**STRATEGIC ASSESSMENT AREAS FOR EXTERNAL EVALUATION OF CVET PROVIDERS [[1]](#footnote-1)**

**Assessment area: TRANING/LEARNING ENVIRONMENT**

| **Stages of quality cycle** | **Criteria** | **Indicators** |
| --- | --- | --- |
| ***Planning*** | Focus on the development of a constantly learning person, open to changes, creative and responsible | * Mission and vision of VET provider |
| * Annual priority objectives of VET provider |
| Goals are known to VET provider’s community | * Participants of renewal/update of priority annual tasks |
| ***Implementation*** | Attractive learning environment | * Measurement of satisfaction with environment |
| * Student feedback |
| * Teacher feedback |
| ***Evaluation*** | Learning-motivating environment | * Share of students who dropped out (failed to graduate the programme and do not study) |
| * Student performance |
| ***Review*** | Quality culture is being developed | * Measures for improvement of activities |
| Information about programme implementation is accessible to all stakeholders | * Dissemination of the results of programme implementation |

**Assessment area: LIFELONG LEARNING**

| **Stages of quality cycle** | **Criteria** | **Indicators** |
| --- | --- | --- |
| ***Planning*** | Various trainings courses are provided on the level of sub-field of education | * Supply of programmes |
| * Supply of courses and lessons |
| Possibilities for permeability between different education sectors are provided | * Possibilities of permeability between different education sectors |
| ***Evaluation*** | Learning is successfully finished | * Graduates – students that have acquired qualification certificates |
| Continuation of learning in other programmes | * Graduates (students that have acquired qualification certificates), continuing learning in other programmes |
| ***Review*** | Quality culture is being developed | * Measures for improvement of activities |
| Information about programme implementation is accessible to all stakeholders | * Dissemination of the results of programme implementation |

**Assessment areas: ACCESS TO TRAINING**

| **Stages of quality cycle** | **Criteria** | **Indicators** |
| --- | --- | --- |
| ***Implementation*** | Possibilities for students with different skills levels and needs to learn are provided | * Mechanisms for recognition of learning or work experience |
| * Programmes provided |
| * Students |
| * Vocational teachers |
| ***Evaluation*** | Students with different needs successfully graduate and are employed | * Graduates (students that have acquired qualification certificates) with different needs |
| ***Review*** | Quality culture is being developed | * Measures for improvement of activities |
| Information about programme implementation is accessible to all stakeholders | * Dissemination of the results of programme implementation |

**Assessment areas: MODERNITY OF TRAINING**

| **Stages of quality cycle** | **Criteria** | **Indicators** |
| --- | --- | --- |
| ***Implementation*** | Training meets the up-to-date level of science, technologies and culture | * Renewal of technical base |
| * Effectiveness of using the technical base |
| * Income for services provided |
| * Students |
| * Types of training/learning material |
| * Companies and other VET providers |
| * Teachers |
| * Methodological resources |
| * Training methods |
| ***Review*** | Quality culture is being developed | * Measures for improvement of activities |
| Information about programme implementation is accessible to all stakeholders | * Dissemination of the results of programme implementation |

**Assessment area: CORRESPONDENCE OF QUALIFICATION TO THE NEEDS OF THE ECONOMY**

| **Stages of quality cycle** | **Criteria** | **Indicators** |
| --- | --- | --- |
| ***Planning*** | Programmes are developed and regularly updated according to the needs of the economy | * Needs for programme development and update |
| * Number of programmes in a sub-field of education updated in a year |
| * Updating of programmes |
| Indicators for monitoring of the quality of programme implementation are established | * Indicators for monitoring of the quality of programme implementation |
| ***Implementation*** | Teachers continuously improve their qualification | * Conditions for updating of professional qualification |
| * Participation in project activities |
| * Updating of professional (occupational) and pedagogical qualification |
| Effective assessment of competences acquired by students | * Methods for assessment of competences |
| * Skills competitions |
| * Participants of skills competitions |
| ***Evaluation*** | Quality of programme implementation is assessed | * Assessment of programme implementation |
| High graduate employability rates | * Employment of graduates (students that have acquired qualification certificates) |
| Employers are satisfied with graduates’ qualification | * Employers’ feedback |
| ***Review*** | Quality culture is being developed | * Measures for improvement of activities |
| Information about programme implementation is accessible to all stakeholders | * Dissemination of the results of programme implementation |

**Assessment area: EFFICIENCY OF INFORMATION AND CAREER PLANNING**

| **Stages of quality cycle** | **Criteria** | **Indicators** |
| --- | --- | --- |
| ***Planning*** | Effective information and career services | * Information policy |
| * Information and career specialists |
| * Ways of information and career services provision |
| ***Implementation*** | Qualified assistance to every student | * Assistance in relation to career planning issues |
| ***Evaluation*** | Effective admission of students | * Ratio of those accepted to those planned to be admitted |
| High graduate employability rates | * Employment rate of graduates (students that have acquired qualification certificates) |
| * Meeting student expectations |
| ***Review*** | Quality culture is being developed | * Measures for improvement of activities |
| Information about programme implementation is accessible to all stakeholders | * Dissemination of the results of programme implementation |

1. A proposed framework for assessment was used during external evaluation of VET providers in 2014-15 within ESF project “External assessment of VET quality”. In some areas criteria and indicators were defined for selected stages of quality cycle. [↑](#footnote-ref-1)