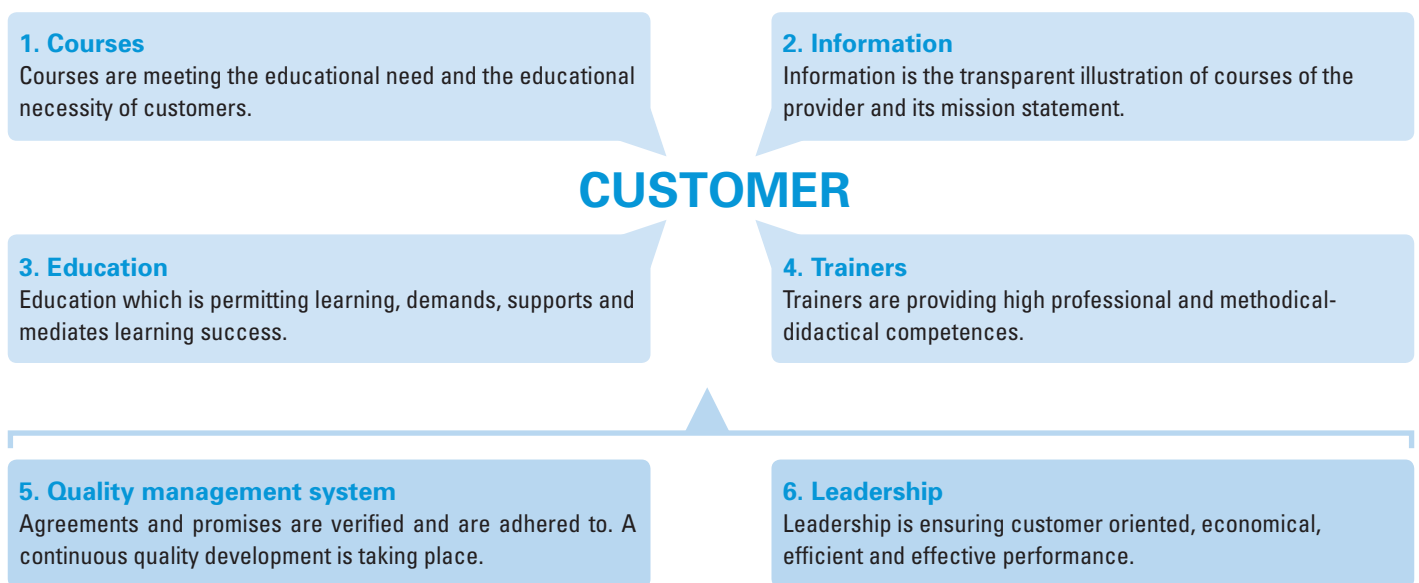


Illustration 2: Arrangement of the 6 eduQa criteria

## B.2 Allocation of the 22 standards to the 6 eduQwa criteria

### Introduction and statement on reading and understanding

In the following illustrations and templates are the 22 eduQwa standards allocated to the 6 eduQwa criteria. The eduQwa standard is a binding and defined quality level related to a subject, which is allocated to an eduQwa criteria. The 22 eduQwa standards are oriented to the success factors, which means to the business activities crucial for the provider in order to achieve its objectives.

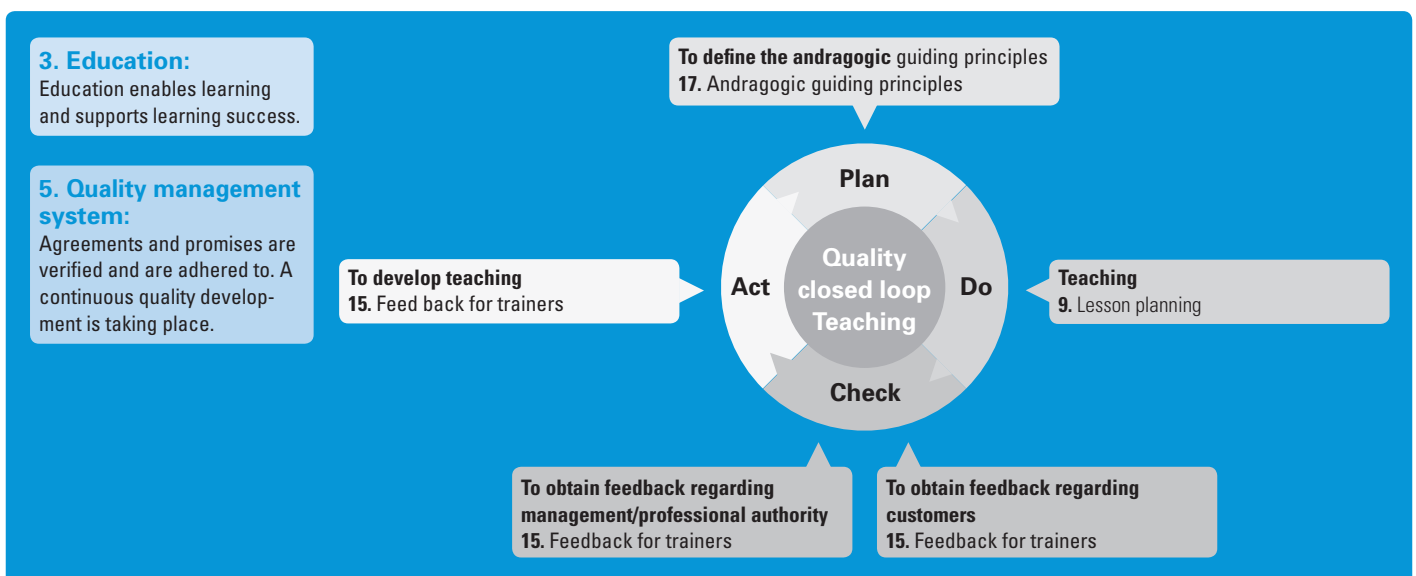
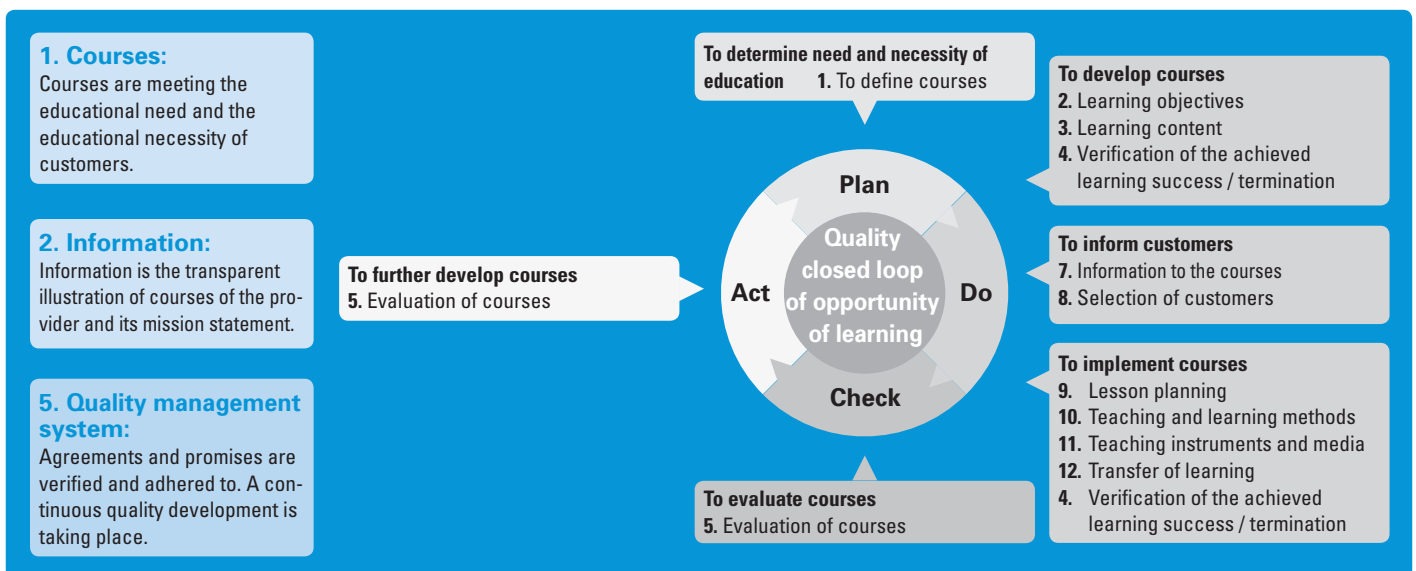
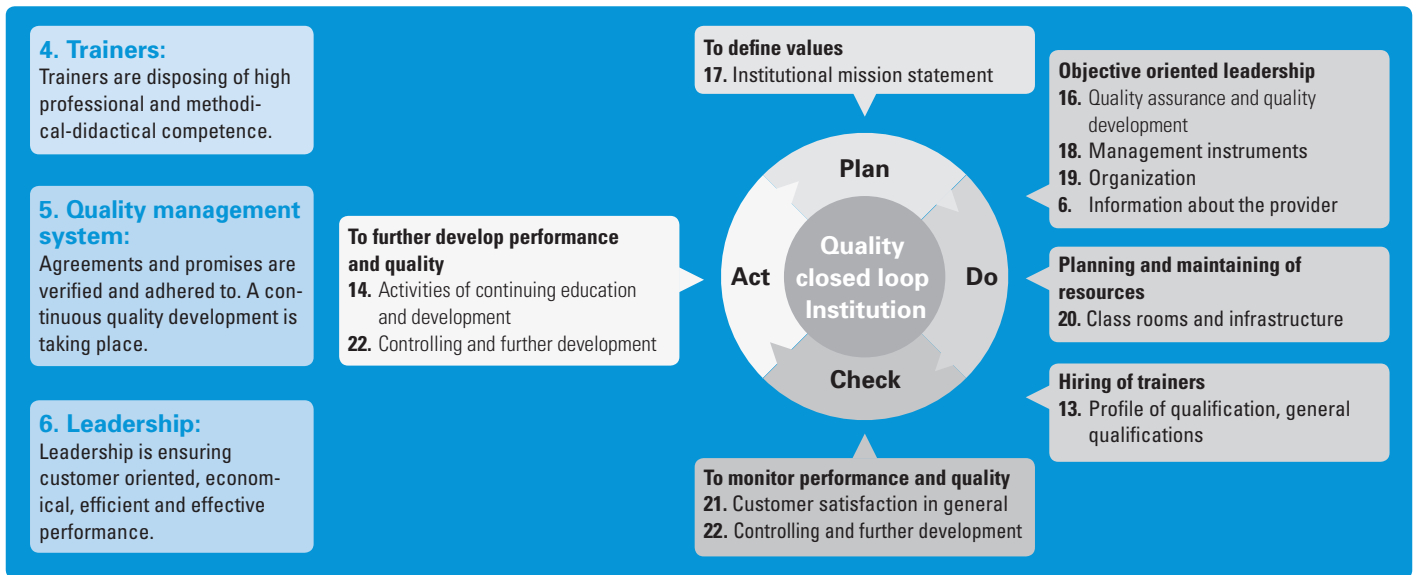


Illustration 3: Allocation of the 22 standards to the 6 eduQwa criteria



## Allocation in tabular form of the 22 eduQa standards to the 6 eduQa criteria

**eduQa criteria 1: Opportunities of learning** – opportunities of learning are meeting the educational need and the educational necessity of customers.

