

QUALITY GUIDELINES

Requirements for a quality-based design of transnational education on the basis of the QM STAGE MODEL defined in PAS 1037:2004 issued by DIN

2nd improved edition 2009

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Preface

In previous years the theme of quality and quality assurance in the area of basic and advanced training has undergone a significant dynamisation in many countries. The causes for this can be found in a paradigmatic change from supplier orientation to demand orientation as well as in new national and international framework conditions. In the scope of their mandates many international organisations like UNESCO and OECD have focussed on quality assurance in the area of education. The World Trade Organization (WTO) declared education as a main topic in the international provision of services in the GATS-round¹ and in this context repeated the necessity of clarity and demanded comparable international standards for education services. The international organisation for standardisation (ISO) is currently working out a standard for education service providers in the area of advanced training. The European Union has been intensifying its dedication to quality in education since the treaty of Copenhagen in 2002. The collaboration on quality assurance with a particular focus on models and methods as well as joint quality criteria became a top priority, this is reflected in the setting of priorities for LEONARDO DA VINCI pilot projects.

While in previous years quality requirements for companies and suppliers of training services arose in great number and diversity, there are until now no quality standards or guidelines for the area of international training co-operation. The QUALITY GUIDELINES are dedicated to this deficit. They expand quality management systems of training institutions by requirements for a quality oriented design of transnational relationships. The QUALITY GUIDELINES encompass both the quality of training offers and the success of training service providers, the success of their company goals and strategies, the securing and increasing of efficacy and economic viability and last not least the value for the learner.

QUALITY GUIDELINES arose for and in collaboration with training organisations that supported international training collaboration. This development work, under the leadership of RKW Berlin-Brandenburg, was flanked and enables, due to the creation of networks, bodies of experts, the testing and implementation of usable procedures. Within a LEONARDO DA VINCI pilot project the following institutions in particular contributed to the development of the QUALITY GUIDELINES:

Germany: RKW Berlin GmbH; RKW Brandenburg GmbH; bbw Bildungszentrum Frankfurt (Oder) GmbH (bbw training centre); Bergische Universität Wuppertal; Institut für Strukturpolitik und Wirtschaftsförderung gGmbH (Institute for structural politics and economic promotion), Halle; Steinbeis-Hochschule Berlin; Unternehmerverband Brandenburg e.V. (trade association) , Cottbus; Prof. Dr. Wilske und Schliecker Partnerschaft Unternehmens- und Personalberatung (management advice and personnel consulting), Blankenfelde;

Italy: GNOSIS s.c., Venice;

¹ GATS: General Agreement on Trade in Services

Poland: Zespół Szkół i Placówek Kształcenia Zawodowego, Zielona Góra;
Zespół Szkół Budowlano- Drzewnych, Poznań; Zespół Szkół
Odzieżowych im. W. Reymonta, Poznań;

Sweden: Internationell kompetens AB, Malmö; Krinova Science Park, Krinova;

Spain: Directorio de Formacion (dirfo), Madrid; International House
Company Training, Barcelona.

The experiences are published on the QM ONLINE-FORUM www.qm-online-forum.de
or directly at www.leonardo-tqp.eu.

The QUALITY GUIDELINES live on the dedication of everyone involved in transnational training services. These guidelines on quality improvement have been developed especially for them. Quality management, and this in particular in a heterogeneous and often dynamically changing international environment, requires both a learning organisation with a critical self-reflection and an active participation of interest partners in the change processes.

Implementation assistance was compiled for the QUALITY GUIDELINES and published in a compendium. In this compendium, pointers to typical problems and recommendations for quality development and assurance were deduced from scientific knowledge and practical experience in international educational cooperation. It contains a range of methods and tools from management practice as well as useful aids for a systematic and target oriented approach. A comprehensive table with further information and additions to the requirements and guidelines constitutes the core of this compendium.

The QUALITY GUIDELINES and the compendium are available in German, English, Polish, Italian, Spanish and Catalan (www.leonardo-tqp.eu; www.adam-europe.eu). The authors are convinced that further improvements, instruments and languages will be added in the coming years. It is already planned to prepare the QUALITY GUIDELINES for the new ISO-standard in the area of advanced training, which the authors of the QUALITY GUIDELINES are also contributing to. This leads to a dual transnationality—on the one hand due to the guidelines and on the other hand due to clear transnational standards for market orientated training service providers.

In addition to the QUALITY GUIDELINES the RKW Berlin-Brandenburg provides a tool which allows evaluating internationally offered training services (tqp.rkwbb.de). The **iQcheck** defines the requirements these training products have to fulfil and makes them comparable. It allows the use of mutually agreed, acceptable and clear criteria for training services in international competition. Thus, a benchmark for internationally successful quality products in training exists and it answers the question of what needs to be regulated in training centres in order to lead transnational training services to success.

We would like to thank everyone involved for their dedicated participation. The authors will continue to dedicate themselves to the theme of training quality in the international exchange of services. We would be grateful for any constructive criticism and further tips.

1 Goals

Coping with education requirements has become a core problem of economic development. Most countries are experiencing an increase in the demand for services in the field of education, especially as regards vocational training and career-related courses. This is happening against a background of ever-increasing knowledge needs and a recognition of the need for life-long learning, which in turn underscores the growing importance of transnational cooperation to ensure the cost-effectiveness and variety, not to mention the quality of education offers.

The transnational nature of education and the cross-border mobility require comparable procedures in the Quality Assurance systems used in basic and advanced training. Existing Quality Management systems in educational institutions, like the ISO 9001:2000 used by education providers, the EFQM model, and the QM STAGE-MODEL (PAS 1037:2004), contain no rules on foreign commitments by education providers.

