

Małopolska Standards for Education and Training Services

Version 2.0



The Quality Label of Małopolska Standards for Education and Training Services is a confirmation that training and consulting are carried out at the appropriate level, the company is managed well, and the quality of services provided is checked and monitored by a public institution. Before granting of the label, there is a thorough independent external audit, which includes training and advisory activities in the area of service organisation, members of staff, and quality management.

The strengths of Małopolska Standards for Education and Training Services certification are the transparency of the process (you may find all information about the terms and conditions at www.msues.pl), as well as the support in implementing the Standards from the staff of the Centre who in April 2018 had carried out over 240 audits. The most vital elements of the certification are: an independent external audit, run by authorised auditing institutions, and then supervision of institutions holding the Quality Label of Małopolska Standards for Education and Training Services, which were entered in the relevant register. Since the quality of certification depends on the quality of the audit, auditing institutions and auditors have to meet strict quality requirements and complete a mandatory development programme.

For years, the Małopolska region has focused on pursuing the high quality of development services, which was finalised in 2010 with the establishment of Małopolska Standards for Education and Training Services (hereinafter referred to as “the Standards”), created in cooperation with training companies and entrepreneurs partnered with the Małopolska Partnership for Lifelong Learning. From start to finish, the work on the Standards was guided by the objective to effectively use public funding for these services. The Standards were created to promote solutions and practices conducive to matching the needs, good organisation, substantive reliability, and, most of all, high efficiency of education and training services. The Standards became the basis for the development of self-assessment tools, as well as audit procedures for institutions providing education and training services. A positive completion of the audit leads to the awarding of the Quality Label of Małopolska Standards for Education and Training Services to the institution.

The training market is changing — apart from training, companies offer also consulting services, coaching, and career counselling. These services are often combined, and even seep into each other. To answer these innovations we updated Standards, officially publishing them as Małopolska Standards for Education and Training Services 2.0. For several years now, you can formally confirm the compliance of the services provided by a company with the Standards, and take the verification process. Such a possibility is provided by the Centre for Quality Assurance of Education in the Voivodeship Labour Office in Kraków. This label also confirms fulfilling the quality requirements for the training and consulting services in

the Development Services Database maintained by the Polish Agency for Regional Development. After several years of implementing the Małopolska Standards for Education and Training Services certification, we may be positive that the Standards determine the expected level of quality of consulting services, and were prepared as a direct response to the expectations of clients (including entrepreneurs).

The system also provides support in implementing standards. Individual consultations for companies in the Centre for Quality Assurance of Education, and a guidebook to the Standards serve this purpose. The latest publication *The Guidebook to Małopolska Standards for Education and Training Services 2.0* is the result of the work of many communities for the quality of training and consulting services. It takes into account the experience of service providers, organisations associating service providers, as well as the Centre for Quality Assurance of Education, and auditors participating in the certification process. The guidebook is a great source of tips and ideas on how to provide services supporting the development of people and enterprises. The guide contains examples of good practices and tips on what to do to improve the quality of development services offered by a company. *The Guidebook to Małopolska Standards for Education and Training Services 2.0* is a practical support for institutions interested in applying for the Quality Label of the Standards. It allows you to plan the certification process well, and, simultaneously, not waste time which is invaluable in business. It is worth using the Guidebook to do self-assessment of compliance with Małopolska Standards for Education and Training Services. Items helpful to accomplish that include the Guidebook's framework audit plan and other ideas stored there for further development of organisations which “already have quality.”

The Quality Label has been awarded from 2013. At that time, the certification was accompanied by a test of subjective systems for financing of trainings in Małopolska. 147 Quality Labels awarded for 3 years have been recognised in the Development Services Database, which is part of the currently operating system, including training and development vouchers.

Since 2016, the Voivodeship Labour Office in Kraków, as an institution implementing the tasks of the regional government, runs a system for the quality management of training and consultancy services, based on Małopolska Standards for Education and Training Services. The Centre for Quality Assurance of Education appointed for this purpose is responsible for ensuring the proper quality of training and consulting services in the region. Although the system is regional, the Quality Label of Małopolska Standards for Education and Training Services may also include companies from other parts of Poland which train and consult in the Małopolska region, or intend on entering this market.