Success factors	eduQa standards
To determine need and necessity of education	1. To define courses
To develop courses	2. Learning objectives 3. Content of learning education 4. Verification of the achieved learning success / termination
To evaluate and to further develop courses	5. To evaluate courses

**eduQa criteria 2: Information** – Information is the transparent illustration of courses of the provider and its guiding principles

Success factors	eduQa standards
To inform customers	6. Information about the provider 7. Information about courses

**eduQa criteria 3: Education** – Education permits learning and demands, supports and mediates learning success

Success factors	eduQa standards
To implement courses	8. Selection of customers 9. Lesson planning 10. Teaching and learning methods 11. Teaching instruments and media 12. Transfer of learning

**eduQa criteria 4: Trainers** – Trainers have high professional and methodical-didactical competences.

Success factors	eduQa standards
To hire trainers	13. Profile of qualification, general qualifications
To support the trainers (to provide further education for trainers)	14. Activities of continuing education and development
To maintain a culture of feedback, to develop teaching	15. Feedback for trainers

**eduQa criteria 5: Quality management system** – Agreements and promises are verified and are adhered to. A continuous quality development is taking place

Success factors	eduQa standards
To define the management system	16. Quality assurance and quality development

**eduQa criteria 6: Leadership** – Leadership is ensuring customer oriented, economical, efficient and effective performance

Success factors	eduQa standards
To define to implement and to communicate requirements and values	17. To define an institutional mission statement and andragogic guiding principles
To lead in an objective oriented way	18. Management tools
To define structural organization	19. Organization
To plan and to maintain resources	20. Class rooms and infrastructure
To measure customer satisfaction	21. Customer satisfaction in general
To further develop performance and quality	22. Controlling and further development

## B.3 Allocation of the 22 standards to the 6 eduQua criteria

All 22 eduQua standards are described based on a standardized pattern. It should serve the user as a structured and simple supporting tool. Below, this pattern is presented in detail:

### What are the objectives and the purpose of the requirements?

*The superior objectives and the related purpose are disclosed here.*

### Which requirements have to be met?

*The concrete requirements of eduQua are listed here.*

### What indicators are illustrating the implementation of the requirements?

*The indicators are listed here where a good implementation of eduQua standards can be seen in the practice, for an example:*

- *Practical design – On what and how executed activities can the implementation of the requirements be recognized?*
- *Institutional and cultural integration – How is the implementation institutionally and culturally positioned?*
- *Impact and effectiveness- How it is recognizable that effort and results are appropriately balanced? Are the recipients of benefit satisfied with the achieved results?*

### Documentations to be submitted

*These documents are verified by the auditor previously to the audit.*

#### Regarding the institution:

- Documents/information about the provider (these are documents typically allocated to a management system).

#### Regarding learning opportunity:

- Documents/information about the selected courses

#### **Indications regarding development of the documentation:**

*Particular documents/indications must be provided in any case. These documents are considered as minimum requirement. They are listed in the description of the eduQua standards in **bold characters**. It is not necessary to prove each particular requirement in a separate document. Where possible, various requirements might be described in the very same document.*

### Verification on site

*These information and documents can be verified on site.*

#### Regarding the institution:

- Information and documents regarding the provider

#### Regarding learning opportunity / learning opportunities:

- Information and documents on the learning opportunity and/or on additional opportunities of learning

#### **Information regarding verification of information and of documents:**

*There are various documents/information which shall in any case be verified on site. They are considered as minimum requirement. They are listed in **bold characters** in the description of the eduQua standards.*

**Questions and subjects to deal with, which additionally could be discussed during the audit (e.g. highlighting of opportunities and risks, considerations regarding sustainability and impact of internal control processes).**

*Based on this issue, questions are raised which are serving further development of the own quality management system.*

# Chapter C

## Catalog containing the eduQwa standards

### C.1 Opportunities of learning

Courses are meeting the educational need and the educational necessity of the customers.

#### 1. eduQwa standard: To define courses (Criteria 1)

##### What are the objectives and the purpose of the requirements?

Good courses are oriented on the individual needs of persons and on the demand of society and economy.

##### Which requirements have to be met?

The definition of the scope of customers is clear (customer profile).

**The procedure to determine the need of education is defined. Thereby, various aspects are considered such as:**

- Needs of potential customers
- Feedback and requests of the customers
- Collaboration with associations and/or economy in order to the needs of the market.
- To clarify the qualification and professional experience of the customers
- To clarify the context of the customers (professional, family ties etc.)

**For each course there exists a curriculum (concept of the course).**

**This includes:**

- Needs analysis
- Relation to practice

##### Documentations to be submitted

**Regarding the institution:**

- **Primary target group / customer profile**
- **Procedure to determine the need of education**

**Regarding learning opportunity:**

- **Curriculum** (demand considerations, relation to practice)

##### What indicators are illustrating the implementation of the requirements?

The number of customers is increasing for the particular courses.

The offering meets the requirements and expectations of the customers and/or the ordering party.

The curriculum will periodically be verified and updated.

##### Verification on site

**Regarding the institution:**

- Result of a market research

**Regarding learning opportunity / learning opportunities:**

- Summarized and analyzed feed backs of the customers

##### Questions which could additionally be discussed (opportunities <-> risks/sustainability/impact):

- How could the course optimally be adapted to the market and to the needs of the customers?
- How do we get access to innovative and practice oriented courses

## 2. eduQa standard: Learning objectives (Criteria 1)

### What are the objectives and the purpose of the requirements?

Learning objectives are defining the skills and the competences acquired by the customers after successful termination of the education. They serve as points of reference for all those involved and are determining the selection of the contents, of the proceeding as well as of the method of the success verification.

### Which requirements have to be met?

**The provider is referring to an institutionally settled model for the application of learning objectives such as:**

- General objectives, approximate objectives, detailed objectives including taxonomy levels
- Competence and resource model with acting competences and acting situations or defining own basic principles or guidelines for the application of the learning objectives.

**These points of reference (learning objectives) are:**

- Suitable to the customer, concrete and verifiable • action oriented.
- Suitable to define learning contents
- Tailored to the learning opportunity and to the customers
- Can be achieved in the intended duration of the course and with the defined target group

### Documentations to be submitted

**Regarding the institution:**

- **Institutionally embedded models and basic principles to develop learning objectives**

**Regarding learning opportunity:**

- **All documents including the particular levels of learning objectives such as:**
  - Advertisements for courses
  - Curriculum
  - Course or training plans

### What indicators are illustrating the implementation of the requirements?

The learning objectives are listed in relevant documents (such as e.g. advertisements, curricula, course or training plans, scripts etc.).

Learning objectives are referring to an institutionally established model.

Customers are asked about achievement of their learning objectives in line with the course feed-backs.

### Verification on site

**Regarding the institution:**

- None

**Regarding learning opportunity / learning opportunities:**

- **Feed-backs by the customers** regarding classroom visits or from trainers

### Questions which could additionally be discussed (opportunities <-> risks/sustainability/impact):

- Which activities, functions or roles could the customers perform after successful termination of the courses?

### 3. eduQua standard learning contents (Criteria 1)

#### What are the objectives and the purpose of the requirements?

Learning objectives are achieved by means of the learning content. A target group oriented learning content is the basis for the tuition and meaningful for the customers.

#### Which requirements have to be met?

##### The learning contents are:

- Consequently derived from the learning objectives
- Appropriately and meaningfully structured
- Prepared suitable to the receiver and in an up-to-date manner
- Listed in a detailed information of content
- Designed according to the corporate

##### In case of seminars with several training units respectively trainers the following items are fulfilled:

- The learning contents are matched as well as the used course and teaching materials

##### Course documents and auxiliary means:

- They are up-to-date and user friendly
- They are compliant to the corporate identity / corporate design of the provider

#### Documentations to be submitted

##### Regarding the institution:

- **Quality requirements regarding the arrangement of learning contents such as:**
  - Corporate identity for the documents for customers and for presentations
  - Information how the provider will assure compliance to the requirements

##### Regarding learning opportunity:

- **Curriculum** (definition of the learning contents, list of the applied teaching materials, documents of customers and eventual further auxiliary means)

#### What indicators are illustrating the implementation of the requirements?

Learning contents are prepared in an useful and appealing manner.

##### The course documents and auxiliary means are meaningfully supporting the learning process of the customers:

- They are comprehensible and are inviting for reading and for using.
- They are appropriately structured

#### Verification on site

##### Regarding the institution:

- None

##### Regarding learning opportunity / learning opportunities:

- **Examples of applied auxiliary means:**
  - Books, booklets, work sheets etc.
  - Personal computers, tools, etc.
- **Feedback by the customers** or findings based on visits in class

#### Questions which could additionally be discussed (opportunities <-> risks/sustainability/impact):

- Which contents have to be covered in order to achieve the learning objectives based on the pre-requirements of the customers?

## 4. eduQua-standard: Verifications of learning success / termination (Criteria 1)

### What are the objectives and the purpose of the requirements?

Verification of learning success is illustrating to the customers the current level of knowledge or skill regarding the learning content and regarding the learning objectives.

### Which requirements have to be met?

#### Verifications of learning success are:

- According to the learning objectives to be achieved
- Planned and implemented on various levels
- Appropriate (tests, examinations, discussions, project work etc.)
- In line with the level of the customers
- Taking place at the appropriate time and at appropriate intervals
- Also including methods of self-evaluation
- Creating transparency regarding the level of achievement of the learning objectives from the point of view of the customers and trainers

#### During examinations:

- The validation and evaluation is standardized and comprehensible according to defined criteria
- The test questions are developed and regularly revised by competent persons
- The existing examination regulations are adhered to

### Documentations to be submitted

#### Regarding the institution:

- **Quality requirements regarding performance of verbal and written tests of learning success or reflections about achievement of learning objectives**
- Specifications regarding intermediate and final exams or tasks as well as accordant reflection

#### Regarding learning opportunity:

- **Curriculum** (learning success verifications – basic principles of the learning success verifications such as type, intervals, scope etc.) if existing or relevant:
- Exams regulation, promotion regulation and ways of appeal
- Ways, means and methods to back-up the findings
- Written tests or examinations
- Final exam operations
- Minutes of verbal examination
- etc.

### What indicators are illustrating the implementation of the requirements?

Depending on the learning opportunities appropriate examinations/learning success verifications are conducted. From the point of view of the customers, these are:

- Transparent, comprehensible, fair and suitable to the accordant level
- Practice oriented and supporting the process of learning

In case no examination/learning success verifications took place, learning reflections will be planned and accompanied and learning diaries or the like are in application.

### Verification on site

#### Regarding the institution:

- None

#### Regarding learning opportunity / learning opportunities:

- Feedback by the customers or insights through visiting classes

### Questions which could additionally be discussed (opportunities <-> risks/sustainability/impact):

- How can learning success verifications be implemented in an effective, supporting and motivating manner?

## 5. eduQa standard: Evaluation of the courses (Criteria 1)

### What are the objectives and the purpose of the requirements?

With periodical evaluation and further development of the courses it is ensured that these are kept up-to-date and economical, that the needs and expectations of the customers are fulfilled and leading to the expected learning success.

### Which requirements have to be met?

#### The evaluation planning of the courses includes:

- Evaluation criteria of the courses (such as: contents of teaching, course management, presentation of class teaching, infrastructure, economy, examination success, up-to-datedness of the learning content etc.). The evaluation criteria are oriented on the superior specifications (andragogic guiding principles, mission statement, strategy, etc.).
- To define data, information and sources to be used for the evaluation (such as e.g. appraisals of customers, feedback by the trainers, sit-ins on lectures of the colleagues, market needs, exam result analysis, income and expenditure etc.) The feedbacks of the customers have to be demanded in regular sequences (at least once during a course not only at the end).
- The method of evaluation (such as e.g. type of analysis of results, definition of communication etc.).
- Information about implementation of the evaluation (responsibilities, auxiliary means and deadlines).

