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Guide to Evaluation and Quality Assurance in FPDual



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Evaluation and Quality Control Guide on Vocational Education and Training
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PHASE 1: SELECTION AND ENROLLMENT OF THE APPRENTICE.

Core 1.1.

Labor and economic information on training.

ITEM 1.1.1. Educational center

The educational center collaborates with the Employment Service to inform students about the job offered by companies and about the training centers available.

Completely/Enough/Something/Nothing

It is necessary to provide information related to the conditions of the project and of the participating company, calendar, day and established schedule as well as the possible necessary measures planned to facilitate obtaining the degree in the case of not passing any of the professional modules. [EQAVET](#) P10

ITEM 1.1.2. Educational center

The educational center ensures that a written agreement defines the rights and obligations of the trainee, the employer and, if it is applicable, the educational institution.

Completely/Enough/Something/Nothing

[EQAVET](#) states that the Member States must ensure that information is effectively disseminated to data subjects. The information and orientation to companies and workers, regarding contracts for training and apprenticeship, must be provided by the Public Employment Services in collaboration with the educational Administrations. [EQAVET](#), Recommendation to Member States (4)





ITEM 1.1.3 Educational center

The educational center offers students information on education costs such as tuition, complementary activities, exam fees, issuance of documents or certificates, as well as those related to textbooks and school materials.

Completely/Enough/Something/Nothing

It is timely to provide the information and make sure to check that it is easy to understand and that there is no question about any of the costs involved in training. These include: tuition, exam fees, issuance of documents or certificates as well as those related to textbooks and school materials.

Normative reference: [See ISO 21001 > 8.2.2 f and 8.5.1.2.1.b.3] [EQAVET](#) P2, 7, 8. A1

ITEM 1.1.4 Educational center

The educational center offers students information about the possibility of receiving scholarships and insurances needed for the training.

Completely/Enough/Something/Nothing

[EQAVET](#) states that Member States must ensure that information is effectively disseminated to data subjects. Agreements with companies must include both the scholarship system and the necessary insurance to guarantee training. It is important to consider that when there is no training and apprenticeship contract, the students selected to develop the dual professional training projects may be compensated by the companies participating in the project through scholarships that will be granted according to the conditions established in each agreement or by the Educational Administration through the call for established aid. [EQAVET](#), recommendation to Member States (4)



Core 1.2.

Basic information for students

ITEM 1.2.1. Educational center

The educational center offers information to the people that are interested about the objectives, teaching system, teaching team and content of the programs and training actions and evaluation systems.

Completely/Enough/Something/Nothing

The Educational Center, and where appropriate the Company interested in attracting apprentices in training, are advised to inform the interested persons of the purposes, purposes, characteristics, conditions, teaching system and content of the programs and training actions offered. It is advisable to detail the models, means or instruments that will be used for the evaluation.

Normative reference: [See ISO 21001 8.2.2.a / ISO 8.2.2.e]. Normative reference [See EQAVET P2, 7, 8. 1]

ITEM 1.2.2. Educational center

The educational center informs about the access and admission requirements as well as their changes and also about their commitments, responsibilities and expectations with the students.

Completely/Enough/Something/Nothing

It is opportune to inform of any necessary prerequisite or whose importance is relevant, such as ICT skills or of another type, as well as the average grade, or professional experience required. Also on the possible supports for learning and evaluation. Along with them must be included the commitments, responsibilities and expectations placed on students and others who may benefit.

Normative reference: [See ISO 21001 8.2.2. b) c) d) / 8.2.3. / 8.5.1.2.1.a]. [See EQAVET P2, 7, 8. A1]

ITEM 1.2.3. Educational center

The educational center informs students about the expected learning outcomes, career opportunities, participation in the educational process provided by the center and the company, and professional development.

Completely/Enough/Something/Nothing

It is opportune that both the center and the company provide the apprentices with adequate information on the expected learning outcomes, the professional perspectives and the training model, all of which must be detailed in the dual professional training project.

Likewise, it is appropriate to motivate students to achieve their involvement in the educational process and also that of the interested parties.

PHASE 2. SELECTION OF COLLABORATING TRAINING COMPANIES

Core 2.1.

Guarantee the process of selection

ITEM 2.1.1. Educational center

The educational center knows the modalities of Dual Vocational Training, shares a strategic vision with companies and values the importance of a quality assurance system for its development.

Completely/Enough/Something/Nothing

Quality assurance models and systems establish the need for them to share a strategic vision, for which it is necessary to determine the relevant requirements of the interested parties. It is also opportune to determine the interested persons, institutions or entities that are relevant to the Dual Vocational Training, as well as the pertinent requirements that they may demand.

See: ISO 9001:2018 – Section 4.2.b]. See: [EQAVET P2, P7, P8](#). (Policy Objectives: Planning 2, 7, 8)].

ITEM 2.1.2. Educational center

The responsible assigned of the educational center about the coordination of the project is occupied to ensure about the adequacy of the companies, making sure that they will achieve the planned results and promoting the best continuing.

Completely/Enough/Something/Nothing

It is recommended that the educational center have a person to coordinate the project who is in charge of ensuring that the companies are suitable for the development of the program, especially the availability of spaces, the existence of qualified personnel, and the necessary equipment. to provide adequate training to students. Likewise, it is advisable to designate a person as responsible for the programming and monitoring of the training, as well as for the coordination of the evaluation.

For its part, the company is advised to designate a person to supervise the development of the work activity, who will exercise tutoring in the company and will be responsible for monitoring the agreement for the training activity, for the coordination of the work activity with the training, and communication with the training center.

The management of the educational center will ensure the necessary resources for training, including the suitability of the companies, ensuring that the expected results are achieved and promoting continuous improvement. This is basic to provide information for decision making.

[See: ISO 21001:2018 – Section 5.1.1. b, e, h, i] [See: [EQAVET P1, I1, P7](#)].

ITEM 2.1.3. Educational center

The selected companies or institutions from the educational center for the formation in the workplace develop activities related to the formative cycle and preferably located in the environment of the educational center.

Completely/Enough/Something/Nothing

ITEM 2.1.4. Educational center

The educational center selects preferentially for their internships and training positions to those companies and providers that apply internal systems of quality defined by law or by its own initiative.

Completely/Enough/Something/Nothing



The companies or institutions for training in the workplace must be related to the training cycle. For this selection, criteria must be established based on the capacity of the companies to provide the training in accordance with the requirements.

See: [ISO 21001:2018 – Section 8.4.1](#)]

These companies should, according to their preference, develop their activity in the environment of the educational center, taking into account the productive environment and the forecast of future employability, also contemplating the possibility of collaboration with other entities at a national or international level.

With all this, it is intended to analyze the local needs of suppliers, in this case companies, support employability and respond to the evolution of the labor market.

See: [EQAVET P9](#)].

The European reference framework for quality assurance in VET recommends taking into account in the selection of companies and providers those that apply internal quality systems defined by law or on their own initiative and also those that are accredited. The aim is to foster a culture of quality improvement in VET among providers, increase the degree of transparency of the quality of training and thus improve mutual trust in the provision of training. The following could be used as indicators:

- a) proportion of suppliers that apply internal quality systems defined by law or on their own initiative.
- b) percentage of accredited VET providers.

See: [EQAVET Indicator 1 a\)](#) Policy objectives 1). [EQAVET Link](#)] [See: [ISO 21001:2018 – Section 8.2.1 c\)](#)].

Core 2.2.

Quality assurance and improve coordination

ITEM 2.2.1. Educational center

The center communicates with the company the relative requisites to the formation of the student to achieve an agreement about a formative itinerary, method, evaluation, interaction educational center or company, etc.

Completely/Enough/Something/Nothing

The center must make sure to formulate the appropriate requirements for the training project before transferring them to the company for consideration [See: ISO 21001:2018 – Section 8.4.3]. Reaching agreement requires stakeholder participation in the monitoring and evaluation process that is co-created and clearly outlined. To the extent possible, it is advisable to take into account the most relevant national and regional standards and processes, proportional to the needs of the sector, for quality improvement and assurance [See: EQAVET, A4].

ITEM 2.2.2. Educational center

The center and company share the internal and external issues, organizational relations to their purpose, social responsibility and strategic direction, that conditioning the development of the project of FP Dual.

Completely/Enough/Something/Nothing

The European reference framework for quality assurance in VET establishes that planning must reflect a strategic vision shared by stakeholders and include specific objectives, actions and indicators. Its policy objectives seek to foster a culture of quality improvement in Dual-VET among providers, increase the degree of transparency of the quality of training and improve mutual trust in the provision of training. [See: EQAVET P1 Planning].

On the other hand, the quality assurance systems establish that in Dual Vocational Training it is necessary for the center to determine and share with the company, the internal and external issues pertinent to its purpose, social responsibility, and strategic direction, which condition the achievement of its objectives. expected results in training, qualification and training of the apprentice. [See: ISO 21001:2018 - Section 4.1].

ITEM 2.2.3. Educational center

The educational center contacts, consults and agrees with the company the necessary controls to ensure that the process of formation developed to the company is in agreement with the plan.

Completely/Enough/Something/Nothing

The educational center must determine the controls that will be applied to the processes and services provided by the companies in the development of teaching, in order to monitor performance and ensure that the training process developed in the company is as planned. [ISO]

Consultation and communication of these controls between the educational center and the company, both interested parties, is recommended. This strengthens quality assurance systems for VET providers by fostering a culture of quality improvement in VET, raising the level of transparency of training quality, and enhancing mutual trust in training provision.

[See: ISO 21001:2018 – Section 8.4.1] [See: EQAVET, A1].

ITEM 2.2.4. Educational center

The educational center and the company determine the scope of the quality system, their limits and applicability to the formative project.

Completely/Enough/Something/Nothing

The scope of the quality system for Dual VT projects must include objectives, actions and indicators that are easy to understand and access to favor the involvement of teachers and trainers. It must be applicable and realistic, consider issues internal and external to the center and the company, and in accordance with the requirements of all the parties involved in the project. In this way, it is favored that decisions are adopted knowing their real results.

[See: ISO 21001:2018 – Section 4.3] [See: EQAVET, P2, P7, P8].

PHASE 3. Review of the training itinerary to be carried out

Core 3.1. Objectives

ITEM 3.1.1. Educational center

In the planning of the objectives by the part of the center, is done a description of the expected results
Completel/Enough/Something/Nothing

RECOMMENDATIONS:

The European and international guarantee systems advise that in the planning of the objectives, the specific goals to be achieved in measurable results are defined and detailed. Among others, the number of people who have successfully completed Dual Professional Formative programs or those who have dropped out according to the type of program and the specific criteria should be considered. Also those indicators that can measure the process and the results achieved. To the same extent as the satisfaction rates of beneficiaries and employers with the skills and competencies acquired by apprentices [1. European. See: [EQAVET P4, P6](#)]. It will be the direction of the educational center who assigns responsibilities and authorities to whom it corresponds to ensure that the processes carried out allow these goals to be achieved [2. International. See: ISO 21001:2018 – Section 5.3.c]

ITEM 3.1.2. Educational center

The objectives of the Project of Dual PF are fixed in different levels of the organization, they are communicated, updated, are measurable and consistent and they are object to monitoring and control.
Completel/Enough/Something/Nothing

RECOMMENDATIONS:

The correct definition of the objectives is the fundamental basis of any Dual Professional Formative programs. That is why all relevant stakeholders must be involved at various levels in setting these goals. These objectives must be monitored and updated. It must be a continuous process of consultations in order to identify immediately all the concrete needs. To this end, from the outset, planning must explicitly assign management and development responsibilities for the Dual Professional Formative programs. This is particularly important when it comes to quality development. [one. European. See: [EQAVET P3](#)] [2. International. See: ISO 21001:2018 – Section 6.2.1]



ITEM 3.1.3. Educational center

The educational center determines and describes in its strategic plan, the applied system to the mediation of the consecution of the objectives, the actions and the specific indicators.

Completel/Enough/Something/Nothing

RECOMMENDATIONS:

The incremental processes of continuous improvement require an iterative measurement of the results achieved. [EQAVET](#) recommendations state that planning should reflect a strategic vision shared by relevant stakeholders and include specific objectives, actions and indicators to monitor goals and establish levels achieved. [one. European. See: [EQAVET P4](#)]. When reviewing the planning to analyze how to achieve the objectives of the Dual Professional Formative programs, the educational organization must determine and describe in its strategic plan: what is going to be done? What resources will be required? Who will be responsible? When will it end? And how will the results be evaluated? [two. International. See: [ISO 21001:2018 – Section 6.2.2.e](#)]

ITEM 3.1.4. Educational center

The educational center establishes methods and measures to review the level of the performance of learning and the objectives of the itinerary formative.

Completel/Enough/Something/Nothing

RECOMMENDATIONS:

It is important to review the level of performance (action, work, dedication to specific activities) of the teachings in relation to the objectives, goals, and indicators that have been established in the planning. [one. European. See: [EQAVET P4](#)]. For this, the project management must determine the methods to obtain, monitor and review the information derived from this performance measurement. International quality assurance systems suggest the use of different methods to implement measurements, such as: – dropout rate; alphabetization rate; student satisfaction; student attendance and/or participation rate; – satisfaction of other beneficiaries; – graduation rate (as a percentage of original admissions); program end time; job placement rate at specified intervals after graduations; – general level of qualification of personnel; – staff publishing and research; – number of hours of continuing professional development; – percentage of accredited programs; – number of complaints; – pass rate; – ratio of administrative staff to researcher and teacher; – global domestic investment (by source); – Degree of achievement of learning outcomes. [two. International. See: [ISO 21001:2018 – Section 9.1.4.1](#)]

Core 3.2. Resources

ITEM 3.2.1. Educational center

The educational center and the company determine and provide the necessary resources for the establishment, implementation, maintenance and continuous improvement of the Dual PF project, in such a suitable way of improvement.

Completel/Enough/Something/Nothing

RECOMMENDATIONS:

As stated by [EQAVET](#), the application projects are prepared in consultation with the interested parties with the aim of raising the degree of transparency of the quality of the training [1. European. See: [EQAVET I1](#)]. Therefore, both the educational center and the company must determine and provide the necessary resources for the establishment, implementation, maintenance and continuous improvement of the Dual Professional Formative programs, in such a way that the improvement is sustainable. These resources refer to:

- ☑ activities that enhance learning and promote the achievement of learning outcomes;
- ☑ Activities that enhance staff skills to facilitate learning;
- ☑ activities that contribute to the social benefits of learning.

