



**Ministry of Education and Sports Republic of
Serbia
Vocational Education and Training Reform
Programme**



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**Policy and strategy of accreditation and certification in the secondary
vocational education and the continuing education of the adults in
Serbia
(draft)**

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Document purpose

The basic goals and guidelines of the national policy in development and establishment of the accreditation system, are formulated in this document

- Institutions/organizations for the vocational education
- Programs/modules of the vocational education and training and their certification and
- Previous learning

The national policy of accreditation and certification is the consistent and coherent frame for the activity which contain the basic conceptual orientations, processes and establishment procedures of the accreditation and certification system in the secondary vocational education and training in Serbia.

The component part of the document is the strategic plan through which the established goals and guidelines are concretized.

Introduction

Well structured and transparent accreditation and certification system provides

- Quality of education and---of the acquired qualification and certificates;
- Valid information about the institutions/organizations and programs/modules of education and training that lead to the vocational qualifications and competencies;
- Mobility of the labour force, faster employment and continuous education.

The basic «contextual» precondition for the development and establishment of the adequate accreditation and certification system are:

- The system of the social partnership in education
- Relevant national frame of qualifications,
- Vocation and competency standards
- Educational standards
- Modular programs
- System of the quality insurance

I Policy of accreditation in the secondary vocational education and training

Accreditation in the vocational education and training and adult education has triple and unique meaning. It is:

- The process of the external verification and evaluation of quality of the institutions and educational programmes/modules consistent with the previously defined standards or criteria;
- The act of formal authorizati of the institution and/or programme from the government office, institution, and organisation;
- The guarantee of the quality of the product and service, or the activities

In accordance to the basic conceptual orientations in the reform of the secondary vocational education and the previous understanding of the accreditation purpose, the general goal of the accreditation policy, the basic policy orientations and the policy goals about the general policy goal, are formulated.

1 The general goal

The accreditation policy in the secondary vocational education and adult education is directed to the establishment of the institutional frames, processes, procedures and standards of accreditation.

2. The basic policy orientations

In the development and establishment of the accreditation system the competent organs manage the next orientations:

- The processes and procedures of accreditation are applied on all institutions/organizations that implement the programs/modules which lead to the qualifications and competencies defined by the national qualification frame;
- Processes and procedures of the accreditation and certification which are the part of the insurance system and the quality improvement;
- Institutions and organizations for education have the primary role in the development and the establishment of the quality assurance system; competent(national)body for accreditation only construct the general frame for the quality insurance where certain institutions/organizations for education can develop and consistently apply their own practice in the quality;
- The quality assurance criteria are objective, based on the vocational standards, transparent and achievable for the educational institutions/organizations of different types and from the different contexts;
- Accredital status of the institution/organization and the programme/module/course is time-limited and could be prolonged if there are clear and objectively determined needs(re-accreditation);
- Social partners have the important and precisely defined roles and responsibilities in the accreditation of the institution/organization and programme/module;
- Only accredited institutions/organizations can be the users of the state fund intended for the vocational education and training

3. Strategic goals

Well developed system of accreditation provides:

- The quality improvement of education concerning its adequacy to the needs of the clients:(individuals, companies, economy, local community)
- The creation of the unique and qualitative educational space, or well organized “educational market” where the educational institutions/organizations “compete” between themselves under the same conditions and general rules;
- Ability improvement of the institutions/organizations for education and training to monitor, evaluate and improve the programs and services they offer
- The possibilities for the timely and adequate choice of the institution or the programme of education and learning;
- Cooperation improvement between different institutions and organizations for education and training and their connection with the economy and labour market

- The improvement of the accessibility in education and establishing the compatibility and comparability within the institutions and educational programmes/modules;

4. Operational goals

- establishment of the national body for accreditation of institutions/organizations and the programs in the vocational education and practice;
- modification of the national frame of qualifications concerning its adjustment to the needs of economy and labour market and projected structure of the secondary vocational education system;
- development and establishment of the quality assurance system in the schools, and in all institutions/organizations that offer the programs of the vocational education and training which lead to national certificates;
- inclusion of the social partners into development and establishment of the accreditation system and definition of their roles and responsibilities in the accreditation processes;
- definition of the processes, procedures and mechanisms of accreditation of the institutions/organizations and programs/modules in the vocational education, including the accreditation of programs and the modules of the key competencies;
- development of the accreditation system of the previous learning and experience.

5. The basic preconditions for the accreditation system establishment

The development and establishment of the accreditation(certification) system assume:

- institutionalization of the social partnership in the vocational education(legislative base and the agreement of the social partners) and founding of the National Council for the vocational education and training;
- founding of the Accreditation Centre and commissions for the standards by the work areas.

Alternatives:

- institutionalization of the social partnership and founding of the National Council for the vocational education and training proceeds:
 1. through and within the framework of the Socially-economical council of the Republic of Serbia Government
 2. by the direct agreement of the Ministry of education and sport, Ministry of labour, employment and social policy, representative unions and the Union of employers.