Appropriate auxiliary means exist to implement the evaluation of the defined courses. This includes appropriate evaluation standards for the evaluation criteria (e.g. from the level sufficient up to the level very good).

### Documentations to be submitted

#### Regarding the institution:

- Proceeding, auxiliary means and instruments for the evaluation of the

#### Regarding learning opportunity:

- The evaluation of the courses and planned steps for improvement

### What indicators are illustrating the implementation of the requirements?

The courses are evaluated based on a regular and internally defined interval.

The evaluation results of the courses are comprehensible, meaningful and suitable for the maintenance of the courses

In case of continuing course offerings, the opinions of customers are regularly being questioned in order to control the teaching.

Courses are corresponding to the image of the provider (credibility, preservation of the values etc.).

Necessary steps for improvement of the courses are identified, defined and implemented. New findings are implemented into the reflections of the provider, into the content and into the planning of courses.

If possible, the customers are informed about the evaluation results of the courses as well as about the initiated measures.

### Verification on site

#### Regarding the institution:

- How are the findings resulting of the evaluation of the courses being used by the management?

#### Regarding learning opportunity / learning opportunities:

- Evaluation results of applied learning opportunities
- Planned steps for improvement

### Questions which could additionally be discussed (opportunities <-> risks/sustainability/impact):

- How is the market changing? What are typical features in the future about attractive courses?
- How can attractive „organizational learning processes“ be organized and generating a benefit for all stakeholders?

## C.2 Information

Transparent illustration of the courses, of the provider and its guiding principles?

### 6. eduQa standard: Information regarding the provider (Criteria 2)

#### What are the objectives and the purpose of the requirements?

- The customers are easily receiving all relevant information in order to get an accurate picture about the provider and its scope of activity, courses, competences and terms of business.
- The mission statement is disclosing to the customer which standards and values the provider is standing for and what is understood about good quality.

#### Which requirements have to be met?

##### Information material is giving evidence about the provider:

- About relevant aspects of the institution (objective setting scope of activity, size, target group, funding body, contact person and person in charge).
- About the institutional mission statement
- About the andragogic guiding principles – how learning has to be understood and it is operated (standard 17)
- About the terms of business (conditions to register, conditions of payment, cancellation policy)

##### Information about the provider and about the websites is:

- Suitable for the target group and up-to-date
- Arranged accordant to the corporate identity
- Publicly accessible

#### Documentations to be submitted

##### Regarding the institution:

- **Information brochure about the provider (reference to the homepage of the provider)**
- **Overview about the courses**
- **Terms of business**

##### Regarding learning opportunity:

- None

#### What indicators are illustrating the implementation of the requirements?

The information is regularly maintained and updated (internet appearance)

It explains what the provider understands under certain terms such as seminars and courses etc. There are always the same terms used.

Customers are satisfied with the website (content, structure etc.).

#### Verification on site

##### Regarding the institution:

- **Information to the provider**
- **Public access to the information**
- Feedback of the customers and/or customers about the provider and of its appearance.

##### Regarding learning opportunity / learning opportunities:

- None

#### Questions which could additionally be discussed (opportunities <-> risks/sustainability/impact):

- How is a positive market profile of the provider achieved by means of the published information?
- To what extent is the information protecting customers from wrong bookings?



## 7. eduQa standard: Information to the courses (Criteria 2)

### What are the objectives and the purpose of the requirements?

The information regarding the courses is up-to-date, suitable to the target group and comprehensible for interested parties.

### Which requirements have to be met?

#### Information to the courses includes references about:

- The value/benefit of the education. This fact is recognizable for the customers (e.g. acceptance and recognition by associations).
- The target groups/conditions of admission (information about the already existing knowledge, about graduations, work experience and further terms of admission, about requirements of languages, about age, about health)
- The learning objectives/learning content (transparent, comprehensible, verifiable)
- The maximum size of classes
- The costs (course fees, examination fees, terms of payment)
- The arrangement of teaching structure, methods of learning, social forms, applied media)
- The expenditure of time (e.g. time of teaching structure, time for transfer exercises, exams etc.)
- Graduation (certificate of attendance, graduation report, certificates, diploma etc.)
- Preconditions for graduation (e.g. required time of presence, intermediate exams, final exams and procedure of appeal).

The information about the courses is publically accessible.

### Documentations to be submitted

#### Regarding the institution:

- **Overview about courses to be offered**

#### Regarding learning opportunity:

- **Advertisements** (Information about the courses / learning opportunities)
- **Registration documents**

### What indicators are illustrating the implementation of the requirements?

#### Customers are obtaining information about the value of the graduation such as:

- Recognition by associations
- Recognition by the branches of trade, of industry and of social partners
- Recognition by the Swiss Federation
- Or ETCS-points

Customers are satisfied with the information regarding the courses.

### Verification on site

#### Regarding the institution:

- None

#### Regarding learning opportunity / learning opportunities:

- **Public accessibility to information**
- Feedback of the customers about the courses

### Questions which could additionally be discussed (opportunities <-> risks/sustainability/impact):

- How is the information about the courses supporting consulting and sales activities?
- To what extent is the information protecting customers from wrong bookings?

## C.3 Education

Education that enables learning, challenges, promotes and provides learning success.

### 8. eduQa standard: Selection of customers (Criteria 3)

#### What are the objectives and the purpose of the requirements?

High customer satisfaction and a good learning success can be achieved if the customers have selected the right courses.

#### Which requirements have to be met?

##### The requirements on the customers:

- Are clear and comprehensible
- Are verifiable
- Can also be proved by means of the «thematic dossier»

##### A procedure of selection is defined (if necessary):

- With clear proceedings and responsibilities
- The preconditions of attendance are verified for longer seminars:  
Consulting discussion, Introduction/classification tests, trial lesson, reference information; information days/evenings.

##### The following points are defined for courses lasting more than one year:

- The handling of interruptions of studies
- The later resumption of the studies (e.g. validation of prior learning, of achieved competences)

#### Documentations to be submitted

##### Regarding the institution:

- **Primary customer profile**
- **List, disclosing what selection procedure will be applicable**

##### Regarding learning opportunity:

- **Curriculum** (preconditions regarding attendance of the course, Information and consulting)  
if existent or relevant
- Specific selection procedure in order to verify the preconditions of the customers
- Examples of verifications e.g.:
  - Classification tests
  - Basis of discussions

#### What indicators are illustrating the implementation of the requirements?

Regarding customers terminating a course ahead of time, a clarification will be initiated if relevant and economically meaningful.

Based on feedbacks of customers, it will be analyzed how well the learned subjects can be transferred into practice.

#### Verification on site

##### Regarding the institution:

- List of the courses with selection procedure (internally)

##### Regarding learning opportunity / learning opportunities:

- **Selection procedure regarding the learning opportunity** (if needed)
- Analysis regarding customers terminating the course ahead of time
- Feedback of customers or of trainers

#### Questions which could additionally be discussed (opportunities <-> risks/sustainability/impact):

- When is heterogeneity in the preconditions of the customers justifiable? When inspiring, respectively complementary, when inhibiting, when obstructive?

## 9. eduQa standard: Lesson planning (Criteria 3)

### What are the objectives and the purpose of the requirements?

Basic conditions are developed for the customers to provide, to challenge and to promote effective learning.

### Which requirements have to be met?

The provider maintains defined specifications to the lesson planning.

#### The lesson planning:

- Considers the andragogic guiding principles of the provider
- Includes diversified developed teaching (e.g. different methods of learning, social forms, phases of rest and concentration etc.)
- Considers didactical models
- Includes activities of self learning and verification of learning objectives
- etc.

#### The covered contents of learning in the lesson planning:

- Considers the learning objectives
- Are familiarized to the customers and its importance is disclosed
- Supports the understanding of the customers (by overviews, structures and various perspectives, clear and specific contents etc.)
- Considers transfer considerations and are referring to the practice (personal objectives and attitude of the customers regarding the subject of the course, methodical proceeding, selection of suitable auxiliary means, and are also referring to concrete situations of application etc.)

The lesson planning is also comprehensible and useful for the substitutes.

### Documentations to be submitted

#### Regarding the institution:

- **Quality requirements to lesson plans**

#### Regarding learning opportunity:

- **Examples of lesson plans**

### What indicators are illustrating the implementation of the requirements?

**A written lesson planning is available. This includes for an example:**

- The defined proceeding
- The contents of learning to be covered
- The selected social forms
- The applied methods of learning
- The auxiliary means to be applied (media, material...) development of the environment of learning
- The expected result

The lesson planning is serving as a basis for the daily self-reflection of the trainers.

The customers are experiencing the development of class teaching in a varied and motivating manner.

### Verification on site

#### Regarding the institution:

- None

#### Regarding learning opportunity / learning opportunities:

- **Feedbacks by the customers** or by classroom visits

### Questions which could additionally be discussed (opportunities <-> risks/sustainability/impact):

- Which factors are crucial for a good lesson planning regarding the selected education subject?

## 10. eduQa standard: teaching and learning methods (Criteria 3)

### What are the objectives and the purpose of the requirements?

Target oriented and motivating class teaching is achieved by means of a stimulating and diversified proceeding, adapted to the teaching content and to the learning objectives (teaching/learning method). Phases of activity of the customers and phases of input are varying in an appropriate and target oriented frequency. The customers should be encouraged to independently acquire learning contents and to exercise, to handle and to apply them. This should actively be promoted by self learning activities.

### Which requirements have to be met?

#### The applied teaching and learning methods:

- Are matching the guiding principles, the learning objectives and the content
- Are suitable to the target group and are matching the target group
- Are considering various types of learning and are gender balanced
- Are reflecting the different talents and resources of the learning persons
- Are activating the customers (input of experience)
- Are providing a sense of achievement for the customers
- Are permitting an appropriate assistance of the customers
- Are activating various ways of thinking
- etc.

The provider is also considering self learning activities in its course offerings.

#### The applied self learning activities are:

- Suitably implemented in such a way that most of the customers feel neither under-challenged nor unable to cope
- Supported by the application of suitable teaching material or other supporting means
- Demanded and/or supported by accompanying measures (additional examples of exercise, advanced tasks etc)
- To be used in such a way that the customers are reflecting about their own learning behavior or learning progress and that they are drawing the corresponding final conclusion (self reflection)

### Documentations to be submitted

#### Regarding the institution:

- **Andragogic guiding principles**
- Methodical didactical concept (if available)

#### Regarding learning opportunity:

- **Information about the applied teaching and learning methods in the lesson planning**
- **Examples of self learning tasks**

### What indicators are illustrating the implementation of the requirements?

The customers are considering the applied methods of teaching and learning as activating and as target oriented.

Self learning activities are demonstrably planned and implemented on various levels (curriculum / lesson planning)

Self learning activities are available for the customers in the right amount and they are motivating.

### Verification on site

#### Regarding the institution:

- None

#### Regarding learning opportunity / learning opportunities:

- Further examples of applied methods of learning, assignments of tasks
- Feedbacks by the customers, by the teachers or by visits of classroom visits

### Questions which could additionally be discussed (opportunities <-> risks/sustainability/impact):

- Which methods of teaching and learning are leading to learning success?
- How can the process of self controlled learning additionally be promoted?

## 11. eduQa standard: Teaching materials and media (Criteria 3)

### What are the objectives and the purpose of the requirements?

The provider has available appropriate teaching material and supports the applied teaching and learning methods and the achievement of the learning objectives.