The QUALITY GUIDELINES expand the QM STAGE MODEL published by DIN as PAS 1037:2004 for market-economy oriented organizations providing basic and advanced training to include orientations and requirements for a quality-based design of transnational education processes, including structures/potential and results (education offers/services). This will promote transparency for national and international users. As the provisions of PAS 1037:2004 are regarded as a basis for the application of the transnational specification, they have not been listed in it again.

Transnational education entails crossing cultural, linguistic, legislative, national and often intercontinental boundaries. It is an extremely complex task to adapt and harmonize different systems that operate with different premises and different points of reference. Intercultural competence combined with transparency of education offers, processes and results, as well as accepted minimum standards, helps make transnational education more effective.

The QUALITY GUIDELINES

- are aimed at improving the learning-oriented framework for international educational cooperation and creating a solid basis for mutual trust, thus contributing to the merging of the European education systems;
- are intended to ensure that a proper balance is found between the legitimate interests of the parties involved in transnational educational cooperation;
- supplement the QM STAGE MODEL to provide a frame of reference for the Quality Assurance and evaluation of transnational education projects, cooperation arrangements, and qualifications/certificates;
- make a contribution to “consumer protection” for learners, employers and other stakeholders by promoting the transparency and binding nature of learning offers as well as the recognition of skills and qualifications; and
- promote transnational cooperation in vocational education by helping to remove obstacles to vocational and geographical mobility and opening access to life-long learning.

2 Application area

The QUALITY GUIDELINES are mainly addressed to market-economy oriented institutions in the private sector and those in the public sector whose education offers compete with those of other institutions. The use of the QUALITY GUIDELINES by other educational institutions is also desirable, though it may require some adjustments.

Transnational education processes as understood in the QUALITY GUIDELINES are the management, support and value-added processes involved in providing the following transnational education services:²

- export of education as a cross-border service (e-learning, virtual education offers, media, courses, and training materials);
- education services offered to residents of other countries (target-group-specific courses for foreigners, study trips, language training, partly combined with tourism);
- education services offered abroad using teachers from the despatching country or local staff (education offers from subsidiaries or foreign branches; non-formal higher education; distance education & training; blended learning; training courses; coaching; workshops; specialized seminars; and private tutors);
- international educational cooperation abroad (cooperation in the country of the cooperation partner or in other target countries, joint ventures, franchises); and
- international cross-border educational cooperation (cooperation on the development of education products and use of resources e.g. cross-border Group training, cooperation agreements, twinning).

² This breakdown is essentially based on the list of international education services used by the World Trade Organization (WTO).

3 Forms of transnational education³

3.1 Foreign subsidiary or foreign branch

A subsidiary is a legally independent, but financially dependent company that is controlled by a parent company. The relationship with the parent company is generally regulated by control/subordination and profit-transfer agreements. Most of the subsidiary's capital usually belongs to the parent company. On the other hand the foreign branch is legally dependent and a component part of the company in the home country.

The concrete legal situation in the host country largely determines the advantages and disadvantages of setting up a subsidiary or a foreign branch (investment protection, liability, conditions governing submission of education offers).

3.2 Blended learning

Blended learning is a type of learning organization which combines the advantages of presence events and e-learning.

In this variant different learning methods, media and theories are combined with one another. Blended learning is a way of organizing learning in which the advantages of various media and methods can be reinforced and the disadvantages minimized by combining them. This concept, also known as "hybrid learning arrangements", combines the effectiveness and flexibility of electronic forms of learning with the social aspects of direct human communication.

The didactic advantages of combining "traditional" learning and modern forms of e-learning are of particular importance in transnational education. This generally more structured form of learning allows for specialized courses in which the teaching staff can adjust quickly and at low cost to the syllabus in the country where the teaching takes place. In view of the different educational backgrounds of locally assigned teachers, this is an advantage not to be underestimated.

3.3 E-learning

The term "e-learning" is used to refer to forms of learning in which digital media are used to present and distribute learning materials and/or to support interpersonal communication. E-learning is often part of further-reaching forms of teaching and learning (blended learning, distance learning & training, etc.).

Because of its uncomplicated and cost-effective nature e-learning is in widespread use as an education export via the Internet.

³ This description is intended to explain the forms of transnational education services mentioned in chapter 3 and hence the various forms of transnationality in education. It is not intended to systemize them according to legal forms or modes of imparting knowledge in the learning process.

3.4 Distance learning & training

Distance learning & training is organized teaching and learning across distances of time and space on the basis of a properly crafted teaching offer and its media packaging (e.g. print materials, e-learning) together with suitable guidance and supportive measures on an institutional basis (e.g. courses of lectures, seminars, consultations, tutoring, training).

In transnational education distance learning & training is an advantage, since the efficient and cost-effective use of media is coupled with presence events, without a permanent education organization or teacher presence in the recipient country being necessary.

3.5 Franchise

A franchise in the education field means that a franchiser provides a franchisee independently operating with his own capital the regional use of a business concept, trademark, instruction or training materials in exchange for remuneration. The education service is offered within the framework of a uniform marketing concept. Rights and duties are regulated by contract.

For the franchisee this form of cooperation means a share in the know-how and market image of the franchiser. For his part the franchiser has the advantage of a rapid market expansion with entrepreneurs taking independent initiatives while still being bound by the franchise agreement. The advantages of an international franchise that exceed those of a national franchise are the use of the franchisee's country expertise and the franchisee's contractual obligation to inform the franchiser. The franchiser thus gains experience in an unfamiliar market at low entrepreneurial risk.