Centre for accreditation establish

1. Ministry of education and sport:
 - a. In the centre for the vocational and art education of the Institute for the improvement of education or
 - b. As separate, independent and specialized institution within the framework of the Ministry;
2. Ministry of education and sport and Ministry of labour, employment and social policy as the interministry institution;

6. Types of accreditation

Centre for accreditation deals with three types of accreditation

- accreditation of institutions/organizations for vocational education and training;
- accreditation of the programs/modules of the vocational education and training and
- accreditation of the previous learning.

7. The process of accreditation

The accreditation of the institution/organisation is the quality evaluation of the institution on the whole, or the evaluation of its achievements and prospects in the fulfilment of the proper mission, goals, and satisfaction of the social (national and local) needs and the evaluation of the material-technical and human resources and work conditions that guarantee the quality of the educational process and evaluation of its effectiveness and efficiency in implementation and fulfilment of the mission and implementation of the programme.

Accredited institution (institution signed in the register) does not gain a right to issue the certificate and diploma in the specific work area, but only public acknowledgement that it possesses the assurance system which guarantees the adequacy of the programme implementation in the given work area.

The accreditation of the programme is the evaluation of the socio-economical validity of the programme, its adequate structure and prospects to fulfill the defined goals, or outcomes.

In operative sense, the accreditation is the process through which the Accreditation Centre, according to the previously defined standards:

- evaluate the capacities of the institution/organization for the programme implementation, and conduct its registration in the register of accredited institutions/organizations, on the basis of which it acquires the opportunity for accreditation of the programme of education and training
- evaluate the programme, submitted by the appropriate institution, organization through which it provides and confirms its consistency with the vocational standard, or the standard for the certificate of the specific level, issued at the end of the programme.

The process of accreditation is the clear survey of:

- the structure of the organs and bodies included in the accreditation process;
- their basic activities and
- their mutual relationships and
- procedure of accreditation of the institution

7.1. The key organs and bodies that participate in the process of accreditation are:

- The National Council for the vocational education and training
- Centre for accreditation
- Commissions for accreditation by the work areas
- Institutions/organizations for education and training

7.2. The basic activities

- Development of the general frame for the quality assurance in the vocational education and training;
- Registration of the institutions/organizations in the register of accredited institutions/organizations;
- Development of the procedures for accreditation of the programs/modules;
- Development of the standards for accreditation of the programs/modules;

- Development of the procedures and indicators for evaluation of the programs/modules
- Programme evaluation
- Self-evaluation of the institutions and programs
- Monitoring and re-evaluation of the programme,
- Development of the procedures and standards for validation (accreditation) of the previous learning.

7.3. Mutual relationships

- Centre for accreditation develops the policy and procedures of accreditation on the basis of the policy of the vocational education of the National Council for the vocational education and training, and information about the needs of economy and labour market;
- Institutions/organizations for vocational education and training develop its own systems for the quality assurance, on the basis of the general frame for the quality assurance in the vocational education and training, developed by the Centre for accreditation
- Commissions for accreditation formed by the representatives of the social partners and institutions and organizations for education and training, develop the standards for the programme accreditation;
- Centre for accreditation conducts the programme evaluation on the basis of the previously defined standards, indicators and procedures in cooperation with the institution and organization for education and training;
- Institutions/organizations for education and training conducts the monitoring and self-evaluation of the quality system and its own activity
- Centre for accreditation conducts the direct monitoring and re-evaluation of the programme on the basis of the report of the institution/organization for education and training about the self-evaluation and direct insight;

7.4. Procedure of accreditation of the institution

. Procedure of accreditation of the institution /organization contains three basic phases:

- development of the quality system and application submission of the application for the registration in the register of the accredited institutions/organizations;
- procedure of the application submission and
- procedure of evaluation of the application, or the programme

7.4.1. Development of the quality system and submission of the application for the registration in the register of the accredited institutions/organizations

The institution/organization that submit the application for the programme accreditation must develop and implement its own quality assurance system. The process of development and establishment of the quality assurance system and development of the educational and training programme can be parallel or successive (institution/organization could firstly develop and establish the quality assurance system, and after that it could develop the programme and vice versa)

In the vocational education and training the system of quality assurance and maintenance is the responsibility of the institutions and organizations. The Centre for accreditation

formulates the general frame, and certain institutions/organizations develop its own systems-policy, procedures and elements-quality assurance(see: Appendix 1).