The first version of the Standards, developed in 2012, referred to what at the time of their creation was the mainstream of activities related to adult education. The

understanding of an education and training service was therefore narrowed down to services functioning on the market as courses, workshops, or trainings for personal, interpersonal, and managerial competences, as well as some inductions and lectures. Therefore, a criterion for recognising something as an education and training service is not only a focus on competence development, but also on teaching and compliance with the previously adopted programme. After the Standards have been around for 5 years, their scope has expanded — conclusions from audits, expectations of clients and training institutions, as well as the growing market diversity have created the need to refer to forms of supporting development, such as coaching, mentoring, counselling, and career guidance, as well as facilitation and confirmation of learning outcomes. The new definition therefore covers all structured actions aimed at strengthening or confirming competence, not limited to “teaching.”

| Basic Definitions | |
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| <p>An educational and training service means a service involving various forms of learning, aimed at acquiring, maintaining confirmation, or increasing the knowledge, skills, or social competences of adults, including those preparing to obtain qualifications or allowing their development, intended for clearly defined development objectives and implemented in accordance with a previously prepared programme (e.g. training, workshop), plan, contract, scenario (e.g. career counselling, coaching, mentoring, validation).</p> <p>The individual indicators refer to the following services:</p> <ul style="list-style-type: none"> - training (marked with the letter S) — aimed at acquiring, confirming, or increasing the knowledge, skills, or social competences of the recipient, including those preparing to obtain the qualifications referred to in Art. 2, Section 8 of the Act of 22nd December 2015 on the Integrated Qualification System (Journal of Laws of 2016, Item 64 and 1010), in the manner specified in this Act or allowing its development <p>or</p> <ul style="list-style-type: none"> - consulting (marked with the letter D) — aimed at acquiring, maintaining, or increasing knowledge, skills, or social competences of the recipient or allowing its development. <p>ATTENTION! The indicators, which remain unchanged in relation to Małopolska Standards for Education and Training Services 1.0, and apply only to training, have the letter S. In the version 2.0 of the Standards, we have added new indicators, specific for services other than the training ones (marked with the letter D). Some of the indicators concerning trainings have been modified with parameters other than development services training (marked as S+D).</p> <p>An institution providing education and training services — public and non-public entities providing training and consulting services, and providing, on the basis of separate regulations, out-of-school education addressed to adults.</p> | |
| Coaching¹ | An interactive process which helps individuals or groups/teams to accelerate the pace of development, improve performance, and boost the quality of functioning. It is based on the relationship supporting the process, with its |

¹ Polish Chapter of the International Coach Federation: <http://icf.org.pl>.

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| | <p>objectives decided by the client. Coaching focuses on the client's current situation, and on what they intend to do to achieve the desired objective. Coaching may result in the formulation of specific personal and professional objectives, optimisation of activities, more accurate decisions, more complete use of your natural abilities. Coaching usually takes a form of one-to-one meetings, although team or group coaching is also possible.</p> |
| Mentoring² | <p>A special type of support, which is the result of a usually long-lasting, relationship between the parties involved in the process. Mentoring activities are aimed at developing the client's potential and preparing them for new tasks and projects. A mentor is to some extent a guide supporting a mentee in the development of both professional and personal competences. On the basis of mutual respect and trust, the mentors shares their knowledge and experience, raises questions, and helps to get to know the problem from different perspectives, while leading their mentees to self-reliance, and a company towards a learning organisation. The mentees, thanks to the mentor's support, develop their potential and competences. Mentoring as a method of development is successfully used for business, academic, and civic purposes.</p> |
| Consulting for organisations | <p>Expert consulting in the context of working with an organisation consists in properly diagnosing the situation, needs, and preferences of a company — in order to select and propose the most appropriate solution to the organisation. In this context, a consultant is someone who can give advice. Therefore, we assume that in addition to the competences related to the diagnosis of needs and matching solutions, the consultant has expert knowledge in a given field. Clients who come with a specific problem can count on receiving a ready-made recipe which should solve the issues at hand.</p> <p>Organisational Development Consulting (ODC) takes into account the fact that organisations were created by people, and function in a way that suits their rational and irrational needs, emotions, ideas, or beliefs. Consultants recognising such assumptions should have knowledge and business experience, but their work is not technical, and does not involve designing ready-made solutions. The most important element of the job is the facilitation of organisational change — running clients through successive stages of the consulting project in a way which increases self-awareness, builds motivation to change, engages employees in designing solutions, and strengthens their self-reliance.</p> |
| Career Counselling³ | <p>The process in which a career counsellor helps clients to better understand themselves in relation to the work environment, which enables real choice or change of employment, or makes it possible to achieve proper employability.</p> <p>Educational and career counselling, carried out in accordance with EU guidelines⁴, needs to be broad and lifelong in its nature. They can be seen as shaping attitudes that are active in planning one's educational and professional career. Therefore, this type of counselling can become an important element of a development programme, rather than a sequence of isolated, occasional activities.</p> |