These activities aim to increase student commitment and satisfaction, staff participation and satisfaction, and the satisfaction of other beneficiaries or social agents [2. International. See: ISO 21001:2018 – Section 6.2.2.e].

ITEM 3.2.2. Educational center

The center determines and provides the necessary measurement for the personal participation and satisfaction through formative activities that improve their educational competencies and facilitate the learning of the students.

Completel/Enough/Something/Nothing

RECOMMENDATIONS:

It is considered important to invest in the training of teachers and trainers who participate in the teaching process, through training activities to improve their teaching skills and facilitate student learning. [one. European. See: [EQAVET I2](#)] This is intended to implement, maintain and improve the quality system and the personal satisfaction of trainers by increasing the performance of trainees. [two. International. See: ISO 21001:2018 – Section 7.1.1.b]

ITEM 3.2.3. Educational center

They've done determination and follow up of the necessary resources that the educational center and the company contribute for the development of the Dual PF.

Completel/Enough/Something/Nothing

RECOMMENDATIONS:

As stated by [EQAVET](#), implementation projects are prepared in consultation with stakeholders and results and processes are periodically evaluated with the support of measurements. The objective is to raise the degree of transparency of the quality of training [1. European. See: [EQAVET I1](#)]. Given that both the educational center and the company must provide resources for the development of the Dual Professional Formative project, the company must determine and monitor what these resources are for both parties. It must also take into account the needs of students with special needs and must ensure that accessibility requirements are foreseen [2. International. See: ISO 21001:2018 – Section 7.1.1.2].

ITEM 3.2.4. Educational center

The methodological adaptations are coherent with the available resources attending to the characteristics of the teachers, curriculum, scene and normative.

Completel/Enough/Something/Nothing

RECOMMENDATIONS:

The importance of attending to individual differences and adapting them to the unique characteristics and conditions of training, both at the center and in the company's apprenticeship, is one of the essential characteristics of the quality of Dual Professional Formative programs. The EQAVET quality system insists on this fact as an outstanding feature in its policy objectives for most quality indicators [1.European. See: EQAVET

P4,5,6,8,10].The educational center should consider: a) employing differentiated instructional strategies that are aimed at students in the classroom; b) using recommended approaches for students with special needs in order to foster the development of self-awareness, self-regulation and metacognition; c) balance the needs of the student, the educator, the requirements of the course, the context (environment) within larger frameworks (eg, curricular requirements, national values); d) flexible application of individualized measures, as appropriate, including: 1) modification of the curriculum; 2) foster autonomy and independence; 3) tutor and tutorials. [two. International. See: ISO 21001:2018 – Section 8.5.1.6.2 a)c)d)]. An entire section of the guide is devoted to assessing the adaptation process in Dual VET.

Core 3.3.

Design/Planification/Methodology

ITEM 3.3.1. Educational center

The planification and the design of the formative program include the results of learning.

Completel/Enough/Something/Nothing

RECOMMENDATIONS:

The planning and design of the training program must include learning outcomes, which must be set through the goals that are supervised through success criteria defined by specific indicators. The goal of any quality system is to support the optimal completion of Dual Professional Formative programs. [1.European. See: EQAVET P4] International quality assurance systems require the organization to plan the design, development and expected results of educational products and services, which includes learning outcomes (knowledge, skills, abilities and competencies) [2 . International. See: ISO 21001:2018 – Section 8.1.2.a].

ITEM 3.3.2. Educational center

The planification and design of the formative program ensures methods for the improvement of learning, proper and accessible environments of learning and support services (orientation, tutorial, etc.) appropriate for the itinerary format.

Completel/Enough/Something/Nothing

RECOMMENDATIONS:

The planning and design of the training program carried out by the organization must include the most appropriate teaching methodologies in each case, create appropriate and accessible learning environments for all students and have mentoring, guidance, tutoring, and other services that favor an adequate development of the student in the training itinerary [1. International. See: ISO 21001:2018 – Section 8.1.2.b)e)f)]. The purpose of this design and planning is to support the successful completion of the programs as one of the main objectives of quality in Dual Professional Formative programs [2.European. See: EQAVET P4]

ITEM 3.3.3. Educational center

In the definition of the requisites for the design of the program of the Dual formation is attended to the necessities of the labor market.

Completel/Enough/Something/Nothing

RECOMMENDATIONS:

The needs of the labor market are a necessary starting point for the design of the dual training program according to the European and international quality assurance systems. For this, it is recommended to carry out a continuous process of consultation with the interested parties, establishing the necessary mechanisms and procedures in order to identify said needs. [1. European. See: [EQAVET P2](#)] In this way, the educational organization ensures that the requirements for the educational products and services that are going to be offered to students and other beneficiaries are requirements that are defined and respond to the demand of the labor market [2. International. See: [ISO 21001:2018 – Section 8.2.1.d](#)].

ITEM 3.3.4. Educational center

The design of the teaching-learning process allows the student to take an active and creative role.

Completel/Enough/Something/Nothing

RECOMMENDATIONS:

European quality systems, as well as international standards, recommend establishing controls in the design and development of the curriculum with the support of measurements to ensure that opportunities are included in the teaching design that allow students to take an active role in the creation of the learning process [1. International. See: [ISO 21001:2018 – Section 8.3.4.3.d](#) 1]. The measurements of the results and processes must be carried out on a regular basis, and include the assessment of the satisfaction of the people who participate in the learning processes in a way that favors their involvement [2. European. See: [EQAVET A1](#)]

Core 3.4. Adaptations

ITEM 3.4.1. Centro educativo

El equipo directivo identifica en el itinerario formativo los modos de mejorar la accesibilidad para necesidades especiales de educación.

Totalmente/Bastante/Algo/Nada

RECOMENDACIONES:

Los sistemas de calidad a nivel europeo así como las normas internacionales en el ámbito educativo señalan la importancia de garantizar la accesibilidad de los alumnos con necesidades especiales de educación a la formación, en este caso a la FP Dual [1. Europeo. Ver: [EQAVET P8, P10](#)]. A tal fin, el centro educativo debe establecer los mecanismos que permitan identificar los pasos para mejorar la accesibilidad de los servicios educativos contando con la colaboración de todas las partes interesadas. [2. Internacional. Ver: [ISO 21001:2018 – Apartado 8.5.1.6.1](#))].

ITEM 3.4.2. Centro educativo

La organización contempla la adaptación del currículo o la modificación del programa educativo para atender casos y circunstancias especiales de educación tales como contenidos enriquecidos, medidas individuales, etc.

Totalmente/Bastante/Algo/Nada

RECOMENDACIONES:

El centro educativo para apoyar la prestación de formación adaptada, en particular a los grupos desfavorecidos, debería mostrar flexibilidad para apoyar la construcción conjunta del proceso de aprendizaje basado en las capacidades, habilidades e intereses. Estos incluyen distintos enfoques entre los que destacan: 1) la instrucción adaptativa; 2) el contenido acelerado o enriquecido; 3) la posibilidad de permitir la inscripción en dos programas distintos

u organizaciones educativas siempre que se factible; 4) medidas individualmente adaptadas; 5) el ajuste del currículo o la modificación del programa educativo, de un tema o de un curso particular para que coincida con el perfil específico del estudiante, por encima o por debajo de las expectativas del nivel o grado predeterminado

apropiado para la edad; y [1. Europeo. Ver: [EQAVET P8,10](#)] [2. Internacional. Ver: ISO 21001:2018 – Apartado 8.1.3 a)].

ITEM 3.4.3. Centro educativo

La metodología contempla la atención a los estudiantes con necesidades especiales para fomentar el aprendizaje.

Totalmente/Bastante/Algo/Nada

RECOMENDACIONES:

Los sistemas de calidad consideran la utilización de enfoques adaptados a la capacidad de los usuarios con el fin de apoyar la prestación de formación adaptada. En particular aquella dirigida a los estudiantes con necesidades especiales y a los grupos desfavorecidos para respaldar su acceso y permanencia. A tal fin debe emplearse una metodología que favorezca la atención a

sus necesidades especiales para el fomento del aprendizaje, y que en la medida de lo posible desarrolle la autoconciencia, la autorregulación y la metacognición. [1. Europeo. Ver: [EQAVET I8](#)] [2. Internacional. Ver: ISO 21001:2018 – Apartado 8.5.1.6.2.b)].

ITEM 3.4.4. Centro educativo

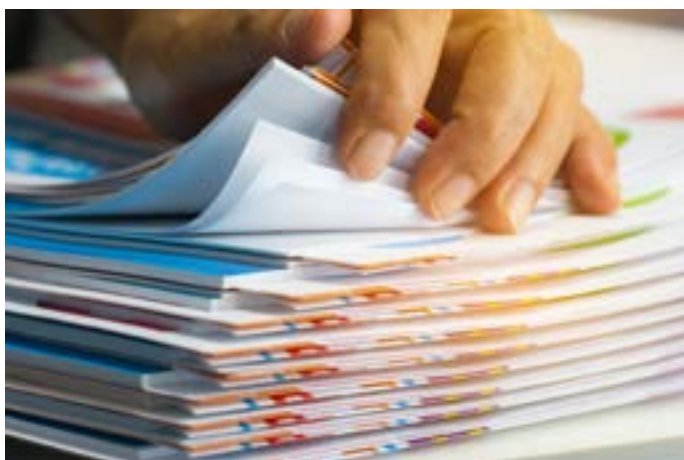
Se han definido y se aplican los estándares y directrices para el reconocimiento, la convalidación y la certificación de competencias individuales.

Totalmente/Bastante/Algo/Nada

RECOMENDACIONES:

El centro educativo para apoyar la prestación de formación adaptada debería mostrar flexibilidad para apoyar la construcción conjunta del proceso de aprendizaje basado en las capacidades, habilidades e intereses. Es conveniente definir y aplicar estándares y directrices para el reconocimiento, la convalidación y la certificación de competencias individuales, atendiendo por una parte al aprendizaje y la experiencia previa y por otra las competencias adquiridas por los estudiantes al completar el plan de estudios [1. Europeo. Ver: [EQAVET P4](#)] [2. Internacional. Ver: ISO 21001:2018 – Apartado 8.1.3.a.6. y 8.3.4.3 a)2.3.)].

Core 3.5. Evaluation



ITEM 3.5.2. Centro educativo

El centro educativo establece con claridad las partes afectadas por la evaluación así como la idoneidad de los evaluadores en términos de competencia y objetividad.

Totalmente/Bastante/Algo/Nada

RECOMENDACIONES:

En el proceso de evaluación dentro de la revisión del itinerario formativo se debe elaborar una metodología de evaluación que comprenda la evaluación interna y externa, con mecanismos adecuados y efectivos para implicar a todas las partes interesadas. Su participación en este proceso de supervisión y evaluación se debe acordar y describir con claridad, debiendo asegurarse asimismo que este proceso es realizado por personas competentes y objetivas, de manera que se consiga aumentar la transparencia de la calidad de la formación. [1. Europeo. Ver: [EQAVET A1](#)] [2. Internacional. Ver: ISO 21001:2018 – Apartado 9.1.4.2.a) b)].

ITEM 3.5.1. Centro educativo

El centro educativo conserva información documentada de la revisión de los cambios, las personas que los autorizan y de las acciones necesarias que surjan de la revisión del itinerario formativo.

Totalmente/Bastante/Algo/Nada

RECOMENDACIONES:

Los sistemas de garantía de calidad recomiendan obtener información básica a nivel de los sistemas y de los proveedores de EFP, de los logros educativos y la calidad de los procesos de formación. Cuando los resultados del proceso de evaluación indiquen que es necesaria una revisión del itinerario formativo, se procederá a debatir con las partes interesadas pertinentes los planes de acción adecuados conservando toda la documentación que se genere. Esto permite mantener el control sobre los datos y el uso que de ellos se pueda hacer, lo que garantiza la confianza de todas las partes interesadas en la interacción que se produce en la revisión de los cambios en el itinerario formativo. Se trata de una información que debe ser tratada con el cuidado y confidencialidad adecuados [1. Europeo. Ver: [EQAVET R3,R4](#)] [2. Internacional. Ver: ISO 21001:2018 – Apartado 8.3.6; 8.5.6 y 8.3.4.1.2]





ITEM 3.5.4. Centro educativo

El centro dispone de recursos de seguimiento y medición que aseguran la validez y fiabilidad de los resultados de la formación de acuerdo con los requisitos previos establecidos.

Totalmente/Bastante/Algo/Nada

ITEM 3.5.3. Centro educativo

El centro educativo establece con claridad la transparencia en los informes de evaluación y su trazabilidad (objetivos, resultados, métodos e interpretación de resultados).

Totalmente/Bastante/Algo/Nada

RECOMENDACIONES:

En el proceso de revisión del itinerario formativo se debe elaborar una metodología de evaluación que garantice la trazabilidad de las mediciones y asegure que los informes de evaluación son transparentes y describen claramente los productos y servicios educativos y sus objetivos, los hallazgos, así como las perspectivas, los métodos y la lógica utilizados para su interpretación [1. Internacional. Ver: ISO 21001:2018 – Apartado 9.1.4.2.c)] de manera que se consiga aumentar la transparencia de la calidad de la formación [2. Europeo. Ver: EQAVET A1].



RECOMENDACIONES:

Cuando se realice el seguimiento o la medición para comprobar la conformidad de la enseñanza con los requisitos, debe asegurarse la validez y fiabilidad de los resultados. Para ello es oportuno fijar metas que sea posible supervisar mediante indicadores específicos que actuarían como criterios de éxito. El centro educativo debe determinar y proporcionar recursos necesarios que sean apropiados para realizar la medición y el seguimiento y adecuados al objetivo, el tipo, el método educativo de prestación (presencial o digital) y la duración del servicio educativo. Estos seguimientos deben ser mantenidos para asegurar la idoneidad continua del propósito. Este proceso de medición iterativa tiene como objetivo elevar el grado de transparencia de calidad de la formación, aumentar la empleabilidad así como mejorar la capacidad de respuesta de la FP Dual a la evolución de la demanda en el mercado laboral.[1. Europeo. Ver: EQAVET P3, I6, A1] [2. Internacional. Ver: ISO 21001:2018 – Apartado 7.1.5.1].