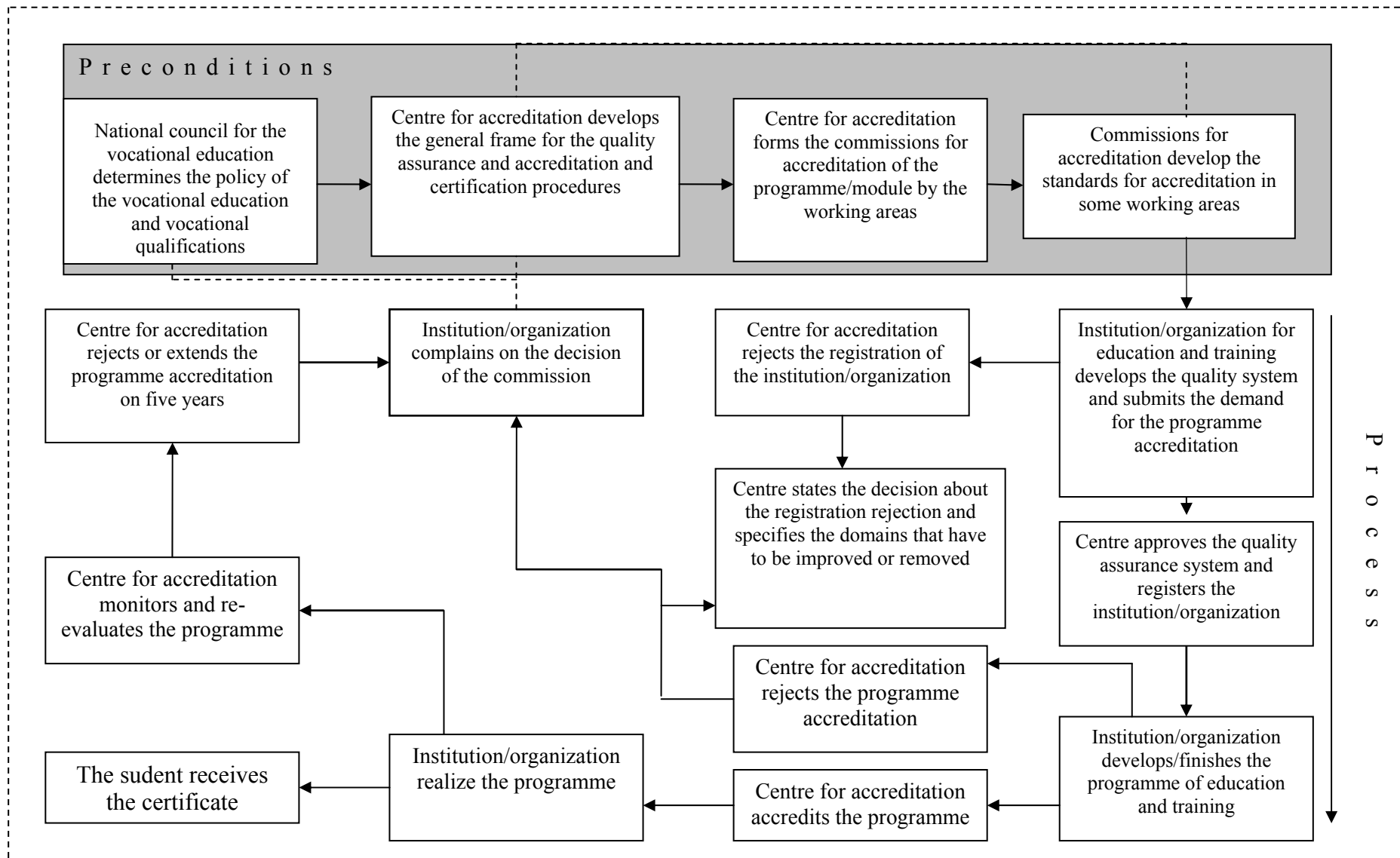
Institution/organization submit the application for the authorization of the quality assurance system in the standardized format where it presents the basic information about its mission, goals, programs, work methods, materials and personnel capacities.

7.4.2 Evaluation of the quality assurance system

According to the established standards from the General frame fothe quality assurance, the Centre for accreditation evaluates the quality assurance system and:

- Accept (approve) the quality assurance system, developed and established by the institution/organization for education and training, and register it into the register of accredited institutions/organizations for education and training or
- Reject the registration into the register, demanding the amendments in the quality assurance system. If the negative answer is given on the submitted application, and registration of the institution/organization into the register is rejected, The Centre for accreditation have to state precisely the rejection and the demands that the application submitter has to fulfill in order to be registred into the register.

Model of the process of accreditation of the institutions/organizations and programme for education and training



8. Procedure of the programme/module accreditation

Procedure of the programme/module accreditation is the chronology of steps and actions undertaken with a view of accreditation of the programme/module of education and training. It consists of the next phases:

Procedura akreditacije programa/modula je redosled koraka i radnji koje se preduzimaju u cilju akreditacije programa/modula obrazovanja i obuke. Ona se sastoji iz sledežih faza:

- Submission of the application for the programme/module accreditation;
- Evaluation of the programme/module;
- validation (authorization of the programme and registration into the register of the accredited programs/modules)
- programme monitoring (direct monitoring and researching of the self-evaluation reports)
- re-accreditation of the programme or rejection of the accreditation extension.

8.1. Submission of the application for the programme/module accreditation

Institution/organization submits the application for the accreditation of the programme in the standardized format in which the basic infirmations about programme are given, as well as its goals, outcomes, content, methods of implemetation and assessment.