3.6 Cross-border Group training

Group training refers to cooperation between companies in the provision of training. The companies in the Group supplement one another in providing practical vocational training if the training company is unable to offer certain subjects.

Group training in the international context takes place in connection with the increasing international networking of work and business processes within and between companies (e.g. supplier networks), while also helping to ensure better coordination and networking of publicly provided education offers (e.g. "Learning Region", "INTERREG", "Life-long Learning").

By promoting vocational, social and intercultural skills and familiarizing trainees with a broad spectrum of vocational tasks Group training encourages vocational mobility and flexibility.

3.7 Joint venture

This involves the creation of a new, legally independent business unit in which two or more founding companies have capital stakes. Apart from the capital, the founding companies usually contribute a major share of the resources in terms of technology, industrial rights, technical or marketing know-how, and operating plant. A joint venture usually takes the form of a limited liability company.

In educational cooperation it offers the advantage of flexible contractual conditions permitting the contribution of educational know-how and the use of the local know-how and distribution channels of the business partners. This usually gives rise to a joint interest in the local marketing of education products.

3.8 Cooperation agreements

Cooperation agreements in transnational education cover cooperation in a precisely defined field of education between two or more education providers. They regulate the type and nature of the cooperation as well as legal, financial and other questions connected with it. The cooperation agreement is less than an institutionalization in terms of company law, but it often constitutes the first step towards the creation of a joint company.

A cooperation agreement can cover many forms of cooperation (e.g. exchange of teachers and learners, joint development of education products, joint use of resources, study programmes, Group training).

3.9 Twinning

Twining is a concept in which the education providers offer learning programmes that learners can work through at their place of residence. In a subsequent presence phase the knowledge is imparted in the country of the education provider.

3.10 Virtual education offers

In Virtual Classroom the Internet serves as a communication medium to link up learners and teachers separated by geography. The virtual learning arrangement thus facilitates a synchronous form of learning. It is a technology that uses e-learning instruments and the communication facilities of the Internet (learning portals in the Net, conference systems, eTwining). The most frequently used method of teaching subjects is the live online course.

4 Principles of cooperation

In order to develop a form of cooperation that allows for the differences between education systems and economic frameworks; recognizes the need for equality and the mutual recognition and satisfaction of the partners; and ensures the reciprocity that facilitates a generally balanced sharing out of the advantages and obligations of comparable weight, the following principles must be observed:

- (1) The education providers mutually respect one another's independence, equality and sovereignty as well as the national laws and regulations in force in the countries of their cooperation partners. They undertake to observe and respect international principles of conduct as defined in the following documents:
 - United Nations Code of Conduct for Transnational Corporations⁴;
 - OECD Principles of Corporate Governance⁵;
 - European Council/UNESCO Code of Good Practice in the Provision of Transnational Education⁶;
 - Corporate Social Responsibility (CSR)⁷;
 - The International Standard ISO 26000: Guidance on Social Responsibility⁸.
- (2) The partners accept the principle of mutual advantage:
 - Transfer of know-how to mutual advantage;
 - Protection of interests of partners to cooperation projects, including legal protection for assets of all kinds;
 - Ensuring the necessary mutual support and information in the implementation of contracts so as to ensure the necessary technical requirements and quality;
 - Use of the economic potential contained in mutually advantageous and mutually supplementing cooperation.
- (3) Respect for human rights and basic freedoms, including the freedom of thought, conscience, religion, or creed. Understanding and respect for all peoples, their cultures, civilizations, values and ways of life, including native ethnic cultures and cultures of other nations:

⁴ Draft United Nations Code of Conduct on Transnational Corporations, UNCTAD, 1996, vol. I. pp. 161-171

⁵ OECD PUBLICATIONS, 2, rue André-Pascal, 75775 PARIS CEDEX 16, PRINTED IN FRANCE (00 2004 1M 5 P) – No. 82701 2004

⁶ Council of Europe/UNESCO Code of Good Practice in the Provision of Transnational Education; Council of Europe/UNESCO, 2000; (adopted by the Lisbon Recognition Convention Committee at its second meeting, Riga, 6 June 2001)

⁷ These are the two UN pacts on civil and political as well as on economic, social and cultural rights, the UN Conventions on Women's Rights, Children's Rights, the Anti-torture Convention, the Convention to Eliminate Racial Discrimination, and the Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families. The ILO core standards, based on the eight core conventions, nos. 29, 87, 91, 105, 128, 182 (recognized as legally binding by 112 of the 177 member states) are the following rights and principles: freedom of assembly and the right to collective bargaining; ban on forced labour; non-discrimination at work; and the ban on child labour. For their ratification status, see <http://www.ilo.org/ilolex/english/docs/declworld.htm>. All ILO members, however, are bound by the 1998 ILO Declaration on Fundamental Principles and Rights at Work, which is based on the four aforementioned fundamental Principles and Rights at Work, which are regulated in the eight ILO core conventions.

