



Quality Criteria for Apprenticeships

Output 3

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Q

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1 Background

The project “Mainstreaming Procedures for Quality Apprenticeships in Educational Organisations and Enterprises” (ApprenticeshipQ) will support educational institutions and placement providers to offer high-quality education to their apprentices. We consider educational institutions here as Higher Vocational Education and Training Institutions, and Professional Higher Education Institutions as Universities of Applied Sciences and Colleges, as well as Academic/ Research-oriented Universities). The project’s proposed assessment of quality will make these processes more manageable and will benefit all stakeholders. These benefits include lifelong learning for teachers, professors and tutors, enhancements for placement providers, improvement of apprentice’s skills development and overall higher quality of the learning experience.

The ApprenticeshipQ project team is compiling Quality Criteria for both SMEs and HVETs. The quality criteria will consist of a set of process-standards for HVET institutions to manage internships/apprenticeships, each consisting of a criterion, a descriptor and a measurement indicator, in each of the four areas, namely apprenticeships design, apprenticeships provision, assessment of apprenticeships and evaluation of apprenticeships.

In this report, work package 3 is described in detail and the individual steps taken to provide a final list of 30 Quality Criteria for SMEs and HVETs.

2 Quality Criteria

Based on the Quality management Success Factors and the ApprenticeshipQ Matrix, the researchers developed an initial set of quality criteria, which were reviewed using a peer-to-peer approach during the third consortium meeting in Graz, Austria. The first set of quality criteria was validated with the two associated partners: the Slovenian Chamber of Commerce, as well as, the Chamber of Commerce Heilbronn-Franken.

This first set of quality criteria consisted of 29 criteria, whose responsibility is behaved by the HEI or the SME. However, there might be some criteria, which have a shared responsibility. All criteria have been described with measurement indicators.

Following the Prioritisation Consultation Survey, the consultation amongst QA Manager and In-company Trainers as well as a second design workshop amongst consortium experts, 30 quality criteria have been identified:

Responsibility of the educational institutions		Responsibility of the placement providers
<ol style="list-style-type: none"> 1. Involvement of Stakeholders in Designing Learning Outcomes 2. Definition of SMART Learning Outcomes 3. Transparency 4. Definition of Standards for Placements 5. Identification (finding) of Placement-Positions 6. Capacity Building for SMEs 7. Management of Placement-Supply-Database 8. Data Protection 9. Establishing the Agreement 10. Matching Apprentices' to Placements 11. Monitoring of SMEs Activities 12. Monitoring of Apprentices Activities 13. User Support and Issue Resolution 14. Evaluation of Apprenticeships 15. Assessment Design 16. Performing and Monitoring the Assessment 17. Grading 18. Certification and Recognition 19. Complaints and Appeals 	Some quality criteria might have a shared responsibility.	<ol style="list-style-type: none"> 20. Preparation for the Apprenticeship 21. Identifying Mentors 22. Establishing the Agreement 23. Matching Apprentices' with Placements 24. Conditions of the Apprenticeship 25. Integration of the Apprentice 26. Mentoring 27. Records of Apprenticeships 28. Assessment of Learning 29. Evaluation of Process
30. Quality Management Procedures		

Table 1: ApprenticeshipQ Quality Criteria.

The following table lists the Quality Criteria with the corresponding measurement indicator:
The first 19 quality criteria are led by the educational institutions, whereas the following 10 quality criteria are led by placement providers. Quality criteria number 30 is equally shared between educational institutions and placement providers.

No.	Criterion	Measurement Indicator
1	Involvement of Stakeholders in Designing Learning Objectives	Is there a documented procedure to identify relevant stakeholders and their relevant requirements, specifying: the method of consultation? the frequency of consultation? how to keep records of the consultation? Is there a procedure for documenting the actions taken as a result of these consultations? Stakeholders can be employers, HEIs, students, etc.
2	Definition of SMART Learning Objectives	Is there a documented procedure on Learning Objectives Design for apprenticeships, specifying: that learning objectives be described in terms of knowledge, skills, responsibility and autonomy (or behaviour)? that the learning objectives should be specifically assessed?
3	Transparency	Are the below procedures published: procedure on how to Identification of Stakeholders and their Relevant Requirements; the learning objectives and assessment criteria of the apprenticeship programme?
4	Definition of Standards for Placements	Does the institution have a set of documented criteria for apprenticeships, defining: learning objectives? conditions of employment? condition for mentoring and/or supervision? a workflow for the apprenticeships, including: timelines? responsibilities? reporting requirements?
5	Identification (finding) of Placement-Positions	Has an institutional coordinator for placements been nominated? Is there a Marketing and/or Advertising Strategy for looking for placements? Does the strategy include provisions for engaging staff? engaging students? engaging potential employer's representative bodies? recruiting potential employers?
6	Capacity building for SMEs	Does the PHEI publish introductory information on apprenticeships online? Does the introductory information include Frequently Asked Questions (FAQ) or knowledge database? Does the PHEI organizes recruitment and/or information events for potential employers? Does the PHEI provide educational resources for SMEs?
7	Management of Placement-	Does the PHEI keep an internal database of placements?

	Supply-Database	<p>Is there an established policy for who can access and edit which part of the database?</p> <p>Is there a procedure for maintaining and updating the database, including:</p> <ul style="list-style-type: none"> relevant metadata from the learning agreement? all evaluation data linked to the placement? the history of apprentices assigned to the placement?
8	Data Protection	Is there an established policy for protecting and managing personal data?
9	Establishing the Agreement	<p>Is there a documented procedure describing the management workflow for establishing a contract, including:</p> <ul style="list-style-type: none"> the timelines for signature? the specific roles of signatories in the drafting process, such as students, PHEIs and SMEs? <p>Is there a model contract for apprenticeships, describing the:</p> <ul style="list-style-type: none"> duration? programme objectives? learning activities? conditions of employment? Do the conditions describe the: <ul style="list-style-type: none"> position to be held by the apprentices within the SME? remuneration? occupational health and safety provisions? working hours? social protection, including the necessary insurance in line with national legislation? identification of supervisors and/or mentors? including their roles and responsibilities? description of those roles and responsibilities? <ul style="list-style-type: none"> student responsibilities? requirements for student reporting? modes of communication? methods of assessment? monitoring arrangements? resolution mechanism for issues, including conflicts? forms of certification and/or recognition to be issued for students, for the SME and for the PHEI?
10	Matching Students to Placements	<p>Does the PHEI keep a list of suitable available placements?</p> <p>Has the PHEI implemented an information programme for students, including:</p> <ul style="list-style-type: none"> dissemination of informational material? organization of information sessions? availability of personalised consultation services? <p>Is there a documented procedure to identify students' needs and expectations?</p> <p>Is there a procedure for selecting students to match specific profiles?</p>
11	Monitoring of SMEs Activities	<p>Has the PHEI appointed a named supervisor for each apprenticeship?</p> <p>Is there a schedule for communication with SMEs?</p> <p>Does the schedule identify the frequency of:</p> <ul style="list-style-type: none"> correspondence? visits? <p>Is there a documented procedure on how to conduct a visit, including requirements for:</p> <ul style="list-style-type: none"> planning (how, who and communicated to whom)? evidence collection (means and tools)? record and report the visit?

12	Monitoring of Student Activities	<p>Is there a schedule for communicating with students, indicating moments for correspondence and visits?</p> <p>Is there a documented procedure for students to report progress, specifying:</p> <ul style="list-style-type: none"> the information to be reported (what)? frequency of reporting (when)? report method (how)? report channel (to whom)?
13	User Support and Issue Resolution	<p>Has the PHEI established a helpdesk?</p> <p>Is there a documented procedure for contacting the PHEI's helpdesk (e.g. number to call, email, website)?</p> <p>Does the PHEI promotes the existence of its helpdesk?</p> <p>Is there a documented procedure for resolution of issues?</p> <p>does the procedure include specifications to deal with urgent critical issues?</p>
14	Evaluation of Apprenticeships	<p>Is there a documented procedure for the PHEI to evaluate the SMEs and its mentors?</p> <p>Does the procedure include specifications on:</p> <ul style="list-style-type: none"> how to collect input/information from students? how to collect input/information from the SMEs? which questionnaire(s) shall be used? which analysis methodology shall be used? <p>how to record and report potential corrective and/or improvement actions needed?</p> <p>how to assure the transparency of the evaluation?</p>
15	Assessment design	<p>Has the PHEI established a template for the assessment report to be filled in by the students?</p> <p>Has the PHEI established a template for assessment of student progress to be filled in by SMEs?</p> <p>Has the PHEI established rules for assessment?</p> <p>Are those rules published?</p>
16	Performing and Monitoring the Assessment	<p>Does the PHE provide SMEs with guidelines on how to conduct assessments?</p> <p>Is there a documented procedure for collecting assessment data, including responsibilities and timelines?</p> <p>Is there a documented procedure for data security including requirements for document traceability, anti-tampering and privacy?</p>
17	Grading	<p>Has the PHEI established a grading system, including a documented:</p> <ul style="list-style-type: none"> list of grades? description of grades? procedure for determination of grades? template to record the grades attributed?
18	Certification and Recognition	<p>Does the PHEI have a documented procedure for award of credit, which specifies a:</p> <ul style="list-style-type: none"> method for allocation of transferable credit? model for the certificate to be used? model for any supplemental information to the certificate (diploma supplement, Europass, etc)? method to keep records of awarded certificates? method to respond to requests for verification of certificates? <p>Has the PHEI established a procedure for the recognition of prior learning?</p>
19	Complaints and Appeals	<p>Has the PHEI established a complaints and appeals system, including:</p> <ul style="list-style-type: none"> documented methods of where to submit a complaint or appeal? templates for submission of complaints and appeals?