Núcleo 3.6.

Resultados de aprendizaje y del itinerario formativo

ITEM 3.6.1. Centro educativo

Las actividades de aprendizaje son medibles, de duración determinada, relevantes y coherentes con el método utilizado, todo ello para lograr los resultados de aprendizaje esperados.

Totalmente/Bastante/Algo/Nada

RECOMENDACIONES:

Los sistemas de calidad europeos así como las normas internacionales recomiendan establecer controles en el diseño y desarrollo del plan de estudios con el apoyo de mediciones, en particular en lo que se refiere a las actividades de aprendizaje. Estas deben ser medibles, de duración determinada, relevantes y coherentes con el método utilizado, todo ello para lograr los resultados de aprendizaje esperados. [1. Europeo. Ver: [EQAVET A1](#)] [2. Internacional. Ver: ISO 21001:2018 – Apartado 8.3.4.3.a)4 y Apartado 8.3.4.3.b) 1,2,3)].

ITEM 3.6.2. Centro educativo

El centro educativo analiza los resultados con el fin de conocer el nivel de satisfacción de estudiantes y profesores, el grado de conformidad con lo planificado, el desempeño de las empresas y la eficacia del sistema de gestión.

Totalmente/Bastante/Algo/Nada

RECOMENDACIONES:

Los sistemas de calidad europeos e internacionales evalúan con carácter periódico los resultados y procesos. Lo hacen con ayuda de mediciones que permiten el seguimiento del proyecto de FP Dual. Pero es preciso analizar los resultados con el fin de conocer, en primer lugar, la conformidad de la formación y de las capacidades adquiridas. En segundo lugar, el grado de satisfacción de los estudiantes, profesores, empresas y otros beneficiarios. En tercer lugar, el desempeño de las empresas y la eficacia del proyecto. En cuarto lugar, valorar la eficacia en la implementación de lo planificado. En quinto lugar, la eficacia de las acciones tomadas para abordar los riesgos y oportunidades; y en último lugar, la necesidad de

mejoras en el sistema de gestión de la organización educativa. Se aconseja emplear como indicadores el número de personas que participan en programas de FP Dual por tipo de programas y características específicas (tasa de participación), así como el número de quienes han finalizado con éxito (tasa de finalización), y el destino de quienes han obtenido el título (tasa de colocación). [2. Europeo. Ver: [EQAVET A3, A4, A5](#)].

ITEM 3.6.3. Centro educativo

El centro establece, implementa y mejora un sistema para evaluar los procesos educativos e incorporar cambios que permitan lograr los resultados previstos de acuerdo con las especificaciones del itinerario formativo.

Totalmente/Bastante/Algo/Nada

RECOMENDACIONES:

La idea del concepto de calidad es garantizar que se cumplen las especificaciones. Para ello es preciso evaluar todos los procesos educativos para efectuar revisiones e incorporar los cambios necesarios para poder alcanzar los resultados previstos en los proyectos de FP Dual. A tal fin es preciso establecer un sistema que permita evaluar de forma iterativa los procesos educativos. Una vez acordados, los resultados y procesos se evalúan con carácter periódico con el apoyo de mediciones. Se aconseja que estén basadas en una metodología de evaluación que comprenda tanto la evaluación interna como la externa. Han de valorarse de acuerdo con las especificaciones técnicas establecidas en la normativa y proyectadas en la planificación. Por otra parte, si no se cumple con estas especificaciones es preciso incorporar los cambios precisos en los planes de acción para lograr los resultados previstos. Para ello será necesario obtener información básica sobre los logros educativos y la calidad de los procesos de formación; determinar las tasas de abandono

frente a la tasa de participación, entre otros. Los sistemas de evaluación de los procesos educativos permiten mejorar la capacidad de respuesta de los programas de FP Dual a la evolución de la demanda en el mercado laboral y apoyar la empleabilidad. Es adecuado incluir la valoración de la satisfacción de las personas que participan en los procesos de aprendizaje así como la valoración del rendimiento y en nivel de satisfacción del personal [2. Europeo. Ver: EQAVET A4 P3, P4, P9]. Uno de los principios básicos de los sistemas internacionales de calidad es evaluar estos procesos e implementar cualquier cambio necesario para asegurar que se logran los resultados previstos [1. Internacional. Ver: ISO 21001:2018 – Apartado 4.4.1].

ITEM 3.6.4. Centro educativo

Se han definido los resultados a lograr del itinerario formativo.

Totalmente/Bastante/Algo/Nada

RECOMENDACIONES:

Los sistemas europeos de calidad recomiendan que en la definición de los resultados a lograr del itinerario formativo se apliquen indicadores de rendimiento y se elaboren metodologías apropiadas para la recogida de datos, como cuestionarios e indicadores y criterios de medición. Es adecuado incluir la valoración de la satisfacción de las personas que participan en los procesos de aprendizaje así como la valoración del rendimiento y en nivel de satisfacción del personal. Esto tiene como finalidad elevar el grado de transparencia de la calidad de la formación [2. Europeo. Ver: EQAVET A1] A nivel internacional se recomienda que el centro educativo aplique controles al proceso de diseño y desarrollo para asegurarse de que se definen los resultados a lograr [1. Internacional. Ver: ISO 21001:2018 – Apartado 8.3.4.1.1.a)].

Núcleo 3.7. Revisión del itinerario formativo

ITEM 3.7.1. Centro educativo

El diseño del proceso de enseñanza-aprendizaje permite la evaluación formativa y la retroalimentación.

Totalmente/Bastante/Algo/Nada

RECOMENDACIONES:

Ver ISO 21001:2018 – Apartado 8.3.4.d) 2

Los sistemas de calidad europeos, así como las normas internacionales, recomiendan establecer controles en el diseño y desarrollo del plan de estudios, con el apoyo de mediciones, para asegurar que se incluyen oportunidades para la evaluación formativa y se genera retroalimentación en el diseño de la enseñanza [1. Internacional. Ver: ISO 21001:2018 – Apartado 8.3.4.3.d) 1]. Las mediciones de los

resultados y procesos deben realizarse con carácter periódico, e incluir la valoración de la satisfacción de las personas que participan en los procesos de aprendizaje de forma que se favorezca su implicación [2. Europeo. Ver: EQAVET A1].

ITEM 3.7.2. Centro educativo

Se verifica y valida que la formación recibida responde a los requisitos que permiten incorporarse al mercado laboral o la realización de estudios posteriores.

Totalmente/Bastante/Algo/Nada

RECOMENDACIONES:

Los sistemas europeos de calidad aconsejan evaluar con carácter periódico los resultados y procesos

con el apoyo de mediciones. Se trata de obtener información sobre el empleo obtenido por los aprendices tras la finalización de la formación, según el tipo de formación y los criterios específicos. De igual manera, se aconseja determinar la tasa de satisfacción de los aprendices y empleadores con las capacidades y las competencias adquiridas. La finalidad es aumentar la empleabilidad, a la vez que mejorar la capacidad de respuesta de la FP Dual a la evolución de la demanda en el mercado laboral. Se trata también de apoyar la prestación de formación adaptada, en particular a los grupos desfavorecidos [2. Europeo. Ver: [EQAVET A6, R6](#)]. El centro educativo debe realizar actividades de verificación y validación para asegurar la idoneidad de la formación a las necesidades del mercado y/o con vistas a los requisitos de los estudiantes para estudios posteriores [1. Internacional. Ver: ISO 21001:2018 – Apartado 8.3.4.2.a) y 8.3.4.1.1.c)].

ITEM 3.7.3. Centro educativo

Se emprenden acciones y se toman las medidas necesarias para solucionar los problemas identificados durante la revisión del itinerario formativo.

Totalmente/Bastante/Algo/Nada

RECOMENDACIONES:

Los sistemas internacionales de calidad aconsejan que la organización debe aplicar controles al proceso de diseño y desarrollo para asegurarse de que se adoptan las acciones necesarias para resolver los problemas hallados en las revisiones, o a lo largo de las actividades de verificaciones y validación [1. Internacional. Ver ISO 21001:2018 – Apartado 8.3.4.1.1.d)] Se aconseja que se definan, en todos los niveles, procedimientos, mecanismos e instrumentos para efectuar revisiones. Que se evalúen periódicamente los procesos y se elaboren planes de acción para introducir cambios y ajustar los sistemas en consecuencia. Por otra parte, se recaba información de retorno entre las personas que participan en los procesos de aprendizaje sobre su experiencia individual y sobre el entorno de enseñanza y de aprendizaje. Junto con las impresiones de los profesores, esta información se utiliza para inspirar nuevas iniciativas [2. Europeo.

Ver: [EQAVET R6](#)] La información sobre los resultados de la revisión se pone a disposición del público, dándosele una amplia difusión. Los procedimientos sobre el suministro de información de retorno y la revisión forman parte de un proceso estratégico de aprendizaje en la organización. Los resultados/frutos del proceso de evaluación se debaten con las partes interesadas pertinentes, y se establecen planes de acción adecuados.

ITEM 3.7.4. Centro educativo

El centro contempla que cualquier cambio en el itinerario formativo debe de llevarse a cabo de manera planificada teniendo en cuenta todos los elementos necesarios para que sea efectivo.

Totalmente/Bastante/Algo/Nada

RECOMENDACIONES:

Los sistemas europeos de calidad aconsejan definir en todos los niveles los procedimientos, mecanismos e instrumentos necesarios para efectuar revisiones. Estos procesos se establecen con el fin de evaluar de forma iterativa los procesos y elaborar planes de acción para introducir cambios que permitan ajustar los sistemas a la realidad. Eso supone revisar y adaptar los sistemas de garantía de calidad. Esto supone recabar información de retorno entre las personas que participan en los procesos de aprendizaje sobre su experiencia de aprendizaje individual y sobre el entorno de enseñanza y de aprendizaje. Junto con las impresiones de los profesores [1. Europeo. Ver: [EQAVET I5, I6, R1](#)]. Cuando la organización determine la necesidad de cambios en el proyecto de Formación Profesional Dual, estos cambios se deben llevar a cabo de manera planificada. Para ello, la organización debe considerar en primer lugar el propósito de los cambios y sus posibles consecuencias; en segundo lugar, la integridad del proyecto de formación; en tercer lugar, la disponibilidad de los recursos internos y que éstos se mantengan disponibles y estén listos para su uso; en cuarto lugar, la asignación o reasignación de responsabilidades y autoridades; e) la disponibilidad y preparación de los proveedores externos necesarios para implementar el cambio. [2. Internacional. Ver: ISO 21001:2018 – Apartado 6.3].

Núcleo 3.8.

Control de diseño y desarrollo

ITEM 3.8.1. Centro educativo

El centro educativo establece las actividades necesarias para verificar y validar todos los aspectos del proceso y los resultados esperados.

Totalmente/Bastante/Algo/Nada

RECOMENDACIONES:

Los sistemas europeos e internacionales basan sus principios en las mediciones con carácter periódico de los resultados y procesos. Esto permite valorar si estos resultados y procesos coinciden con los niveles y estándares internacionales, nacionales o regionales. Por otra parte, permite comprobar si los procesos de mejora y el aseguramiento de la calidad son pertinentes y proporcionales a las necesidades de ambos sectores, formativo y productivo, es decir, tanto a las centro o sistema, como a los de la empresa o sector productivo. Además se indica que debe quedar incluida la valoración de la satisfacción de las personas que participan en los procesos de aprendizaje y del rendimiento y la satisfacción del personal. El objetivo es elevar el nivel de transparencia en la calidad de la formación. En la revisión y planificación deben participar y ser consultadas las partes interesadas. [1. Europeo. Ver: EQAVET A1, I1, P4,8,10]. A nivel internacional los estándares de calidad aconsejan que los centros educativos y las instituciones de enseñanza, para proceder a la revisión de la planificación del modelo de formación deben aplicar controles al proceso de diseño y desarrollo para asegurarse de que se definen los resultados a lograr; que se realizan las revisiones oportunas para poder evaluar el grado en que los resultados cumplen con los requisitos establecidos. Deben comprobar que se realizan actividades de verificación y validación para asegurarse de que los productos y servicios educativos resultantes satisfacen los requisitos para su aplicación especificada o uso previsto; y que se ponen en marcha acciones necesarias para resolver los problemas determinados durante las revisiones, o las actividades de verificaciones y validación. En base a estas mediciones, es posible determinar la naturaleza, duración y complejidad de las actividades de diseño y desarrollo; las etapas

del proceso de formación requeridas, incluyendo las revisiones aplicables; las actividades requeridas de verificación y validación; las y autoridades involucradas; las necesidades de recursos internos y externos, la necesidad de controlar las interfaces entre las personas que participan; la necesidad de involucrar a los estudiantes y otros beneficiarios; los requisitos para la provisión de productos y servicios educativos; el nivel de control, la información documentada necesaria como evidencia; la medida en que los estudiantes requieren vías de aprendizaje individualizadas en función de sus habilidades, intereses y aptitudes; o la necesidad de reutilización, accesibilidad, intercambiabilidad y durabilidad de las herramientas de creación, producción y distribución del curso. [2. Internacional. Ver: ISO 21001:2018 – Apartado 8.3.2 – Apartado 8.3.4.1].

ITEM 3.8.2. Centro educativo

En la revisión del itinerario formativo se controla el diseño y desarrollo de productos y servicios educativos de acuerdo con las especificaciones de la planificación

Totalmente/Bastante/Algo/Nada

RECOMENDACIONES:

La base del concepto de calidad es garantizar que se cumplen las especificaciones. Para ello es preciso definir en todos los niveles, procedimientos, mecanismos e instrumentos para efectuar revisiones, y controlar el diseño y desarrollo del proyecto de FP Dual. A tal fin es preciso evaluar de manera periódica los procesos. Han de valorarse de acuerdo con las especificaciones establecidas en la planificación. Por otra parte, si no se cumple con estas especificaciones es preciso elaborar planes de acción para introducir cambios, para ajustar los sistemas en consecuencia. [1. Europeo. Ver: EQAVET R4, R9] Los controles aplicados al proceso de diseño y desarrollo deben asegurar que el propósito y el alcance del curso o programa se define con vistas a los requisitos de los estudiantes para estudios o trabajos posteriores; que se especifican

los requisitos previos (si los hay); que se definen las características de los estudiantes; que se conocen los requisitos de más estudios o trabajos; que el servicio educativo puede cumplir los requisitos del propósito y alcance, teniendo en cuenta las características de los estudiantes; que se definen las características del perfil de posgrado. En un contexto educativo, el proceso de diseño y desarrollo puede ser iterativo. Por ejemplo, una base del plan de estudios se puede diseñar antes de que se preste el servicio educativo, pero los métodos educativos pueden necesitar adaptarse a las necesidades específicas de cada cohorte dada de estudiantes durante la provisión de cada servicio educativo. [2. Internacional. Ver: ISO 21001:2018 – Apartado 8.3.4.2.d].