⁸ ISO/WD 26000

- Prevention of discrimination and respect and appreciation towards all employees and teachers and learners, irrespective of gender, race, nationality, ethnical origin, colour, age, disability, sexual orientation, religion, political view, descent or social background;
 - Equal treatment for men and women (gender mainstreaming). gender-sensitive design of work structures;
 - Respect for cultural conventions;
 - Respect for socio-cultural goals and values;
 - Allowing for socio-cultural diversity through social measures for target groups.
- (4) Respect for the interests of the country in which the education services are offered:
- Respect for national sovereignty and compliance with domestic laws, regulations and administrative practices;
 - Taking account of economic priorities and development aims, so as to make a lasting contribution to economic, social and ecological growth;
 - Involvement of other stakeholders in the activities envisaged;
 - Observance of national and international standards of consumer protection;
 - Compliance with national regulations on environmental protection and international standards in this field.
- (5) Bringing about suitable forms and conditions of cooperation with due regard for jointly defined mutual interests and potential:
- Use of all the many forms of cooperation that go beyond the framework of conventional cooperation and exchange of learners;
 - Enhancing mutual knowledge in the economic, scientific, technical, social, legal, cultural and humanitarian fields;
 - Creation of lasting ties to ensure long-term, comprehensive educational cooperation;
 - Elimination of conflicts in a spirit of cooperation to achieve rapid and just outcomes. Use of proven conflict-resolution strategies (e.g. conflict-resolution meetings, arbitration, mediators);
 - Facilitating practical experience in intercultural cooperation;
 - Creation of appropriate working conditions for staff involved in implementing cooperation projects.

- (6) Preparation of teachers and trainers for instruction in an international environment:
- Motivation for later work, identification with the objective (role of personal commitment);
 - Development of an ability to appreciate the rich benefits of the cultural diversity of individuals, groups and nations;
 - Imparting of knowledge about the various countries and development of intercultural competence;
 - Providing the language skills needed for negotiation;
 - Providing balanced methodological technical and social skills;
 - Sensitizing people to the problem of gender and enabling them to find an appropriate response;
 - Imparting a culture-sensitive enabling didactics that will meet the requirements of life-long learning.
- (7) Harmonization of standards:
- In the realization that both the harmonization of standards and the standardization of certification procedures is an important means of strengthening cooperation ties, thus facilitating the development of the cooperation and enhancing its effectiveness, transnational education providers strive for cooperation that meets uniform quality criteria, and ideally the same QM standards.
 - The transnational education providers reaffirm their interest in an international harmonization of standards. They do all in their power to support the process of international standardization in the field of education and learning as launched by the International Organization for Standardization and the European Union.

5 Intercultural competence

Intercultural competence is knowing how to interact with people from other cultures for the benefit of all concerned and the ability to apply this knowledge synergetically in the relevant situations. Internally this applies to the multicultural composition of groups, externally to every interaction, e.g. with foreign business partners or participants in intercultural learning processes.

Transnational education is intended to deepen awareness and knowledge among learners and teachers of the cultures and customs of the participating countries. The teachers should be able to impart their specialized knowledge with due regard for the different cultural traditions of educational socialization. The designing of successful learning processes requires the development of the following intercultural skills:

Basic understanding of one's own and the foreign culture:

- Imparting of information about the partner country – values, symbols, gender problems, historical data;
- Creating awareness of the partners' general modes of behaviour, including differences in the problem of gender;
- Creating awareness of one's own cultural identity and collecting information on how one's own nation is perceived in the partner country;
- Briefing on current political, economic and legal issues;
- Making the processing of information the subject of cooperation, which includes the structure of the education system and information on the education provider;

Communication and action in intercultural situations:

- Knowledge of languages;
- Ability to engage in culturally appropriate metacommunication;
- Empathy and tolerance of ambiguity;
- Ability to adapt to different habits of communication;
- Ability and willingness to create synergies;
- Seeing time as a cultural construct and treating it accordingly;
- Setting the tone of the conversation in the contact phase;
- Creating a constructive atmosphere for all concerned to work and talk in;
- Ability and willingness to negotiate task- and problem-related communication styles together;

Intercultural negotiations and conflicts:

- Respecting different negotiating cultures;
- Acquiring and verifying knowledge of the negotiating partner(s);
- Taking account of the interests of both sides, seeing the problems of the partner's situation;
- Reaching agreement on procedure;
- Willingness to reflect critically on one's own behaviour in a conflict;

- Willingness in intercultural conflicts to let other opinions stand (agreement to disagree);
- Demonstrating ability to deal with conflicts in contexts where the conflict-resolution strategies applied differ from those used in one's own cultural context;
- Formulating viewpoints together in the course of the negotiation; Applying interculturally appropriate ways of putting questions;
- Obtaining feedback and reflecting on status of negotiations;
- Looking for alternatives, overcoming stonewalling tactics in negotiations.

6 Requirements of the QUALITY GUIDELINES

The QUALITY GUIDELINES are an expansion of the QM STAGE MODEL laid down in PAS 1037:2004. In the matrix on the following pages they systematically follow the structure of this standard with its total of over 70 requirement groups organized into four main categories:

1. Managing and developing educational organization;
2. Providing and developing staff members, teaching staff and learning infrastructure;
3. Conceiving, implementing and evaluating educational offers; and
4. Measuring, analysing and improving education processes.

These main requirements categories also correspond to the four main processes on which the QM STAGE MODEL is based.