8.2. Procedure of the programme evaluation

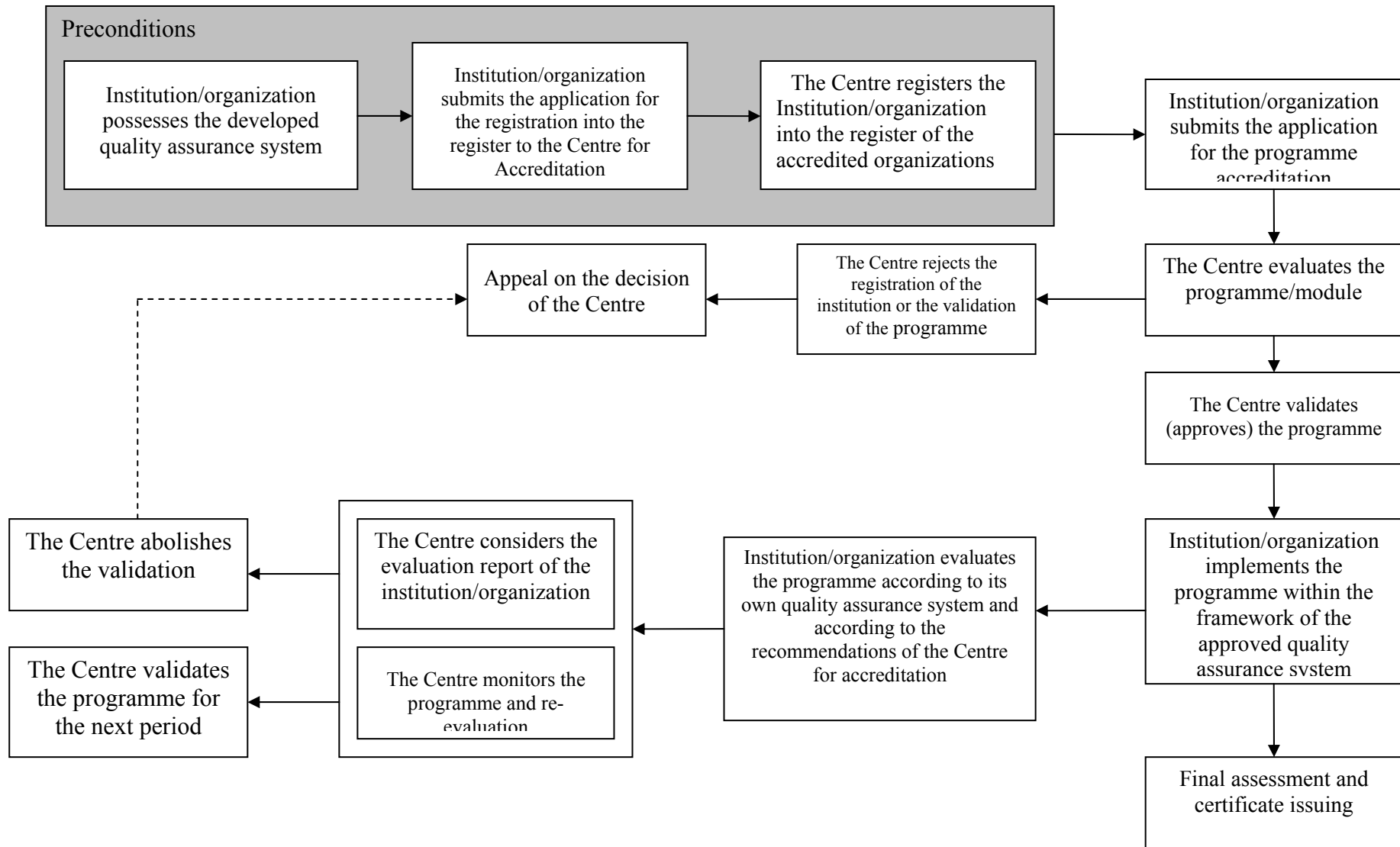
Programme evaluation is the key part of the quality assurance process in education and training through which the Centre for accreditation assures that the proposed programme fulfills the standards placed for acquiring the certain type and level of certificate. The centre evaluates the programme through four basic types of standards:

1. Programme development
2. Programme structure and content
3. Resources of the institution for the programme implemetation
4. Programme implemetation
5. Programme monitoring and evaluation. (see Appendix 2)

8. 3 Programme evaluation and re-accreditation

According to its own quality assurance system, institution/organization for education and training conducts the monitoring and evaluation of its own programs/modules. The Centre for accreditation researches the evaluation reports and conducts its own evaluation of the programme, on the basis of which, it re-accredits the programme or rejects the accreditation extension.

Model of the process of accreditation of the institutions/organizations and programme for education and training



9. Procedure of the validation and certification of the previous learning

Validation enables the individuals to get the certificate of possession of the vocational qualifications and competencies without entering the system of vocational education and training. The concept of the previous learning includes:

- The previous formal learning regardless of the fact that it is finalized or not;
- The previous informal learning
- Work and life experience.