² International Mentors Association: <http://mentorsassociation.org/cms/>.

³ Education and Career Counselling. Examples of solutions. KOWEZIU 2014: <http://www.euroguidance.pl/publikacje/doradztwo-edukacyjno-zawodowe.pdf>

⁴ EU Resolution on Career Counselling: http://www.sdsiz.com.pl/userfiles/REZOLUCJA_UE%20%20PROFESSIONAL_ADVISORY_2008.doc.

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| <p>Facilitation⁵</p> | <p>The impact on group work which helps achieve the best results in optimal time while maximising the potential of the given group. Facilitators propose ways of working and determines the stages which make it easier to reach the planned result. They engage participants and help them benefit from a variety of perspectives. The facilitator's role is to actively help and accompany actions, but not to prompt or provide ready-made solutions. The facilitation process can be used for single meetings, e.g. dedicated to solving a specific operational problem, as well as for longer, complex procedures related to implementation of changes or process optimisation.</p> <p>Facilitation is used both in business and social aspects of life. It is used in many types of meetings, such as: strategic sessions, problem solving, creation of innovative solutions, conflict resolution, strengthening of cooperation between groups/departments/branches of an organisation, or exchange of experiences and joint learning.</p> |
| <p>Confirming learning outcomes (validation)⁶</p> | <p>Within the meaning of the Act on the Integrated Qualification System, the confirmation of learning outcomes needs to check whether a person applying for a particular qualification (regardless of the person's learning method) achieved a separate part or all of the learning outcomes required for that qualification⁷. The confirmation of qualifications is a complex process consisting of identifying, documenting, and confirming learning outcomes.</p> <p>In a broader meaning, which goes beyond the Integrated Qualification System, the confirmation of learning outcomes means every form of checking whether a given person has achieved a certain set of learning outcomes, e.g. a practical exam at the end of the training.</p> |
| <p>Certification</p> | <p>A process in which the learners receive a formal document from the authorised institution stating they have achieved a certain qualification. Within the meaning of the Integrated Qualification System, certification takes place after validation, and consists in the preparation and issuing of relevant documentation confirming the qualification.</p> <p>In a broader meaning, constantly applicable to the development services market, certification is a process which includes both confirming learning outcomes and issuing an appropriate certificate.</p> |

⁵ Description of the facilitator's role on the pages of Wszechnica UJ:

http://www.wszechnica.uj.pl/pl/facilitator/czej_jest_facylitacja/.

⁶ Sectoral Frame of Qualification for Development Services: http://www.kwalifikacje.edu.pl/download/publikacje/SRK-uslugi%20rozwojowe_fin.pdf

⁷ Glossary of the Integrated Qualification System: http://www.kwalifikacje.edu.pl/download/slownik_zsk_2017.pdf.