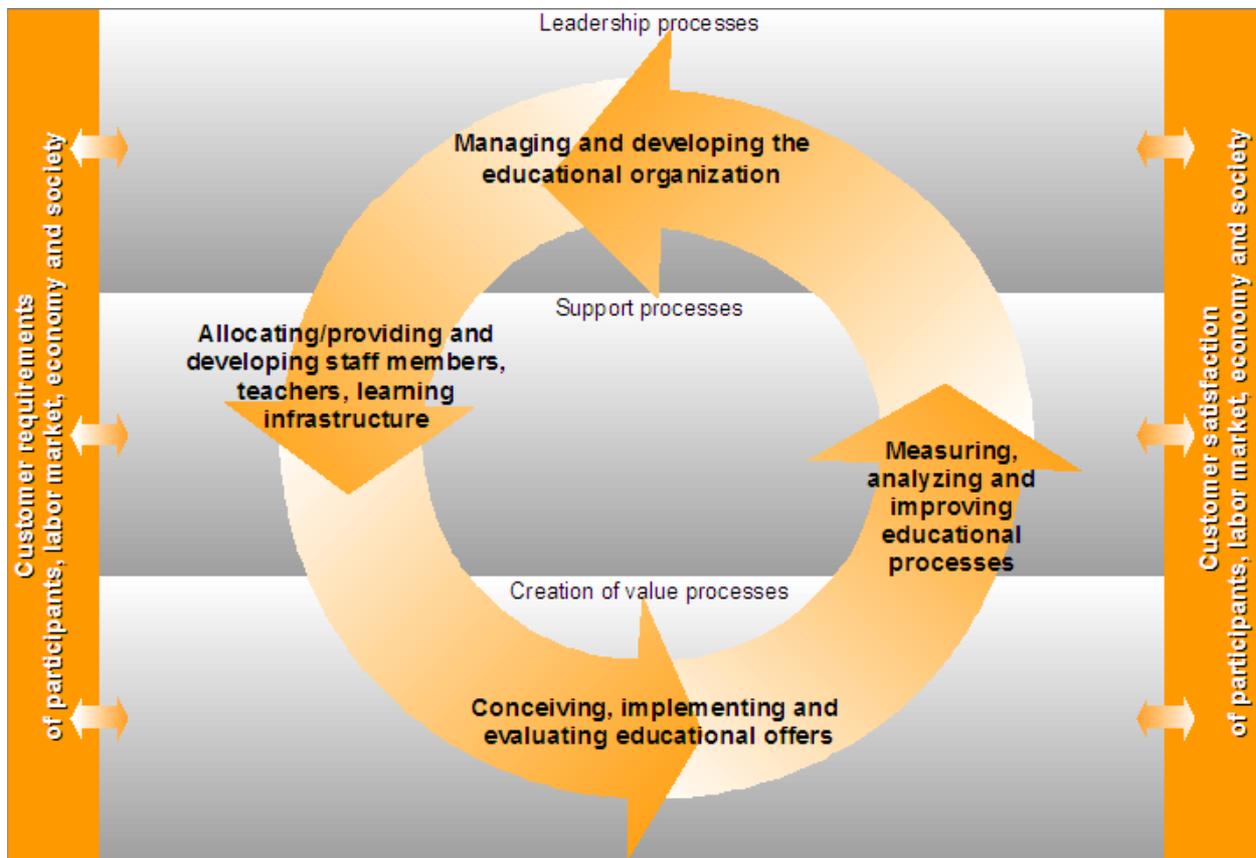


Fig.: Model of a process-oriented Quality Management System complying with the QM STAGE MODEL

As the QUALITY GUIDELINES are a supplement to the existing Quality Management System, they only contain such requirements as refer to the transnational aspect of Quality Management (column 6: Additional requirements to be met by quality design of transnational education). To facilitate the assignment of transnational requirements to the generally valid requirements of the QM STAGE MODEL, however, the basic requirements of the QM STAGE MODEL are listed again in column 5 of the following matrix.

No.	B	S		Requirements	Additional requirements to be met by the	Additional requirements to be met by the
1						
Managing and developing the educational organization						
1.1			Strategy development Document strategy Specify updating rhythm Record assessments	and its regular assessment	<ul style="list-style-type: none"> Define clear, verifiable objectives in internationalizing the organization, making sure that these objectives correspond to individual forms of transnational education services⁹ Develop the strategies for these different forms of transnational education services in a joint adjustment process, making sure that the strategy is developed jointly in the case of international co-operation arrangements (common objectives) Define spheres of competence in transnational education services Make operational processes and documents regarding your international engagement transparent and available to your international partners 	
1.2			Guiding principle Up-to-date document customer-oriented	Quality policy educational organization's principle and its quality policy	<ul style="list-style-type: none"> Make internationalization of the organization a guiding principle with particular attention to the development of intercultural competences and gender-specific objectives Seeing cultural diversity as having the potential for synergy and managing it accordingly Develop quality policy in the field of vocational basic and advanced training, taking account of European educational criteria and standards 	
1.3			Business Document Record at fiscal year Determine specified measurable and verifiable objectives for the individual areas, seeing to it that there is a direct relation to the quality policy		<ul style="list-style-type: none"> Develop quality indicators for transnational cooperation Take account of international objectives for vocational basic and advanced training in setting company and quality objectives, as developed, for example, by the European Union Adapt company and quality objectives to international educational requirements and ensure their verifiability with the aid of characteristic figures 	

The definition of Basic, Standard and Excellence stages given in the QM STAGE MODEL as well as their assignment to the individual requirements has been retained unaltered (columns 2 to 4). This makes it clear to which requirements stages the QUALITY GUIDELINES apply.

Requirements given in italics should be implemented whenever applicable. For the purposes of certification, such requirements do not have to be met.