ITEM 3.8.3. Centro educativo

Se realizan controles de diseño y desarrollo del itinerario formativo para asegurar la idoneidad de los resultados del aprendizaje con el contenido del curriculum.

Totalmente/Bastante/Algo/Nada

RECOMENDACIONES:

Deben establecerse procedimientos para asegurar la coherencia entre el diseño del currículo y los resultados esperados del aprendizaje. Para ello se recomienda la realización de controles del diseño y del desarrollo del itinerario formativo. [ISO 21001:2018 – Apartado 8.3.4.3.a)1] De esta manera se pueden evaluar con carácter periódico los resultados y procesos haciendo uso de mediciones precisas. La finalidad es elevar el grado de transparencia de la calidad de la formación. [EQAVET A1].

ITEM 3.8.4. Centro educativo

Los controles de diseño y desarrollo del itinerario formativo aseguran la formulación de resultados en términos de competencias e incluyen el nivel en que deben ser alcanzadas.

Totalmente/Bastante/Algo/Nada

RECOMENDACIONES:

Los resultados deben establecerse en términos de competencias, indicando el nivel que los estudiantes deben alcanzar. Para ello los controles de diseño y desarrollo del itinerario formativo deben asegurar que los resultados se establecen de esta forma [ISO 21001:2018 – Apartado 8.3.4.3.a)2, a)3] De esta manera se pueden evaluar con carácter periódico los resultados y procesos haciendo uso de mediciones precisas. [EQAVET A1].

PHASE 4. FORMATION OF THE APPRENTICE IN THE EDUCATIONAL CENTER

Core 4.1.

Human (psychosocial) resources and materials

ITEM 4.1.1 Educational Center

In the projects of Dual PF, the human resources for the formation include: employees (faculty), volunteers, personal in practice and external collaborators (as companies and other entities)

Completely /-Enough/ Something / Nothing

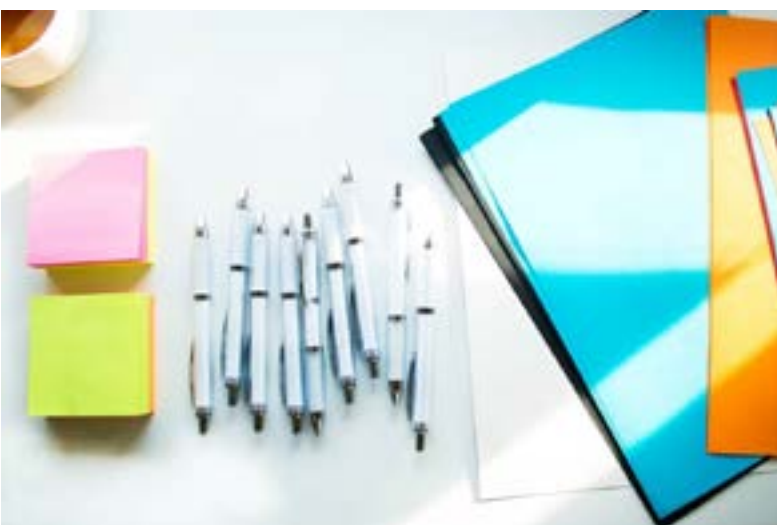
The European quality systems point out that planning must reflect a strategic vision shared by the interested parties, so it is recommended that they participate in setting the objectives, in the educational achievements and in the quality of the training process. All this promotes a culture of quality and improves confidence in the presentation of training [1. European. See: [EQAVET P4, I1](#)]. The center must include in the educational planning the human resources that participate in it: employees (teachers), volunteers, interns and external collaborators. [two. International. See: [ISO 21001:2018 – Section 7.1.2.1](#)].

ITEM 4.1.2 Educational Center

In the educational center exist appropriate installations for learning

Completely / Enough / Something / Nothing

To ensure the achievement of the objectives established between the interested parties, and the expected educational achievements, it is necessary to have the necessary facilities for the provision of training. All this is necessary in order to ensure the quality of the training process and improve confidence in the provision of training [1]. European. See: [EQAVET I1](#)]. The facilities must meet the requirements of the student, and include buildings and grounds; equipment (hardware and software); and other necessary services. The organization must determine, provide and maintain safe facilities, which are adequate for the development of student competencies. You must ensure that their dimensions are appropriate to the requirements of those who use them. Facilities for teaching, self-learning, the implementation of knowledge, rest, recreation and food should also be considered. They can include digital spaces and be indoor or outdoor [2]. International. See: [ISO 21001:2018 – Section 7.1.3](#)].



ITEM 4.1.3 Educational Center

In the educational center exists an appropriate culture and a space that generates an optimal environment (psychosocial factors and materials) to advance the learning

Completely / Enough / Something / Nothing

To ensure the achievement of the objectives established between the interested parties, and the expected educational achievements, it is necessary to have a culture of quality improvement and to have the necessary facilities and adequate physical space for the provision of training. All this is necessary in order to ensure the quality of the training process and improve confidence in the provision of training [1]. European. See: EQAVET I1]. The educational center must determine, provide and maintain an adequate environment to promote well-being, considering psychosocial and physical factors. Psychosocial factors may include development possibilities, sense of work, commitment to the workplace, rewards, role clarity, leadership quality, social support, job satisfaction, work-family balance, workplace values, stress, exhaustion, undesirable and offensive behaviors (for example, harassment). Regarding physical factors, these can include temperature, heat, humidity and light, ventilation, hygiene and noise, as well as the ergonomics of equipment and furniture. [two. International. See: ISO 21001:2018 – Section 7.1.4].

ITEM 4.1.4 Educational Center

The educational center provides appropriate resources of learning that respond to the necessities of the apprentices and to the derivatives necessities of the labor environment (updated, cataloged, referenced, etc.)

Completely / Enough / Something / Nothing

Dual Professional Formative programs must include the required resources adjusted to the needs of the students, as well as the necessary instruments and guidelines as support to guarantee learning in the training center. The purpose of this is, on the one hand, to support the successful completion of the programs, as one of the main objectives of quality in training. On the other hand, to support employability and improve the responsiveness of VET to the evolution of demand in the labor market [1]. European. See: EQAVET I4, I5]. The educational center should provide the appropriate learning resources and make them available where and when needed. These resources must be consistent with the needs and requirements of students, stakeholders, and educators. They should be reviewed at planned intervals to ensure they are up to date. And for optimal management it is recommended that they be cataloged and referenced. The educational center must respect the requirements of intellectual property and should encourage the reuse of resources [2. International. See: ISO 21001:2018 – Section 7.1.6.2].

Core 4.2. Formation of teaching staff and academic collaborations



ITEM 4.2.2 Educational Center

The personnel of the educational center that is involved in the process of learning of the apprentices is in position of the necessary competencies (education, formation, experience).

Completely / Enough / Something / Nothing

ITEM 4.2.1 Educational Center

The educational center determines and provides the necessary human resources for the development of the Dual PF project, establishing as well the criteria for the selection of personnel.

Completely / Enough / Something / Nothing

Dual Professional Formative programs must determine the human resources required to guarantee training in the educational center. They need to be appropriate and assigned by the institution to achieve the goals set in the projects. The educational center must define the appropriate profile for the selection criteria. Likewise, this information must be available and the center will keep the documentation of the selection process. Its purpose is to increase the degree of transparency, promote a culture of quality and improve confidence in the provision of training. [one. European. See: [EQAVET I1 and 2](#). International. See: [ISO 21001:2018 – Section 7.1.2.2](#)].



In Dual Professional Formative programs, it is necessary to refer to the resources required and the specific support in relation to the training of teachers and trainers. These needs should be included in the strategic staff skills development plan. This is intended to promote appropriation between teachers and trainers in the process of quality development in the Dual Professional Formative programs, improve the response capacity of the Dual Professional Formative programs to the evolution of demand in the labor market, increase the development of individual skills of learning, and improve learner outcomes [1]. European. See: [EQAVET](#) [2]. The competencies that are necessary for the teaching staff must be established, ensure that the staff possess them, develop actions for their acquisition, evaluate the effectiveness of the actions undertaken, help improve them, keep documented information, etc. [two. International. See: [ISO 21001:2018 – Section 7.2.1](#)] First of all, the difference between public and private centers is important. In private centers, special attention must be paid to the adequacy of the facilities and at the same time to verify that the teachers have the specific training. In both systems, but especially in publicly owned centers, the most appropriate thing is that specific training can be organized. For this, it is important that they have recognized autonomy to determine their training needs, regardless of what other institutions and entities can provide.

ITEM 4.2.3 Educational Center

The educational center features with sporadic volunteer collaborators that participate in concrete activities

Completely / Enough / Something / Nothing

Within the strategy shared by the interested parties, specific actions are included aimed at satisfying the training needs of the apprentices. To this end, cooperation initiatives are planned in which sporadic volunteer collaborators participate. This makes it possible to improve the response capacity of VET to the evolution of demand in the labor market. [one. European. See: [EQAVET P2,12](#)]. As stakeholders in the educational organization, within the staff block, we can find the employees and volunteers. Along with outside vendors, these two can be educators in the organization. Volunteers include people who provide a service to the educational organization without compensation (for example, people who serve on committees, visiting speakers). They may have more than one type of relationship with an educational center (they may be apprentices in training who collaborate in courses, internships, etc. based on their professional, training, etc. experience). [two. International. See: [ISO 21001:2018 – Section 7.1.2.1 and Annex C](#)].

ITEM 4.2.4 Educational Center

The participation of the sporadic volunteer collaborators is planned and regulated in the educational center to guarantee adequation for the formative needs

Completely / Enough / Something / Nothing

Cooperation initiatives in which sporadic volunteer collaborators participate must be conveniently planned and scheduled within the training itinerary. It is necessary to determine in advance the training needs of the apprentices. These collaboration actions must be regulated above all in relation to the training, experience and skills of these collaborators, by means of specific indicators. The aim is to improve the response capacity of the Dual Professional Formative programs to the evolution of the demand in the labor market and improve the results of the people who participate in the learning processes [1]. European. See: [EQAVET P2, \[2\]](#). These collaborators will be considered part of the staff of the educational organization and therefore an interested party, even if they do not receive a reward. They may have more than one type of relationship with an educational organization (they may be apprentices in training who collaborate in courses, internships, etc. based on their professional, training, etc. experience). [two. International. See: [ISO 21001:2018 – Section 7.1.2.1 and Annex C](#)].

Core 4.3.

Special necessities and disadvantaged groups

ITEM 4.3.1 Educational Center

In the educational center there are adopted measures to support the adapted formation, in particular the disadvantaged persons and groups

Completely / Enough / Something / Nothing

In response to the rapid changes taking place in the economy and society, Dual VET systems must contribute to increasing employability and social inclusion. The European quality assurance systems (EQAVET) place a special emphasis on the need to support the provision of adapted training, in particular to disadvantaged groups, as evidenced in their quality indicators (4,5,6,8 and 10). In addition, it is about improving access for all citizens, including disadvantaged people, to lifelong learning. [one. European. See: EQAVET P8, P10]. Disadvantaged individuals and groups include students with special needs. This is considered to be someone who may have educational needs that cannot be met through standard instructional and assessment practices (for example, behavioral, communication, intellectual, physical, gifted, or other student needs exceptions for special education; students may have more than one exceptionality). This implies the need to ensure the existence of communication channels so that the interested parties can receive the information they need for their activity. The leadership team must ensure that resources and training support accessibility in learning environments; and that reasonable accommodations are provided for students with special needs in order to promote equitable access to educational facilities and environments as other students. [See: ISO 21001:2018 – Section 5.1.3] In the regulations for dual VT projects in Andalusia there is no specific mention of disadvantaged people or groups, nor of those who may have any special needs. It is a reality whose attention poses many problems for centers and companies. Attention to diversity in Dual Vocational Training is an area pending treatment and development. One of the practical options raised from the experience of the centers proposes that the administration draw

up a precise catalog of those disabilities that could be incorporated into certain cycles. [4. Autonomous: Order of January 18, 2021, which calls for dual professional training projects for the 2021/2022 academic year. BOJA, Number 18 - Thursday, January 28, 2021. Link].

ITEM 4.3.2 Educational Center

The educational center has into account the additional mediations of didactic and pedagogic character in the design and program of the teachings of Dual PF to facilitate the inclusion of disadvantaged persons and groups

Completely / Enough / Something / Nothing

Pedagogical and didactic measures for the inclusion of disadvantaged individuals and groups should be planned to support the successful completion of the Dual Professional Formative programs and the acquisition of job-related skills [1. European. See: EQAVET P4]. To this end, it is necessary to carry out an exhaustive analysis of the characteristics of students with special needs. These may include screening for reading disorders, written expression disorder, math disability, motor disability, hearing impairment, and visual impairment. For the most gifted students, the needs assessment may include consideration of levels of giftedness, hyperlexia, and preliminary assessment for areas of giftedness (for example, general intellectual ability, specific academic aptitude, leadership ability, creativity and productive thinking, psychomotor ability, visual and performing arts among others) [2. International. See: ISO 21001:2018 – Section 8.2.1 Note 3]. Regarding teaching methodologies, the educational center should use differentiated instructional strategies that allow the use of recommended approaches for students with special needs. These approaches are intended to foster the development of self-awareness, self-regulation, and metacognition. It is about balancing the needs of the student with the training requirements. Likewise, the application of individualized measures in a flexible way is recommended,

with regard to the modification of the curriculum, promoting autonomy and independence and with a tutoring task adjusted to the needs of the student. [two. International. See: ISO 21001:2018 – Section 8.5.1.6.2].