		<p>documented procedures to:</p> <ul style="list-style-type: none"> define the scope of complaints and appeals? investigate complaints and appeals affecting the PHEI?)? investigate complaints and appeals affecting SMEs? decide on the complaint/appeal? <p>information on the timeline to give feedback on the complaints and appeals to their authors?</p>
20	Preparation for the Apprenticeship	<p>Has the SME systematized the inclusion of the apprenticeship positions in the company's structure (e.g. through an organigram, job description, or similar)?</p> <p>Has the SME a robust institutional and regulatory framework?</p> <p>Does the SME have a financial plan and/or allocation for apprenticeships?</p> <p>Does the financial plan have specific resource allocations for:</p> <ul style="list-style-type: none"> mentors? apprentices, including:? wages social benefits, including insurance health and safety infrastructure? <p>Does the SME provide a model contract defining the work conditions?</p> <p>Does the SME provide Information / advice/ guidance (IAG) manuals, including:</p> <ul style="list-style-type: none"> communication between HEI & SME? clear learning and development structures? <p>Does the SME have the necessary capacity to host the apprentice (resource allocation), including:</p> <ul style="list-style-type: none"> personal (supervisor/mentor) infrastructure (officespace) equipment <p>Does the SME have recruitment procedures for apprentices? (jointly with education provider or separately; existing guidelines?</p> <p>Does the SME have a risk management plan including:</p> <ul style="list-style-type: none"> identification of risks? analysis of the severity of their consequences? analysis of the likelihood of their occurrence? proposed measures to avoid those risks?
21	Identifying Mentors	<p>Does the SME have a documented procedure for selecting mentors, including a description of their required:</p> <ul style="list-style-type: none"> technical competences? clear management responsibilities? pedagogical mentorship competences? minimum work experience? <p>Does a communication structure between the SME and education institution exist, including</p> <ul style="list-style-type: none"> positive, trusting relationship ? regular formal meetings ? set SMART learning objectives between HEI & SME <p>Does a communication structure between the SME and the student exist, including:</p> <ul style="list-style-type: none"> quick response time to (informal) communication ? student feels supported by mentor ? <p>Does the SME have a procedure for training mentors?</p>
22	Establishing the Agreement	<p>Has the SME defined an approval workflow for the contract which defines who will develop, review and approve which document at which stage?</p> <p>Is there a formal agreement/contract in place, including:</p>

		Defined time of work, salary, crisis management, work place, learning objectives, mentor, communication, work plan and a clear link to the curriculum
23	Matching Students with Placements	Include list of requirements for all three stakeholders Is there a procedure for selecting students to match specific profiles?
24	Conditions of the apprenticeship	Has the SME established a documented procedure for describing the placement and its conditions to students and PHEIs?
25	Integration of the apprentice	Has the SME established a procedure for personally presenting the placement to nominated students? Does the SME have a procedure for selecting apprentices? Has the SME assigned, to a member of their staff, the responsibility for communication with the PHEI related to the apprenticeship? Does the SME have a procedure to introduce the SME to each apprentice? Does the SME have a procedure to introduce each apprentice to their staff? Does the SME have a handbook to introduce the apprentice to the company and staff and the to the culture of the company? Does the SME have a documented procedure for mentorship, specifying: periodic teaching, training and/or demonstration sessions to be held by the mentor? periodic feedback and evaluation activities? Are support structures for integration of the apprentice in place, such as preparation of supervision tasks? knowledge about study content? an orientation phase for the student? formal review meetings, its participants and timeline?
26	Mentoring	Has the SME established a plan for each placement, including : take into account training frameworks and modul manuals? integration of study content in the practical phase? general objective of the placement? exchange with the education provider? set of specific tasks with clear outcomes to achieve that objective, such as? documentation of training & qualification in a work schedule? documentation of qualification results and competence development in the learning process? involvement of students in business processes?
27	Records of Apprenticeships	Is there a learning plan/schedule at the workplace, including: information about roles and functions? learning content defined? student's diaries to record experiences and reactions?
28	Assessment of learning	Is there a standardized evaluation process in place, including: to assist students in the organization of examination dates & services monitoring the programme, have a process of evaluation (student/SMEs)
29	Evaluation of process	Is there a standardized evaluation process in place, including: recognition of difficulties & conflicts in the practice phase and bring about solutions supervision of project and graduation work within the company monitoring the programme, have a process of evaluation (student/SMEs) Does the SME have a documented procedure for dealing with internal (staff) complaints and suggestions?

30	Quality Management Procedures	<p>Does the SME have a documented procedure for dealing with external (PHEIs, apprentices) complaints and suggestions?</p> <p>Does the SME have a regular feedback session with apprentice? Skills assessment & information flow</p> <p>Does the SME have a documented procedure to monitor the performance of the overall apprenticeship programme including:</p> <ul style="list-style-type: none"> defined skills, qualification and competences? assessment plan showing different responsibilities? standardized templates for written documentation of the qualification process? report template for feedback talks? defined criteria of assessment in place? an interview guide ? benefit to business success ? contribution to value creation (return-on-investment)? grading and crediting in cooperation with the education institution?
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Table 2: ApprenticeshipQ Quality Criteria and Measurement Indicators.

3 Priorisation Consultation Survey

The list of quality criteria identified in O3-A2 was validated in an online survey, which allowed participants to rank the criteria in order of importance, suggest improvements, reject criteria and/or propose new criteria (see annex). The scale ranged between cannot evaluate - totally agree – agree – disagree – totally disagree.

In order to achieve the target 250 responses, the survey was translated into the national languages. The survey was launched in May 2019 and was open for a total of 12 week. 482 participants took part in the survey. Most participants came from Portugal (N=179), followed by Slovenia (N=105) and the Basque Country (N=68). The number of participants from each country can be seen in the table below.

	Total	Germany	Austria	United Kingdom	Other	Slovenia	Portugal	Basque Country
	482	55	8	46	21	105	179	68
Auditor	118	12		16		9	71	10
Provider	126	17		19		41	34	15

SME	88	18	17	9	20	24
Student	94	8	10	39	21	16
Alumni	56	8	5	7	33	3

Table 3: Survey results. Source: AppQ project. Other participating countries were: Switzerland, Luxembourg, Belgium, Netherlands, Slovakia, Ireland, Sweden, Canada, Panama, India & Pakistan.

Five stakeholders were identified in advance as target groups: Auditors and Quality experts, Providers of Higher Education / Higher Vocational Education and Training, Representatives of SMEs, Students, who have already started or completed a work-based learning period and Alumni. All stakeholders took part in the survey. As Figure 1 shows, Providers of Higher Education / Higher Vocational Education and Training were the largest group with 26% or 126 participants. Followed by Auditors and Quality experts (24% or 118 participants) and Students (20% or 94 participants).

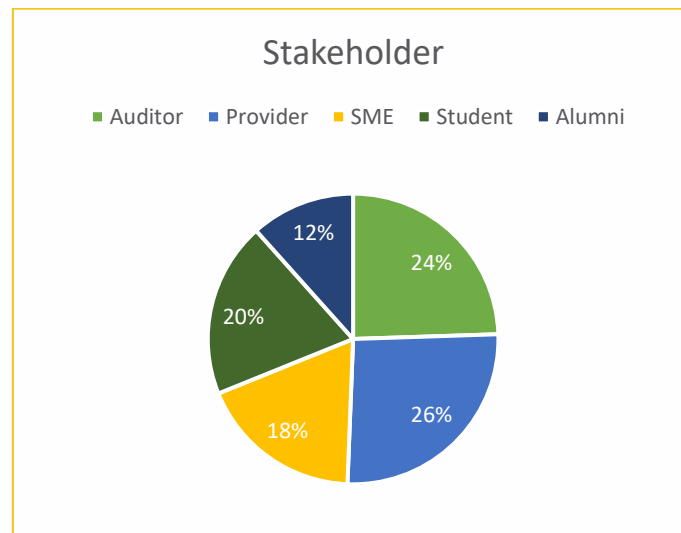


Figure 1: Survey Stakeholders. Source: AppQ Project.