### Which requirements have to be met?

#### The applied teaching materials and media:

- Are up-to-date and suitable to the target group
- Are inviting to learn and are supporting the applied method of teaching

#### If particular media are used for self learning activities, the quality of such media has to be ensured by means of:

- Clarification of the necessary preconditions regarding the customers – such as sufficient media competence, availability of the necessary end-devices (e.g. notebook, tablet, smart phone) and internet access
- A reliable server and network infrastructure for safeguarding and distribution of contents and tools
- Teachers disposing of sufficient media competence, providing didactically meaningful contents and supporting the customers during the self-study phases
- Defining of the roles and competences of the involved persons in the scope of the application of these media

### Documentations to be submitted

#### Regarding the institution:

- None

#### Regarding learning opportunity:

- **Curriculum** (application of particular media)

### What indicators are illustrating the implementation of the requirements?

The customers are considering the different auxiliary means and media as activating and target oriented.

Customers and trainers are actively applying particular media to support, where meaningful, the learning processes.

The application of particular media is customer friendly regarding its handling.

The customers are considering the application of these particular media as enriching.

### Verification on site

#### Regarding the institution:

- None

#### Regarding learning opportunity / learning opportunities:

- Feedbacks by the customers, by the trainers or by classroom visits

### Questions which could additionally be discussed (opportunities <-> risks/sustainability/impact):

- How can the processes of learning be actively supported by the application of particular media and how can the effectiveness of learning being improved?
- How can the arrangements of learning be enriched and be re-arranged by the application of particular media?
- How can the competence of trainers and the course management be enhanced regarding the application of particular media?
- What infrastructure is needed for the application of particular media?

## 12. eduQwa standard: Transfer of learning (Criteria 3)

### What are the objectives and the purpose of the requirements?

A high benefit and a high practicability should be achieved with the transfer of learning into the everyday life or into the work place of the customers.

### Which requirements have to be met?

The provider facilitates the transfer of learning. The transfer of learning is considered in its course offerings.

#### The lesson planning regarding the transfer of learning:

- Is appropriate for the implementation into the everyday life (e.g. knowledge, skills, form of behavior)
- Refers to situations in which accordant acting and/or knowledge is required
- Is varied and appropriate to the subject.

The results of the transfer tasks will be discussed.

### Documentations to be submitted

#### Regarding the institution:

- None

#### Regarding learning opportunity:

- **Curriculum** (application of transfer of learning tasks)
- **Examples for transfer of learning**

### What indicators are illustrating the implementation of the requirements?

Measures for transfer into practice are demonstrably planned on various levels and are implemented accordingly (curriculum and lesson planning).

#### Where it is possible, the transfer of learning will be evaluated in practice. This includes for an example:

- Questionnaires about transfer of learning and transfer into practice
- Definition of persons providing feedback to this subject (superiors, colleagues, customers etc.)

### Verification on site

#### Regarding the institution:

- None

#### Regarding learning opportunity / learning opportunities:

- Examples of tasks to support the transfer of learning (e.g. exercises, order for implementation planning, case studies, order for application in practice, final respectively diploma thesis, checklists, preparatory tasks for the next course sequence etc.)
- Feedbacks regarding success of transfer of learning by superiors, colleagues and customers
- Feedbacks by customers, trainers or by classroom visits.

### Questions which could additionally be discussed (opportunities <-> risks/sustainability/impact):

- What are the most crucial characteristics regarding an effective transfer of learning?

## C.4 Trainers

Trainers are disposing of a high professional and methodical-didactical competence.

### 13. eduQa standard: Job specifications, qualifications (Criteria 4)

#### What are the objectives and the purpose of the requirements?

Trainers are performing well. Profiles of qualification are declaring the required standard.

#### Which requirements have to be met?

**The profiles of qualification are applicable for internally or externally commissioned trainers. These include defined:**

- Professional minimum requirements (education diplomas, professional experience, continuing education)
- Andragogic minimum requirements (education diplomas e.g. SVEB certificate or similar diplomas, continuing educations)
- Requirements regarding additional knowledge: E.g. languages, skills etc.

**Trainers are meeting the desired requirements or are on the way:**

- Formal degree in the taught area of expertise, experience and continuing education
- A qualification regarding adult education and if required, competence/qualification about media

**Persons teaching more than 150 lessons a year. For an initial certification shall:**

- At least 10% of the trainers respectively at least one person (have) has to be holder of a SVEB certificate (or similar)
- The institution shall be accompanied by an eligible and andragogic qualified person (e.g. holder of a federal professional teacher diploma or graduated training officer or similar)

**In a re-certification shall:**

- At least 80% of the trainers be holder of a SVEB certificate or be in progress of an accordant education
- New teaching persons at a time 3 years at the latest after start of teaching be holder of a SVEB certificate or similar.

Persons with a workload below 150 lessons per year who have to design teaching arrangements shall appropriately be accompanied by an eligible and andragogic qualified person (e.g. holder of a federal professional teacher diploma or graduated training officer or similar).

#### Documentations to be submitted

**Regarding the institution:**

- Profiles of qualification
- Statistics about the number of teaching persons with more than 150 lessons per year / with and without andragogic qualification

**Regarding learning opportunity:**

- Curriculum vitae with professional and andragogic qualification records

#### What indicators are illustrating the implementation of the requirements?

Profiles of qualification are systematically updated and they are up-to-date.

Evidences of qualification are systematically updated and they are up-to-date.

\*Remarks regarding the SVEB certificate:

SVEB certificate or similar evidence of education.

#### Verification on site

**Regarding the institution:**

- List of all current trainers with professional and andragogic qualification with at least 150 or more lessons per year

**Regarding learning opportunity / learning opportunities:**

- Feedback by the customers or by classroom visits

#### Questions which could additionally be discussed (opportunities <-> risks/sustainability/impact):

- What quality criteria are used for the selection and the development of the staff?
- How can professionalism of the staff members and of the trainers be enhanced?

## 14. eduQwa standard: Activities of continuing education and task of development (Criteria 4)

### What are the objectives and the purpose of the requirements?

Qualified trainers are performing well. Continuing education and specific exchange of experience are supporting the continuous development of the requested competences regarding the management of class teaching. The forms of teaching and learning are continuously adapted to latest findings and developments of the area of expertise. New methods are implemented and maintained in a target oriented manner.

### Which requirements have to be met?

The persons in charge of the provider of continuing education are regularly dealing with new methods of teaching and learning. They are verifying methods of teaching and learning regarding its applicability and its benefit.

#### Information, suggestions and new perceptions to this subject can be found for an example by means of:

- Analysis of the evaluation of courses
- Visiting of accordant continuing education
- Regular exchange with other teaching persons
- Study of current literature
- Contact to accordant centers of research.

#### Trainers:

- Are advised and supported by andragogic trained staff
- Are regularly reflecting their teaching and are deriving actions for the development of class teaching and of their personal development
- Are regularly subject to internal and external continuing education. Thereby, the size of the class teaching assignment and the development in the area of expertise is accordingly considered

#### Objectives and topics of continuing education/ developments:

- It is defined how the individuals requirements for continuing education or development are regularly be identified (self reflection, feedback of customers, classroom visits, level of education etc.)
- It is defined how the need of the provider about continuing education or development is regularly identified and recorded (concentration of the feedbacks, changes of strategy etc.)
- Objectives and topics of individual or joint continuing education and development can reasonably be explained

### Documentations to be submitted

#### Regarding the institution:

- **Procedure to identify individual requirements for continuing education and development**
- **Procedure to identify the institutional requirements for continuing education and development**
- **Internal concept of continuing and further education**
- **Statistics about the number of trainers which successfully completed professional or methodical, didactical or social continuing education**

#### Regarding learning opportunity:

- None

### What indicators are illustrating the implementation of the requirements?

The responsible persons of the provider are regularly handing over appropriate impulses to the trainers. This will cause a target oriented exchange of knowledge and experience and is stimulating a positive development of class teaching. The provider can illustrate that efficient methods of teaching and learning are kept on the current state of knowledge level.

Individual needs of continuing education are regularly surveyed among the internal trainers (once a year). Appropriate measures of continuing education are planned and implemented.

Mutual needs of continuing education are regularly surveyed among internal and external trainers (once a year). Appropriate events are planned and implemented.

The effectiveness of continuing education is verified in the scope of evaluations.

#### Remark:

Continuing education based on self study is accepted under the condition that a concrete and verifiable assignment can be connected to it.

An inventory of teaching and learning methods exists (which is provided to the trainers).

### Verification on site

#### Regarding the institution:

- **Training certificates of internal trainers covering the last three years**
- **List of the jointly carried out continuing education in the last year (common needs of continuing education).**
- **Protocol of an event** (with thoughts and suggestions/proposals)

#### Regarding learning opportunity / learning opportunities:

- None

### Questions which could additionally be discussed (opportunities <-> risks/sustainability/impact):

- How are opportunities of application of new findings discussed, planned, implemented and evaluated?
- What is supporting the trainers at the most to continuously improve their opportunity of learning (leadership and conflict management, competence of learning and teaching, of perception, of management, planning and of structuring)?
- By what means is the provider supporting the trainers, so that they are doing their job well?
- How is good communication and exchange of experience and of knowledge supported among the trainers?



## 15. eduQwa standard: Feedback for trainers (Criteria 4)

### What are the objectives and the purpose of the requirements?

Qualified trainers perform well. Feedbacks are supporting continuous improvement and development of class teaching design by the trainers.

### Which requirements have to be met?

The management of the providers supports a positive and constructive culture of feedback.

#### Planning and execution of feedbacks include:

- Feedback partners, objectives and type of proceeding (feedback partners can be a teaching persons, superiors, control authorities etc).
- At least a 180° feedback has to be planned, that means a feedback by the customers and by an expert with authority to issue
- Information regarding implementation of the feedbacks (responsibilities, auxiliary means and deadlines).

#### The applied instruments:

- Are aligned to the basic themes and to the type of feedback
- Regarding feedbacks of customers, only issues which might be evaluated by the customers will be queried
- The active participation of customers to the class teaching will also be queried (to make the customers aware that learning is mainly up to their responsibility)

### Documentations to be submitted

#### Regarding the institution:

- **Concept of feedback**
- **Applied instruments** (information sheets, observation sheets, checklists etc.)
- **Plannig of classroom visits**
- **List (IT instrument) of last year's classroom visits respectively workplace (function and qualification of the visitor)**

#### Regarding learning opportunity:

- None

### What indicators are illustrating the implementation of the requirements?

Classroom visits are planned, performed and discussed afterwards.

Proofs of classroom visits and of feedbacks are available.

Function of the visitor is documented.

Peer learning or job shadowing have been performed

The evaluation and the feedback by the management of the provider or the supervisory body are positive.

### Verification on site

#### Regarding the institution:

- **Completed and signed feedback form**

#### Regarding learning opportunity / learning opportunities:

- Customer survey executed by the trainer

### Questions which could additionally be discussed (opportunities <-> risks/sustainability/impact):

- How can the feedback culture be supported?

## C.5 Quality management system

Agreements and promises are verified and adhered to. A continuous development of quality is taking place.

### 16. eduQa standard: Quality assurance and development (Criteria 5)

#### What are the objectives and the purpose of the requirements?

Quality awareness will be supported by a simple and effective management system which:

- Includes closed loop feedback systems, specification proofs of evidence, evaluations and appropriate auxiliary means
- Provides learning steps on all levels of the institution (entire institution, departments, staff members etc.)

#### Which requirements have to be met?

If a certified quality management system e.g. ISO 9001, Q2E or a Commitment to Excellence according EFQM, etc. exists, it has to be demonstrated by an accordant certificate or an accordant approval.