Validation of the previous learning implies:

- Defining the work areas and the level of certificates where the validation of the previous learning is possible;
- Determined educational standards for the given areas;
- Accreditation of the institutions/organizations for the validation of the previous learning
- Defining of the criteria and the techniques for the evaluation of the previous learning
- Defining the methods of recording the previous learning

Validation procedure of the previous learning proceeds through the next phases:

- The candidate prepares the documentation(portfolio) that testifies his knowledge and experience;
- Application of the candidate for the validation;
- Preparation of the candidate for the evaluation;
- Forming the commission for validation
- Evaluation of the submitted documentation
- Validation of the previous learning and
- Certificate issuing.

II Certification policy in the secondary vocational education and training

The meaning of the certification is connected with the understanding of the qualification.

Qualification is formal admission that the person adopted the appropriate knowledge, skills and competencies that enable him/her to conduct certain working (professional) roles and functions or achieved the learning outcomes defined by the accredited programmes/modules.

The qualification is proved by the certificate which makes the access to the work market possible and access to certain programmes after the vocational education and training (continuous education and training, university education

In the operative sense, the certification is the formal and official admission of the vocational competencies (qualifications), or the successful achievements of the defined learning outcomes. The student finishes the issued programme and goes through the final evaluation of the achievements with the minimal accepted score through the process.

U operativnom smislu sertifikacija je formalno i oficijelno priznavanje stručnih sposobnosti (kvalifikacija), odnosno uspešnog postignuća definisanih ishoda učenja. To je proces kroz koji učenik dovršava propisani program i prolazi završnu procenu postignuća sa minimalno prihvatljivim uspehom (skorom).

1. The general goal

The general goal of the certification policy in the secondary vocational education is the establishment of the unique and functional certification system-processes, procedures, certification standards and types of the certificates and diplomas.

2. The basic programme (policy) orientations:

- Certification (or the qualifications and competencies) are acquired through the accredited programmes/modules of the accredited institutions/organizations
- Knowledge, skills and competencies acquired outside the system of education and training could be acknowledged and certificated (validation of the previous learning and the working experience);
- Certificates are issued by the accredited institutions/organizations on the basis of the accredited programmes/modules;
- Certification is relatively independent from the process of education and training (because in the assessment of the certification outcomes and the certification issuance social partners have the precisely defined roles and responsibilities);
- Certification of the qualifications and competencies is realized through the objective and consistent procedure of the final assessment;
- The assessment is based on the vocational standards, or the competency standards that convert into the competency indicators, or the assessment criteria;
- The final assessment is based on the demonstration of the ability, skills and appliance of the acquired knowledge, not on the reproduction of the acquired knowledge;
- The national certification frame is compatible with the national qualification frame-all the vocational qualifications and competencies from the different working areas are “covered” by the appropriate certificates;
- The certificates are issued for the set of modules, combination of modules or the modular units or for the each module or modular unit separately;
- The certificates present the working demands (not the programme demands), or the standards of the vocations and competencies.

3. Strategic goals

The system of certification and certificates has to provide:

- The **consistent** acknowledgement of the learning outcomes on the national level in the secondary education and training;
- Mobility of the individuals on the labour market and in the system of education and learning and their employment;
- Connection and interest integration of the institutions/organizations for the education and training (providers), employers, or the enterprises and their associations and individuals;
- Flexibility in the organization for education and employment;
- Motivation of the individuals to advance through the educational levels, improve their competencies and achievements and to participate in the further education.

4. Operative goals

- Determination of the certification types and levels and certificates in the secondary vocational education and training
- Determination of the certification system's elements (the title, educational demands that have to be fulfilled/vocational standards, or the competency standards, structure of the knowledge and skills that has to be adopted/, special conditions for the candidates, final exam/structure, content, assessment methods, assessment criteria, method of certificate issuing);
- Determination of the rules, procedures and standards for certification in the secondary vocational education and training.

5. The basic preconditions for the certification system establishment

The development and the certification system establishment includes:

- Modification of the national qualification frame concerning its correspondence with the national certificates and diplomas that come from the proposed structure of the secondary vocational education system in the concept of the secondary vocational education;
 - Creation of the concise and coherent descriptor of some qualification levels;
 - Establishment of the vocational standards, or the competencies for the profiles, interest for the jobs for which the certificates are issued ;
 - Establishment of the accreditation procedures of the institutions/organizations and programmes/modules of education and training;
 - Standards for the certification of the basic and optional modules and defining of the assessment procedures and procedures for the certificate issuing;

6. The basic types of certification

The starting point in the establishment of the national certification system, are the conceptual orientations about the structure of the system of education and practice and the development of the programmes/modules in the secondary vocational education and training, as well as the previously defined accreditation processes and procedures.

In the vocational education and practice, two types of modularization and module development are present:

- All-inclusive-that leads to the integral qualifications and
- Fragmentary-that leads to the partial qualifications.