All survey participants were invited to submit comments at the end of the survey. These were collected, translated from the respective national language into English and analysed. Some comments were technical some editorial. The comments were discussed among the consortium, whether the suggested changes would be accepted and the quality criteria would be changed, or whether the change would be rejected. Reasons to reject a comment were for example for being out of scope or a country specific.

The results of the survey showed that the participants regard all quality criteria as important. The means ranged between 2.10 and 2.42. Therefore, no ranking could be established. Thus, all 30 quality criteria were included in the final list. Similarly, the means between stakeholders showed little difference.

4 Consultation amongst Quality Assurance Managers and In-company Train-ers/Focus Groups

In addition to the survey, the partners conducted consultation workshops with QA managers from HVET institutions and in-company trainers from SMEs, who are responsible for organising apprenticeships. The aim of these consultation workshops was to explore the perceptions of key stakeholders and to gather more detailed feedback on the quality criteria.

The workshops were conducted by introducing the AppQ project to the participants, explaining the purpose of the workshops. During the workshops, the participants were asked to describe the types and methods to plan and realise apprenticeships. The consortium presented the developed quality criteria and discussed with the participants, whether these were clear and comprehensive.

A template, inspired on ISO Commenting Template (ISO, 2020), was created for the uniform collection of the comments. The following columns had to be filled in by each partner during the Focus Group:

Origin (1)	Stakeholder (2)	Country (3)	Criteria (4)	Type of Comment (5)	Comment/ Rationale (6)	Proposed Change (7)	Decision (8)
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Comments identified themselves in columns 2 and 3, as well as the criteria they were commenting on and the type of comment (technical or editorial) on column 5, while columns 6 and 7 were used to record their comments and suggested changes.

Comments in the respective national language were translated into English. The comments from the survey (see chapter above) were also entered into this table in order to have a uniform platform. The origin of the comments was registered in column 1.

The comments and suggestion for change received were then analysed and discussed during the consortium meeting in Brussels and in a webinar with all partners of the consortium and the decisions made regarding accepting or not, in total or in part, were recorded in column 8. These were then implemented to form the final set of quality criteria. As this is one of the most important project outputs, special attention was paid to involving all project partners in the decision for the final version of the Quality Criteria. Therefore, a certain amount of time was spent on this.

To validate the quality criteria further, the partners participated in the joint ApprenticeshipQ and WEXHE project workshop “Enhancing Work-based Learning (WBL) and Entrepreneurship in Higher Education”. The workshop focussed on three topics – WBL Concept & Policy development (moderated by Michal Karpišek), Quality Assurance of WBL (moderated by Alicia-Leonor Sauli-Miklavčič) and Entrepreneurship: a WBL mode of learning (moderated by Robert Wagenaar). The recent development within higher education has strengthened voices calling for equipping graduates with competences and skills relevant for their civic, personal and professional life, which would allow their smooth transition into professional life. It has been shown that such competence development is the most successful in changing realistic professional situations. The workshop participants shared experiences and approaches related to further development and support of work-based learning and development of entrepreneurial competencies within higher education – the concept, the role of various stakeholders, key principles, role of leaders, active role of students and world of work.

Besides the valuable exchange of contents, this joint workshop was a great dissemination event. We were able to address our results to new international addressees and are still in exchange with the WEXHE project.

5 Online Assessment Tool

The ApprenticeshipQ Online Assessment Tool is a semi-automated online checklist capable of guiding conformity assessment exercises towards the ApprenticeshipQ Quality Criteria and of producing objective reports of the results. It can be used to assess educational organizations who offer work-based learning and their partner companies, who provide the apprenticeship placements. The tool was designed and is configured to support different types of assessments, namely:

- First part audits, also called internal audits or self-assessment exercises. These are assessments performed by an organization to themselves. Examples: an educational organization or a placement provider / SME, that want to know if their practices already match the ApprenticeshipQ Quality Criteria.
- Second part audits, also called partner qualification audits. These are assessments performed by a given organization to a partner, with the objective of qualifying (or re-qualifying) it as such. Example: An educational organization who is selecting companies to become placement providers for the work-based learning offered by their programmes of study, using the ApprenticeshipQ Quality Criteria as selection criteria.
- Third part audits, also called certification audits. These are assessments performed by external bodies, such as certification and regulatory bodies. Examples: A national accreditation agency for higher education that wants to complement their periodic evaluation of an educational organization that offers work-based learning experiences to their students using criteria specifically developed for apprenticeships. A certification body that is voluntarily contracted by an educational organization to validate the quality of the processes used to manage the work-based learning offered to students. A professional association/chamber of commerce that recognizes certain professions and need objective criteria to evaluate the practical dimension of the learning provided by the programmes of study leading to a qualification in that profession.

Operationally, the ApprenticeshipQ Online Assessment Tool starts by identifying the type of assessment (as described above), its date and the parts involved (the organization being assessed and the organization acting as assessor, if different). It then contains all ApprenticeshipQ Quality Criteria in the form of questions organized as a checklist, with multi-choice answers reflecting the level of conformity (total, partial or absent). These can be complemented with descriptions of objective evidences, which can be commented by the assessors. The results of the data entered by all parts involved are automatically compiled, generating a report which reflects both quantitative and qualitative analyses:

- The status of conformity (global and/or criteria by criteria), illustrated by a graph using a LEAN colour code (green, yellow, red);
- List of objective evidences submitted (if any) and assessor comments to them (if any).

The ApprenticeshipQ Online Assessment Tool is web-based using wordpress technology and can be freely accessed via the ApprenticeshipQ Website, using the link: <https://apprenticeshipq.eu/satool>.

6 Evolution into a Formal¹ Standardization Document

The ApprenticeshipQ Quality Criteria contained in the two Manuals was presented to the Portuguese Standardization Technical Committee on Education (IPQ/CT 187) – and approved in consensus by unanimity to:

- a) Be published as a Guide by the Portuguese National Standardization body – Instituto Português da Qualidade (IPQ);
- b) Be submitted by IPQ to the International Organization for Standardization (ISO), after publication by IPQ, as a New Proposal (NP) for an International Workshop Agreement (IWA).

As a result of those decisions, the work item was included in the IPQ/CT 187 Activity Plan for 2020 (IPQ/CT 187, 2020), where it appears scheduled for publication by December 2020.

A Guide (DNP) is the Portuguese standardization deliverable equivalent to an IWA, which is an ISO deliverable that requires less time to be published. It is particularly adequate to cases where the contents emerge from research contexts and are already sufficiently developed and mature. It is also the adequate choice with innovative that could benefit from a market test before evolving into a more permanent standardization document; and when the lack of alternatives in the market justifies its urgent publication. The three conditions apply to the ApprenticeshipQ Quality Criteria and thus this choice in terms of type of deliverable.

An IWA can be developed and approved for publishing in less than a year and has a lifetime of two years, possible to be renewed only once. After that, the ISO members are requested to decide, under international ballot, if they want to withdraw it or upgrade it into a more permanent standardization document, such as a Technical Specification or a Standard. These can have an unlimited lifetime, subject to a systematic review every five years (or before, if there are reasons that justify it).

¹ A Formal Standardization Document is a document published by a standardization body, formally recognized as such by the World Trade Organization, through the signature of their Agreement on Technical Barriers to Trade (WTO, n/d), which contains a Code of Good Practices for Standardization. National, regional and international Standardization Bodies that are signatories of the WTO-TBT Agreement, have implemented a sturdy process to assure that the documents published under their brand are developed in strict respect of principles such as openness and transparency, relevance and coherence, consensus and sustainability. Examples of Standardization bodies, at the national level, are IPQ in Portugal and DIN in Germany; at regional level are CEN and ITU in Europe; and at international level are ISO and IEC, which a global membership scope.

The publication of the ApprenticeshipQ Quality Criteria as national and international formal standardization deliverables is of paramount importance to widen the scope of dissemination and assure the exploitation of the project results. This applies not only to IO3 - although this intellectual Output is acting as a (peaceful) “Trojan horse” to enter the world of formal standardization - but also of others, which can also contribute to complement the IWA or a future full standard that emerges from it in a few years. By being published as an IPQ DNP, the ApprenticeshipQ Quality Criteria will not only be subject to further scrutiny and polishing from IPQ/CT 187 Experts and open national consultation, which will serve as an additional validation phase and will make them (even) more reliable, relevant and coherent with the market needs, but will integrate the Portuguese repository of standardization documents and disseminated nationally. Likewise, when IPQ submits the DNP to ISO as a NP IWA, another phase of validation, this time at a global level will start. The over 160 countries that are ISO members will be invited to analyse and comment the draft submitted, improve it in a consensual way to assure its relevance and applicability in every country. They will also integrate the document in their national repositories - which assures a global exploitation of this project intellectual outputs. It is not expected that either the DNP nor the IWA will be a copy of ApprenticeshipQ IO3; on the opposite, we are sure it will not be. It will be an improved version of it, that will benefit more institutions at a global scale - and that is what exploitation is all about.