**All other providers of continuing education are defining for their organization a quality management system which is compliant to the minimum requirements of eduQa. The quality management system is fulfilling the following requirements:**

- Quality requirements and quality standards are documented in written form. Relevant laws and specifications (guiding principles) are known, up-to-date and are considered accordingly.
- Processes and procedures specific to the provider are defined and appropriately described (such as e.g. development and maintenance of courses, acquisition, marketing, distribution, planning, performance and analysis of educational measures etc.)
- Clear closed loops of quality are existent in the sense of a learning organization:
  - Class teaching (specifications – self reflection)
  - Courses (specification – evaluation of the courses)
  - Provider (standards, specifications – self evaluation based on concrete facts and figures regarding the provider)
- Appropriate auxiliary means and instruments for the implementation are available (e.g. from checklists up to IT solutions).
- If there are further services offered regarding courses, then the quality requirements have to be defined and have appropriately to be monitored

#### Documentations to be submitted

##### Regarding the institution:

If a certified quality management system exists:

- Certificate
- Last evaluation respectively audit report

All others:

- The documentation of the quality management system (including processes, auxiliary means, evaluation and controlling instruments)
- Self evaluation according template D.2

##### Regarding learning opportunity:

- None

#### What indicators are illustrating the implementation of the requirements?

It is the existence of a documented quality management system.

The quality management system is practiced by the management and is used to manage the activities of the provider.

The major part of the management is involved in the maintenance and further development of the quality management system. A person in charge of the quality management system is nominated.

Closed loops of learning are performing on various levels and they are verifiable (trainers, course instructor, responsible person for the provision of education, executive management).

#### Verification on site

##### Regarding the institution:

- Function of the various closed loops
- Feedbacks by the trainers

##### Regarding learning opportunity / learning opportunities:

- None

#### Questions which could additionally be discussed (opportunities <-> risks/sustainability/impact):

- Is the implemented management system considered to be appropriate, user friendly, effective and efficient?

## C.6 Leadership

Leadership is assuring customer oriented, economic efficient and effective performance.

### 17. eduQa standard: Institutional mission statement and andragogic guiding principles (Criteria 6)

#### What are the objectives and the purpose of the requirements?

- The commitment as well as the guidance oriented and forward-looking ideas of the provider are included in the mission statement and are serving as a market profile and as a basis for development.
- The guiding principles are disclosing to the customer what is understood by the provider about good class teaching.

#### Which requirements have to be met?

##### Formal requirements to the mission statement of the provider or to the andragogic guiding principles. These are:

- Short and concise
- Released by the management
- Practiced and regularly verified

The mission statement supports the implementation of vision and strategy.

The mission statement explains the orientation of the provider such as e.g. customer orientation and the commitment to continuous self and external evaluation etc.

The mission statement describes the enterprise culture appropriate to the provider, such as e.g. values, attitude, communication etc.

##### Requirements to the andragogic guiding principles. This is answering the questions about:

- What is considered good class teaching regarding our provider (quality understanding, quality requirements etc.).
- Which quality requirements do we have towards self learning activities?

#### Documentations to be submitted

##### Regarding the institution:

- Institutional mission statement
- Andragogic guiding principles

##### Regarding learning opportunity:

- None

#### Questions which could additionally be discussed (opportunities <-> risks/sustainability/impact):

- Are the guiding principles matching the offered type of class teaching?
- How does the provider differentiate himself to the competitors?

#### What indicators are illustrating the implementation of the requirements?

The institutional mission statement and the andragogic guiding principles are externally communicated.

The institutional mission statement and the andragogic guiding principles are serving as a specification for feedbacks as well as for a specification for the evaluation of the proposed courses.

The mission statement and the andragogic guiding principles are systematically applied and are regularly evaluated.

Management and trainers are practicing the values and basic principles of the institutional mission statement and the andragogic guiding principles.

The feedbacks of the customers regarding the attitude of the trainers are positive.

#### Verification on site

##### Regarding the institution:

- Websites
- Understanding and application of the mission statement
- Understanding and application of the guiding principles regarding understanding of class teaching

##### Regarding learning opportunity / learning opportunities:

- Interview with the customers or class teaching visit by the auditor

## 18. eduQa standard: Management instruments (Criteria 6)

### What are the objectives and the purpose of the requirements?

The provider has methods and instruments available, which are effectively supporting a target oriented leadership.

### Which requirements have to be met?

#### Long term and short term objectives are defined:

- The achievement of objectives is regularly reviewed
- The objectives are addressing all quality relevant topics (trainers, processes, customers and finances)
- Not only objectives of performance but also objectives of development are considered.

#### Management boards (meetings) and its tasks are defined:

- The person in charge and the customers are defined
- The frequency of the meetings is defined
- The objectives and the agenda are distributed to the customers prior to the meetings
- The type of documentation of the results is defined

#### Planning or recurrent tasks:

- A plan exists to review recurrent tasks

The management of the provider is supplying the necessary resources in order to ensure the implementation of the required standards.

Communication with the trainers about content and application of the quality management system as well as about the opportunities of learning is regularly taking place.

The provider is maintaining its network by means of defining its interested parties. The provider is regularly maintaining contact with interested parties and is regulating accordant commitments.

### Documentations to be submitted

#### Regarding the institution:

- Short and long term objectives
- Description of the management board
- Plan of recurrent tasks
- eduQa self evaluation according D2

#### Regarding learning opportunity:

- None

### What indicators are illustrating the implementation of the requirements?

The objectives are prioritized, coordinated and adjusted to the hierarchy level.

The achievement of objectives is verified. Deviations are evaluated by the management and resulting decisions are documented.

The closed loops of management are verifiably functioning on various levels (executive management, management of the provider, departments etc). Thereby are e.g.:

- The achievement of objectives regularly verified
- The experiences analyzed (review)
- The planning coordinated (outlook)
- Decisions reached.

The operation is largely performing in an undisturbed manner.

### Verification on site

#### Regarding the institution:

- Examples of carried out corrections and improvements
- Minutes of meetings
- Feedback by the trainers

#### Regarding learning opportunity / learning opportunities:

- None

### Questions which could additionally be discussed (opportunities <-> risks/sustainability/impact):

- Is the applied quality management system appropriate, objective oriented, user friendly, effective and efficient?

## 19. eduQua standard: Organization (Criteria 6)

### What are the objectives and the purpose of the requirements?

Based on a clear understanding of roles and functions, misunderstandings as well as unnecessary duplications are reduced and at the same time, responsibilities, authorizations and expectations are clarified.

### Which requirements have to be met?

#### Organization charts/function diagrams are illustrating:

- The organization of the provider
- The defined areas of responsibility and competences

#### Crucial functions are defined such as:

- Executive management, quality officer, trainers, person in charge for the course etc.

The implementation of the eduQua requirements is assured by the defined functions.

#### From the point of view of the customers it is transparently regulated for each course:

- Who is the person to contact for the course administration and who for the course itself (name, function, telephone and e-mail address)

### Documentations to be submitted

#### Regarding the institution:

- **Organization chart**
- **Function diagram, all function descriptions or all job descriptions**

#### Regarding learning opportunity:

- None

### What indicators are illustrating the implementation of the requirements?

The organization chart and the defined functions are up-to-date.

### Verification on site

#### Regarding the institution:

- Persons to contact for course administration and for the course itself

#### Regarding learning opportunity / learning opportunities:

- None

### Questions which could additionally be discussed (opportunities <-> risks/sustainability/impact):

- Is the selected organization in line with the courses, to the objectives and to the culture of the institution?

## 20. eduQwa standard: Class rooms and infrastructure (Criteria 6)

### What are the objectives and the purpose of the requirements?

The class rooms and the infrastructure are supporting the process of learning and are facilitating to achieve the learning assignments respectively the learning objectives.

### Which requirements have to be met?

Quality standards are defined regarding the class rooms and regarding the infrastructure.

**Infrastructure such as e.g. beamer, overhead projector, flip chart, audio installations, information technology (hardware und software), etc. are:**

- Maintained and serviced in order to achieve a high availability and a high life cycle.
- Always operational
- Reflect the state of the art
- Are appropriate to achieve the objectives of learning as defined in the curriculum

**Class rooms or environment of class rooms (outdoor):**

- Are fulfilling the current requirements regarding safety and health/hygiene (e.g. regarding rest rooms, cafeteria, recreation rooms etc.)
- Buildings, class and working rooms are periodically cleaned
- Are appropriate to achieve the learning objectives as defined in the curriculum

### Documentations to be submitted

**Regarding the institution:**

- **Quality standards regarding infrastructure and class rooms**

**Regarding learning opportunity:**

- **Curriculum** (infrastructure – list of the class rooms in operation, operating resources and media)

### What indicators are illustrating the implementation of the requirements?

Compliance with the quality standards regarding class rooms and infrastructure is regularly reviewed.

The class rooms are kept in clear condition.

The customers are satisfied with the locations of learning and with the infrastructure.

**Remark:**

The requirements are relevant for the own as well as for additionally rented class rooms and infrastructure.

### Verification on site

**Regarding the institution:**

- **Evidence about verifications** (who? when? condition?)
- **Inspection on site by the auditor**

**Regarding learning opportunity / learning opportunities:**

- **Feedback of the customers or of class room visits**

### Questions which could additionally be discussed (opportunities <-> risks/sustainability/impact):

- How essential are locations of learning, operating resources and teaching materials for the learning success?

## 21. eduQa standard: Customer satisfaction in general (Criteria 6)

### What are the objectives and the purpose of the requirements?

In order to provide a holistic and good performance for the customers, customer satisfaction might not only cover aspects of the courses, but all relevant performance indicators of the provider shall be included.

### Which requirements have to be met?

**Regularly conducted surveys are illustrating how the customers are rating the performance of the provider. Therefore, a customer satisfaction survey is planned. It includes:**

- The criteria of evaluation such as e.g. administration, internet appearance, course information, communication, procedure of registering, reception, recreation rooms, working rooms etc.
- The method of evaluation such as e.g. analysis based on defined courses and areas
- Information about implementation of the evaluation (responsibilities, auxiliary means, deadlines)

**Appropriate auxiliary means to evaluate customer satisfaction exists:**

- These include appropriate scales of rating (e.g. from insufficient up to very good)

There is a complaint authority existent. Suggestions and complaints are handled in a quick and constructive manner.

### Documentations to be submitted

**Regarding the institution:**

- **Recording, analyzing and development of customer satisfaction covering the past three years**
- **Applied instruments and methods**

**Regarding learning opportunity:**

- None

### What indicators are illustrating the implementation of the requirements?

The results of the measurement of customer satisfaction are comprehensible and are compliant to the planning specifications.

Actions for improvement are identified, defined and implemented. New findings are integrated into the applied specifications and auxiliary means.

The positive impact of improvement actions is provable.

Cancellations of courses are handled in a customer friendly manner.

### Verification on site

**Regarding the institution:**

- **Results of evaluations of customer satisfaction**
- **Implemented improvement actions**

**Regarding learning opportunity / learning opportunities:**

- None

### Questions which could additionally be discussed (opportunities <-> risks/sustainability/impact):

- In addition to the course implementation, what kind of performance features are crucial for the customers? And could or should those be integrated, e.g. free parking in front of the house?

## 22. eduQa standard: Controlling and further development (Criteria 6)

### What are the objectives and the purpose of the requirements?

Available data, statistics, and parameters are appropriately and adequately implemented as management and controlling instruments and therefore are supporting the achievement of the self-specified objectives.

### Which requirements have to be met?

The management of the provider needs particular data, facts and parameters in order to evaluate the current performance of the provider and to take decisions about future development.

#### For that purpose, controlling is planned. This includes parameters/indicators such as:

- Development of the number of customer lessons (mandatory)
- Rate of dropouts (mandatory)
- Rate of exam success (mandatory)
- Number of new performed courses (voluntary)
- Rate of re-registrations (voluntary)
- Market share (voluntary)
- Economic success (voluntary)
- Number of planned versus performed courses (voluntary)
- etc.