6 Requirements of the QUALITY GUIDELINES

No.	B	S	E	Requirements	Additional requirements to be met by the quality-based design of transnational education
1	Managing and developing the educational organization				
1.1				<p>Strategy development and its regular assessment</p> <p>Document strategy Specify updating rhythm Record assessments</p>	<ul style="list-style-type: none"> ▪ Define clear, verifiable objectives in internationalizing the organization, making sure that these objectives correspond to individual forms of transnational education services⁹ ▪ Develop the strategies for these different forms of transnational education services in a joint adjustment process, making sure that the strategy is developed jointly in the case of international co-operation arrangements (common objectives) ▪ Define spheres of competence in transnational education services ▪ Make operational processes and documents regarding your international engagement transparent and available to your international partners
1.2				<p>Guiding principle and quality policy</p> <p>Up-to-date documents on the educational organization's customer-oriented guiding principle and its quality policy</p>	<ul style="list-style-type: none"> ▪ Make internationalization of the organization a guiding principle with particular attention to the development of intercultural competences and gender-specific objectives ▪ Seeing cultural diversity as having the potential for synergy and managing it accordingly ▪ Develop quality policy in the field of vocational basic and advanced training, taking account of European educational criteria and standards
1.3				<p>Business and quality objectives</p> <p>Document objectives in a precise and verifiable manner Record actual implementation of improvement projects for each fiscal year Determine specified measurable and verifiable objectives for the individual areas, seeing to it that there is a direct relation to the quality policy</p>	<ul style="list-style-type: none"> ▪ Develop quality indicators for transnational cooperation ▪ Take account of international objectives for vocational basic and advanced training in setting company and quality objectives, as developed, for example, by the European Union ▪ Adapt company and quality objectives to international educational requirements and ensure their verifiability with the aid of characteristic figures

⁹ Export of education as cross-border service, education services offered to residents of other countries, education service provided locally abroad by teaching staff of the despatching country or local staff, international educational co-operation abroad, international cross-border education co-operation

6 Requirements of the QUALITY GUIDELINES

No.	B	S	E	Requirements	Additional requirements to be met by the quality-based design of transnational education
1.4				<p>Business planning</p> <p>Determine the development of the demand placed by the educational and labour markets</p> <p>Identify planning related to the respective business areas (educational offers, turnover, cost effectiveness and solvency)</p> <p><i>Present life cycles (market cycles) for the most important educational products</i></p>	<ul style="list-style-type: none"> ▪ The objectives pursued, viz. <ul style="list-style-type: none"> ▫ internationalization of the organization, ▫ strategically oriented opening up of international markets, and ▫ setting up of international co-operation arrangements ▪ must be appropriately documented with regard to market surveys, the planning of the business segments (especially from the point of view of cost-effectiveness), and the product life cycles ▪ Remember the need for close co-ordination with international partners ▪ Ensure the transnational education services offered accord with the relevant national legislation as well as with international norms and customs ▪ Appropriate participation by men and women in international cooperation
1.5				<p>Organizational and operational structure, including business areas and co-operations</p> <p>Illustrate organization (e.g. organization chart, job description, function matrix, rules of work, identification of and interaction between business processes)</p> <p>Ensure participation of staff members (e.g. specify areas of responsibility)</p> <p><i>Name stakeholders and co-operation partners</i></p>	<ul style="list-style-type: none"> ▪ Specify exactly the areas of responsibility involved in internationalizing the organization ▪ Adapt the organizational structure to the requirements of transnational education services ▪ Reaching agreement on rules governing intercultural team work for the transnational education project
1.6				<p>Provision of resources</p> <p>Define requirements for resources, provide and maintain resources (e.g. personnel, infrastructure, working and learning environments) in a way specific to the respective business areas and objective groups</p>	<ul style="list-style-type: none"> ▪ Define the requisite resources in accordance with international education requirements and international standards of professional education ▪ Plan resources for the internationalization of the organization with due regard for the peculiar features of return on investment in international business ▪ Taking account of the problem of gender in planning resources, especially with regard to cross-border mobility requirements and differences in the assignment of female teaching staff

6 Requirements of the QUALITY GUIDELINES

No.	B	S	E	Requirements	Additional requirements to be met by the quality-based design of transnational education
1.7				<p>Availability of documents and data Make valid documents and data available to the people concerned</p>	<ul style="list-style-type: none"> ▪ Provide documents and data in the languages of the participating countries or in the common language agreed on ▪ Ensure the requisite data is available in the various international locations. State-of-the-art communication and documentation platforms should be set up for the purpose ▪ Provide especially quality-related documents and data for the teaching and other staff who are responsible for implementing the education process in the various international locations
1.8				<p>Information and communication within the business Arrange processes of formal communication (e. g. business and project meetings and the like); record results, monitor implementation <i>Promote informal communication</i></p>	<ul style="list-style-type: none"> ▪ Providing media and facilities for open cross-border and cross-cultural informal communication ▪ Regulate formal communication and adapt it to international standards ▪ Taking appropriate account of the culture of the target country and the different styles of communication in promoting formal and informal communication
1.9				<p>Controlling Introduce and maintain controlling system on the basis of indicators and characteristic figures that are related to business management and educational processes Record data on the educational market with regard to contents, extent, duration, costs, mediation- and application-related results</p>	<ul style="list-style-type: none"> ▪ Agree on joint indicators and characteristic figures for co-operation, with due regard for national and international reporting obligations ▪ Develop a specific controlling system for international co-operation ▪ Institutionalizing permanent and open process reflection as a desirable component of cooperation
1.10				<p>Co-operation and networks <i>Systematically develop co-operation and networks with business, common interest groups, and other educational organizations and customers</i></p>	<ul style="list-style-type: none"> ▪ Take account of the specific conditions and requirements of transnational collaboration in the development of international co-operation and networks ▪ Ensure continuous co-operation with international co-operation and network partners ▪ Define the rights and duties of the participating partners in contracts between them on a legally binding basis
1.11				<p>Management review of the organization Provide evidence of a documented and regular (at least yearly) management review by means of a defined procedure of information gathering, implementation and interpretation</p>	<ul style="list-style-type: none"> ▪ Define international procedures for management reviews of the organization