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| <p style="text-align: center;">Standard</p> | <p>Indicators of compliance with the standard</p> <p>The level of compliance with the standard:</p> <p>O — indicators of the expected level, demonstrating high quality of services P — indicators of the level above the standard</p> <p>Services covered by individual indicators:</p> <p>S — training service D — consulting service S+D — training and consulting service</p> | |
| | <p>I. Standards for Services</p> | |
| <p>1. The objectives and scope of services are tailored to the needs of the participants</p> | <p>O</p> | <p>1.1. S The staff managing the training institution can indicate the relationship between the open training offer and the needs and expectations of potential recipients, pointing out the sources of knowledge outside of their own opinions (e.g. own market research, publicly available reports and publications).</p> <p>1.2. S The implementation of all closed training conducted by the institution is preceded by an analysis of needs, the results of which are described in the form of a note containing at least:</p> <ul style="list-style-type: none"> ▪ information about the participants, in particular regarding the initial level of competences developed during the training; ▪ information on the expectations of the client, in particular on the desired training results and the area of their application. <p>1.3. S The institution contacts some of the participants of the open trainings before their start, and collects supplementary information about their needs.</p> <p>1.4. S In open trainings with a duration of 60 or more training hours, the institution concludes a contract specifying the scope of services and mutual obligations with each participant or contracting entity.</p> <p>1.5. D The provision of all services provided by the institution is preceded by an analysis of the client's needs, the results of which are described, for example, in an advisory letter, a contract, correspondence, in a note, or in an agreement containing at least:</p> <ul style="list-style-type: none"> ▪ information of the participant adequate to the scope of the service, ▪ information on the expectations of the client, in particular on the desired service results and the area of their application. <p>1.6. D The institution contacts clients before starting group services in order to determine their expectations and establish the adequacy of the scope of the service in comparison to their needs (e.g. e-mail, questionnaire, note from a conversation).</p> <p>1.7. D The institution agrees with the client about the service objectives. These objectives should be understandable and clear to the client of the service, and allow to assess whether they have been achieved within a certain time frame. The institution has documentation in this regard (e.g. correspondence with the client, a written agreement, note, questionnaire, contract).</p> |
| | <p>P</p> | <p>1.8. S The training institution uses methods of diagnosing the needs of participants which go beyond the interview with the participants and the questionnaire.</p> |

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| | | <p>1.9. S The training institution qualifies the participants to participate in the training on the basis of the results from the assessment of their initial competence level.</p> <p>1.10. S The analysis of needs for all of the closed training offered by the institution includes the collection of information from at least three different perspectives selected from the following:</p> <ul style="list-style-type: none"> ▪ direct superiors of participants, ▪ co-workers or subordinates of participants, ▪ employees responsible in the client's organisation for development and training, ▪ members of the management board or senior management, ▪ internal and external clients, other stakeholders interested in the participants' work results. |
| <p>2. Programmes are described in the language of learning outcomes</p> | O | <p>2.1 S The institution describes the learning objectives for the training offered in a way that they meet the following criteria jointly:</p> <ul style="list-style-type: none"> ▪ the objectives are presented in the form of a description of learning outcomes for the participant, ▪ the objectives are formulated in a measurable way. |
| | P | <p>2.2 S The institution awards all participants with confirmation of participation in the training in a form adapted to the requirements of the Ministry of National Education.</p> <p>2.3 S The institution enables participants of selected training to confirm learning outcomes by a procedure compliant with the requirements of the Ministry of National Education.</p> |
| <p>3. Programmes and methods are based on current and reliable knowledge, and implemented in a form adequate to the purpose.</p> | O | <p>3.1 S Training participants receive materials containing a summary of the content of the training and references to the sources of knowledge which was the base for the training.</p> <p>3.2 S The materials supporting education (e.g. scripts, presentations, films) offered by the institution are used in a manner which respects the copyright, including, in particular, the mention of their author and source.</p> <p>3.3 S The training offered by the institution uses a variety of participative teaching methods, and is adapted to the specificity of the situation of the participating adults.</p> <p>3.4 S The methods used are adequate to the declared results, the content of the training, and the specificity of the group.</p> <p>3.5 D The institution specifies and provides the client with working methods adequate to the specific objectives and expected results of the service in accordance with the best and current knowledge and practice. Working methods should be adapted to the level of competence and self-reliance of participants. This information is documented (e.g. in correspondence with the client, a written agreement, a note, a questionnaire, contract, a service sheet).</p> |
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| <p>4. The institution conducts activities supporting the consolidation of learning outcomes.</p> | O | <p>4.1. S The institution provides participants or an organisation delegating them with at least one form of support in consolidating learning outcomes, including:</p> <ul style="list-style-type: none"> ▪ recommendations and tips for self-study after completing the training, ▪ additional exercises and tasks to be completed after the training, ▪ post-training meetings and sessions, ▪ personal or remote consultations with the training staff, ▪ web forums moderated by the training staff, ▪ complementary e-learning lessons, ▪ access to the knowledge base (articles, exercises, audio-visual materials) supporting further autonomous learning. |