ITEM 4.3.3 Educational Center

The staff of the educational center that has contacts with the apprentices with special needs receive special formation or has access in a specialists' network

Completely / Enough / Something / Nothing

European and international quality assurance systems establish the condition that the Dual Professional Formative programs include specific support for the training of teachers and instructors who have contact with students with special needs. It is about promoting appropriation between teachers and trainers in the quality development process, improving response capacity, increasing the development of individual learning capacities and improving results. Likewise, it is intended to improve access and inclusion in the Dual Professional Formative programs, in particular, of disadvantaged groups [1. European. See: EQAVET 12, 13]. These staff must be able to meet the learning needs of students with different requirements, as well as be able to facilitate differentiated instruction and assessment for these needs. There is the possibility that, if necessary, access to a network of specialists can be provided, which may include psychologists, learning and development specialists and speech therapists. [two. International. See: ISO 21001:2018 – Section 7.2.2].

ITEM 4.3.4 Educational Center

The educational center applies additional measures for the persons and disadvantaged groups that include the support to the employability and the response to the evolution of the demand of the labor market.

Completely / Enough / Something / Nothing

Implementation projects should be prepared in consultation with stakeholders and should include explicit principles. They must support employability and improve the responsiveness of the Dual Professional Formative programs to changing demands in the labor market, but at the same time they must pay particular attention to disadvantaged groups. To this end, the adoption of additional measures to facilitate and improve the employability of these groups should be considered. This can be done by explicitly supporting appropriate and inclusive partnerships to implement planned initiatives. The European quality assurance systems include a series of indicators that can help measure this and can be used to support the evaluation and improvement of the quality of the Dual Professional Formative programs. [one. European. See: EQAVET 15,16,19]. The measures that can be adopted by the educational center can be, among others: a) support the joint construction of the learning process, attending to the needs of the students; b) facilitate a team environment with adequate resources to enable learners to reach their optimal potential; c) provide links to opportunities in the workplace [2. International. See: ISO 21001:2018 – Section 8.1.3].

Core 4.4.

Measures against the abandonment and the academic failure

ITEM 4.4.1 Educational Center

The educational center realizes the formation of the apprentices by controlled conditions (personal, infrastructures, documented information, etc.) as of the periodic mediations of the results and processes
Completely / Enough / Something / Nothing

In order to guarantee quality levels, it is necessary to periodically evaluate the results and processes with the support of measurements. It is practical to apply performance indicators and develop an internal and external evaluation methodology. To ensure stakeholder participation, their role in the monitoring and evaluation process is agreed and clearly described. For the improvement and assurance of quality, it is opportune to apply those standards and processes for each sector of activity that are relevant and proportional to their needs, both at the national and regional levels. Regular and systematic data collection is appropriate to measure success and identify areas for improvement. [one. European. See: [EQAVET A1](#)]. The educational center must implement the production and provision of the Dual Professional Formative programs under controlled conditions that must include documented information defining the characteristics of the training, the services to be provided, the activities to be carried out and the the results to be obtained. It is advisable to have and use appropriate and validated monitoring and measurement resources. Also implement monitoring and measurement activities, including consideration of complaints, formative evaluation results and other feedback, at appropriate stages to verify the criteria for the control of the processes or their outputs, and the criteria of acceptance for educational products and services. Use of the appropriate infrastructure and environment must be made for the development of the training processes and there must be the designation of competent people, including any type of qualification required. It is advisable to periodically validate the capacity of the educational center to achieve the planned results, especially when the capacity of its graduates cannot be

verified through subsequent monitoring

or measurement activities. The possibility of developing actions to prevent errors is not excluded [2. International. See: [ISO 21001:2018 – Section 8.5.1.1](#)].

ITEM 4.4.2 Educational Center

The educational center has established the expected results, has designed the processes of tutorial to facilitate its achievement and counts with the necessary administrative support to continue the evolution of the tutorial
Completely / Enough / Something / Nothing

European and international quality assurance systems establish that the results and processes of teaching and learning must be periodically evaluated with the support of precise measurements. Hence the need to set expected results and establish the precise processes to achieve them, with a management system capable of providing the necessary administrative support for their monitoring. This will allow the application of performance indicators and early warning systems [1. European. See: [EQAVET A1](#)]. For the provision of educational products and services, it is advised that the educational center establishes processes for the teaching, the facilitation of learning and the precise administrative support. [two. International. See: [ISO 21001:2018 – Section 8.5.1.3](#)].

ITEM 4.4.3 Educational Center

The educational center correctly manages the cases of the apprentices that do not exceed the formation

Completely / Enough / Something /-Nothing

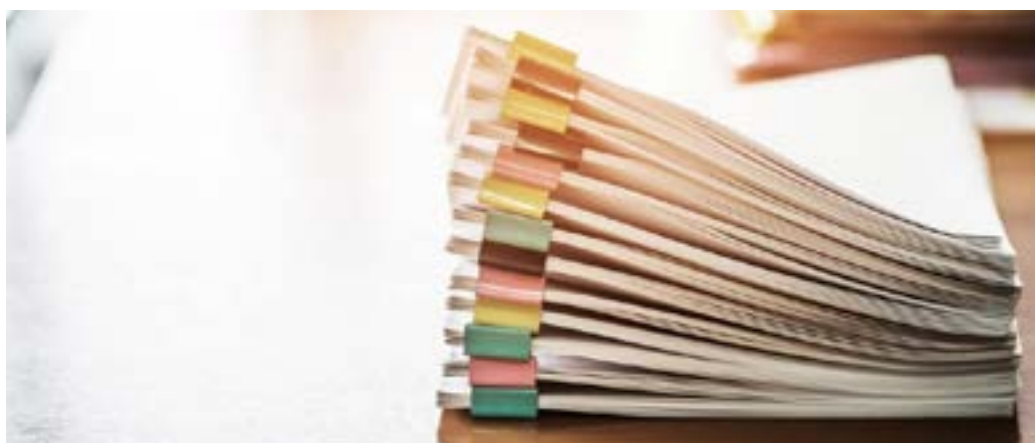
Quality assurance systems periodically evaluate results and processes with the support of measurements. One of the important elements for the educational center is based on the correct management of the cases of the apprentices who do not pass the training. To do this, it is important to consider the completion rate of the Dual Professional Formative programs, as well as the number of people who have successfully completed or dropped out of their training according to the type of program and the specific criteria. It is about favoring the successful completion of the programs since it is considered one of the main objectives of quality in the Dual Professional Formative programs. This includes support for the provision of adapted training, in particular to disadvantaged groups [1. European. See: EQAVET A4] The educational center must try to solve the problems with the results that differ from what was expected by not achieving the objectives pursued. To do this, it has different options that go through correcting, proceeding to separate, contain, or suspend certain training actions. It is about accounting for the information held by students or other beneficiaries, in part to obtain authorization or concession for the proposed resolution. In any situation, after correcting the problems detected, it must be verified that the graduates meet the established training requirements. [two. International. See: ISO 21001:2018 – Section 8.7.2].

ITEM 4.4.4 Educational Center

The educational center conserves documented information of the evaluation of the apprentices and who evaluate them, especially in the case of the negative evaluation of the apprentices

Completely / Enough / Something / Nothing

Quality assurance systems advise that the center regularly and systematically collect data to measure success and identify areas for improvement. Measurements must be made of both the results and the processes, on which early warning systems must be applied based on performance indicators. The documented information of the evaluation of the apprentices and those who evaluate them, especially in case of being negative, is important for the quality system as a whole, especially for the review, planning and implementation processes. [one. European. See: EQAVET A4]. The international quality assurance systems insist in each of the aspects that they regulate on the importance of maintaining documented information that describes the conformity of the training of the graduates with the established criteria, or with any aspect that prevents the achievement of those objectives. In order to be able to review, plan and implement measures that resolve the problems detected in the teaching and learning processes. [two. International. See: ISO 21001:2018 – Section 8.6 and 8.7.3].



5. TRAINING OF THE APPRENTICE IN THE COMPANY

Core 5.1.

Human (psychosocial) and material resources in the company humanos

ITEM 5.1.1 Company

Human resources for company training include: employees, volunteers, interns and external collaborators

Completely / Enough / Something / Nothing

ITEM 5.1.2 Company

Appropriate apprenticeship facilities exist in the company and apprentices are remunerated or compensated according to requirements

Completely / Enough / Something / Nothing

The European quality systems point out that planning must reflect a strategic vision shared by the interested parties. The role that the company plays in the Dual Professional Formative programs is especially important, as it is co-responsible for the apprentice's training. For this reason, it is recommended that the people who are going to collaborate in this phase of the training process be correctly planned, that cooperation initiatives with other providers be projected and that adequate and inclusive associations be explicitly supported to apply the projected initiatives. It is about ensuring that educational achievements are achieved and the quality of training processes is improved. All this promotes a culture of quality and improves confidence in the presentation of training [1. European. See: EQAVET P4, I1]. This educational planning in the company will include: volunteer employees, interns and external collaborators. [two. International. See: ISO 21001:2018 – Section 7.1.2.1] We must draw attention to the necessary participation of institutions such as Chambers of Commerce whose role is decisive for the optimal functioning of Dual Professional Formative programs, as is the case in Germany. Their participation in the training of company trainers is another of the relevant aspects of this system, as is the regulation and recognition of the professional titles obtained by the apprentices. All this is duly regulated and recognized in the legal system.

To ensure the achievement of the objectives set between the interested parties, and the expected educational achievements, it is necessary to have the necessary facilities in the company for the provision of training. All this is timely in order to ensure the quality of the training process and improve confidence in the provision of training [1. European. See: EQAVET I1]. The facilities must meet the requirements of the student, including buildings and grounds; equipment (hardware and software); and other necessary services. The company must determine, provide and maintain safe facilities, which are adequate for the development of the skills of the students. It is necessary to ensure that their dimensions are appropriate to the requirements of those who use them. Facilities for teaching, self-learning, the implementation of knowledge, rest, recreation and food should also be considered. They can include digital spaces and be indoor or outdoor [2. International. See: ISO 21001:2018 – Section 7.1.3].



ITEM 5.1.3 Company

In the company there is its own culture and a space that generates an optimal environment (psychosocial and material factors) to promote learning.

Completely / Enough / Something / Nothing

To ensure the achievement of the objectives set among the stakeholders, and the expected educational achievements, it is necessary for the company to have a culture of quality improvement and to have the necessary facilities and adequate physical space for the provision of training. All this is necessary in order to ensure the quality of the training process and improve confidence in the provision of training [1. European. See: [EQAVET 11](#)]. The company must determine, provide and maintain an optimal environment to promote well-being, considering psychosocial and physical factors. Psychosocial factors may include development possibilities, sense of work, commitment to the workplace, rewards, role clarity, leadership quality, social support, job satisfaction, work-family balance, workplace values, stress, exhaustion, undesirable and offensive behaviors (for example, harassment). Regarding physical factors, these can include temperature, heat, humidity and light, ventilation, hygiene and noise, as well as the ergonomics of equipment and furniture. [two. International. See: [ISO 21001:2018 – Section 7.1.4](#)].



ITEM 5.1.4 Company

The company provides adequate learning resources in the training position that respond to the needs of the trainees (updated, cataloged, referenced, etc.) and to the established requirements.

Completely / Enough / Something / Nothing

Dual Professional Formative programs must include the required resources adjusted to the needs of the students, as well as the necessary instruments and guidelines as support to guarantee learning in the company. The purpose of this is, on the one hand, to support the successful completion of the programs, as one of the main objectives of quality in training. On the other hand, to support employability and improve the responsiveness of VET to the evolution of demand in the labor market [1. European. See: [EQAVET 14, 15](#)]. The company must provide the appropriate learning resources and make them available where and when needed. These resources must be in accordance with the needs and requirements of students, stakeholders and trainers. They should be reviewed at planned intervals to ensure they are up to date. And for optimal management it is recommended that they be cataloged and referenced. The company must respect the requirements of intellectual property and should encourage the reuse of resources [2. International. See: [ISO 21001:2018 – Section 7.1.6.2](#)].



Core 5.2.

Training of the instructor of the company and other external collaborators

ITEM 5.2.1 Company

The company determines and provides the necessary human resources for the development of the Dual Professional Formative programs, based on the criteria established for the selection of said personnel.

Completely / Enough / Something / Nothing

Dual Professional Formative programs must determine the human resources required to guarantee training in the company. They must be adequate and provided by the company to achieve the goals set in the projects. In accordance with the regulations, the appropriate institutions must define the appropriate profile for the selection criteria. Likewise, this information must be available and the institutions will keep the documentation of the selection process. Its purpose is to increase the degree of transparency, promote a culture of quality and improve confidence in the provision of training. [one. European. See: [EQAVET 11](#)] [2. International. See: ISO 21001:2018 – Section 7.1.2.2].

ITEM 5.2.2 Company

The company staff involved in the process of teaching apprentices is in possession of the necessary skills (education, training, experience).

Completely / Enough / Something / Nothing

In the Dual Professional Formative programs, it is necessary to refer to the resources required and the specific support in relation to the training of trainers in the company. These needs should be included in the strategic staff skills development plan. This is intended to promote appropriation between teachers and trainers in the process of quality development in the Dual Professional Formative programs, improve the response capacity of the Dual Professional Formative programs to the evolution of demand in the labor market, increase the development of individual skills of learning, and improve learner outcomes [1. European. See: [EQAVET 12](#)]. The competences that are necessary for the trainers must be established, ensure that they possess them, develop actions for their acquisition, evaluate the effectiveness of the actions undertaken, help improve them, keep documented information, etc. [two. International. See: ISO 21001:2018 – Section 7.2.1] In the company, special attention must be paid to the specific training required for instructors. For its acquisition, it would be opportune to have autonomy to determine its training needs, regardless of the training that other institutions and entities can provide. At the same time, it is advisable to establish recognition and accreditation procedures for the instructor's training, as well as incentives for performing it. [Consider the German model as a reference].



ITEM 5.2.3 Company

The company has sporadic volunteer collaborators who participate in specific activities

Completely / Enough / Something / Nothing

Within the strategy shared by the interested parties, specific actions are included aimed at satisfying the training needs of the apprentices. To this end, cooperation initiatives are planned in which sporadic volunteer collaborators participate. This makes it possible to improve the response capacity of VET to the evolution of demand in the labor market. [one. European. See: [EQAVET P2,12](#)]. As stakeholders in the educational organization, within the staff block, we can find the employees and volunteers. Along with outside vendors, these two can be in-house educators. Volunteers include people who provide a service to the educational organization without compensation (for example, people who serve on committees, visiting speakers). They may have more than one type of relationship with an educational organization (they may be apprentices in training who collaborate in courses, internships, etc. based on their professional, training, etc. experience). [two. International. See: [ISO 21001:2018 – Section 7.1.2.1 and Annex C](#)].