6 Requirements of the QUALITY GUIDELINES

No.	B	S	E	Requirements	Additional requirements to be met by the quality-based design of transnational education
1.12				<p>Responsibility for QMS Ensure management's responsibility (this responsibility may be delegated to a senior staff member of the organization)</p>	<ul style="list-style-type: none"> ▪ Ensure that the requisite Quality Assurance mechanisms are provided locally (abroad) where the education services are being provided
1.13				<p>Senior staff members' exemplary effect The active design of vision, mission and value-positing is recorded Senior staff members promote learning processes in a demonstrably systematic manner</p>	<ul style="list-style-type: none"> ▪ Exemplary effect of senior staff members in translating the vision of internationalization into concrete entrepreneurial action and respect intercultural requirements and principles ▪ Senior staff members must set an example of interculturality in the company
1.14				<p>Participation in the development and improvement of the management system Provide evidence of function plans and practical examples of personal activities</p>	<ul style="list-style-type: none"> ▪ Evaluate transnational experience with staff on the basis of the company's own QMS; be open to partners' experience in designing your own QMS ▪ Reflecting the cultural differences in the perception of power, authority and leadership in connection with open communications between those concerned
1.15				<p>Communication with stakeholders Identify stakeholders, specify communication regulations and media</p>	<ul style="list-style-type: none"> ▪ Take account of communication culture of foreign stakeholders ▪ Signal acceptance of their cultural identity and way of life
1.16				<p>Motivation, support and appreciation of the staff members Ensure appropriate moral and material incentives (e. g. management by objectives)</p>	<ul style="list-style-type: none"> ▪ Take account of special requirements of transnational mobility and intercultural competence, including employees' knowledge of foreign languages
1.17				<p>Identification and design of strategic key processes Provide evidence of a concrete designation of key processes (e. g. SWOT analyses) as well as examples of successful strategic key processes</p>	<ul style="list-style-type: none"> ▪ Ensure an exchange of experience between the partners to the international education co-operation so as to identify and shape key processes ▪ Take account of European educational strategies ▪ Joint reflection on the peculiarities of learning and education processes and the challenges and opportunities they entail for the current project ▪ Reflection and training of an interculturally appropriate and target group related didactic

6 Requirements of the QUALITY GUIDELINES

No.	B	S	E	Requirements	Additional requirements to be met by the quality-based design of transnational education
2	Allocating/providing and developing staff members, teachers, learning infrastructure				
2.1	Developing personnel (staff members and teachers)				
2.1.1				<p>Development of competences Show an orderly requirement structure (e.g. competence matrix), including development-related objectives for the staff members and teachers</p>	<ul style="list-style-type: none"> ▪ Develop intercultural competence in keeping with the fields of competence set out in section 5 ▪ To internationalize the education organization train staff with a business fluent knowledge of foreign languages ▪ Acquire specific, ready-to-use cultural knowledge and experience in relation to the target country/countries ▪ Ensure transnational mobility of staff involved ▪ Create international competence matrix for teaching staff, taking account of the labour markets in the individual countries
2.1.2				<p>Staff member satisfaction and motivation Record and interpret the staff members' satisfaction regularly (at least every two years) Establish concrete objectives and trend assessments</p>	<ul style="list-style-type: none"> ▪ Raise acceptance for the internationalization of the education organization among all staff and motivate them to support this objective ▪ Motivate teachers and other staff to European and international education co-operation with due regard to changing competence requirements
2.1.3				<p>Information, communication and raised sensitivity for educational products and services Carry out and document internal qualifications Specify concrete responsibilities for educational products and processes</p>	<ul style="list-style-type: none"> ▪ Heighten staff awareness of international trends and standards in the development and implementation of education products and services
2.1.4				<p>Systematic competence development and participation of staff members Document processes of competence development and participation Specify objectives regarding internal qualifications, plan measures Assess progress in competence</p>	<ul style="list-style-type: none"> ▪ Agree concrete objectives and tasks concerning qualifications to develop staff competence for internationalizing the education organization ▪ Use the experience gained by the staff of international education co-operation for the systematic development of competence

6 Requirements of the QUALITY GUIDELINES

No.	B	S	E	Requirements	Additional requirements to be met by the quality-based design of transnational education
2.1.5				<p>Assessment and selection of lecturers Define concrete assessment criteria for lecturers' qualifications and competence Specify procedures for regular assessment Apply adequate selection procedures to meet the requirements of concrete educational offers</p>	<ul style="list-style-type: none"> ▪ Define intercultural competences as criteria for the evaluation and selection of lecturers and differentiate between them in keeping with the special requirements of the planned activities for internationalizing the education organization ▪ Ensure that all concerned have the same quality and standards for transnational educational institutions and that the requirements are met by the teaching staff ▪ Set up procedures to verify intercultural and, where applicable, language skills
2.1.6				<p>Personnel Management Ensure personnel management on the basis of appraisals and objective-setting, if applicable</p>	<ul style="list-style-type: none"> ▪ Ensure that international staff have the multicultural and gender-appropriate work settings they need ▪ Standardize evaluation criteria
2.1.7				<p>Integrate lecturers as active partners Appoint selected lecturers as the business's stakeholders</p>	<ul style="list-style-type: none"> ▪ Build on the specific specialized and intercultural competences of the lecturers to internationalize the education organization ▪ Ensure engagement and continuity of personnel
2.1.8				<p>Systematic personnel development for both staff members and teachers Ensure personnel development on the basis of business objectives, staff appraisals and management by objectives</p>	<ul style="list-style-type: none"> ▪ Prepare staff systematically for the specific requirements of internationalization with a view to enabling them to cope with the specific process dynamic of intercultural learning situations ▪ Gear the objectives of personnel development to the special requirements of the planned foreign activities ▪ Developing the ability to recognize gender-bias in learning materials and learning situations and indicating the appropriate response in an intercultural environment
2.1.9				<p>Dialogue, communication and joint learning Develop innovative forms of communication and learning processes in the educational organizations Use them for key processes of organizational development Provide evidence of key processes performed</p>	<ul style="list-style-type: none"> ▪ Realize joint learning processes with transnational partners ▪ Hold transnational working meetings between management and staff and establish personal contacts ▪ Adapt to different cultural habits and find an acceptable as well as result driven style of work (e.g. set fixed times and topics; document results in protocols)

