



# Accreditation process and timeline



The European Quality Assurance Reference Framework (EQAVET Framework) will be used as an instrument for evaluation, improvement and accreditation. It covers the different phases of quality assurance: **planning, implementation, evaluation and improvement.**

Further the evaluation and accreditation process builds on principles of

- the common quality assurance framework (CQAF) for VET,
- the European Network for Quality Assurance in VET (ENQA-VET) and
- the European Union's reference centre for vocational education and training Cedefop.

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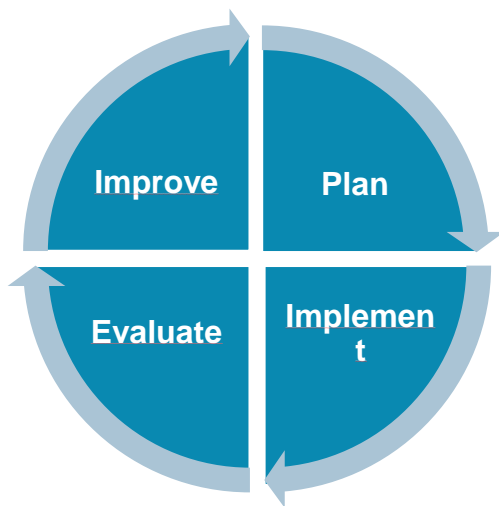
# 1. Accreditation basic principles

Accreditation means high quality in all levels of organization and standardized quality.

Accredited organization will meet local and international quality standards.

An internal system of self-evaluation will be established.

Essential part of the process is commitment to external evaluation as well as commitment for continuous improvement and evaluation.



**Planning** includes explicit goals/objectives, actions and indicators.

**Implementation** plans are devised in consultation with stakeholders. Plans are realized according to explicit principles.

**Evaluation** of outcomes and processes is carried out regularly. It is supported by measurement.

**Improvement**, review and feedback.

Areas of quality management are based on quality standards which will be analyzed and developed in accreditation process and in quality audition and assurance activities.

The involved actors are external auditing organization as well as the roles of MoE (ministry of education), Regional (oblast) authorities and all TVET institutions are important.



## 2. External auditors and co-operation

External auditors will be selected in cooperation with both parties. The auditors are familiar with international standards, especially with the European ones.

Foundation and cooperation with local organisations include the following tasks:

1. Analysing current accreditation system compared to international standards
2. Preparing a more detailed accreditation framework and procedure for education authorities including local organizations with capacity of partnership for EQAVET level accreditation process.
3. Finalizing the accreditation framework and plan in accordance with the guidelines of authorities

## 3. Areas of evaluation for accreditation

### 1. Leadership and management

- 1.1. Leadership and strategic planning
- 1.2. Quality management as a part of the leadership system

### 2. Prerequisites for organizing qualifications and training

- 2.1. Human resources
- 2.2. Economic resources
- 2.3. Cooperation and networks
- 2.4. Facilities, equipment, and learning environments
- 2.5. Information management, security, and data protection

### 3. Organization and planning of qualifications and education

- 3.1. Planning study options (teacher and management training)
- 3.2. Communication and guidance counselling
- 3.3. Application procedure and student admission
- 3.4. Student orientation (personalization), creating and monitoring of the personal competence and development plan
- 3.5. Acquisition of competences based on vocational life
- 3.6. Student guidance and support services



3.7. Demonstration and assessment of vocational competences

3.8. Student welfare services

4. Curriculum work and pedagogy in the institution

5. Assessment

## 4. Accreditation steps





### 1. Internal evaluation

#### Autumn 2021

Holistic self-evaluation according to the evaluation criteria.  
Gathering and analyzing of information.  
Written report of the performance according to the criteria and standards. Identification of strengths and improvement areas.  
Actions needed.

### 2. External evaluation

#### 2021-2023

Accreditation board visits the institution.  
Holistic evaluation will be done according to the evaluation criteria. Information and data will be gathered and analyzed.  
Accreditation board writes a report of the performance according to the criteria and standards. Identification of strengths and improvement areas. Actions needed and recommended.

### 3. Judgement on accreditation

#### 2022-2023

Judgement according to the findings and the accreditation report.  
Accreditation status will be granted or denied

### Continous review

#### Periodical re-accreditation

Re-accreditation activities include both self-evaluation and external evaluation.  
Improvement plans will be drawn.  
Continuous review means close co-operation between parties.



## 5. Competence requirements of teaching personnel

Requirements for vocational teachers:

1. High level of competence in their own professional field based on their own work experience and education.
2. Mastery of the knowledge and skills requirements of their professional field.
3. Combination of competences in pedagogy and in their own professional field.
4. Ability to teach and supervise both young people and adults studying for the same profession.
5. Skills in planning, guidance, teaching and assessment.
6. Interaction with students and network partners requires social competence, cooperation, interaction and dialogue skills.
7. Changes in society and the workplace require that a teacher be able to reform and renew the practice of teaching with the help of research development and innovation activities.
8. Administration personnel have completed necessary studies and achieved the required competences of management and administration as well as pedagogical qualifications that teachers have.

## 6. Internal quality assurance system

Within internal quality assurance work the actions and efforts related to quality work is themes of quality standard and audition processes, accreditation process and in quality assurance.

1. Described processes with reflection to quality work and TVET practices
2. Localized assessment and self evaluation practices
3. Support and working change management and observation
4. Trustful documentation