ITEM 5.2.4 Company

The participation of sporadic voluntary collaborators is planned and regulated by the company to guarantee its adaptation to the training needs

Completely / Enough / Something / Nothing

The cooperation initiatives in which sporadic volunteer collaborators participate in the company must be conveniently planned and programmed within the training itinerary. It is necessary to determine in advance the training needs of the apprentices. These collaboration actions must be regulated above all in relation to the training, experience and skills of these collaborators, by means of specific indicators. The aim is to improve the response capacity of the Dual Professional Formative programs to the evolution of the demand in the labor market and improve the results of the people who participate in the learning processes [1. European. See: [EQAVET P2,12](#)]. These collaborators will be considered part of the staff of the educational organization and therefore an interested party, even if they do not receive a reward. They may have more than one type of relationship with an educational organization or company (they may be apprentices in training who collaborate in courses, internships, etc. based on their professional, training, etc. experience). [two. International. See: [ISO 21001:2018 – Section 7.1.2.1 and Annex C](#)].



Core 5.3.

Special needs and disadvantaged groups in the company

ITEM 5.3.1 Company

Measures are taken in the company to support tailored training, in particular for disadvantaged individuals and groups.

Completely / Enough / Something / Nothing

In response to the rapid changes taking place in the economy and society, the Dual Professional Formative programs must contribute to increasing employability and social inclusion. The European quality assurance systems ([EQAVET](#)) place a special emphasis on the need to support the provision of adapted training, in particular to disadvantaged groups, as evidenced in their quality indicators (4,5,6,8 and 10). It is also about improving access for all citizens, including disadvantaged people, to lifelong learning. [one. European. See: [EQAVET P8, P10](#)]. Disadvantaged individuals and groups include students with special needs. This is considered to be someone who may have educational needs that cannot be met through standard instructional and assessment practices (for example, behavioral, communicational, intellectual, physical, gifted, or other student needs exceptions for special education; students may have more than one exceptionality). This implies the need to ensure the existence of communication channels so that the interested parties can receive the information they need for their activity. The leadership team must ensure that resources and training support accessibility in learning environments; and that reasonable accommodations are provided for students with special needs in order to promote equitable access to educational facilities and environments as other students. [See: [ISO 21001:2018 – Section 5.1.3](#)].

ITEM 5.3.2 Company

The company has additional measures of a didactic and pedagogical nature in the design and programming of Dual Professional Formative programs to facilitate the inclusion of disadvantaged people and groups.

Completely / Enough / Something / Nothing

Pedagogical and didactic measures for the inclusion of disadvantaged people and groups should be planned to support the successful completion of Dual Professional Formative programs and the acquisition of job-related skills [1. European. See: [EQAVET P4](#)]. To this end, it is necessary to carry out an exhaustive analysis of the characteristics of students with special needs. These may include the analysis of reading disorders, disorder of written expression, mathematical disability, motor disability, hearing impairment and visual impairment. For the most gifted students, the needs assessment may include consideration of levels of giftedness, hyperlexia, and preliminary assessment for areas of giftedness (for example, general intellectual ability, specific academic aptitude, leadership ability, creativity and productive thinking, psychomotor ability, visual and performing arts among others) [2. International. See: [ISO 21001:2018 – Section 8.2.1 Note 3](#)]. Regarding teaching methodologies, the company should employ differentiated instruction strategies that allow the use of recommended approaches for students with special needs. These approaches are intended to foster the development of self-awareness, self-regulation, and metacognition. It is about balancing the needs of the student with the training requirements. Likewise, the application of individualized measures in a flexible way is recommended, with regard to the modification of the curriculum, promoting autonomy and independence and with tutoring work adjusted to the needs of the student. [two. International. See: [ISO 21001:2018 – Section 8.5.1.6.2](#)].

ITEM 5.3.3 Company

Company staff who have contact with apprentices with special needs receive specialized training or have access to a network of specialists.

Completely / Enough / Something / Nothing

European and international quality assurance systems establish the condition that Dual Professional Formative programs include specific support for the training of teachers and instructors who have contact with students with special needs. It is about promoting appropriation between teachers and trainers in the quality development process, improving response capacity, increasing the development of individual learning capacities and improving results. Likewise, it is intended to improve access and inclusion in the Dual Professional Formative programs, in particular, of disadvantaged groups [1. European. See: [EQAVET 12, 13](#)]. These staff must be able to meet the learning needs of students with different requirements as well as be able to facilitate differentiated instruction and assessment for these needs. There is the possibility that, if necessary, access to a network of specialists can be provided, which may include psychologists, learning and development specialists and speech therapists. [two. International. See: [ISO 21001:2018 – Apart](#).

ITEM 5.3.4 Company

The company implements additional measures for disadvantaged individuals and groups that include employability support and response to changing labor market demands.

Completely / Enough / Something / Nothing

Implementation projects should be prepared in consultation with stakeholders and should include explicit principles. They must support employability and improve the responsiveness of Dual Professional Formative programs to changing demands in the labor market, but at the same time they must pay particular attention to disadvantaged groups. To this end, the adoption of additional measures to facilitate and improve the employability of these groups should be considered. This can be done by explicitly supporting appropriate and inclusive partnerships to implement planned initiatives. The European quality assurance systems include a series of indicators that can help measure this and can be used to support the evaluation and improvement of the quality of Dual Professional Formative programs. [one. European. See: [EQAVET 15,16,19](#)]. The measures that can be adopted by the company can be, among others: a) support the joint construction of the learning process, attending to the needs of the students; b) facilitate a team environment with adequate resources to enable learners to reach their optimal potential; c) provide links to opportunities in the workplace [2. International. See: [ISO 21001:2018 – Section 8.1.3](#)].

Core 5.4.

Measures against abandonment and school failure in the company

ITEM 5.4.1 Company

The company trains apprentices under controlled conditions (personnel, infrastructure, documented information, etc.) based on regular measurements of results and processes

Completely / Enough / Something / Nothing

In order to guarantee quality levels, it is necessary to periodically evaluate the results and processes with the support of measurements. It is practical to apply performance indicators and develop an internal and external evaluation methodology. To ensure stakeholder participation, their role in the monitoring and evaluation process is agreed and clearly described. For the improvement and assurance of quality, it is opportune to apply those standards and processes for each sector of activity that are relevant and proportional to their needs, both at a national and regional level. Regular and systematic data collection is appropriate to measure success and identify areas for improvement. [one. European. See: [EQAVET A1](#)]. The company must implement the production and provision of Dual Professional Formative programs under controlled conditions that must include documented information defining the characteristics of the training, the services to be provided, the activities to be carried out and the results to be obtained. It is advisable to have and use appropriate and validated monitoring and measurement resources. Also implement monitoring and measurement activities, including consideration of complaints, formative evaluation results and other feedback, at appropriate stages to verify the criteria for the control of the processes or their outputs, and the criteria of acceptance for educational products and services. The appropriate infrastructure and environment must be used for the development of the training processes and there must be the designation of competent people, including any type of qualification required. It is advisable to periodically validate the company's ability to achieve planned results, especially when the ability of its

graduates cannot be verified through subsequent monitoring or measurement activities. The possibility of developing actions to prevent errors is not excluded [2. International. See: [ISO 21001:2018 – Section 8.5.1.1](#)].

ITEM 5.4.2 Company

The company has established the expected results, has designed the teaching processes to facilitate their achievement and has the necessary administrative support to follow the evolution of teaching.

Completely / Enough / Something / Nothing

European and international quality assurance systems establish that the results and processes of teaching and learning must be periodically evaluated with the support of precise measurements. Hence the need to set expected results and establish the precise processes to achieve them, with a management system capable of providing the necessary administrative support for their monitoring. This will allow the application of performance indicators and early warning systems [1. European. See: [EQAVET A1](#)]. For the provision of educational products and services, it is advised that the company establish processes for precise teaching, learning facilitation and administrative support. [two. International. See: [ISO 21001:2018 – Section 8.5.1.3](#)].

ITEM 5.4.3 Company

The company correctly manages the cases of apprentices who do not pass the training

Completely / Enough / Something / Nothing

Quality assurance systems periodically evaluate results and processes with the support of measurements. One of the important elements for the company is based on the correct management

of the cases of apprentices who do not pass the training. To do this, it is important to consider the completion rate of Dual Professional Formative programs, as well as the number of people who have successfully completed or dropped out of their training according to the type of program and the specific criteria. It is about favoring the successful completion of the programs since it is considered one of the main objectives of quality in Dual Professional Formative programs. This includes support for the provision of adapted training, in particular to disadvantaged groups [1. European. See: EQAVET A4] The company must try to solve problems with results that differ from what was expected by not achieving the objectives pursued. To do this, it has different options that go through correcting, proceeding to separate, contain, or suspend certain training actions. It is about accounting for the information held by students or other beneficiaries, in part to obtain authorization or concession for the proposed resolution. In any situation, after correcting the problems detected, it must be verified that the graduates meet the established training requirements. [two. International. See: ISO 21001:2018 – Section 8.7.2].

describes the conformity of the training of the graduates with the established criteria, or with any aspect that prevents the achievement of those objectives. in order to be able to review, plan and implement measures that resolve the problems detected in the teaching and learning processes. [two. International. See: ISO 21001:2018 – Section 8.6 and 8.7.3].

ITEM 5.4.4 Company

The company keeps documented information on the evaluation of the apprentices and those who evaluate them, especially in case of negative evaluation of the apprentices.

Completely / Enough / Something / Nothing

Quality assurance systems advise that the company regularly and systematically collect data to measure success and identify areas for improvement. Measurements must be made of both the results and the processes, on which early warning systems must be applied based on performance indicators. The documented information of the evaluation of the apprentices and those who evaluate them, especially in case of being negative, is important for the quality system as a whole, especially for the review, planning and implementation processes. [one. European. See: EQAVET A4]. The international quality assurance systems insist in each of the aspects that they regulate on the importance of maintaining documented information that

6. APPRENTICE LEARNING ASSESSMENT

Core 6.1.

SYSTEM DESIGN AND ASSESSMENT CRITERIA

ITEM 6.1.1 Educational Center and Company

The educational center and the company have actively established the system and criteria for the summative assessment of learning

Completely / Enough / Something / Nothing

In the design of the Dual Professional Formative programs, the training objectives are set at the different levels and goals to be achieved are established, which are supervised by means of specific indicators. These indicators make it possible to measure the success achieved in relation to standards and the individual skills that must be acquired. The interested parties must participate and collaborate from the beginning in the definition of these standards and in the setting of the objectives to be achieved [1. European. See: [EQAVET P1, A4](#)]. International quality assurance systems also advise defining the criteria for evaluating learning and using summative evaluation as a model, the characteristics of which are developed in section 6.3 of this Guide [2. International. See: [ISO 21001:2018 – Section 8.1.2.c](#)]. In order to actively establish the methodology and evaluation systems, the participation of the company must be counted on, thus meeting the needs of the sector. Regular and systematic data collection is appropriate to measure success. This will allow knowing the academic performance and applying early warning systems. This makes it possible to intervene in advance in areas that need improvement [1. European. See: [EQAVET P1, A4](#)].

ITEM 6.1.2 Educational Center and Company

The educational center and the company have established and communicate to the students the evaluation systems and criteria as well as the changes that occur

Completely / Enough / Something / Nothing

Within the European quality assurance systems, it is advisable to design an information policy that guarantees an adequate disclosure of the results that are obtained throughout the development of the Dual Professional Formative programs, always subject to data protection requirements [1. European. See: [EQAVET P1](#)]. The international quality assurance systems advise communicating the instruments and criteria to the students and, where appropriate, checking their understanding [2. International. See: [ISO 21001:2018 – Section 8.2.2.a](#)]. In the quality assurance system, processes are periodically evaluated and action plans are drawn up to introduce changes. Systems adjust accordingly. It must be taken into account that the changes in the evaluation systems and criteria must be explicit and transparent, keeping the interested parties duly informed through a wide dissemination. [one. European. See: [EQAVET R1](#)].



ITEM 6.1.3 Educational Center and Company

The educational center and the company guard the information, communicate and recognize the achievement reached by the students

Completely / Enough / Something / Nothing

European quality assurance systems advise periodically evaluating processes. This information on the results of the evaluations must be made publicly available with the pertinent legal limitations. The two basic indicators would be, on the one hand, those related to participation in Dual Professional Formative programs, which provide basic information at the level of systems and providers. And on the other hand, the indicators related to completion, which provide basic information on educational achievements. [one. European. See: [EQAVET R3](#), [R4](#)]. International quality assurance systems indicate that the educational institution must notify students and other relevant interested parties of the means by which the learning achieved and the evaluation will be recognized and preserved as documented information. Also, it may be convenient in your case to check your understanding. [two. International. See: [ISO 21001:2018 – Section 8.2.2.c](#)].

ITEM 6.1.4 Educational Center and Company

The educational center and the company have established the procedure to follow in cases where there are disagreements and claims

Completely / Enough / Something / Nothing

International quality assurance systems establish that evaluation and revision, if necessary, include adequate and effective mechanisms. At all levels, procedures and instruments must be defined to carry out reviews. These systems are part of a strategic learning process in the organization and are intended to increase the degree of transparency of the quality of training [1. European. See: [EQAVET R1](#), [A1](#)]. The methods and procedures that will be used to resolve complaints and cases of non-conformity or disagreement with the evaluation must be communicated to students and other interested parties [2. International. See: [ISO 21001:2018 – Section 8.2.2.d](#)].



Core 6.2.