Furthermore, by the means of the formal standardization process, which include the before mentioned systematic review, the sustainability of the results is assured. These will be periodically assessed and reviewed as needed to assure global relevance.

The drafts submitted to IPQ, as well as information about the development and publication status can be accessed at the ApprenticeshipQ website using the link:

<https://apprenticeshipq.eu/iwa>

7 Outlook

The activities A1-5 were used to develop, validate and finalise the quality criteria and self-assessment online tool and prepare the draft to be sent to the Portuguese national Standardization Technical Committee for Education (IPQ/CT 187).

The finalized Quality Criteria will also be incorporated into the upcoming intellectual outputs, the manuals for educational institutions (IO4) and placement providers (IO5). The primary objective of the manuals is to present to higher vocational providers and SMEs interested in quality issues around apprenticeships a range of instruments, methods and tools they can work with to develop by themselves a quality culture within their organisations. In particular, it will show organizations how to integrate the IO3 results into their existing processes and quality management's systems.

The results of O4 and O5 can be read in the respective report.

8 References

IPQ/CT 187 (2020). *Plano de Atividades 2020*. IPQ: Monte da Caparica.

ISO (2020). *ISO Commenting Template*. ISO: Geneva.

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https://www.wto.org/english/docs_e/legal_e/17-tbt_e.htm

Appendix A: Survey

Fragebogen

1 Standardseite

Welcome to this questionnaire. Please choose your country:

Deutschland
United Kingdom
Slovenia
Portugal
Spain
Österreich
Other, please specify:

Other, please specify:

2.1 Summary

Which stakeholdergroup do you identify with?

If you identify with two groups, you can complete the questionnaire twice.

☐ Quality Expert and/or Auditor

☐ Provider of Higher Education / Higher Vocational Education and Training

☐ Representative of SMEs

☐ Students, who have already started or completed a work-based learning period

☐ Alumni

2.2 QC Core English

Please indicate if you agree the following quality criteria are important.

You can read a detailed description by passing the cursor over the criterion.

You can suggest changes in the text field below.

	Important	
Involvement of Stakeholders in Designing Learning Objectives	<div>Cannot evaluate Totally Agree Agree Disagree Totally Disagree</div>	
Definition of SMART Learning Objectives	<div>Cannot evaluate Totally Agree Agree Disagree Totally Disagree</div>	
Transparency	<div>Cannot evaluate Totally Agree Agree Disagree Totally Disagree</div>	
Definition of Standards for Placements	<div>Cannot evaluate Totally Agree Agree Disagree Totally Disagree</div>	
Identification (finding) of Placement-Positions	<div>Cannot evaluate Totally Agree Agree Disagree Totally Disagree</div>	
Capacity building for SMEs	<div>Cannot evaluate Totally Agree Agree Disagree Totally Disagree</div>	
System for Management of Placement-Supply		

	<div> <div>Cannot evaluate</div> <div>Totally Agree</div> <div>Agree</div> <div>Disagree</div> <div>Totally Disagree</div> </div>				
Security	<div> <div>Cannot evaluate</div> <div>Totally Agree</div> <div>Agree</div> <div>Disagree</div> <div>Totally Disagree</div> </div>				
Drafting the Agreement	<div> <div>Cannot evaluate</div> <div>Totally Agree</div> <div>Agree</div> <div>Disagree</div> <div>Totally Disagree</div> </div>				
Matching Students to Placements	<div> <div>Cannot evaluate</div> <div>Totally Agree</div> <div>Agree</div> <div>Disagree</div> <div>Totally Disagree</div> </div>				
Monitoring of SMEs Activities	<div> <div>Cannot evaluate</div> <div>Totally Agree</div> <div>Agree</div> <div>Disagree</div> <div>Totally Disagree</div> </div>				
Monitoring of Student Activities	<div> <div>Cannot evaluate</div> <div>Totally Agree</div> <div>Agree</div> <div>Disagree</div> <div>Totally Disagree</div> </div>				
User Support and Issue Resolution	<div> <div>Cannot evaluate</div> <div>Totally Agree</div> <div>Agree</div> <div>Disagree</div> <div>Totally Disagree</div> </div>				
Evaluation of Apprenticeships	<div> <div>Cannot evaluate</div> <div>Totally Agree</div> <div>Agree</div> <div>Disagree</div> <div>Totally Disagree</div> </div>				
Assessment design	<div> <div>Cannot evaluate</div> <div>Totally Agree</div> <div>Agree</div> <div>Disagree</div> <div>Totally Disagree</div> </div>				
<p>If you would like to suggest any changes, please describe them here</p> <div></div>					
<h3>2.3 QC Core English II</h3> <p>Please indicate if you agree the following quality criteria important.</p> <p>You can read a detailed description by passing the cursor over the criterion.</p> <p>You can suggest changes in the text field below.</p> <table border="1"> <thead> <tr> <th></th> <th>Important</th> </tr> </thead> <tbody> <tr> <td>Performing and Monitoring the Assessment</td> <td> <div> <div>Cannot evaluate</div> <div>Totally Agree</div> <div>Agree</div> <div>Disagree</div> <div>Totally Disagree</div> </div> </td> </tr> </tbody> </table>			Important	Performing and Monitoring the Assessment	<div> <div>Cannot evaluate</div> <div>Totally Agree</div> <div>Agree</div> <div>Disagree</div> <div>Totally Disagree</div> </div>
	Important				
Performing and Monitoring the Assessment	<div> <div>Cannot evaluate</div> <div>Totally Agree</div> <div>Agree</div> <div>Disagree</div> <div>Totally Disagree</div> </div>				

Grading	<div>Cannot evaluate</div> <div>Totally Agree</div> <div>Agree</div> <div>Disagree</div> <div>Totally Disagree</div>	
Certification	<div>Cannot evaluate</div> <div>Totally Agree</div> <div>Agree</div> <div>Disagree</div> <div>Totally Disagree</div>	
Complaints and Appeals	<div>Cannot evaluate</div> <div>Totally Agree</div> <div>Agree</div> <div>Disagree</div> <div>Totally Disagree</div>	
Preparation for the Apprenticeship	<div>Cannot evaluate</div> <div>Totally Agree</div> <div>Agree</div> <div>Disagree</div> <div>Totally Disagree</div>	
Identifying Mentors	<div>Cannot evaluate</div> <div>Totally Agree</div> <div>Agree</div> <div>Disagree</div> <div>Totally Disagree</div>	
Drafting the Agreement	<div>Cannot evaluate</div> <div>Totally Agree</div> <div>Agree</div> <div>Disagree</div> <div>Totally Disagree</div>	
Matching Students with Placements	<div>Cannot evaluate</div> <div>Totally Agree</div> <div>Agree</div> <div>Disagree</div> <div>Totally Disagree</div>	
Management	<div>Cannot evaluate</div> <div>Totally Agree</div> <div>Agree</div> <div>Disagree</div> <div>Totally Disagree</div>	
Introduction	<div>Cannot evaluate</div> <div>Totally Agree</div> <div>Agree</div> <div>Disagree</div> <div>Totally Disagree</div>	
Mentoring	<div>Cannot evaluate</div> <div>Totally Agree</div> <div>Agree</div> <div>Disagree</div> <div>Totally Disagree</div>	
Work Experience	<div>Cannot evaluate</div> <div>Totally Agree</div> <div>Agree</div> <div>Disagree</div> <div>Totally Disagree</div>	
Evaluation	<div>Cannot evaluate</div> <div>Totally Agree</div> <div>Agree</div> <div>Disagree</div> <div>Totally Disagree</div>	
Quality Assurance Procedures	<div>Cannot evaluate</div> <div>Totally Agree</div> <div>Agree</div> <div>Disagree</div> <div>Totally Disagree</div>	