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| | | <p>4.2. D The institution provides participants or an organisation delegating them with at least one form of support in development, including:</p> <ul style="list-style-type: none"> ▪ Individual Development Plan, ▪ Individual Action Plan, ▪ a contact to the person providing the service, ▪ materials helpful in further development. |
| | P | <p>4.3. S The institution provides individual feedback to all training participants on their learning progress.</p> <p>4.4. S The institution offers training participants a minimum of two different forms of support in implementing the acquired knowledge and skills, including:</p> <ul style="list-style-type: none"> ▪ additional exercises and tasks to be completed after the training, ▪ post-training meetings and sessions, ▪ personal or remote consultations with the training staff, ▪ web forums moderated by the training staff, ▪ complementary e-learning lessons, ▪ access to the knowledge base (articles, exercises, audio-visual materials) supporting further autonomous learning. <p>4.5. S The institution implements at least one training project for an organisation annually, which takes into account extensive activities supporting the consolidation of changes after the training.</p> |
| <p>5. The institution systematically examines the results of the services provided.</p> | O | <p>5.1 S The institution applies the procedure for assessing the learning outcomes of all trainings, including the participant's opinion survey. or other advanced forms of evaluation.</p> <p>5.2 S The institution provides reports summarising the evaluation of learning outcomes to the staff conducting the given training, and in the case of closed trainings also the institution which orders them.</p> <p>5.3 S The institution publishes a summary of the conducted evaluation activities, references, or opinions of the training participants, using websites or information materials to this end.</p> <p>5.4 D The institution uses the procedure to evaluate the results of service in relation to the objectives established and agreed upon with the client.</p> <p>5.5 D The institution provides the results of the evaluation to the staff running the service and the institution contracting it, in accordance with the rules of professional ethics.</p> <p>5.6 D The institution publishes information on the evaluation of its services, references, or customer opinions on websites or in information materials.</p> |
| | P | <p>5.7 S The institution uses a variety of training evaluation tools at the level of learning outcomes which go beyond the participant opinion survey.</p> <p>5.8 S The institution conducts and publishes annual evaluation results of long-term learning outcomes, including analysis of changes in the situation and behaviour of participants after a minimum of 3 months from the end of the training selected for the evaluation.</p> |

| II. Standards for the competence and development of the staff | |
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| 6. The institution has staff responsible for the professional quality of services. | <p>O 6.1 S+D Each of the services offered by the institution is supervised by a functional manager: an employee or associate of the institution, responsible for ensuring the reliability of content and work methods adequate to the objectives. This function can be performed by the person running the given service.</p> <p>6.2 S+D The person in the role of the functional manager in the institution shall fulfil collectively the following conditions:</p> <ul style="list-style-type: none"> ▪ has a minimum of 3 years of professional experience in the area relevant to the subject of supervised services (training, counselling, mentoring), OR carried out in this field respectively 300 hours of training, 500 hours of consulting, coaching, mentoring, including intervision and supervision, and ▪ has education (e.g. higher specialised education, specialised courses, and postgraduate studies, field-appropriate certificates and qualifications) in the area relevant to the subject of training or other services. <p>P 6.3 S+D The staff working for the institution includes at least five people working under an employment contract, or declaring permanent cooperation and working at least 60 hours per year for the institution performing services.</p> |
| 7. Theoretical and practical knowledge of the staff is appropriate to the scope and objectives of the services. | <p>O 7.1 S+D All staff members have professional experience, education, or qualifications relevant to the scope of the services they provide.</p> <p>P 7.2 S More than half of the training staff have education and experience at an expert level, i.e. within the field of the services they provide, they meet in total three of the following criteria:</p> <ul style="list-style-type: none"> ▪ a minimum of 5 years of professional experience (including experience related to teaching or consulting), ▪ a minimum of 500 hours of completed trainings, ▪ documented, advanced education (e.g. specialised courses or post-graduate studies, an academic title, certificates and qualifications relevant to the field), ▪ achievements in creating proprietary solutions and content, or managing professional work (e.g. publications, research, authorship of strategic documents, consultancy for organisations, functional management of projects). |
| 8. The staff has social and methodological competences related to education or provision of services. | <p>O 8.1 S+D Each person belonging to the institution's staff meets at least one of the following conditions:</p> <p>8.1.1. Training staff:</p> <ul style="list-style-type: none"> ▪ has completed a 60-hour teaching course at minimum, or an adult-teaching course, i.e. serving the development of competences similar to the following: understanding the situation of adult learners, defining educational objectives, designing a training programme, clear presentation of knowledge, using active teaching methods; ▪ has a certificate granted by an external institution confirming the competences similar to those mentioned above; ▪ has 750 hours of experience in the field of education for adults; ▪ has specialised education and a minimum of 5 years of professional experience in a given field and teachers only in by lectures. <p>8.1.2 Career counsellor</p> |