Control of design and development

ITEM 6.2.1 Educational center and Company

The educational center and the company have established a recognized and validated evaluation system that relates the learning outcomes and the activities on which it is based

Completely / Enough / Something / Nothing

The recommendations of the European Parliament on the quality of the certification of learning outcomes establish that the systems must use coherent evaluation methods that, among other characteristics, combine self-assessment and external control. For this, the educational center and the company must develop an evaluation methodology that includes internal and external evaluation. This includes periodic self-assessment in accordance with European and international regulations, national and regional frameworks or at the initiative of the training institutions themselves, including the company. With this, the educational center is able to obtain basic information on the educational achievements reached and the quality of the training processes it imparts. [one. European. See: [EQAVET A4](#); Recommendation OJ C 111 of 06.05.2008] International quality assurance systems advise that summative assessment controls, applied to the design and development process, ensure that a clear link can be demonstrated between the assessment design and the results intended to assess, and where appropriate, the learning activities on which it is based. Furthermore, the rating system must be well defined and validated. [two. International. See: ISO 21001:2018 – Section 8.3.4.4.a) c)].

ITEM 6.2.2 Educational center and Company

The educational center and the company design summative evaluation activities that have transparency, accessibility, respect the student and respect the principle of equality

Completely / Enough / Something / Nothing

European quality assurance systems advise using consistent evaluation methods to establish performance indicators to measure success and identify areas for improvement. To this end, periodic and systematic data collection is recommended, applying appropriate methodologies and measurement criteria. The aim is to obtain basic information on educational achievements and the quality of training processes. In turn, it is intended to support access to and provision of tailored training in particular for disadvantaged groups. [one. European. See: [EQAVET A4, A8](#)] International quality assurance systems advise that summative evaluation controls, applied to the design and development process, ensure that evaluation activities are carried out taking into account the principles of transparency, accessibility, respect for the student, and fairness, especially with respect to grading [2. International. See: ISO 21001:2018 – Section 8.3.4.4.b)].

ITEM 6.2.3 Educational center and Company

The educational center and the company have established methods to ensure the improvement of quality assurance systems for student evaluation

Completely / Enough / Something / Nothing

European quality assurance systems seek to improve and ensure the quality of evaluation systems. To this end, they advise including adequate and effective mechanisms that involve internal and external stakeholders, as well as designing standards and processes that are relevant and proportional to the needs of the sector [1. European. See: [EQAVET A1](#)] In addition, it is advisable to adopt procedures that allow the detection of bad practices, or unauthorized procedures that go against the principles of the code of ethics and conduct that governs good academic and teaching practices. It is recommended to ensure that methods to detect

plagiarism and other bad practices are established and communicated to students. [two. International. See: ISO 21001:2018 – Section 8.5.1.4 a)].

ITEM 6.2.4 Educational center and Company

The educational center and the company apply a periodic evaluation system (internal and external) that includes self-assessments and external control of student results

Completely / Enough / Something / Nothing

The recommendations of the European Parliament on the quality of the certification of learning outcomes establish that the systems must use coherent evaluation methods that, among other

characteristics, combine self-assessment and external control. For this, the educational center and the company must develop an evaluation methodology that includes internal and external evaluation.

This includes periodic self-assessment in accordance with European and international regulations, national and regional frameworks or at the initiative of the training institutions themselves, including the company. With this, the educational center is able to obtain basic information on the educational achievements or the qualifications achieved by the students, as well as the quality of the training processes. Qualification is understood as the “formal result of an evaluation and validation process that is obtained when a competent body establishes that an individual’s learning has exceeded a certain level” [1. European. See: EQAVET A4; Recommendation OJ C 111 of 6.5.2008].

Core 6.3. Recognition of learning. Qualifications (Summative evaluation)

ITEM 6.3.1 Educational center and Company

Students have full access to their work and its detailed evaluation, issuing it as documented information and establishing feedback processes

Completely / Enough / Something / Nothing

The European quality assurance systems indicate that the information about the results of the evaluations must be communicated to the interested parties. To collect feedback, procedures, mechanisms, as well as instruments to carry out reviews must be established at all levels. All this contributes to raising the degree of transparency of the quality of training [1. European. See: EQAVET R1, R4]. International quality assurance systems advise that organizations should ensure that students are informed of the results of the summative assessment activity

and the grade. All of this should be issued as documented information. Students should have full access to their work and its detailed assessment and be offered opportunities for feedback [2. International. See: ISO 21001:2018 – Section 8.5.1.5 a) c) d)].

ITEM 6.3.2 Educational center and Company

The educational center and the company guarantee the traceability of the grades (what, when and by whom) so that an objective connection can be identified between the student’s work presented and the assigned grade

Completely / Enough / Something / Nothing

European quality assurance systems advise that

stakeholder involvement in the assessment process within Dual Professional Formative programs be agreed and clearly described. Likewise, it is necessary to establish the way in which the data will be collected, which must be done periodically and systematically, which will allow detecting the areas in which improvements in student learning must be introduced. The purpose of all this is to obtain basic information on educational achievements, improve the quality of training processes and increase the degree of transparency. [one. European. See: [EQAVET A1, A4](#)] International quality assurance systems advise having a system that allows traceability

of grades to be determined, so that an objective connection can be identified between the student's work presented and the assigned grade. In order to structure this system, the educational organization (center, company and institutions responsible for the Dual Professional Formative programs) must guarantee the identification and traceability with respect to the result of the staff's work in terms of 1) what was done 2) when it was done did and 3) by whom it was done. [two. International. See: ISO 21001:2018 – Section 8.5.1.4.b) and Section 8.5.2.c)].



ITEM 6.3.3 Educational center and Company

The students have the opportunity to appeal their grade or to request rectification

Completely / Enough / Something / Nothing

The European quality assurance systems establish at all levels procedures, mechanisms, as well as instruments to carry out reviews. This enables discussion with relevant stakeholders to be facilitated and appropriate action plans to be established if necessary. All this contributes to raising the degree

of transparency of the quality of training. [one. European. See: [EQAVET R1, R4](#)] International quality assurance systems state that students, once informed of the results of the evaluation activity and the qualification, must have the opportunity to appeal or request rectification of the evaluations obtained [2 . International. See: ISO 21001:2018 – Section 8.5.1.5 b)].

ITEM 6.3.4 Educational center and Company

The educational center and the company guarantee that the reasons for the decision on the qualification and the evaluation are kept as documented information for a specific time and are available to the public educational center, company and institutions responsible for the Dual Professional Formative programs

Completely / Enough / Something / Nothing

The European quality assurance systems advise the regular and systematic collection of information to measure success and determine the results achieved by students in the training process. In

order to increase the degree of transparency and the quality of the training processes, all the basic information that justifies the different qualifications, as well as the final information on the educational achievements, must be kept in documents. [one. European. See: [EQAVET A1, A4](#)] The educational organization (center, company and institutions responsible for the Dual Professional Formative programs) must keep documented information of the evaluation as evidence of the grades assigned. This information must be available to the public for a specific retention period and in compliance with data protection regulations at all times. [two. International. See: [ISO 21001:2018 – Section 8.5.1.4.c\) d\) and 8.5.1.5.e\) f\) g\)](#)].

Core 6.4.

Additional special needs assessment systems

ITEM 6.4.1 Educational center and Company

In the student evaluation process, different opportunities are established to demonstrate what has been learned

Completely / Enough / Something / Nothing

European quality assurance systems indicate that learning assessment requires regular and systematic data collection to measure success and identify areas for improvement. To this end, appropriate methodologies for data collection should be developed. It is about supporting the successful completion of Dual Professional Formative programs as one of the main objectives of the quality of the system [1. European. See: [EQAVET A4](#)]. In this way, international quality assurance systems add that the educational center must provide multiple and diverse opportunities for students to demonstrate their mastery of the instructional topics [2. International. See: [ISO 21001:2018 – Section 8.5.1.6.3. a\)](#)].

ITEM 6.4.2 Educational center and Company

In the student evaluation process, staggered activities and tests are established to strengthen what has been learned.

Completely / Enough / Something / Nothing

European quality assurance systems indicate that learning assessment requires regular and systematic data collection to measure success and identify areas for improvement. To this end, appropriate methodologies for data collection should be developed. It is about supporting the successful completion of Dual Professional Formative programs as one of the main objectives of the quality of the system [1. European. See: [EQAVET A4](#)]. In this way, the international quality assurance systems add that the educational center and the company must guarantee that the instruction provides activities and staggered evaluations that allow students to build and demonstrate their learning [2. International. See: [ISO 21001:2018 – Section 8.5.1.6.3. b\)](#)].



ITEM 6.4.3 Educational center and Company

Flexibility, adaptation and attention to diversity measures are included in the student evaluation process

Completely / Enough / Something / Nothing

European quality assurance systems indicate that learning assessment requires regular and systematic data collection to measure success and identify areas for improvement. To this end, appropriate methodologies for data collection should be developed. It is about supporting the successful completion of Dual Professional Formative programs as one of the main objectives of the quality of the system [1. European. See: EQAVET A4]. In this way, international quality assurance systems add that it is opportune to apply individualized measures in a flexible way, as appropriate, including appropriate evaluation methods with the appropriate adaptations that allow attention to diversity. [two. International. See: ISO 21001:2018 – Section 8.5.1.6.3. c)].

ITEM 6.4.4 Educational center and Company

The assessment process for students from disadvantaged groups is tailored to the provision they have received as support

Completely / Enough / Something / Nothing

The European quality assurance systems pay special attention to disadvantaged groups by supporting their access to Dual Professional Formative programs. At the same time, they consider the need to provide adapted training to improve results, achieve successful completion and improve their employability as a priority. For the evaluation of learning, it is opportune to establish adequate and effective mechanisms that respond to the adapted training they have received. To this end, regular and systematic data collection is needed to measure success and identify areas for improvement [1. European. See: EQAVET A4].



Core 6.5. Control of graduates

ITEM 6.5.1 Educational center and Company

For the completion of the Dual Professional Formative programs, documentary evidence is kept on the conformity with the criteria established by the student and the traceability of the people who authorize or recognize it.

Completely / Enough / Something / Nothing

The European quality systems advise the evaluation and review of the processes and results in education, which may include the assessment of the satisfaction of the people who participate in the learning tasks and the performance and satisfaction of the staff. This favors the traceability of the people who participate in their training for the purposes of recognition and compliance with the established criteria. To this end, the opportunity to define standards and guidelines for the recognition, validation and certification of individual skills is prescribed. To this end, targets can be set that can be monitored using specific indicators (success criteria). It is about obtaining basic information on educational achievements and the quality of training processes [1. European. See: [EQAVET P4, A4](#)]. International systems recommend to the institutions involved (educational center, company or any other that corresponds) the need to keep documented information on the completion of studies and other achievements and skills acquired. The documented information must include evidence of compliance with the acceptance criteria and traceability to the persons authorizing the release [2. International. See: [ISO 21001:2018 – Section 8.6](#)].

ITEM 6.5.2 Educational center and Company

The educational center and the company ensure that only those students who meet the specific requirements that have been marked complete the Dual Professional Formative programs

Completely / Enough / Something / Nothing

For the purposes of recognition and compliance with the established criteria, the European quality systems advise recognizing the completion of Dual Professional Formative programs only to those who meet the standards and comply with the guidelines that allow the certification of their individual skills. They must be consistent with the goals set that can be measured by specific indicators (success criteria). With this, it is possible to raise the degree of transparency of the quality of training [1. European. See: [EQAVET A1](#)]. International quality systems prescribe that the organization adopt the appropriate actions based on the nature in cases of “non-conformity”, that is, when the student has not achieved the goals established for their training. Similarly, it is advisable to assess its effect on the “conformity” of educational products and services. In any case, if any problem is detected with the training received, detected after the accreditation of the students, these quality systems also suggest applying the appropriate measures to resolve the detected problems [2. International. See: [ISO 21001:2018 – Section 8.7.1](#)].

ITEM 6.5.3 Educational center and Company

Those students who do not meet the specific requirements to complete the Dual Professional Formative programs are identified and managed to ensure that they reach them through actions planned by the educational center and the company. Completely / Enough / Something / Nothing

The European quality systems advise that after the evaluation and review of the processes and results in education, those students who do not comply with the standards and guidelines for the recognition, validation and certification of individual competences will be non-compliant. The school and the company, using the information on educational achievements, will determine the areas in which improvements must be made. This is intended to favor the successful completion of programs, achieve higher levels of quality in training processes and raise the degree of transparency of the quality of training. [one. European. See: [EQAVET A1](#)]. International systems advice dealing with results that fall short of the goals set by correcting errors, preventing their exit and incorporation into the labor market, or informing students and other beneficiaries. In any case, compliance with the requirements must be verified when non-conforming outputs are corrected [2. International. See: ISO 21001:2018 – Section 8.7.2)].

ITEM 6.5.4 Educational center and Company

The educational center and the company keep the documentation on the process and the results during the time established by the regulations Completely / Enough / Something / Nothing

The European quality systems advise the evaluation and review of processes and results in education. In those situations of non-conformity in which measures are adopted so that students achieve the established standards, the organization must document the actions developed. This is intended to foster a culture of quality improvement in Dual Professional Formative programs among providers, increase the degree of transparency of the quality of training and improve mutual trust in the provision of training [1. European. See: [EQAVET A1](#)]. International quality assurance systems insist that the organization must keep documented information that describes any non-compliance with the established training achievements, that describes the actions taken and that identifies who has the authority to decide on the actions to be developed in these cases of failure. nonconformity [2. International. See: ISO 21001:2018 – Section 8.7.3].

7. LABOR INSERTION OF THE APPRENTICE

Core 7.1.

Processes for measurement and assessment of performance in the workplace

ITEM 7.1.1 Educational center and Company

The educational center and the company determine the process of monitoring, measurement, analysis and evaluation of the apprentice's performance in the workplace after the completion of the Dual Professional Formative programs

Completely / Enough / Something / Nothing

European quality systems advise the participation of interested parties in the process of monitoring and evaluating performance. It must be based on an adequate and clearly described methodology. The objective pursued is to collect basic information on the educational achievements in the performance of the apprentice in the workplace. It also indicates that regular and systematic data collection is appropriate to measure success and identify areas for improvement. In the evaluation and review of the processes and results, the assessment of the satisfaction of the people who participate in the learning tasks and the performance and satisfaction of the staff can be included. These processes can include adequate and effective mechanisms to involve internal and external stakeholders. With this performance measurement, the aim is to improve the results of the people who participate in the learning processes in order to improve the response capacity of the Dual Professional Formative programs to the labor market. This measurement process aims in turn to foster a culture of quality improvement in Dual Professional Formative programs among providers and improve mutual trust in the provision of training. It is advisable to collect feedback from people participating in training programs about their individual learning experience. Also about the environment in which teaching takes place. Next to them, it is indicated that it is possible to incorporate the impressions of the teachers. This information is used to inspire new initiatives. For operational purposes, procedures, mechanisms and instruments are defined to carry

out reviews at all levels, which is

appropriate and necessary to include the effective performance of what is learned in the real job. [one. European. See: EQAVET A1, A3, A4, R2].]. International quality assurance systems advise that the organization should determine what needs monitoring and measurement. At the same time, it is timely to determine the precise methods to be used in the analysis and evaluation to ensure valid results. It is also opportune to establish the acceptance criteria that will be used; when monitoring and measurement should be performed and when the results of monitoring and measurement should be analyzed and evaluated. The organization must keep the appropriate documented information as evidence of monitoring, measurement, analysis, evaluation and its results. The organization must evaluate the performance of the educational organization and the effectiveness of the SGOE. People should have the opportunity to critically review their own work in a thoughtful and constructive way, as a contribution to its improvement [2. International. See: ISO 21001:2018 – Section 9.1.1].