The management maintains a concept about operation of the controlling (responsibilities, auxiliary means, objectives, data, deadlines).

The management of the provider is annually verifying how well the 22 eduQa standards are applied and adhered to. For that purpose, a self-evaluation (according D.2) is carried out by the management.

### Documentations to be submitted

#### Regarding the institution:

- **Concept of controlling**
- **Self evaluation regarding the level of fulfillment of the 22 eduQa standards**
- **Development of the lessons of customers per year**

#### Regarding learning opportunity:

- None

### What indicators are illustrating the implementation of the requirements?

The controlling results are comprehensible and are in line with the planning.

Improvement actions are identified, defined and implemented. New findings are integrated into the applied specifications and auxiliary means.

The positive effect of improvement actions is provable.

The provider is fulfilling the 22 eduQa standards.

### Verification on site

#### Regarding the institution:

- Examples with analysis and interpretation of current figures and improvement actions for the past three years.
- How is the management using the findings resulting from controlling and self evaluation?

#### Regarding learning opportunity / learning opportunities:

- None

### Questions which could additionally be discussed (opportunities <-> risks/sustainability/impact):

- What data and information are needed in order to control the provider in an efficient and effective manner?
- What collection of data and what handling is requiring too many resources of the provider?
- What data shall not be collected because of data protection reasons (and would be available)?



# Chapter D

## Binding template

The following templates are a binding template of this standard and have therefore to be applied:

**D.1 Title page certification dossier**

**D.2 Template self evaluation**

# Chapter E

## Glossary

The terms are partially oriented on the following standards:

- EN ISO 9000
- DIN ISO 29990

### **Audit**

The audit is considered an instrument to verify the implemented management system about conformity to the defined criteria and to identify eventual deviations.

### **Auditor**

The auditor is a staff member of a certification body, verifying compliance to the eduQa standards by the provider and disposing of the necessary competences.

### **Trainer**

The manual is using the term trainer in substitution for lecturer, course instructor, speaker, person with functions of guidance respectively assistance,.

### **Andragogic**

Andragogy is considered the science dealing with adult education.

### **Learning opportunity**

That means courses, seminars, modules, degree programs, training courses, in summary any kind of service provisions of teaching.

### **Need**

Need/demand is something that is desperately needed in a particular situation or something that is needed to satisfy a necessity.

### **Need/demand**

Need is a personal wish or desire for something.

### **Curriculum**

Curriculum means the methodical/didactical overall concept regarding an opportunity of learning. It can include the following:

- Target group analysis (skills, knowledge and application situations)
- Demand considerations, reference for practice
- Preconditions for participation in courses, information and consultancy
- Learning objectives (professional, methodical and social competence adequate for the needs of each management level)
- Verification of learning success (basic principles or conceptions such as type, intervals, size).
- Teaching content (definition of learning contents, list of the applied teaching materials, documentation of customers and auxiliary means).
- Self learning activities (basic principles or concepts for applying self learning activities).
- Transfer of learning (explanation of the basic principles und/or measures to support the transfer of learning).
- Structure of course (time related structure and process, modules).
- Required performance of the customers.
- Basic principles and definitions regarding the processes and forms of learning (self learning activities, controls of learning success, methods to safeguarding of perceptions, transfer of learning)
- Infrastructure (list of the class rooms in use, operating recourses, and media)
- Verification and performance record (transparent evaluation criteria, support, tools for self evaluation)
- Graduation and certificate.

## Recommendations

Recommendations should create added value/benefit to the provider. It is up to the decision-making competence of the provider to implement it accordingly. In case they are not implemented, there are no consequences regarding issuance of certificate.

## eduQua criteria

eduQua criteria are superior characteristics of a provider and its courses used as an objective basis for the evaluation and the rating.

## eduQua standard

The eduQua standard is a bindingly defined quality level regarding the topic allocated to an eduQua criteria.

## Success factors

Success factors are activities identified as crucial for achieving and preserving successful objectives.

## Feedback

Feedbacks are originating from a person and are in line to its perception and understanding and should be used in order to improve a matter. Feedbacks might be covering the following topics:

- The behavior of a person
- Features of a course
- Features about performance of courses
- etc.

Frequently, feedbacks are surveyed during or at the end of a course based on a course evaluation. In order to make feedbacks comparable and assessable, they should be evaluated (e.g. scale 1 to 6 from bad to very good).

## Information

Information which is not consequently followed-up could lead to corrective actions upon the next verification (intermediate audit or re-certification).

Work experience (classroom visits)

In case of class teaching work experience it is understood that both-way learning is facilitated by collegial classroom visits. This requires collaboration of trainers. For the actual work experience, it is important that the effective date, content of class room teaching and objective setting are discussed in advance.

## Indicators

The term indicator is derived from the Latin language and means something like advertiser. An indicator is illustrating the expression of a particular feature of an observed object in quantitative or qualitative condition.

## Key figures

Key figure is a value of observation providing a quantitative statement about an indicator. This can also include statistical aspects such as average mean value etc. or be linked to a reference value, such as number of customers, number of lessons etc.

## Corrective actions

Corrective actions are measures to resolve identified deviations to the standard (that means not to fulfill defined criteria). Thereby, it is differentiated between a) minor deviation (Minor): Deviations have no or only little influence to the quality (certification is not at risk) and b) major deviation (Major): Deviations have great influence to quality (depending circumstances, certification can't be granted or maintained).

## Courses

General definition: Courses are promoting the professional and personal development. Attending a course is mostly terminated by a course confirmation or by a certificate.

## Customers/market

Customers of the provider are:

- Individuals, group of persons or institutions (government offices, companies, associations etc.) purchasing a defined service, provision of the provider.
- Interested parties employing a participant of courses such as companies, companies where apprentices are trained respectively a continuative provider.

## **Competences**

Competences means knowledge, understanding, skills or attitude as a characteristic being observable or measurable respectively both of it and which could be applied and used in a given work situation professionally or personally. .

## **Seminar**

A seminar is a planned succession of lessons or modules of a comprehensive continual education: Seminars are often terminated with certificates or approved diploma.

## **Lesson**

Generally, a lesson includes 50 minutes of teaching.

## **Learning**

Learning means to acquire knowledge, attitudes, skills, values, preferences or understanding.

## **Transfer of learning**

Means the target oriented support of implementing the acquired knowledge into the practice in connection with various situations.

## **Organization**

Organization means regulated responsibilities within a scheme, authorization and interdependences that the provider is able to fulfill its tasks based on these issues.

## **Process**

Process is understood as a sequence of logically related activities in the development of a performance or an added value. It is triggered by a need or a point of time and causes a result.

## **Quality management system**

Quality management system is a management instrument to define quality objectives and to achieve these objectives.

## **Closed loop**

Closed loops means a conceptual model containing cooperative activities which influence to quality and namely from the determination of the requirements up to the determination of fulfillment of these requirements. Thereby, in case of deviations, corrective actions will be implemented.

## **Sur Dossier**

Sur Dossier is a procedure regarding the admission of course and seminar participants whereby professional or non professional competences are considered for the decision making.

## **Customers**

These are learning persons getting accordant education by a provider (scholar, student, unemployed persons attending training and qualification courses, people willing to undergo continuing education).

## **Certification**

Certification is a procedure which is confirming the adherence to the defined criteria (eduQua standards) of a provider. The assessment and confirmation is conducted by a certification body accredited according ISO/IEC 17021.

## **Objective**

Objective is an anticipated future situation of perception and planning, which is an orientation for a current and future action.

## **Purpose**

Purpose is a motivation about meaning and intention what somebody wants to achieve based on an aspired objective.

# Chapter F

## Description of the certification procedure

After accordant preparation activities, the provider is facing the initial certification. An auditor of an accredited certification body will be conducting the audit on site. Prior to the audit, numerous documents and information supplied by the provider will be forwarded to the auditor. In line with the completion of the successful certification process, the provider will be awarded with the eduQua certificate. This certificate is valid for three years. A recertification procedure with another audit will be conducted.

In the intermediate years, an intermediate audit will be conducted every year. After every audit, the auditor is creating an audit report wherein eventual deviations of the 22 eduQua standards will be listed as well as indications and recommendations.