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| | | <ul style="list-style-type: none"> ▪ has 200 hours of experience in providing career counselling services; or ▪ has graduated in psychology, pedagogy, human resource management, or postgraduate studies in the field of career counselling (in the case of educational and career counselling — education of children and adolescents), or other education, and a minimum of 5 years of professional experience in the field of career counselling. <p>8.1.3 Coach — has completed at least 60 hours of courses about the programme and in the scope relevant to courses accredited by affiliating organisations, has 100 hours of coaching experience, and was supervised by other coaches.</p> <p>8.1.4. Mentor — has 100 hours of mentoring experience, completed mentoring course/training session, and has 5 years of experience in a given field or industry, in which he/she plays the role of mentor</p> <p>8.1.5 Adviser</p> <ul style="list-style-type: none"> ▪ has 200 hours of experience in consulting, or ▪ has specialist knowledge, competences, or qualifications in the field in which he/she provides consulting services and works only in a consulting team with a functional coordinator. <p>8.1.6 Facilitator and Moderator — has 100 hours of experience in working with groups using the workshop method, and has completed a training session in the field of facilitation, moderation, or cooperation techniques with a group.</p> |
| | P | <p>8.2 S More than half of the training staff has completed an advanced course or preparatory courses for adult education, i.e. a course or courses lasting a total of min. 150 training hours to develop competences mentioned in Section 9.1. and the ones given below:</p> <ul style="list-style-type: none"> ▪ diagnosis of training needs, ▪ evaluation of learning outcomes, ▪ understanding cognitive, motivational, and emotional determinants which impact the effectiveness of adult learning, ▪ understanding and influencing the dynamics of functioning of small social groups, ▪ dealing with difficult training situations, ▪ or has a certificate issued by another institution confirming the above-mentioned competence. <p>8.3 S More than half of the training staff has certificates confirming competences in the field of adult education, obtained in a process which meets the following criteria:</p> <ul style="list-style-type: none"> ▪ clearly defined set of diagnosed competencies, corresponding approximately to the competences mentioned in Section 8.1.1, ▪ various evaluation methods allowing for a multi-faceted diagnosis of competences, ▪ the independence of the institution awarding the certificate from the institution employing the certified person, <p>8.4 D Moderator has knowledge, competence, qualifications, or experience in the field in which he/she provides services.</p> |
| 9. The staff actively participates in developing | O | 9.1 S+D Each member of the staff participates in at least one educational programme during the year, oriented at developing and revising competences related to the practised profession and lasting a minimum of 16 hours, e.g. internal or external training, conference, post-graduate studies. |