ITEM 7.1.2 Educational center and Company

The educational center and the company establish clear objectives and the methods to measure and evaluate the performance in the workplace of those who complete the Dual Professional Formative programs

Completely / Enough / Something / Nothing

The European quality assurance systems recommend establishing clear objectives, actions and specific indicators that allow the level of performance in the job to be measured. These should be subject to a stakeholder consultation process to identify specific local or individual needs. The results must be periodically evaluated through measurements

based on an appropriate methodology with the participation of the interested parties. It is advisable to describe them clearly. The study of these data will make it possible to improve the response capacity of Dual Professional Formative programs to adapt to the evolution of demand in the labor market and increase employability. The aim is to improve the skills and results of the people trained. It is important to have information on the employment obtained by the beneficiaries after the completion of the training, according to the type of training and the specific criteria. Also the satisfaction rate of the beneficiaries and employers with the skills/competences acquired. To some extent it is timely to monitor, particularly disadvantaged groups [1. European. See: EQAVET P2, P7, P10, I6, A2]. International quality assurance systems advise that the organization should determine the methods for obtaining, monitoring and reviewing performance information. Likewise, the objectives against which this performance will be measured will be determined. Annex E of the standard provides a list of methods and measures that can be used to measure performance [2. International. See: ISO 21001:2018 – Section 9.1.4.1].

ITEM 7.1.3 Educational center and Company

The educational center and the company determine what is going to be evaluated and who is going to carry out the performance evaluation in the job, as well as the model of the evaluation reports
Completely / Enough / Something / Nothing

The European quality assurance systems recommend establishing clear objectives, actions and specific indicators that allow the level of performance in the job to be measured. This should be subject to a stakeholder consultation process to identify specific local or individual needs. The results must be periodically evaluated through measurements based on an appropriate methodology with the participation of the interested parties. It is advisable to describe it clearly. The study of these data will make it possible to improve the response capacity of Dual Professional Formative programs to adapt to the evolution of demand in the labor market and increase employability. The aim is to improve

the skills and results of the people trained. It is important to have information on the employment obtained by the beneficiaries after the completion of the training, according to the type of training and the specific criteria. Also the satisfaction rate of the beneficiaries and employers with the skills/competences acquired. To some extent it is timely to monitor, particularly disadvantaged groups. [one. European. See: EQAVET P2, P7, P10, I6, A2] The organization shall ensure that the interested parties involved or affected by the assessment are identified; the people conducting the assessment are competent and objective; evaluation reports are transparent and clearly describe the educational products and services and their objectives, the findings, as well as the perspectives, methods and logic used to interpret the findings; the context (for example, the learning environment) in which the educational service is delivered is examined in sufficient detail to allow influences on the educational service to be identified. [two. International. See: ISO 21001:2018 – Section 9.1.4.2].

ITEM 7.1.4 Educational center

The educational center guarantees the identification and traceability with respect to the study and employment trajectories of those who complete the Dual Professional Formative programs
Completely / Enough / Something / Nothing

European quality assurance systems advise that stakeholder involvement in the assessment process within Dual Professional Formative programs be agreed and clearly described. Likewise, it is necessary to establish the way in which data will be collected, which must be done periodically and systematically, which will make it possible to detect the areas in which improvements must be made in Dual Professional Formative programs. The aim of all this is to obtain basic information on the achievements made, improve the quality of the training processes and increase the degree of transparency. [one. European. See: EQAVET A1, A4]. International quality assurance systems advise having a system that guarantees the identification and traceability with respect to the study and employment trajectories of students who graduate or complete a Dual Professional Formative programs, when applicable. [two. International. See: ISO 21001:2018 – Section 8.5.2.b)].

Core 7.2. Commitment and social Responsibility

ITEM 7.2.1 Educational Center

The educational center monitors the satisfaction of the apprentices, the companies and the staff of the center, and measures the extent to which their needs and expectations have been met

Completely / Enough / Something / Nothing

The European quality systems advise the participation of interested parties in the monitoring and evaluation process that is agreed and clearly described. The objective they pursue is to collect basic information on educational achievements and the quality of training processes. It also indicates that regular and systematic data collection is appropriate to measure success and identify areas for improvement. In the evaluation and review of the processes and results, the assessment of the satisfaction of the people who participate in the learning tasks and the performance and satisfaction of the staff can be included. Appropriate and effective mechanisms for engaging internal and external stakeholders can be included in these processes. These measurement mechanisms aim to improve the response capacity of VET to the evolution of the demand in the labor market, the results of the people who participate in the learning processes and support employability [1]. European. See: EQAVET A2, A5] International quality assurance systems indicate that the organization must monitor the satisfaction of students, other beneficiaries and staff, as well as their perceptions of the degree to which their needs are met. and expectations. At the same time, you must determine the methods for obtaining, tracking, and reviewing this information. As an example for this follow-up, surveys of students and companies, feedback on the training received, meetings, among others, can be included. When evaluating satisfaction, it is important to consider both negative feedback (e.g. complaints, appeals) and positive feedback (eg compliments). [two. International. See: ISO 21001:2018 – Section 9.1.2.1)].

ITEM 7.2.2 Educational Center

The educational center collects information on the influence of Dual FP programs in the community and its socioeconomic environment

Completely / Enough / Something / Nothing

The European quality assurance systems based on EQAVET recommend periodically evaluating the results and processes with the support of measurements. It is opportune to do it on regional or national standards and processes that are relevant and proportional to the needs of the sector at the regional or national level. The aim is to measure success and identify areas where improvements need to be made, in particular in the responsiveness of VET to changing demands in the labor market. On the other hand, this information makes it possible to verify the development of capacities and the results of the people who participate in the Dual Professional Formative programs, to be able to apply early warning systems that allow establishing adequate and effective review mechanisms to involve internal and external stakeholders. The purpose is to obtain basic information at the level of the systems and the providers of the Dual Professional Formative programs on their attractiveness and to improve the access, in particular, of disadvantaged groups to these programmes. [one. European. See: EQAVET A2, A3] International quality assurance systems (ISO) indicate that the organization shall ensure that feedback is solicited from relevant interested parties and that feedback on the influence of the organization is made available as appropriate. [two. International. See: ISO 21001:2018 – Section 9.1.3.c)].

ITEM 7.2.3 Educational Center

The educational center has information on the degree to which the skills and competences acquired by Dual VET graduates have been useful for the employment obtained by the beneficiaries after the completion of the training, according to the type of training and specific criteria

Completely / Enough / Something / Nothing

The guidelines of the European quality systems (EQAVET) recommend regular and systematic data collection to measure success and identify areas for improvement. In this case, the aim is to find out to what extent the skills and competences acquired by the Dual Professional Formative programs have been useful for the beneficiaries to obtain employment after completing the training, according to the type of training and specific criteria. For the evaluation and review of the processes and results or results of the training received, which may include the assessment of the satisfaction of the people who participate in the processes and the performance and satisfaction of the staff. The aim is to increase employability, improve the responsiveness of VET to changing demands on the labor market and at the same time support the provision of tailored training, in particular to disadvantaged groups. [one. European. See: EQAVET A6] The international quality assurance systems (ISO) indicate that the educational organization must guarantee the identification and traceability with respect to the study and employment trajectories of those who graduate or complete a course or study program. And to the extent applicable, the result of the staff's work in terms of what was done; When was it made and by whom was it made? [two. International. See: ISO 21001:2018 – Section 8.5.2.b) c)].

ITEM 7.2.4 Educational Center

The educational center knows the satisfaction rate of the beneficiaries and employers with the skills and competences acquired by the students.

Completely / Enough / Something / Nothing

The indications established by the European quality systems (EQAVET) advise proceeding with regular and systematic data collection to find out to what extent the skills and competences acquired by Dual Professional Formative programs have been useful for the beneficiaries to obtain employment after completion of training, depending on the type of training and specific criteria. The aim is to increase employability, improve the responsiveness of VET to changing demands on the labor market and at the same time support the provision of tailored training, in particular to disadvantaged groups [1. European. See: EQAVET A6]. International quality standards indicate that the management of Dual Professional Formative programs must be responsible for determining, understanding and regularly meeting the needs and expectations of students and other beneficiaries, as evidenced by monitoring their satisfaction and educational progress. You must also ensure that risks and opportunities that may affect your ability to increase the satisfaction of students and other beneficiaries are identified and considered. On the other hand, the organization must take responsibility for analyzing and evaluating the appropriate data and information that arise from monitoring and measurement [2. International. See: ISO 21001:2018 – Section 5.1.2. and 9.1.5 a) b)].

Core 7.3.

Quality indicators for employability

ITEM 7.3.1 Educational Center

The educational center has information on the destination of the Dual VET graduates at a fixed point in time after the completion of the training, according to the type of program and the specific criteria

Completely / Enough / Something / Nothing

The European quality assurance systems based on EQAVET establish that it is necessary to periodically evaluate the results and their processes based on measurements. They must be based on an adequate and clearly described methodology, with the participation and agreement of the interested parties. To this end, the destination of students who have completed their Dual VET program at a fixed time after the end of the training is measured according to the type of program and the specific criteria. These measurements should be used to determine placement rates under Dual Professional Formative programs. They are important result indicators to support employability, improve the responsiveness of Dual Professional Formative programs to labor market developments. In addition, they are useful to support the provision of adapted training especially in the case of disadvantaged groups [EQAVET A5]. The international quality assurance standards proposed by the International Organization for Standardization (ISO) establish a set of monitoring and measurement resources. These must have validity and reliability in their results when the follow-up or measurement is carried out, to verify the conformity of the Dual Professional Formative programs and the benefits and capacities acquired by the students with the market or labor requirements for which they have been designed. In addition, the school, the company and the interested institutions must determine the methods to obtain, monitor and review performance information. Also of the objectives against which this performance will be measured [ISO 21001:2018 – Section 7.1.5, Section 9.1.3. Section 9.1.4].

ITEM 7.3.2 Educational Center

The educational center has information on the proportion of Dual VET graduates hired at some point after the end of the training, according to the type of program and the specific criteria

Completely / Enough / Something / Nothing

The European quality assurance systems based on EQAVET establish that it is necessary to periodically evaluate the results and their processes based on measurements. They must be based on an adequate and clearly described methodology, with the participation and agreement of the interested parties. To do this, the number of beneficiaries of Dual Professional Formative programs who have been hired at a fixed time after the end of the training is measured, according to the type of program and the specific criteria. These measurements should be used to determine placement rates under Dual Professional Formative programs. They are important result indicators to support employability, improve the responsiveness of Dual Professional Formative programs to labor market developments. In addition, they are useful to support the provision of adapted training especially in the case of disadvantaged groups [EQAVET A5]. The international quality assurance standards proposed by the International Organization for Standardization (ISO) establish a set of monitoring and measurement resources. These must have validity and reliability in their results when the follow-up or measurement is carried out to verify the conformity of the Dual Professional Formative programs and the benefits and capacities acquired by the students with the market or labor requirements for which they have been designed. In addition, the school, the company and the interested institutions must determine the methods to obtain, monitor and review performance information. Also of the objectives against which this performance will be measured [ISO 21001:2018 – Section 7.1.5, Section 9.1.3. Section 9.1.4].



ITEM 7.3.4 Educational Center

The educational center knows the success rate of Dual VET graduates belonging to disadvantaged groups, by age and gender.

Completely / Enough / Something / Nothing

ITEM 7.3.3 Educational Center

The educational center has information on the unemployment rate of Dual Vocational Training graduates according to specific criteria

Completely / Enough / Something / Nothing

The European quality assurance systems based on [EQAVET](#) establish that it is necessary to periodically evaluate the results and their processes based on measurements. They must be based on an adequate and clearly described methodology, with the participation and agreement of the interested parties. To do this, the unemployment rate is measured according to specific criteria. These measurements should be used to provide baseline information for decision-making at the scale of Dual Professional Formative programs [[EQAVET A7](#)]. The international quality assurance standards proposed by the International Organization for Standardization (ISO) establish a set of monitoring and measurement resources. These must have validity and reliability in their results when the follow-up or measurement is carried out to verify the conformity of the Dual Professional Formative programs and the benefits and capacities acquired by the students with the market or labor requirements for which they have been designed. In addition, the school, the company and the interested institutions must determine the methods to obtain, monitor and review performance information. Also of the objectives against which this performance will be measured [[ISO 21001:2018 – Section 7.1.5, Section 9.1.3. Section 9.1.4](#)].

The European quality assurance systems based on EQAVET establish that it is necessary to periodically evaluate the results and their processes based on measurements. They must be based on an adequate and clearly described methodology, with the participation and agreement of the interested parties. To do this, the success rate of disadvantaged groups by age and sex is measured. It is about providing basic information for decision-making at the scale of VET systems. At the same time, it aims to support access and support the provision of adapted training in particular for disadvantaged groups [[EQAVET A8](#)]. The international quality assurance standards proposed by the International Organization for Standardization (ISO) establish a set of monitoring and measurement resources. These must have validity and reliability in their results when the follow-up or measurement is carried out to verify the conformity of the Dual Professional Formative programs and the benefits and capacities acquired by the students with the market or labor requirements for which they have been designed. In addition, the school, the company and the interested institutions must determine the methods to obtain, monitor and review performance information. Also of the objectives against which this performance will be measured. [[ISO 21001:2018 – Section 7.1.5, Section 9.1.3. Section 9.1.4](#)].