According to that, the proposed certification system has to support the implementation

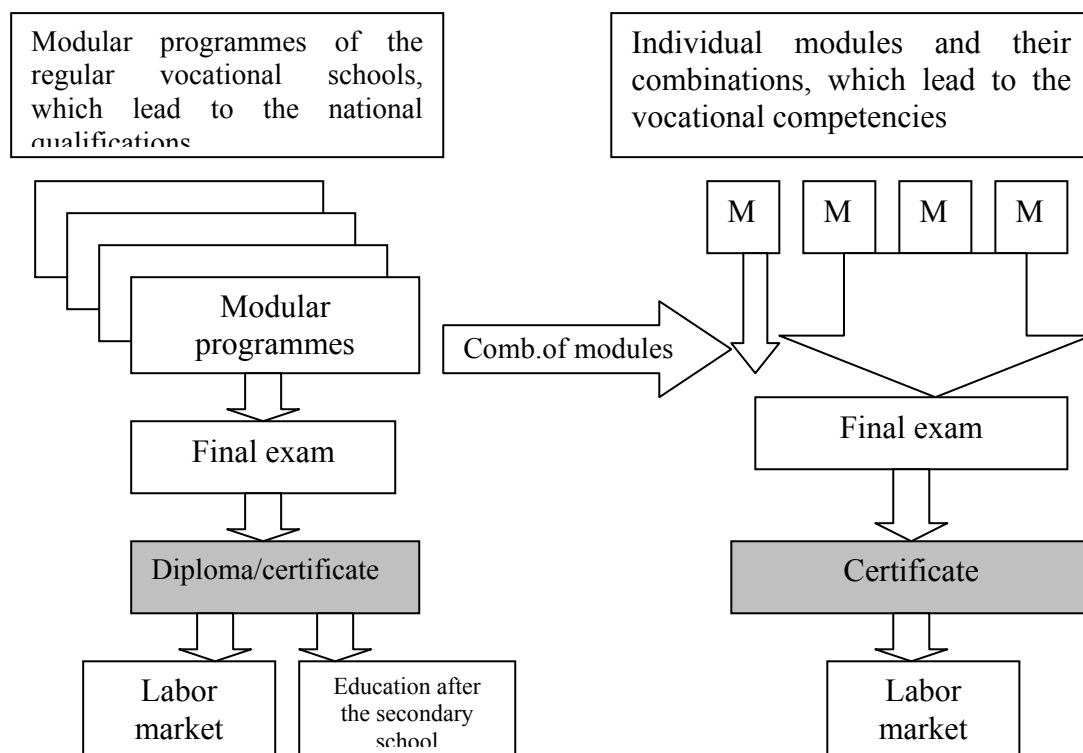
- Of the system of qualifications and programmes/modules that provides the maximum flexibility in learning, career development, adjustment to the labor market and life changes;
- Of understanding the qualifications as the specific combination of the individual competencies, or the combination of modules and modular units;
- Of understanding the modules as the learning sequence which provides:
 1. acquiring of qualifications and accumulation of achievements (credit);
 2. creating one's own professional profile, career development and adjustment to the labor market;

3. combination of the different modules and modular units from the different fields and domains and acquiring the integrate qualifications;

According to that, it is necessary to develop the two basic types of certification and the certificates:

- certification of the vocational(national) qualifications-certificate of the education and training and
- certification of the vocational competencies-certificate of the modules or the modular units.

The general model of the two types of certification



According to that, the certificates, in the secondary vocational education, are being issued for:

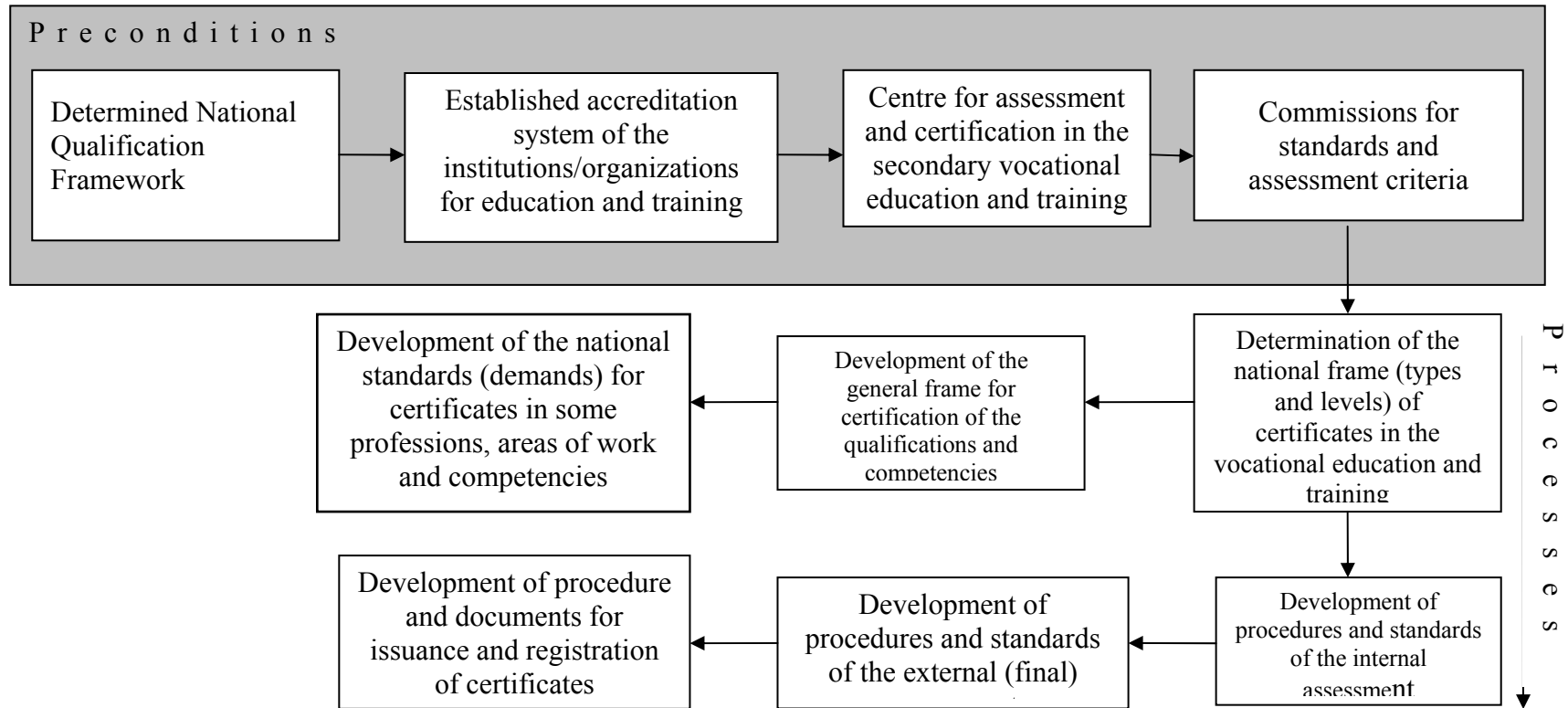
- the defined package of modules in the scope of one profession
- combination of modules from the different professions, or the working areas and for
- the individual modules, developed for the needs of the labor market

7. The system of certification

The system of certification is the clear survey of the institutional frames and processes that provides the establishment of the certification system:

- The National certification frame-system of certificates and diplomas, compatible with the national qualification frame and projected structure of the vocational education and training system;
- The general frame for the certification of qualifications and competencies(principles, procedures, criteria);
- National standards(demands) for certificates in some professions, areas of work and competencies
- Procedures and standards of the internal assessment
- Procedure and standards of the external(final) assessment
- Procedure and documents for issuing and registration of certificates and diplomas

Model of Certification system



Implementation strategy of the accreditation and certification policy

Strategic goals	Tasks	Activities	Development and implemetation	Outcomes
<p>1. Establishment of the institutional frames, processes, procedures and standards of accreditation in the secondary vocational education and training</p>	<ol style="list-style-type: none"> 1. Establishment of the national body for accreditation 2. Modification and adjustments of the national qualification frame; 3. Development of the general quality assurance frame in the institutions for education and training ; 4. Determination of the mechanisms for introduction of the social partners in the development and establishment of the accreditation system and definition of their roles and responsibilities; 5. Determination of the accreditation processes and procedures ; 6. Development of the accreditation system of the previous learning; 	<ol style="list-style-type: none"> 1.Reaching the agreement within the social partners about the establishment of the accreditation system in the secondary vocational education and training; 2. Creation of the legal base for the establishment of the accreditation institute in the system of the secondary vocational education and formation of the national body for accreditation(center for accreditation); 3.Establishment of the national body for accreditation, positioning in the existing institutionally organizational structure, personnel and materially technical training and equipping; 4. Forming the teams by the work areas for the composition of standard and procedure of accreditation of the institutions/organizations and programme/modules of the vocational education and training 5. Forming the teams for the accreditation of the institutions 	<ol style="list-style-type: none"> 1. Draft agreement of the social partners on introduction the accreditation system 2. Formulating the proposal of changes and additions of the Law that provides the introduction of the accreditation and certification in the system of secondary vocational education and training 3. Making the decision about the establishment of the <i>Centre for accreditation</i> <ol style="list-style-type: none"> 4. Composition of the regulations for the methods of forming and structuring the teams for the composition of standards and accreditation procedures of the institutions and the programme of the vocational education and training 5. Creation of the regulations for the method of formming the teams for accreditation of the institutions/organizations 6. Creation of the standards and procedures for accreditation 7. Composition of the instruction for accreditation of the institutions and the programme 	<ol style="list-style-type: none"> 1. The agreement of the social partners to establish the system of accreditation in the secondary vocational education and training; 2. Changes and additions of the Law on the basis of the educational system; 3. National center for accreditation; 4. Standards for the accreditation of the institutions/organisations for the secondary vocational education and training; 5. Standards for the accreditation of the programme/modules of the vocational education and training 6. Accreditation procedures of the adjusted programme/modules of the secondary vocational education; 7. Accreditation procedure of the institutions/organizations for the secondary vocational education and training 8. Accreditation procedure of the previous learning 9. Register of the accredited institutions/organisations; 10. Register of the accredited