If you would like to suggest any changes, please describe them here

Appendix B: Survey Means

	Involvement of Stakeholders in Designing Learning Objectives (Important)	Definition of SMART Learning Objectives (Important)	Transparency (Important)	Definition of Standards for Placements (Important)	Identification (finding) of Placement Positions (Important)	Capacity building for SMEs (Important)	System for Management of Placement-Supply (Important)	Security (Important)	Drafting the Agreement (Important)	Matching Students to Placements (Important)	Monitoring of SMEs Activities (Important)	Monitoring of Student Activities (Important)	User Support and Issue Resolution (Important)	Evaluation of Apprenticeships (Important)	Assessment design (Important)	Performing and Monitoring the Assessment (Important)	Grading (Important)	Certification (Important)	Complaints and Appeals (Important)	Preparation for the Apprenticeship (Important)	Identifying Mentors (Important)	Drafting the Agreement (Important)	Matching Students with Placements (Important)	Management (Important)	Introduction (Important)	Mentoring (Important)	Work Experience (Important)	Evaluation (Important)	Quality Assurance Procedures (Important)
Slovenia	2,36	2,42	2,35	2,27	2,36	2,08	2,27	2,23	2,26	2,44	2,18	2,32	2,26	2,30	2,33	2,38	2,28	2,17	2,31	2,38	2,40	2,22	2,22	2,24	2,36	2,40	2,28	2,26	2,38
Spain	2,08	2,18	2,11	1,92	2,08	2,13	2,05	2,08	2,32	2,08	2,21	2,18	1,97	2,00	2,26	2,23	2,54	2,26	2,20	2,03	2,00	2,34	2,29	2,29	2,06	2,06	2,17	2,26	2,23
Portugal	2,24	2,29	2,17	2,14	2,23	2,21	2,22	2,12	2,24	2,12	2,32	2,21	2,32	2,17	2,32	2,10	2,23	2,17	2,30	2,12	2,12	2,16	2,11	2,25	2,20	2,15	2,28	2,23	2,22
UK	2,11	2,02	2,11	2,24	2,07	2,24	2,09	2,09	2,22	2,07	2,28	2,07	2,22	2,13	2,22	2,17	2,34	2,05	2,20	2,07	2,10	1,95	2,12	2,17	2,07	2,02	2,12	2,05	2,05
Germany	2,26	2,28	2,61	2,39	2,50	2,39	2,22	2,37	2,37	2,19	2,61	2,78	2,35	2,17	2,30	2,40	2,32	2,13	2,40	2,57	2,26	2,57	2,28	2,38	2,21	2,21	2,51	2,45	2,17
Austria	2,33	2,50	2,33	2,33	2,33	2,00	2,17	2,17	2,17	2,33	2,50	2,50	2,50	2,33	2,50	1,83	1,83	2,17	2,33	2,50	2,00	2,17	2,33	2,00	2,17	1,83	2,17	2,00	1,67
Other	2,38	2,00	2,46	2,77	2,38	2,46	2,62	2,15	2,31	2,62	2,85	2,23	2,62	2,46	2,62	2,54	2,92	2,38	2,54	2,23	2,38	2,31	2,62	2,54	2,38	2,00	2,31	2,38	2,69
mean	2,25	2,24	2,31	2,29	2,28	2,22	2,23	2,17	2,27	2,26	2,42	2,33	2,32	2,22	2,36	2,24	2,35	2,19	2,33	2,27	2,18	2,24	2,28	2,27	2,21	2,10	2,26	2,23	2,20
n	482																												
Overall mean	2,26																												
mean per stakeholder group																													
Auditor	2,19	2,26	2,26	2,24	2,10	2,16	2,27	2,26	2,26	2,20	2,33	2,21	2,39	2,09	2,27	2,00	2,21	2,27	2,30	2,10	2,14	2,27	2,13	2,27	2,14	2,13	2,19	2,20	2,27
Provider	2,25	2,25	2,29	2,28	2,43	2,25	2,17	2,18	2,26	2,25	2,29	2,16	2,33	2,28	2,34	2,21	2,24	2,16	2,36	2,20	2,14	2,11	2,21	2,25	2,18	2,17	2,18	2,18	2,24
SME	2,22	2,16	2,29	2,00	2,24	2,47	2,14	2,12	2,31	2,18	2,59	2,55	2,12	2,04	2,27	2,39	2,37	2,06	2,16	2,35	2,24	2,41	2,31	2,35	2,18	2,20	2,27	2,33	2,27
Student	2,60	2,64	2,52	2,43	2,50	2,33	2,40	2,47	2,74	2,38	2,48	2,72	2,53	2,60	2,62	2,48	2,52	2,21	2,47	2,53	2,48	2,40	2,26	2,43	2,50	2,53	2,57	2,43	2,41
Alumni	2,24	2,35	2,29	2,41	2,47	2,24	2,35	2,15	2,06	2,15	2,26	2,38	2,29	2,06	2,21	2,35	2,41	2,24	2,35	2,15	2,03	2,21	2,18	2,12	2,15	1,94	2,50	2,32	1,94

Appendix C: Focus Groups

Origin (1)	Stakeholder (2)	Country (3)	Criteria (4)	Type of Comment (5)	Comment/Rationale (6)	Proposed Change (7)	Decision (8)
FC	QEA	DE	<i>Involvement of Stakeholders in Designing Learning Objectives</i>	ED	<i>Is this quality criteria focussed only on theory and/or wbl phases?</i>		Noted. Yes, both phases, because learning outcome is realised by both.
FC	QEA	DE	<i>Drafting the Agreement</i>	ED	<i>The quality criteria encompasses more than just the agreement.</i>	<i>General conditions</i>	Partially Accepted. QC is going to be: Establishing the Agreement
FC	QEA	DE	<i>n/a</i>	ED	<i>Using categories and dividing between HE and SME</i>		Noted. Not clear in the survey, but clear in the document.
FC	QEA	DE	<i>n/a</i>	ED	<i>Most important quality criteria:</i> <i>- Monitoring</i> <i>- Quality Assurance Procedures</i> <i>- Matching Students with Placements</i>		Noted. At this time we are not considering a ponderation to one or another QC.
FC	SME	DE	<i>Work experience</i>	ED	<i>The quality criteria is not comprehensive.</i>	?	Accepted. New QC: Records of apprenticeships

FC	SME	DE	n/a	ED	<p><i>Most important quality criteria:</i></p> <ul style="list-style-type: none"> - Monitoring - Transparency - Matching Students with Placements 		Noted. At this time we are not considering a ponderation to one or another QC.
FC	PHE	DE	Security	ED	<p><i>Security does not encompass the measurement indicators: Is there an established policy for securing and managing personal data?</i></p>	GDPR - General Data Protection Regulation	<p>Partially Accepted.</p> <p>QC: Personal Data Protection</p> <p>MI: <i>Is there an established policy for protecting and managing personal data?</i></p>
FC	PHE	DE	Management	ED	<p><i>The quality criteria is not comprehensive.</i></p>	?	<p>Accept:</p> <p>New QC:</p> <p>Preparation for the apprenticeship.</p>
FC	SME	DE	Security	ED	<p><i>Wording is not clear</i></p>	Data and Privacy Protection	<p>Partially Accepted.</p> <p>QC: Personal Data Protection</p>

							MI: Is there an established policy for protecting and managing personal data?
FG	PHE	England	Most/All	TE	SMEs don't have many things documented. It depends on what kind of detail is expected in the documents.	Provide more detail on 'documented'	Rejected. We do not want to make the QC more prescriptive, to allow flexibility as contexts can be very different in SMEs. We will provide detailed examples / templates at IO5.
FG	PHE	England	Involvement of Stakeholders in Designing Learning Objectives	TE	There are different types of stakeholders, involving one may not mean the other is involved	More detail on stakeholders	Partially accepted. Add examples of stakeholders in brackets.
FG	PHE	England	Definition of SMART Learning Objectives	TE	The objectives should include behaviours	learning objectives be described in terms of knowledge, skills, and behaviours	Partially accepted. Add note explaining that responsibility and autonomy comes from the EQF, which is equivalent to behaviour.
FG	PHE	England	Transparency	TE	Transparency is good but there are different areas that need more transparency but there are data protection restrictions	Need to focus on specific areas that need transparency.	Partially agree. MI is changed to: procedure on how to Identification of Stakeholders and their Relevant Requirements;

FG	PHE	England	Definition of Standards for Placements	TE	This is important and for providers this is a 'must have' criteria		Noted. Just a comment.
FG	PHE	England	Identification (finding) of Placement-Positions	TE	In England, an apprentice is an employee, so recruitment is largely an employer's decision	Providers have a role but recognition that this a supplementary role	Agree. MI changed to: Is there a Marketing and/or Advertising Strategy for looking for placements?
FG	PHE	England	Identification (finding) of Placement-Positions	ED	'Mobilising' is confusing word		Accepted. Changed to engaging. MI changed: engaging potential employer's representative bodies? Recruiting potential employers? Note to us: check consistency regarding changes made (e.g. employer's representatives (now bodies))
FG	PHE	England	Capacity building for SMEs	TE	Providers don't have SME specific events, they are open to all employers	Clarify that SMEs are invited but information events and resources are	Accepted.

