

Self evaluation

Objective and purpose

The degree of fulfillment of the 22 eduQua criteria as well as the own target values, quality demands and quality promises shall be evaluated based on the self evaluation. As far as possible, it should be based on figures, data and facts and it should also be used for the internal quality control.

Structure of the self evaluation

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

No.	eduQua standard Own quality requirements / objectives	Indicators / key figures information, sources measuring instruments	Target value / ideal value rating criteria	Actual values, own evaluation and judgment strength-weakness balance	Level of fulfillment			Development measures What do we want? Until when to undertake? Who is in charge for the implementation?
					not	min.	well	
					fulfilled			
x	Title of the eduQua standards Requirements related to the standard to be evaluated. Own quality requirements of the provider Own requirements which would be fulfilled by the provider regarding the eduQua criteria.	Indicators / key figures Which indicators / key figures can be measured respectively be evaluated how well we are fulfilling the eduQua standard respectively the own quality requirements? Information, sources What data, information (surveys) are the basis to evaluate the fulfillment of the eduQua standards respectively the own quality requirements? (e.g. analysis of course participation, analysis of audits etc.) Measuring instruments What instruments are applied in order to record key figures or information (questionnaire etc.) ?	Evaluation criteria What criteria is used as a basis for the evaluation of fulfillment of the eduQua standards respectively the own quality requirements? For indicators / Key figures - target / ideal value (e.g. 80% of the customers are further recommending the course etc.) - trend - compared with the previous year, etc. Regarding data and information - questions of evaluation (e.g. are we orienting ourselves on the andragogic guiding principles?) - Evaluation criteria (e.g. are the andragogic guiding principles appropriate?)	Rating and evaluation - What actual values / results have we achieved? - How have data, actual values or information to be rated based on the evaluation criteria? - How do we evaluate the results? What final conclusions can be drawn?	x			What corrective and development actions have to be initiated in order to fulfill the eduQua standard respectively the own quality requirements and target values
						x		
							x	

The accordant standards regarding the 6 eduQua criteria are listed in the following pages, which might be completed with your own quality demands and objectives.

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Criteria 1: Opportunities of learning – opportunities of learning are meeting the educational need and the educational necessity of customers

No.	eduQwa standard Own quality requirements / objectives	Indicators / key figures information, sources measuring instruments	Target value / ideal value rating criteria	Actual values, own evaluation and judgment strength-weakness balance	Level of fulfillment			Development measures What do we want? Until when to undertake? Who is in charge for the implementation?
					not	min.	well	
					fulfilled			
1.	To define courses Die Angebote treffen die Bildungs- bedürfnisse und den Bedarf der Zielgruppen.							
2.	Learning objectives Die Lernziele sind eine Orientie- rungshilfe und für alle Angebote dokumentiert und überprüfbar.							
3.	Content of learning education Die Lerninhalte sind festgelegt und unterstützen den Lernprozess und die Lernzielerreichung.							

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(continuation)

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4.	Verification of the achieved learning success / termination Die Lernerfolgskontrollen wieder- spiegeln die Zielversprechen in den Bildungsangeboten.							
5.	To evaluate courses Alle Angebote werden regelmäs- sig in Bezug auf die Erfüllung der Bildungsbedürfnisse evaluiert und weiterentwickelt.							

Criteria 2: Information – Information is the transparent illustration of courses of the provider and its guiding principles

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6.	Information about the provider Informationsmaterialien machen in gedruckter oder elektronischer Form Aussagen über die Trägerschaft, den Tätigkeitsbereich und die leitenden Werte der Bildungsinstitution sowie über die Ansprechpersonen und die Geschäftsbedingungen.							
7.	Information about courses Informationsmaterialien machen Aussagen zu den Aufnahmebedingungen, Lernzielen, Lerninhalten, Lernformen, zur Dauer, zu den Kosten, Rücktrittsbedingungen, zur Anerkennung des Abschlusses und den möglichen Rekurswegen.							