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| activities and revises their own competences. | P | 9.2 S+D The institution has implemented systemic solutions for improving the competences of its own staff (e.g. individual development and training plans, internal training cycles, mentoring programmes, and supervision). |
| 10. The staff contributes to the popularisation of knowledge and the exchange of good practices in the field of LLL. | O | 10.1 D The staff of the institution actively participates in various forms of networking and exchange of experiences in a manner adequate to its potential and industry specificity (e.g. forum speeches, membership in associations, blogging, publishing articles, media visibility, participation in social responsibility programmes). |
| | P | <p>10.2 S+D Over half of the staff members belong to an organisation which promotes the idea of lifelong learning, popularises knowledge, or improves the quality of services and exchanges good practices.</p> <p>10.3 S+D In the last 12 months, staff members have participated in at least three events (e.g. conferences, workshops, seminars, study visits) for the purposes set out in Section 10.2.</p> <p>10.4 S+D In the last 12 months, staff members have prepared at least one publication or conference call for the purposes set out in Section 10.2.</p> |

| III. Standards for infrastructure, organisation, and customer service | | |
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| 11. The institution provides participants with reliable service and efficient organisation of the service. | O | <p>11.1 S+D The institution applies a service delivery procedure understood as a list of activities with roles assigned which are responsible for the performance of the activities. The procedure defines at least the following roles:</p> <ul style="list-style-type: none"> ▪ functional manager (see Standard 6) responsible for overseeing the content and results of training or other services, ▪ organisational coordinator responsible for information management, client contacts, and service organisation. <p>In the case of the training service, the roles mentioned above shall not be joined by one person for trainings lasting longer than 16 hours.</p> |
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| 12. The institution organises services in conditions which ensure the comfort of participants and the hygiene of intellectual work. | O | <p>12.1. S The training offered by the institution takes place in rooms meeting the following conditions:</p> <ul style="list-style-type: none"> ▪ surface suitable for the size of the group, with access to daylight and artificial lighting, ▪ comfortable air temperature, ▪ no noise disturbing from outside, ▪ kept clean, ▪ access to sanitary facilities, ▪ furniture (chairs, tables if necessary) which allow arranging space in a manner appropriate to the specificity of the training. <p><i>Within the standard, it is permissible to provide training which does not meet some of the listed conditions, if it is justified by a unique form of work, resulting from the assumed objectives and methods of education (e.g. a field exercise).</i></p> <p>12.2. D The place where the service is provided is adapted to its nature, shall not adversely affect the purpose of the service and allows, when it is necessary, to preserve the confidentiality of one-to-one interactions. In the case of a group service, the rooms, in which the service is organised, shall meet the following conditions:</p> <ul style="list-style-type: none"> ▪ surface suitable for the size of the group, with access to daylight and artificial lighting, ▪ comfortable air temperature, ▪ no noise disturbing from outside, ▪ kept clean, ▪ access to sanitary facilities, ▪ furniture (chairs, tables if necessary) which allow arranging space in a manner appropriate to the specificity of the service. <p><i>Within the standard, it is permissible to provide services which do not meet some of the listed conditions, if it is justified by a specific form of work, resulting from the assumed objectives and methods.</i></p> |
| | P | <p>12.3. S Training offered by the institution takes place in buildings adapted to the needs of people with physical disabilities (driveways, lifts, toilets, training room).</p> <p>12.4. S The training offered by the institution shall be organised in places providing participants with:</p> <ul style="list-style-type: none"> ▪ drinks and refreshments during breaks, ▪ a space outside the training room to rest during breaks, ▪ Internet access and office equipment (e.g. a photocopier, a fax machine, a printer). |
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| 13. The institution plans the time of service in a manner conducive to the comfort of participants and the hygiene of intellectual work. | O | <p>13.1. S+D Timetables of training and other group services provided by the institution shall meet the following requirements:</p> <ul style="list-style-type: none"> ▪ the duration of one module/session shall not exceed 5 consecutive days, ▪ the duration of classes, including breaks, shall not exceed 8 clock hours in one day, ▪ during classes regular breaks shall be planned at least 15 minutes for every 2 clock hours, ▪ during classes lasting longer than 6 clock hours one break shall be planned, lasting at least 45 minutes. <p><i>Within the standard, it is permissible to provide services which do not meet some of the listed conditions, if it is justified by a specific form of work, resulting from the assumed objectives and methods.</i></p> <p>13.2. D The time of service provision is adequate to the specific objectives and proposed methods. A one-time service cannot last shorter than 45 minutes.</p> |