						for all employers irrespective of size	Note to us: changes all SMEs to potential employers.
FG	PHE	England	System for Management of Placement-Supply		This question is better answered by employers		Partially Agree Change QC to Management of Placement-Supply-Database.
FG	PHE	England	Security	TE	This is not a good practice, GDPR is a legal requirement	Specify or broaden this criteria	Look above.
FG	PHE	England	Drafting the Agreement	TE	The contract is really important, this sets the apprentice as an employee. There should be clarity in what support the apprentice can expect from the employer and which ones from the providers	Include what should an apprentice do when things are not going right.	Reject. It is covered under complaints and appeal. Changed to Establishing the Agreement
FG	PHE	England	Matching Students to Placements	TE	Apprentices are like paid employees and employers have the key decision making power here. Placements are part of other WBL programmes rather than apprenticeships	It is good practice to consult providers	Noted. UK specific.
FG	PHE	England	Monitoring of students Activities	TE	This is both formal and informal. Specified frequencies of communications suggests	Aside of a minimum set of expected communications, it is important to emphasise	Noted.

					the minimum required level, in practice, it can be significantly higher. Apprentices need to be given clear information on what support to seek from providers or employers and when.	timeliness and clarity of communications	We invite the author to resubmit the comment.
FG	PHE	England	User Support and Issue Resolution	TE	This is needed at both ends- providers' and employers'. In most cases, mentors/tutors should be the first point of contact.		Noted. Employers have an assigned contact under Introduction.
FG	PHE	England	Assessment design	TE	End point assessments are an integral part of apprenticeships. This is a stated requirement in the standard, so really a minimum requirement.	It is not just important that is understood by PHE and employers, most important that the apprentices understand this.	Noted. UK specific.
FG	PHE	England	Certification	TE	Some apprentices do not have qualifications included in the standards. So, award of credits is not always possible.		Noted. UK specific.
FG	PHE	England	Complaints and Appeals	TE	Providers have a set of processes, much depends on the nature of complaint and appeal- whether it is academic in nature or is an employment related matter. The latter are to be dealt with by the employers as apprentices are their employees.	Specific details should be provided on the nature of complaints.	Noted as a specific situation, when the student is an employee.
FG	PHE	England	Preparation for the Apprenticeship	TE	Providers support that apprentices have specific		Noted.

					resource allocations for: mentors, benefits including insurance, health and safety infrastructure. This question is better to be discussed at employers FG		Just a comment.
FG	PHE	England	Identifying Mentors	TE	Mentors should have some mentoring skills and may need training themselves. Technical competence is not enough for a person to be a good mentor and SMEs have limited resource to choose from.	Training the mentors should be included.	Rejected, out of scope.
FG	PHE	England	Work Experience	TE	SMEs cannot offer the same level of specialisation if the apprentice wishes to specialise. This criteria should include consulting with the apprentice and offering them flexibility, where possible. At least the apprentice should be clear on their role and discuss any opportunity for specialisation or inter-departmental experiences	Embed flexibility, choice, consultation where possible.	Rejected. New QC: Records of apprenticeships
FG	PHE	England	Quality Assurance Procedures	ED	This is a broad criteria, this should be embedded throughout or at least in many places. Distinction needs to be drawn in the role of external quality assurance agencies that state specific set of requirements.		Noted. No conflict identified.

<i>SU</i>	<i>QEA</i>	<i>PT</i>	<i>Involvement of stakeholders in describing learning objectives</i>	<i>ED</i>	<i>In the description of the criteria, the first word of the questions is not capitalized.</i>	<i>Capitalize each first word</i>	Accepted.
<i>FG</i>	<i>SME</i>	<i>SI</i>	<i>Security</i>	<i>TE</i>	<i>A policy only might not be sufficient.to assure data protection.</i>	<i>Change</i> <i>“Is there an established policy for securing and protecting personal data?”</i> <i>To</i> <i>“The organization has defined a documented procedure to protect personal data? Is the procedure implemented systematically?”</i>	Partially Accepted. Changed to Personal Data Protection.
<i>FG</i>	<i>SME</i>	<i>SP</i>	<i>Introduction</i>	<i>TE</i>	<i>The chosen word is not very suitable or it is too short.</i>	<i>Change</i> <i>“Introduction”</i> <i>To</i> <i>“Integration of the apprentice in place”</i> <i>Description</i> <i>“Does the SME have a procedure for integration of the apprentice in place?”</i>	Partially accepted. Change QC: Integration of the apprentice.

FG	SME	SP	Security	TE	The chosen word is not very suitable.	<p>Change “Security”</p> <p>To “Personal data protection”</p> <p>Description “Does the SME have a procedure to protect personal data?”</p>	Partially Accepted. Changed to Personal Data Protection.
FG	SME	SP	Certification	TE	Criteria and description in Spanish should be improved.	<p>Change “Certificación”</p> <p>“¿ Tiene la Universidad o el Instituto de Educación Superior un procedimiento documentado para conceder crédito que detalle: “</p> <p>To “Procedimiento que detalle los certificados otorgados”</p> <p>Description in Spanish “¿ Tiene la Universidad un procedimiento que detalle los certificados otorgados y</p>	<p>Partially Accepted.</p> <p>Partners are free to use the most appropriate terminology.</p> <p>Change QC to Certification and Recognition.</p> <p>Add MI: Recognition of prior learning.</p>

						<i>los créditos académicos reconocidos?”</i>	
<i>FG</i>	<i>SME</i>	<i>SP</i>	<i>Drafting the agreement</i>	<i>TE</i>	<i>Criteria in Spanish should be improved.</i>	<i>Change</i> <i>“Redacción del borrador de acuerdo”</i> <i>To</i> <i>“Redacción del acuerdo o contrato formal “</i>	Accepted. Already changed.
<i>SU</i>		<i>SP</i>	<i>La labor más difícil es el seguimiento del estudiante que está realizando esas prácticas. Desde la universidad se pone total confianza en las empresas, que cumplen muy bien con su labor, pero sería deseable un seguimiento más cercano.</i>				Noted. Just a comment.
<i>SU</i>		<i>SP</i>	<i>Sobretudo en cuanto al apoyo al estudiante, no existen procedimientos documentados, no obstante, la universidad se preocupa por el estudiante y existe un flujo de comunicación a través del tutor correspondiente. Este ayuda en caso de que el estudiante tenga</i>				Accepted.

			<i>dificultades. Por otra parte, no tengo la seguridad de que exista un procedimiento que recabe opiniones de las empresas, acerca del alumno en cuestión y por tanto, cuestionarios previamente definidos.</i>				
<i>SU</i>		<i>SP</i>	<i>Las calificaciones obtenidas no son en sí mismas lo importante. La experiencia y el saber hacer que se gana es lo que realmente esencial.</i>				Noted. Just a comment.
<i>SU</i>		<i>SP</i>	<i>Propongo detallar el criterio "Introducción"</i>				Accepted. QC already changed.
<i>SU</i>		<i>DE</i>	<i>Die Fragen sind schwierig zu beantworten, da die detaillierte Beschreibung dahinter sehr viele Punkte auf unterschiedlichen Ebenen auflistet. z.B. "Entwerfen der Vereinbarung" ist kein Qualitätskriterium, sondern eine Aktivität (welche Vereinbarung?)</i>				Accepted. QC already changed.
<i>SU</i>		<i>PT</i>	Definição de planos de trabalhos / atividades e monitorização da implementação dos mesmos				Noted. Portuguese specific.

<i>SU</i>		<i>PT</i>	Os critérios listados são, em parte, pouco claros. Não sei bem o que estou a avaliar. Por exemplo, Segurança, Atribuição dos estudantes às propostas de estágios (o que está em avaliação, o método de atribuição?).				Noted. Portuguese specific.
<i>SU</i>		<i>PT</i>	Relativamente à avaliação dos estágios em particular à avaliação das instituições de acolhimento e respetivos mentores não existe				Rejected already discussed
<i>SU</i>		<i>PT</i>	Acrescentaria: Formação em supervisão e/ou co-supervisão dos orientadores de estágio partes interessadas.				Rejected already discussed.
<i>SU</i>		<i>PT</i>	NA mantenho o comentário anterior Nos critérios em que discordo ou concordo, e, em geral, na redacção geral de todos, parece-me não estar suficientemente explícito que há colaboração suficiente entre a IES e as entidades de				Partially accepted. Add the MI: Is there a procedure for selecting students to match specific profiles? Under Matching Students with Placements (SME)

			acolhimento: mabas devem ter critérios e modelos, mas estes deverão ser analisados e datpatados, se tal for identificado, para cada estudante, pois as circunstâncias são sempre individuais. Há que minimizar a stdandardização cega de procedimentos. Fatam ainda cirérios de selecção de etsgiários, que permitam ordenar claramente os candidatos a um mesmo posto de estágio				
SU		UK	<i>Drastic improvements need to be made in several key areas as follows: the recording and quick resolution of student issues relating to teaching and quality, communication of timescales and changes to the course and consultation of student impacting decisions before making them, consultation and presence with students to ensure that the course is running smoothly.</i>				Noted. This is already covered.