<p>2. Establishment of the processes, procedures and standards of certification in the secondary vocational education and training</p>	<p>7. Determination of the types and levels of certification and certificates in the secondary vocational education and training (National certification frame);</p> <p>8. Determination of the elements of the certification system (term, educational demands that have to be satisfied/vocation standards, or the competency standards, knowledge and skill structures that have to be adopted/, special conditions for candidates, final exam/structure, content, assessment methods, assessment criteria, methods of certificate issuing/;</p> <p>9. Determination of the rules, procedures, and standards for certification in the secondary vocational education and training</p>	<p>and programme in the secondary vocational education and training</p> <p>6. Reaching the agreement within the social partners about the establishment of the certification system in the secondary vocational education and training</p> <p>7. Creation of the legal base for the establishment of the certification institute in the system of the secondary vocational education and training;</p> <p>8. Establishing the regulations for certification of the programmes/modules of the secondary school students, and adults in the secondary vocational schools and certain training programmes/modules;</p>	<p>of the vocational education and training</p> <p>8. Creation of the procedures for the accreditation of the previous learning</p> <p>9. Creation of the data base and the register of the accredited institutions and programmes of the vocational education and training</p> <p>10. Creation of the procedure for the final examination and certificate acquiring in the secondary vocational education</p> <p>11. Defining the structure and the assessment standard of the final certification exam.</p> <p>12. Creation of the procedure for the final examination and certificate acquiring in some programmes/modules or their combinations</p> <p>13. Defining the structure and standards of the final certification exam assessment in the individual programmes/modules</p> <p>14. Creation of the procedure for the final examination and the certificate acquiring in the education of professors and directors in the secondary vocational education and adult education</p> <p>15. . Creation of the procedure for the final examination and the</p>	<p>programmes/ modules;</p> <p>11. Instruction for the development of the programme/module of the vocational education and training</p> <p>12. The agreement with the social partners about the introduction of the certification system in the secondary vocational education and adult education;</p> <p>13. Changes and additions of the Law on the basis of the educational system that enable the introduction of the different types of certification in the system of the secondary vocational education and training (certification of the secondary school students, adult students)</p> <p>14. Regulations of the certification;</p> <p>15. Standard of knowledge and skills (outcomes) that lead to some types of certificates;</p> <p>16. Procedures for the final examination for different types of certificates</p> <p>17. Standard for the final exam</p>
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			certificate acquiring in the programmes of education of professors and directors in the secondary vocational education and adult education	assessment 18. Instructions for getting the different types and levels of the certificates.
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Appendix 1

General frame for the quality assurance evaluation in the vocational education and training (draft)

Standard I

Management and administration

Indicators:

- Mission, goals, values
- Procedures of the programme management
- Procedures of the learning process management
- Procedures of evaluation of the programme and learning process
- Bodies for the quality assurance (Council for the programme quality, Council for the quality of teaching and learning)
- Documentation (plans, reports, achievement acknowledgements, informators, learning materials, data base)
- Participation of the key partners in the institution management
- Participation of the partners and students in the evaluation of the institution/organization and its programmes/modules.

Standard II

Institutional resources

Possession of the basic resources and capacities for the realization of the mission and goals

Indikator:

- Managemnt (priniple, assistance, partners)
- Techers and trainers
- Assitant staff
- Premises
- Equipment (general and specific)
- Key partners

Standard III

Teaching and learning process

Organisation of teaching and learning process in the way which will secure efficacy and effectiveness in achivieng institutional and programme outcomes

Indicators:

- Consistency of programmes and services with defined mission and goals
- Consistency of educational organisations with established standards and demands from the practice;
- Methods, techniques and tools and their consistency with programme's goals and outcomes;
- Monitoring of students' improvement;
- Assessment

Standard IV:

Institutional and programme efficiency

Data on realisation of institutional mission and goals, information related to rating, its global purpose and achievements of students.

Indicators:

- Satisfaction of students
- Satisfaction of key partners and local community
- Achievements of students
- Employment of students.

Addition no 2.

General framework for evaluation of vocational education and training programmes
(draft)

Standard I

Programme development

Indicators:

- 1.1 identification of the needs
- 1.2 design of the programme
- 1.3 programme planning

Standard II

Structure and programme content

Indicators:

- 2.1. goals and outcomes of the programme and their mutual coherency
- 2.2. consistency of the goals and outcomes with the standards
- 2.3. consistency of the standards with programme goals and outcomes
- 2.4. consistency of content with area standards
- 2.5. sequences and logical arrangement (consistency with the standards)

Standard III:

Institutional resources for implementation (delivery) of the programme

Indicators:

- 3.1. teachers
- 3.2 premises
- 3.3. equipment and funding

Standard IV

Programme implementation

Indicators:

- 4.1. Organisation of teaching and learning
- 4.2. Consistency of applied methods and techniques to the programme goals and outcomes

Standard V:

Monitoring and evaluation of the programme

Indicators:

- 5.1. Procedures and internal evaluation
- 5.2 Procedures for monitoring and assessment
- 5.3. procedures and standards for final assessment