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| 14. The institution has various technical means and materials supporting the implementation of the service. | O | <p>14.1. S+D Services offered by the institution are held in rooms providing access to a variety of resources and materials, including:</p> <ul style="list-style-type: none"> ▪ a flipchart or a board, ▪ a computer and a multimedia projector, a telephone, Internet access, ▪ paper and writing utensils for participants, ▪ other specialist materials necessary to provide the service, when the method requires this (e.g. tests, questionnaires, teaching materials). <p><i>Within the standard, it is permissible to provide services which do not meet some of the listed conditions, if it is justified by a specific form of work, resulting from the assumed objectives and methods.</i></p> |
| | P | |
| 15. The institution is prepared to respond to unforeseen situations and customer reservations. | O | <p>15.1 S+D The institution has a complaint procedure for situations in which the service did not meet the expectations of the recipients. This procedure is provided to the recipients and describes the ways of dealing with complaints and possible forms of compensation.</p> <p>15.2 S+D The institution applies a procedure for dealing with unforeseen difficulties — especially, in case of an absence of the person running the service, or an unavailability of the place of its provision.</p> |
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| IV. Standards for the quality management of services | | |
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| 16. The institution has a coherent concept of functioning which defines its mode of operation and development directions. | O | 16.1 S+D The institution uses its website or promotional materials to publish information about its concept of functioning, which may include, among others, its mission, objectives, values, thematic areas of training and other services, methods of education, methods and tools for improvement and development. |
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| 17. The institution publishes reliable information about the services offered. | O | <p>17.1 S The training institution publishes an up-to-date catalogue of trainings offered with information about curricula, including: learning outcomes,</p> <ul style="list-style-type: none"> ▪ preliminary requirements regarding the level of participants' competency, ▪ duration and form of education, ▪ outline of the curriculum, including the names of the topics along with the time frame. <p>17.2 S+D The institution publishes up-to-date information on the staff delegated for the provision of specific services, in particular their qualifications, professional experience, and major projects carried out so far.</p> <p>17.3 D For group services, the institution publishes information about objectives, the framework programme, and service schedule.</p> <p>17.4 S+D In the case of services designed on the client's request, information listed in Sections 17.1 S, 17.2 S+D, and 17.3 D are passed to the employer before the service starts.</p> |
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| 18. The institution applies systemic solutions supporting the high quality of services provided. | O | <p>18.1. S+D The institution conducts the evaluation of the staff in a manner which takes into account theoretical and practical knowledge of the subject matter of services provided, and in the case of services with educational/development objectives, social and methodological competences related to education of adults (in the case of educational and career guidance for children and adolescents). Similar criteria apply to recruitment if it is carried out.</p> <p>18.2. S+D The institution has implemented an internal quality assurance procedure which takes into account in particular the use of conclusions from training evaluation and evaluation of the results of other services in relation to the objectives established and agreed upon with the client.</p> <p>18.3. S The training institution manages the documentation on the course of education by registering at least:</p> <ul style="list-style-type: none"> ▪ the training programme (including the number of hours and subjects of particular classes), ▪ attendance list(s), ▪ exam report if it has been carried out, ▪ certificates issued to the participants. <p>18.4. D The institution keeps records of the services provided by registering at least:</p> <ul style="list-style-type: none"> ▪ service participants, ▪ certificates if they are issued, ▪ a plan/programme if it was drawn up. |
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| 19. The institution | O | 19.1. S+D The institution publishes solutions and good practices which it uses to ensure the quality of its services. |

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| disseminates knowledge about good practices to ensure the quality of services. | P | 19.2. S+D The institution works to promote the idea of lifelong learning, popularise knowledge, or improve the quality of services and exchange good practices within the industry. |
| 20. The institution offers services in accordance with applicable legal standards and requirements imposed by external regulations. | O | 20.1 S In the thematic areas of training and educational forms in which it is required, the training institution creates curricula in line with the existing curricular guidelines and education standards set by the relevant ministers. 20.2 S+D In those areas where it is required, the institution has current accreditations, licenses, or certifications. |
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