SU		UK	<i>Advice and guidance to employers re recruitment and matching job roles to standards should be considered</i>				Noted. Covered under Matching Students with Placements
SU		UK	<i>A detailed evaluation of the employer, and its ability to deliver a working environment suitable to match the course content cover in the learning part of the apprenticeship.</i>				Noted. Already part of the QC.
SU		UK	<i>Does the organization providing the apprenticeship have processes, personnel, and improvement cycles consistent with legislation? Are there the required mechanisms to support the health and safety of apprentices in place? If so, are they documented? Are there policies, guidelines, procedures in place to ensure that all required prerequisite learning, education, and training have taken place prior to starting the apprenticeship? What learning, education, and training counselling and support is in place to ensure that apprentices</i>				Noted. Already part of the MI.

			<p><i>have the opportunity to fully develop their skills and knowledge? What is in place to support those apprenticeships who have completed training in other areas or related fields (e.g., prior learning assessment, transition training, etc.)? What supports are in place to support transfer of learning? What processes and procedures are in place to transition from apprenticeship to employment? How is the quality of the apprenticeship program being measured? Are there any benchmarking programs in place? Are there already established regional, national or international professional guidelines and learning competencies that have been defined? If so, how have these been integrated into the apprenticeship program? Are there mandatory learning, education, or training requirements prior to beginning the apprenticeship? What is the duration and overall timeframe for completion of the apprenticeship?</i></p>				
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			<i>Are learning, education and training requirements staged over a period of time?</i>				
<i>SU</i>		<i>UK</i>	<i>The above quality criteria are all relevant to support Higher Apprenticeship development and delivery. However, from my personal experience it is vitally important to emphasis the need to match the qualification requirements with the professional competencies and quality standards. Evidence provided by candidates for assessment must match the requirements of the qualifications in addition to meeting the employers demands. This involves multi agency involvement and commitment through to the End Point Assessment stages of the process.</i>				<p>Partially agreed.</p> <p>Covered by involving the stakeholders in the design of the learning objectives.</p>
<i>SU</i>		<i>UK</i>	<i>Relations, stimulating reward, waiting job, offering extra activities</i>				Noted as comment.
<i>SU</i>		<i>UK</i>	<i>I suggest that a clear line of communication is put in</i>				Noted.

			<p><i>place for apprentices to have direct contact with the collage sector leads in order to streamline issue rectifications and reduce the lead time to solve problems. In this academic year it took a period of 3 months to find a new lecturer, the majority of that time could have been reduced if a clear line of communication was in place. Another example is lack of additional teaching sessions to cover the missed time, this was a point that was ignored because once again there was no clear line of communication to translate the issues into solutions.</i></p> <p><i>Student induction should be included</i></p> <p><i>The detailed description asks lots of questions - but you can only give one answer!</i></p>				Both points are covered within the QC.
SU		UK	<p><i>Are there processes in place to support the apprenticeship candidate to update and correct the</i></p>				Noted.

			<p><i>recorded / documented information that organizations have collected about and from them? (applicable especially for grading, certification, complaints and appeals).</i></p> <p><i>Quality Assurance Procedures - could include something like, does the organization have documented improvement / continuous quality improvement process / procedures?</i></p> <p><i>NOTE: Information under Preparation for the Apprenticeship and Matching Students with Placements are not complete so cannot evaluate at this time. Management section does not seem to be completed. Work experience could be fleshed out more.</i></p>				<p>Processes are under MI in place.</p> <p>QC is revised.</p>
SU		SL	- vsi študentje ne opravljajo PRI iz vseh vsebin, zato so naše analize včasih				<p>Noted.</p> <p>Just a comment.</p>

			pomanjkljive - študnetje običajno dobro poznajo delodajalce, kako bi ocenjevali, če bi se z njimi prvič srečali				
<i>SU</i>		<i>SL</i>	<p>1. Vpletenost deležnikov je pomembna, vendar naj bo pogostost in metoda primerna glede na sektor in obliko programa. 2. Transparentnost - učni programi so že javno objavljeni. 3. Standarde mesta praktičnega izobraževanja je v trenutnih razmerah lahko postavljati, vendar pa jih bo v obrnjenih gospodarskih razmerah težko dosegati. Smiselno pa jih je podati kot smernice. 4. Prepoznavanje mest - nadomestila so realna le v nekaterih delovnih okoljih. 5. Sistem upravljanja - menim, da bi bilo potrebno razdeliti merilo na obveznega in priporočljivega. 6. Menim, da je potrebno MSP-je čim bolj razbremeniti, obiske je glede na potrebe potrebno tudi izvajati takrat, ko je mogoče, spontano (neformalno pridobivati od njih informacije), na</p>				<p>Noted.</p> <p>QC and MI encompasses comments.</p>

			dogodkih 7. Oblikovanje ocene - ne sme posegati v avtonomijo mentorjev.				
SU		SL	<p>- v opisih meril kakovosti se velikokrat podvajajo vprašanja in razlage (eno in isto v večih merilih) - Navedena merila mestoma niso skladni z opisi, ki se pojavi ko prebereš podroben opis merila (primer prvo merilo) - spremenila bi: Spremljanje dejavnosti MSP-jev in mentorjev - kaj v primeru, da je študent na PI v javni upravi (zakaj pišemo samo MSP - boljši, bolj splošen izraz je v organizaciji...) - eno merilo bi lahko bilo na projektno nalogo in zagovor projektne naloge/ npr. ali je opredeljena vsebina projektne naloge in opisan postopek in način ocenjevanja zagovora - naslednje merilo: kako je zagotovljeno, da študent dobi povratno informacijo o lastni uspešnosti od mentorja v podjetju (ocenjuje PI) in organizatorja PI v šoli (ocenjuje zagovor, projektno nalogo itn) - to</p>				<p>Noted.</p> <p>QC and MI already changed.</p>

			je v zadnjem merilu sicer napisano, samo ne prav konkretno				
SU		SL	Priprava osnutka pogodbe - bolj jasno definirati pogoje in obveznosti: plačilo nagrad, prevoza na delo, malice ipd.				Noted. Slovenian specific.
SU		SL	Mentorji v podjetjih bi morali obvezno skozi proces pedagoško-andragoškega usposabljanja. Zagotoviti sredstva za to.				Noted. Slovenian specific.
			V bistvu ne morem oceniti, ali so merila ustrezna, ker mnogih izrazov in koncepta ne razumem... Na podlagi zgoraj navedenih meril mi ni jasno, kaj je predmet ocenjevanja kakovosti praktičnega izobraževanja: delo šole, delo MSP-jev, delo študentov? Kakovost izvedbe PRI je v veliki meri odvisna od delodajalca in tu smo šole nemočne, če pristojne zbornice ne izvajajo ustrezne verifikacije učnih mest; če pa so to verifikacijo izvedle, so poslali upokojenca, ki je				Alicia is going to check.