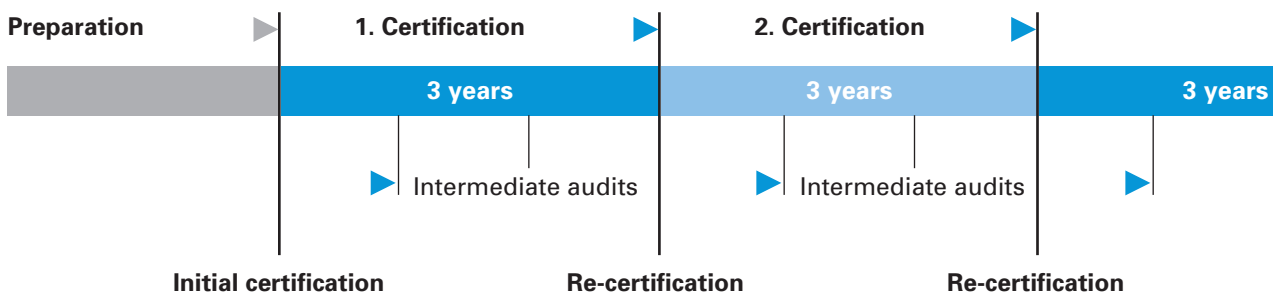


Illustration 4: Certification procedure

## F.1 Process of initial certification or re-certification

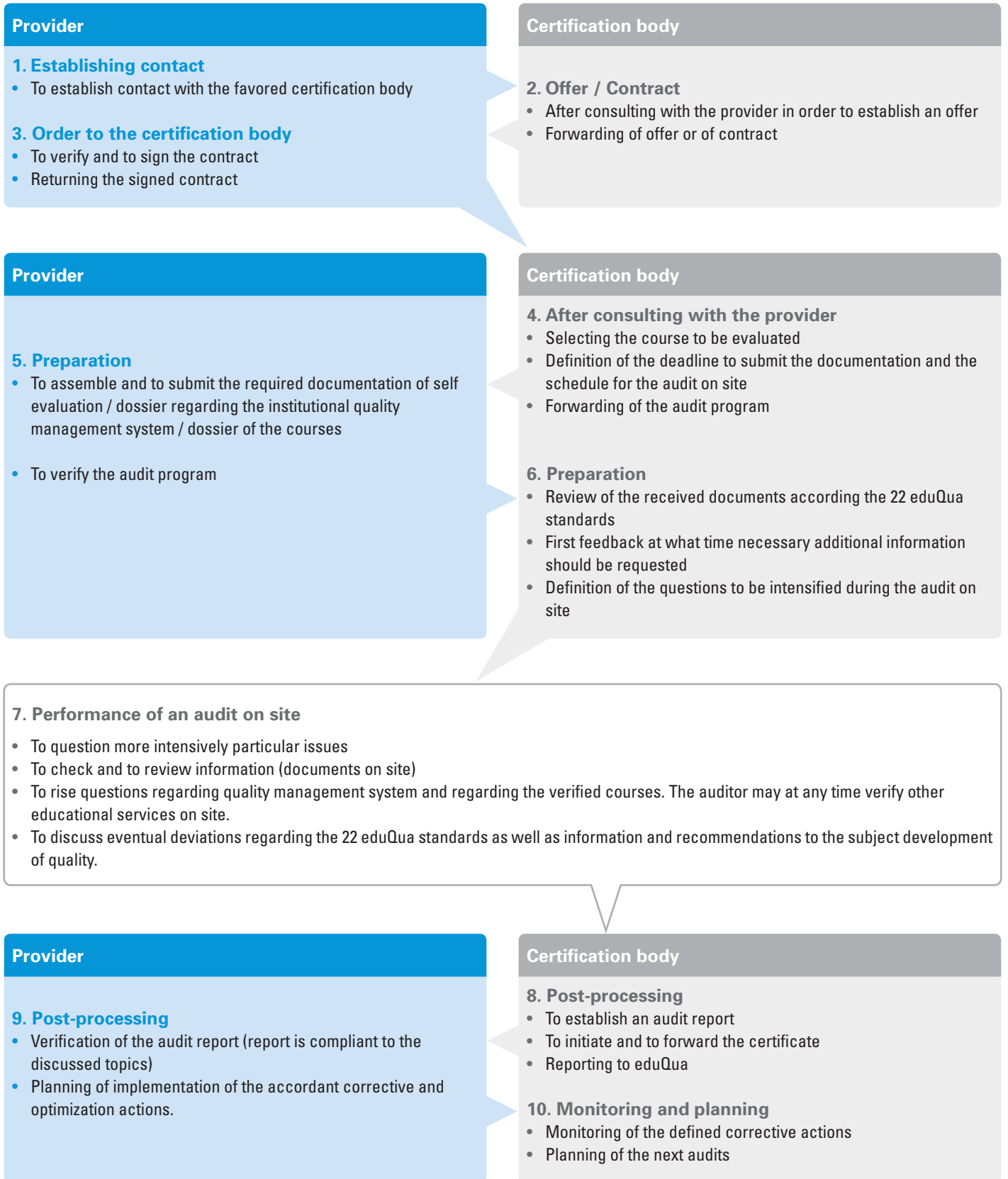


Illustration 5: Process of certification

## Documents to be created by the provider

For the eduQwa certification, a dossier has to be submitted wherein the evidence of compliance of the 6 eduQwa criteria and the linked 22 eduQwa standards are documented. Thereby, it is differentiated between the documentation of the provider and the documentation of a selected course (template D 2). Additionally, the provider is developing a self evaluation.

### The dossier includes the following documents:

- Title page (identification of the provider / D.1)
- Self evaluation (D.2)
- Documentation of the provider and of the management system, structure and content based on the 22 eduQwa standards
- Documentation of the course, structure and content based on the 22 eduQwa standards

## Self evaluation

The self evaluation shall prove the measured and evaluated level of fulfillment of the 6 quality criteria and of the related 22 eduQwa standards as well as of the own quality requirements and quality promises. If possible, the self evaluation should be based on facts, on data, and on figures. Completed by own specifications (e.g. quality promise of the mission statement) the self evaluation should serve the internal quality control. The completed template regarding the 6 eduQwa criteria and the 22 eduQwa standards should be attached.

## Structure of the self evaluation

The self evaluation is oriented on the structure of the 6 quality criteria of eduQwa and it is structured as follows:

No.	eduQwa standard Own quality require- ments / objectives	Indicators / key figures information, sources measuring instruments	Target value / ideal value rating criteria	Actual values, own evalua- tion and judgment strength-weakness balance	Level of fulfillment			Development measures What do we want? Until when to under- take? Who is in charge for the implementation?
					not	min.	well	
					fulfilled			
x	<b>Title of the eduQwa standards</b> Requirements related to the standard to be evaluated.  <b>Own quality requirements of the provider</b> Own requirements which would be fulfilled by the provider regarding the eduQwa criteria.	<b>Indicators / key figures</b> Which indicators / key figures can be measured respectively be evaluated how well we are fulfilling the eduQwa standard respectively the own quality requirements?  <b>Information, sources</b> What data, information (surveys) are the basis to evaluate the fulfillment of the eduQwa standards respectively the own quality requirements? (e.g. analysis of course participation, analysis of audits etc.)  <b>Measuring instruments</b> What instruments are applied in order to record key figures or information (questionnaire etc.) ?	<b>Evaluation criteria</b> What criteria is used as a basis for the evaluation of fulfillment of the eduQwa standards respectively the own quality requirements?  For indicators / Key figures <ul style="list-style-type: none"> <li>• target / ideal value (e.g. 80% of the customers are further recommending the course etc.)</li> <li>• trend</li> <li>• compared with the previous year, etc.</li> </ul> Regarding data and information <ul style="list-style-type: none"> <li>• questions of evaluation (e.g. are we orienting ourselves on the andragogic guiding principles?)</li> <li>• Evaluation criteria (e.g. are the andragogic guiding principles appropriate?)</li> </ul>	<b>Rating and evaluation</b> <ul style="list-style-type: none"> <li>• What actual values / results have we achieved?</li> <li>• How have data, actual values or information to be rated based on the evaluation criteria?</li> <li>• How do we evaluate the results? What final conclusions can be drawn?</li> </ul>	x			What corrective and development actions have to be initiated in order to fulfill the eduQwa standard respectively the own quality requirements and target values

Illustration 6: Template for the eduQwa self evaluation

## F.2 Process of the intermediate audit

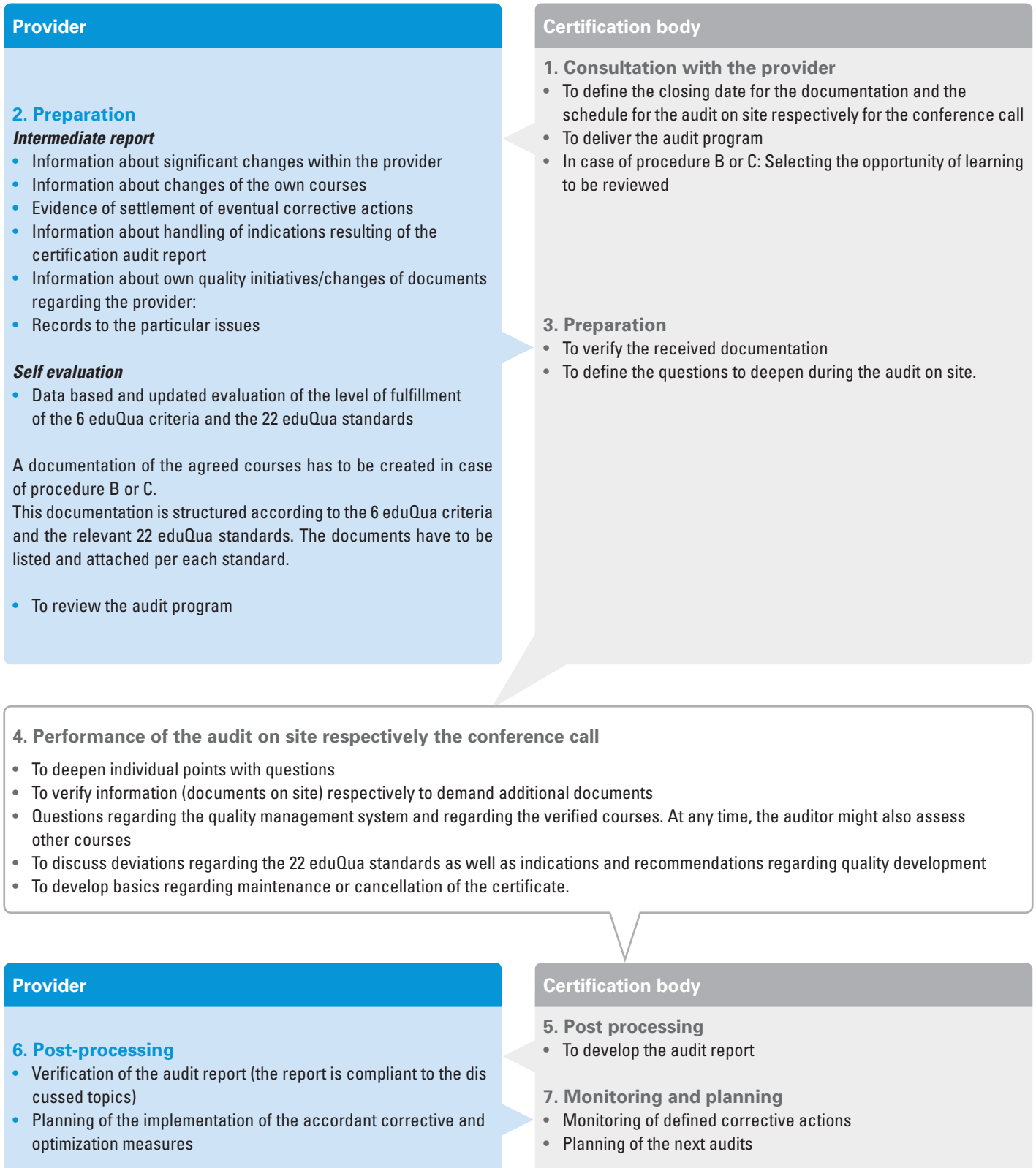


Illustration 7: Re-certification process



## F.3 Additional information

### Free selection of the certification body

Certificates of eduQua are recognized throughout Switzerland. The providers of continuing education are free in the selection of the certification body. An updated list of the accredited certification bodies is published on the internet page [www.eduqua.ch](http://www.eduqua.ch) or on [www.sas.ch](http://www.sas.ch) under the term accredited bodies.

**Important: The selected certification body is the direct contact and contractual partner for the eduQua certification.**

### What is applicable under the term certification unit?

Generally applicable is: eduQua is a certificate for organizations (structural organization and operational organization) and not for courses or persons. Each provider is considered a certification unit. Regarding big provider of continuing education it could be appropriate to define particular departments as a certification unit:

- If several executive management units are implemented
- If the entire institution will not be certified
- If the forms of organization are different (de-central management structures)
- If an own management system is applied which is different of the management system of the total institution (de-central evaluation systems)
- If own courses are developed and verified (de-central opportunities of learning)

The decision whether a department should separately be certified shall/can be upon the certification body and it depends on the accreditation rules in application. In critical cases is the competence of decision upon the eduQua head offices.

### What is the effort for certification?

The initial effort for an eduQua certificate valid for three years is mainly depending on the scope of services of a provider and on the level of maturity of the quality management system.

### Is there a combination with other quality management certificates possible?

Providers of continuing education which have already applied another quality management system (e.g. ISO 9001; Q2E) and are disposing of accordant certificates are not automatically being awarded with an eduQua certificate. The verification regarding fulfillment of the 6 quality criteria has to be performed based on the documented procedures of the accordant manual. A combination of content and scheduling with other audits is possible and worthwhile.

The ownership of another certificate is generally reducing the internal effort to obtain an eduQua certification. Synergies can be achieved in combining certification with another standard. Therefore, an accordant reduction of costs could eventually be possible.

### How long is the validation of a certificate?

An eduQua certificate is valid for at most three years beginning of the date of issuance. The eduQua certificate may be renewed before the expiry date.

If there is no re-certification (or re-certification at least 14 day prior to expiration of the certificate) the validity of the certificate expires after the period of validity. As a result, the provider shall not anymore refer in any form to eduQua certification. The eduQua certificate shall not be used any more. The listing in the central register of certified institution (see [www.eduqua.ch](http://www.eduqua.ch)) will be deleted.

## F.4 Costs

For different sizes of providers, different methods are applied. The here applied determining factors are the number of annually executed course lessons of customers. In the following table it can be verified which procedure shall be applicable. If a provider is structured based on corporate structure or similar, the tasks should be consolidated on corporate level in such a way that the approach for this task is arising only once.