Criteria 3: Education – Education permits learning and demands, supports and mediates learning success

No.	eduQva standard Own quality requirements / objectives	Indicators / key figures information, sources measuring instruments	Target value / ideal value rating criteria	Actual values, own evaluation and judgment strength-weakness balance	Level of fulfillment			Development measures What do we want? Until when to undertake? Who is in charge for the implementation?
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					fulfilled			
8.	Selection of customers Die Anforderungen an die Teilneh- menden des Angebots sind klar definiert. Die Teilnehmervorausset- zungen werden wo nötig überprüft.							
9.	Lesson planning Der Unterricht wird schriftlich geplant und hilft, den Lehr- und Lernprozess optimal zu gestalten.							
10.	Teaching and learning methods Die eingesetzten Lehr- und Lernme- thoden sind von den andragogischen Leitsätzen abgeleitet, teilnehmerakti- vierend und zielführend.							

Criteria 3: Education – Education permits learning and demands, supports and mediates learning success

(continuation)

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10.	Self-learning activities Selbstlernaktivitäten werden beauftragt, überprüft und unterstüt- zen den nachhaltigen Lernerfolg der Teilnehmenden.							
11.	Teaching instruments and media Die TN empfinden den Einsatz der eingesetzten Unterrichtsmittel und Medien als aktivierend, bereichernd und zielführend.							
12.	Transfer of learning Mit geplanten Lernarrangements wird der Praxistransfer gefördert.							

Criteria 4: Trainers – Trainers have high professional and methodical-didactical competences

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13.	Job specification, qualification Anforderungsprofile legen die fach- lichen und methodisch-didaktischen Anforderungen der Ausbildenden fest.							
13.	Expertise qualification Alle Ausbildenden verfügen über einen, dem unterrichteten Fach ent- sprechenden, fachlichen Abschluss.							
13.	Methodical-didactical qualification Ausbildende mit >150 Unterrichtslek- tionen pro Jahr können einen SVEB 1 oder analogen Abschluss vorweisen.							

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14	Activities of continuing education and development Ausbildende halten sich fachlich und methodisch-didaktisch à jour und bilden sich weiter.							
15.	Feedback for trainers Ausbildende werden von internen oder externen Leitungs- und/oder Fachinstanzen im Unterricht besucht und erhalten regelmässig ein Feed- back zur Unterrichtsgestaltung.							

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

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16.	Quality assurance and quality development Die 22 eduQaa-Standards sowie die eigenen Qualitätsansprüche und Zielgrößen werden erfüllt.							
16.	Quality assurance and quality development Die relevanten Prozesse der Bil- dungsinstitution sind institutionell verankert.							
16.	Quality assurance and quality development Die Qualität der Institution, der Bildungsangebote und des Unter- richts werden mittels geschlossenen Regelkreisen (Plan-Do-Check-Act) überwacht und kontinuierlich weiter- entwickelt.							

Criteria 6: Leadership – Leadership is ensuring customer oriented, economical, efficient and effective performance

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17.	To define an institutional mission statement and andragogic guiding principles Das Leitbild und die andragogischen Leitideen machen Aussagen zu den zentralen Werthaltungen und zum Qualitätsverständnis der Bildungsinstitution sowie zu deren Verständnis von Erwachsenenbildung.							
18.	Management tools Die Bildungsinstitution hat Methoden und Hilfsmittel für die Evaluation folgender Aspekte institutionell verankert: • Erfüllung der 22 edu-Qua-Standards • Erfüllung der eigenen Q-Ansprüche und Q-Ziele • Aktualisierung der Angebote • Überwachung der Unterrichtsqualität • Erhebung der Kundenzufriedenheit							
19.	Organization Die Bildungsorganisation hat ihre Organisationsform, Verantwortlichkeits- und Kompetenzbereiche festgelegt.							

Criteria 6: Leadership – Leadership is ensuring customer oriented, economical, efficient and effective performance
(continuation)

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20.	Class rooms and infrastructure Die Unterrichtsräume und die Infrastruktur sind geeignet, die in den Ausschreibungen formulierten Lernziele zu erreichen.							
21.	Customer satisfaction in general In regelmässigen Abständen wird die Zufriedenheit der Kunden mit der Bildungsinstitution, der Organisation der Bildungsangebote, der Teilneh- merbetreuung und der Unterrichtsge- staltung erhoben. Reklamationen werden kunden- freundlich bearbeitet.							
22.	Controlling and further development Die erhobenen Kenngrössen werden mit den Zielgrössen verglichen, und nötigenfalls werden Entwick- lungsmassnahmen eingeleitet und überwacht.							