			<p>spraševal brezvezne stvari in dobil plačilo, nadzora nad verificiranim učnim mestom pa ni več. In če se študent dogovori s podjetjem, v katerem bi želel po zaključku študija delati, ni logično, da mu ne bi dovolili tam opravljati PRI, če je le dejavnost strokovno na visokem nivoju in uporabljajo primerno tehnologijo. Izobrazba mentorja je pogosto pod pričakovano. Bo zato študent moral na PRI drugam? Kako lahko na šoli ocenimo podjetje, če zanj slišimo prvič? Jasno postavljene zahteve bi morale biti v zavesti vsem deležnikov in pogodba bi morala biti podpisana pred vpisom v študijski letnik - to bi moralo biti uzakonjeno za vse nivoje strokovnega študija. Če pa čakamo delodajalce, da odobrijo in podpišejo pogodbo za PRI zadnji dna pred pričetkom PRI, vse skupaj zgubi smisel - šole pa se borimo za glavarino in preživetje. Delodajalci v času recesije delajo študentom uslugo, da sploh opravijo PRI, v času konjunktura</p>				
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			<p>pa so veseli zastoj delovne sile. Šole se lahko glede sodelovanja z MSP razlikujemo po odzivnosti, ne moremo pa zahtevati, da se bodo študentje vozili na drugi konec države, kjer je mogoče neko podjetje zgledno organizirano in izvaja PRI po vseh pravilih. Je potem šola kriva, če se v določenem primeru PRI ni izvajal tako, kot bi se moral? Ali mogoče študent? Zamenjava učnega mesta vzame čas, kar pomeni, da študent ne opravi obveznosti v predvidenem terminu in ne opravi letnika. Spet ena od tihih prisil, da je vse v redu, ne glede na to, kaj študent na PRI dela (to seveda ni pravilo, se pa občasno dogaja). Urnik konzultacij je za MSP nesmisel. Sam se odzovem na klic tudi v večernih urah, če je to za rešitev zagate potrebno, prav tako na e pošto sporočilo. Če bi se odzival samo v času uradnih ur, bi bilo to večkrat slabo, kot dobro. Šola naj bi uporabila pogodbo, ki vključuje vse potrebne sestavine. Oblikovana je</p>				
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			bila predloga za vse VSŠ, ki pa ni bila povsem ustrezna. Tudi to je nesmiselno ocenjevati na posamezni šoli.				
<i>SU</i>		<i>SL</i>	Delodajalci se ne odločijo za certificiranje učnih mest. Težave so z mentorji, marsikje nimajo zaposlenega s VI. stopnjo izobrazbe. Delodajalci nimajo časa za uvajanje študenta na delovno mesto.				Noted. Slovenian specific.
<i>SU</i>		<i>SL</i>	1. Izvajanje in spremljanje ocenjevanja - mora pustiti avtonomijo. 2. Priprava na PRI in merilo Uvajanje - MSP-je je potrebno razbremeniti. To merilo vsebuje veliko zelo zahtevnih podmeril.				Noted. QC encompasses named comments.
<i>SU</i>		<i>SL</i>	Postopki zagotavljanja kakovosti - koristno bi bilo do so kazalci kakovosti za PRI standardizirani				Noted. Go ahead AppQ.
<i>FC</i>	<i>QEA & HEI</i>	<i>EU</i>	<i>All criteria</i>	<i>TE</i>	<i>Develop three categories – HEI responsibility, SME responsibility & shared responsibility</i>		<i>Rejected. We will stick to 2 categories with a note, that there might be some QC, where there is a shared responsibility</i>

							Note to Naila for after the Meeting to correct the content of the table: On column "Type of Comment", "ED" shall only be used for comments such as "there is a typo here"; "sentence is ambiguous, disambiguate" etc. These are editorias comments. Otherwise they are technical (comments to chnage the content on of the technical content of the document.
FC	QEA & HEI	EU	All criteria	TE	Consider clustering / combining QC	e.g. Involvement of Stakeholders in Designing SMART Learning Objectives	Rejected.
FC	QEA & HEI	EU	Involvement of Stakeholders in Designing Learning Objectives	TE		Involvement of Stakeholders in Designing & Matching Learning Objectives	Rejected. The criteria would need to say what it was matching to... and this would make the wording much longer - could this not be made clear in the detail behind the criteria?
FC	QEA & HEI	EU	Personal Data Protection	TE	Delete Personal	Data Protection	Accepted. Each institution has its own data protection protocols so if we leave it just data protection it means it complies with your national, institutional and company protocols

FC	QEA & HEI	EU	Quality Assurance Procedures	TE	QC is not comprehensive / unclear		Accepted. Change to Quality Management Procedures
FC	QEA & HEI	EU	Transparency	TE	Add Transparency to the QC list of SME		Rejected. Transparency is focussed on the HEI
FC	QEA & HEI	EU	Identifying Mentors	TE		Identifying Mentors and Quality Competences	Rejected. Part of the MI.
FC	QEA & PHE	AT	All criteria	TE	Quality criteria are already being taken into consideration due to the fact that companies have got ISO		Noted.
FC	PHE & SME	AT	Involvement of Stakeholders in Designing Learning Objectives	TE	Learning objectives should be designed together (PHE+SME). With some companies they are.		Noted. Part of the MI.
FC	QEA & PHE	AT	Identifying Mentors	TE	There is mentor training for the secondary level, but not for the tertiary.	There should be a short training for mentors provided by HEI.	Noted. Different HEI in different countries.
FC	PHE	AT	Security	TE	Security is actually: GDPR?	General data protection should be applied.	Rejected. QC already changed to data protection.
FC	SME&PHE	AT	Matching students to placements	TE	Companies decide which student they take. Students apply for the job/placement.	Keep the selection process to companies	Rejected. Selection process is different in different countries.
FC	PHE	AT	Establishing the agreement	TE	An employment contract between the student and the company but no agreement between the all three parties.		Noted. Austrian specific.

FC	PHE&SME	AT	Grading	TE	Both mentors (PHE&SME) should grade the student – final evaluation (joint grading), lack of time!	More time for final communication between both mentors	Noted.
FG	SME	England	20	OB	In English apprenticeships this is required, so employers who have apprentices will already be doing this. Others may well need support in this area and maybe some apprentice employers who need to improve their systems.	Possible acknowledgement of variations across Nations and within practical application... maybe as an introduction to the criteria? le to give a national context.	Accepted. Will be part of the manuals.
FG	SME	England	21	OB	We have mentors but we don't have a selection process or clear criteria for the role, usually it is the line manager.	It would be useful to see more detail as to how to put a job role for a mentor together	Noted. Part of the MI and will be explained in the manuals.
FG	SME	England	21	OB	In a small business it isn't always possible to separate out the role of a mentor and we wouldn't feel well placed to train someone for the role. We expect our training provider to do this for us.	Ensure a role for the training provider is incorporated when talking of training and support for in-work mentors	Rejected. HEIs are different in different countries. Questionable whether this is feasible.
FG	SME	England	22	OB	Again the agreement between the employer and the learner in English apprenticeships is required in the rules for funding. If the apprentice is not employed we would not expect to enter into a written agreement with	Consider varying the criteria descriptors to recognise different approaches according to whether the learner is directly employed, or merely on a placement?	Rejected. UK specific.

					the student, but possibly with the training provider?		
FG	SME	England	23	OB	Outside of apprenticeships this is not really considered and perhaps it should be?		<i>Noted. Typology encompasses all types of apprenticeships, which have been identified.</i>
FG	SME	England	24	OB	There are many restrictions depending on the sector (health and safety, commercial sensitivity, etc) as well geography and the size of the employer		<i>Noted. Different rules/restrictions depending on sector and country.</i>
FG	SME	England	24	OB	Again this is mostly determined by the apprenticeship that is being followed and is handled by the training provider, rather than us (the employer)	Recognise this in an introduction to the criteria	<i>Accepted. Will be part of the manuals.</i>
FG	SME	England	25	OB	This is a shared responsibility between the employer and the training provider. It is the full induction process and very important to the success of the apprenticeship		<i>Noted.</i>
FG	SME	England	26	OB	These are also shared responsibilities with the training provider and the criteria needs to recognised this as a possible model for successful, high quality delivery		<i>Rejected. Part of QC 4 Definition of Standards for Placements and their MI.</i>

FG	SME	England	27	OB	Capturing the learning is important, but we would like to see more emphasis on reflective learning... so capturing evidence so that the learner can reflect on their learning and its significance		<i>Noted.</i>
FG	PHE	England	28	OB	Whilst we agree that evaluation is an important element, we adopt a more individualised approach depending on the learning, the learner and the employer		<i>Noted. Just a comment.</i>
FG	SME	England	29	OB	This criterion feels like a repetition of elements of some of the others. In England all of this is captured in the contract that exists between the employer and the training provider as required by the funding rules for apprenticeships		<i>UK Specific.</i>
FG	SME	England	General	OB	These criteria do capture the key elements that help an employer ensure that their work based learning offer is of high quality. Whilst there might be minor omissions within the detail, there is nothing major missing in our opinion		<i>Noted 😊</i>

Add lines as needed

Notes:

(1) FC=Focus Group; SU=Survey.

(2) QEA=Quality Expert or Auditor; PHE=Provider of Higher Education; SME=Representative of SMEs; STU=Student; ALU=Alumni.

(3) Use two-letter ISO country code of the Stakeholder proposing the change.

(4) Indicate the ApprenticeshipQ Criteria you are commenting and proposing changes to.

(5) ED=Editorial; TE=Technical.

(6) Describe the comment made and the rationale for the change being proposed.

(7) (re)Write the criteria with the change.

(8) Approved; Partially approved (describe changes to the proposal); Rejected (insert rationale for the rejection). Leave empty at Focus Group and Survey results fase. This column is to register the decisions made by the consortium during the Brussels meeting, after analysing all the changes proposed

About the ApprenticeshipQ Project and this publication

The lack of work experience and the skills mismatch between labour demand and supply are two of the greatest challenges for young people to transition from the world of education to the world of work and a promising way to face those challenges are apprenticeships. To support them, the ApprenticeshipQ Project aims to develop management tools that will help higher education institutions and employers to offer and direct high-quality apprenticeships and that can serve as a basis for the development of formal international standards and guidelines.

In this publication the workpackage O3 and its results are discussed in detail. The results from this workpackage, and from the previous ones, will be adopted for the upcoming work packages.



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