Scope of service of the institution	Applicable procedure
Below 25'000 customers x lessons	Proceeding A
From 25'000 customers x lessons Up to 100'000 customers x lessons	Proceeding B
Over 100'000 customers x lessons	Proceeding C

### Proceeding A (cost limit CHF 3950.– excluded VAT and expenses)

Certification phase	Tasks	Time spent
Initial certification respectively re-certification (audit on site)	• to analyze documents	3 – 4 h
	• to evaluate the state of the management system, verification of an opportunity of learning	3 – 6 h
	• to create a report, to issue certificates	2 – 3 h
1. Intermediate audit (audit on site or conference call)	• to analyze documents	1 h
	• to evaluate the state of the management system	2 h
	• to create a short report	1 h
2. Intermediate audit (audit on site or conference call)	• to analyze documents	1 h
	• to evaluate the state of the management system	2 h
	• to create a short report	1 h
<b>Total over 3 years</b>	<b>Average time spent</b>	<b>16 – 22 h</b>

### Proceeding B (costs according quotation of certification body)

Certification phase	Tasks	Time spent
Initial certification respectively re-certification (audit on site)	• to analyze documents	3 – 6 h
	• to evaluate the state of the management system, verification of an opportunity of learning	3 – 6 h
	• to create a report, to issue certificates	3 – 4 h
1. Intermediate audit (audit on site)	• to analyze documents	3 h
	• to evaluate the state of the management system, evaluation of a course	3 – 6 h
	• to create a report	2 – 3 h
2. Intermediate audit (audit on site or conference call)	• to analyze documents	1 h
	• to evaluate the state of the management system	2 h
	• to create a short report	1 h
<b>Total over 3 years</b>	<b>Average time spent</b>	<b>21 – 32 h</b>

## Proceeding C (costs according quotation of certification body)

Certification phase	Tasks	Time spent
Initial certification respectively re-certifi- cation (audit on site)	• to analyze documents	4 – 7 h
	• to evaluate the state of the management system, evaluation of a course	3 – 6 h
	• to create a report, to issue the certificates	3 – 4 h
1. Intermediate audit (audit on site)	• to analyze documents	3 h
	• to evaluate the state of the management system, evaluation of a course	3 – 6 h
	• to create a report	2 – 3 h
2. Intermediate audit (audit on site)	• to analyze documents	3 h
	• to evaluate the state of the management system, evaluation of a course	3 – 6 h
	• to create a report	2 – 3 h
<b>Total over 3 years</b>	<b>Average time spent</b>	<b>26 – 41 h</b>

Regarding the costs the individual regulations of the certification bodies are applying regarding:

- Travelling expenses
- Travelling time
- Value added tax
- Costs of registration

Included in the process is an amount of CHF 400.-- per certification, which will be forwarded to the eduQua head offices. This amount is serving for the maintenance and further development of eduQua.

Extraordinary additional costs (additional verification on site caused by severe deviations) which are exceeding the normal setting might be charged by the certification body.

## F.5 Function of the auditor and the certification body

### Analysis of documents

The auditor is reviewing the provided documentation and is taking notes and comments about the particular content of verification and is preparing a draft of further questions for the audit on site.

### Auditing on site

Based on the results of the document review, the auditor will deepen particular topics, will request for further information and/or will develop corrective actions based on findings and indications. The audit on site may also include a classroom visit connected with interviews of the participants of courses respectively of trainers/lecturers.

The auditor is conducting the intermediate audit on site or, if there are good reasons, by means of conference calls. The results of intermediate audits are communicated with an audit report.

### To be noted during a certification audit

*In the scope of a certification, the auditor is particularly paying attention to the following issues:*

- The 6 eduQua quality criteria and the accordant 22 eduQua standards are clearly fulfilled.
- The quality management system is applied in an effective manner.
- Objectives, expectations and own quality promises of the provider are fulfilled.
- A sustainable quality development with closed loops (Plan-Do-check-Act) is ensured.

### To be noted during an intermediate audit

*Check items under particular attention of the auditor:*

#### 1. The updated self evaluation has to be verified

What is the score of the self evaluation of the provider?

- How is the controlling process of the provider working? Is the self evaluation based on facts and is it comprehensible?
- Is the self evaluation completed with own indicators important for the provider?
- Are the minimum standards of eduQua fulfilled?
- Is an improvement process based on target deviations taking place?

#### 2. Significant changes

a) Have organizational changes and/or changes on the quality management system been taking places?

- What influence these changes have to the scope of the certificate?
- Are the 6 eduQua quality criteria and its requirements continuously being adhered to?
- Has the quality management system been improved? b) What changes have been initiated regarding the courses?
- Based on what internal findings and analysis of needs have these changes been taking place?
- Are the new courses fulfilling the requirements of eduQua as well as the pretensions of the own organization?

#### 3. Own initiatives to quality development

- What own quality initiatives have been launched and implemented by the provider?
- How and how much and what type of development has been carried out?

#### 4. Handling of corrective actions/obligations

- Have eventual obligations of correction demonstrably and sustainably been treated and terminated?

#### 5. Handling of indications

- In what form has the provider the indications of the certification body implemented respectively planned the implementation?

Courses of the different categories should be verified with the proceeding B and C.

## Certification report and decision

In the audit report is the audit team taking position how well the organization has implemented the 6 eduQua quality criteria and how well the 22 eduQua standards have been fulfilled. Thereby, the audit team is orienting itself at the following evaluation:

Quality levels	Description	Audit report	Decision of certification
<b>Well developed system</b> The 6 eduQua criteria and the 22 standards are fulfilled	No deviations existing	<ul style="list-style-type: none"> <li>• is containing statements about strengths of the provider</li> <li>• is providing eventual recommendations</li> </ul>	Certificate can immediately be issued.
<b>Partially performing system</b> The 6 eduQua criteria and the major part of the 22 eduQua-standards are fulfilled	Only minor deviations and/or a major deviation is existing which can be corrected within a short time.*	<ul style="list-style-type: none"> <li>• is containing statements about strengths of the provider</li> <li>• provides statements about the minor corrective obligations</li> <li>• provides statements about the major corrective obligations</li> <li>• provides indications to further development</li> </ul>	Issue of certificate after conformation of the auditor that the deviations have been resolved.
<b>Little developed system</b> One or several of the 6 eduQua criteria and several of the 22 eduQua standards are not fulfilled	Many small or big deviations are existing which are illustrating that the system is of little maturity and is not or only badly performing	<ul style="list-style-type: none"> <li>• is containing statements about strengths of the provider</li> <li>• provides statements about the minor corrective obligations</li> <li>• provides statements about the major corrective obligations</li> <li>• provides indications to further development</li> </ul>	Certificate will not be issued, audit has to be repeated respectively a follow-up audit is taking place**

\* Basis 17021 and according proceeding of the certification bodies

\*\* These additional expenditures can be charged by the certification bodies.

### Remarks regarding indications and recommendations

#### Recommendations

Recommendations are disclosing potentials of development and risks. They have to be verified regarding relevance and they should support continuous development. Indications not being followed-up might lead to corrective actions in the scope of the next audit (intermediate audit or re-certification).

#### Recommendations

Recommendations should provide an added value for the provider and are not considered a deviation regarding fulfillment of the eduQua specifications. It is within the decision competence of the provider to implement it. This has no consequences for issuing a certificate if they are not implemented.

## F.6 Appeals

In case of a negative certification decision, the provider has the opportunity to file an appeal. The appeal authority is defined in the regulation of the certification body.

## F.7 Handling of participant complaints

In case customers or other interested parties of eduQua certified institutions are filing complaints to the eduQua head offices, the proceeding will be as follows:

- Receiving a customer complaint, the eduQua head offices will clarify to what extent the complaint is justified. If the complaint can't be proven, and therefore is not justified, this will be communicated to the person or to the organization and no further steps will follow.
- If the complaint is justified, it will be forwarded to the certification body. The certification body will then clarify the situation in written form with the provider and will again verify in detail the circumstances in the scope of the next audit on site. The costs for this additional expenditure are charged to the provider.

# Chapter G

## Organization eduQa

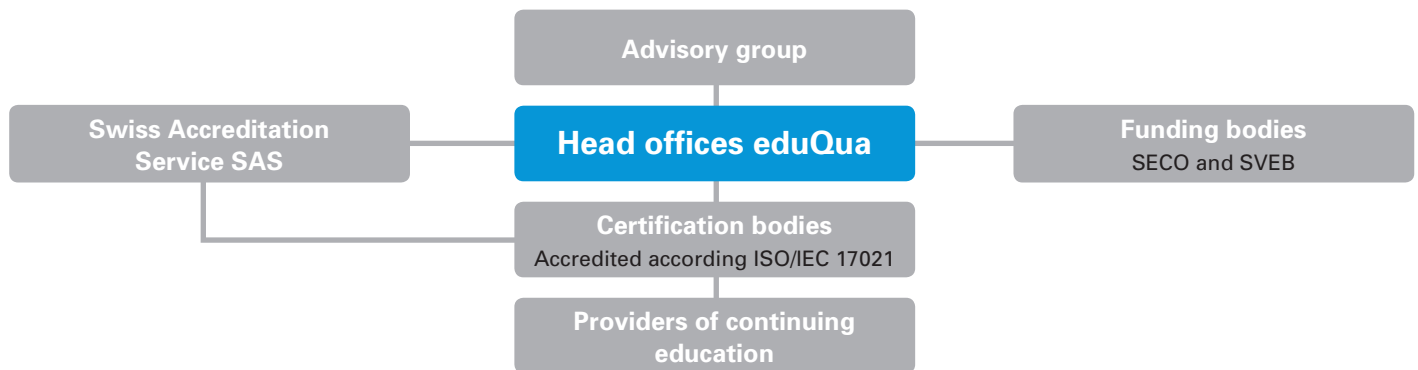


Illustration 8: eduQa-Network

On national level, the supreme authority is the **advisory group**, responsible for the interests of eduQa. Therein, the main actors in the educational scene are represented and in charge of the following tasks:

- Supervision of the eduQa certification system.
- To define minimum requirements on which eduQa certification is based on.
- To define the minimal effort to perform for an eduQa certification.
- To define requirements to the commissioned auditors.

The following tasks have been delegated from the advisory group to **the head offices of eduQa**:

- To maintain a central register of the certified provider of continuing education.
- To maintain the internet page [www.eduqua.ch](http://www.eduqua.ch).
- To plan and to implement public relations.
- To provide general information about eduQa and to maintain a contact point for complaints.
- Regular evaluation of the certification process and to maintain controlling about effect of eduQa.
- Organization of exchange of experience between the provider of continuing education and the certification bodies.
- Collaboration with consumer organizations.
- To sign contracts with certification bodies.

In the context of eduQa, the **Swiss Accreditation Service SAS** is fulfilling the following functions:

- SAS is verifying certification systems under private law about capability of accreditation. Including the evaluation about elements of the certification system being in discrepancy to requirements of accreditation standards (in this case ISO/IEC 17021)
- SAS is evaluating in the scope of its expertise the competence of the certification bodies and its staff about correct execution (that means compliance to the regulations of procedure) of certifications for the management systems as listed in the scope of the accreditation. Furthermore, SAS is verifying whether the certification bodies are maintaining effective regulations and procedures to ensure the quality of their audits.

The **certification bodies** have to be accredited by SAS in order to be approved by eduQa to conduct certification procedures. Certification bodies are performing the following tasks:

- They are reviewing the Documentations to be submitted regarding fulfillment of eduQa requirements as well as to verify further quality aspects on site.
- They are issuing the eduQa certificate for the provider of courses.
- They are verifying the implementation of obligations and indications. They are handling complaints.

The **advisory group** consists of SECO (Secretary of State for Economy) and of SVEB (Swiss Federation for Adult Learning) and is covering the following fields of activity:

- Monitoring the eduQa-Label
- Contact partner of SAS
- Providing professional experts for accreditation of certification bodies.