6 Requirements of the QUALITY GUIDELINES

No.	B	S	E	Requirements	Additional requirements to be met by the quality-based design of transnational education
2.2	Determining, providing and maintaining learning infrastructure				
2.2.1				<p>Buildings, equipment, incl. IT infrastructure Document appropriate equipment and design of the learning sites (taking into consideration legal requirements) Conceive and appropriately document resource management (e. g. investment plan), including replacement investments, taking into consideration modern forms of learning</p>	<ul style="list-style-type: none"> ▪ Pay proportionate attention to the special requirements of the planned activities for internationalizing the education organization; the national standards of the host countries; and international standards ▪ Ensure that the local infrastructure of the education organization corresponds to a quality-based education ▪ Provide an appropriate IT infrastructure for transnational communication processes
2.2.2				<p>Working and learning environments Design working and learning environments in a systematic way, paying attention to occupational health and safety as well as ergonomics Compliance with the requirements has to be proved Develop and document services for an appropriate attendance on the participants</p>	<ul style="list-style-type: none"> ▪ Provide adequate logistic support to organize study visits ▪ Helping foreign participants, especially disadvantaged persons, to adapt to the changed learning and living environment ▪ Help foreign participants solve problems that might impede their learning progress ▪ Provide information on daily life and help in taking adequate precautions ▪ Ensure the constant availability of such support mechanisms
2.2.3				<p>Basic contractual conditions The general terms and conditions must contain clear and customer-friendly regulations concerning the educational services</p>	<ul style="list-style-type: none"> ▪ Reach contractual agreements concerning the forms of co-operation on the basis of specimen contracts ▪ Regulate the contractual framework concerning the forms of transnational education (section 3) on a legally binding basis; frame the contracts on the basis of the principles of co-operation set out in section 4
2.2.4				<p>Equipment for “on-site education” <i>Define resources for flexible educational projects on the customer’s premises</i> <i>Give guidelines for suitable IT and presentation techniques, handouts and the like</i></p>	
2.2.5				<p>Portfolio for educational technologies Assess educational technologies (e.g. conforming to the portfolio method), particularly with regard to market and growth potential</p>	

6 Requirements of the QUALITY GUIDELINES

No.	B	S	E	Requirements	Additional requirements to be met by the quality-based design of transnational education
2.3	Partnerships with teachers				
2.3.1				<p>Integration of lecturers into business development Define suitable forms and panels to integrate the lecturers into the work of the educational organizations (e.g. by means of strategy meetings, brainstorming, participation in staff meetings and the like)</p>	<ul style="list-style-type: none"> ▪ Involve lecturers in the internationalization of the education organization, using their specific experience and skills ▪ Encourage proposals for improving the international co-operation and implement them
2.3.2				<p>Participation of lecturers in educational projects Arrange and record the stimulation and integration of lecturers in respect of acquisition, preparation, implementation and results of educational courses</p>	<ul style="list-style-type: none"> ▪ Specify exactly the tasks of lecturers relating to the internationalization of the education organization ▪ Actively involve lecturers in customer acquisition and the development of new international education products
2.3.3				<p>Establishment of and participation in networks Provide evidence of active participation in educational and business networks</p>	<ul style="list-style-type: none"> ▪ Promote the setting up of transnational networks between teachers ▪ Develop suitable forms and methods of active participation of teachers in the international work of the education organization
2.4				<p>Knowledge management Provide evidence of a systematic procedure for gaining knowledge and transferring it into the business Apply principles of knowledge order and storage Define instruments and regulations regarding access to the stocks of knowledge Specify procedures for eliminating and archiving obsolete knowledge</p>	<ul style="list-style-type: none"> ▪ In your personnel development and in the development of education products make systematic use of interculturality, the emergence of European education strategies, and experience from other countries ▪ Take account of the need for multilingual knowledge management
2.5				<p>Financial resources Document systematic determination of demand and financial planning and an appropriate financial controlling in order to provide evidence of the economic capability</p>	<ul style="list-style-type: none"> ▪ Give an exact breakdown of the financial requirements for internationalizing the education organization
2.6				<p>Strategic business planning, including risk management In business practice, apply and record appropriate methods and instruments (e.g. balanced score card, risk assessment table)</p>	<ul style="list-style-type: none"> ▪ Take documented and appropriate account of risks involved in transnational transactions

6 Requirements of the QUALITY GUIDELINES

No.	B	S	E	Requirements	Additional requirements to be met by the quality-based design of transnational education
3	Conceiving, implementing and evaluating educational offers				
3.1	Educational marketing				
3.1.1				<p>Customers' educational demands Record and take into consideration the respective educational demands Provide evidence of co-operation with customers</p>	<ul style="list-style-type: none"> ▪ Record education requirements of transnational customers with due regard for country-specific conditions and requirements ▪ Demonstrate a knowledge of the customer target groups and their education requirements ▪ Demonstrate a knowledge of the education structures as well as the basic and advanced training systems in the relevant country ▪ Take particular account of learning opportunities with regard to linguistic, social and cultural integration
3.1.2				<p>Development of customer demands Provide evidence of a methodology and its regular application in educational demand analyses Assess demand development</p>	<ul style="list-style-type: none"> ▪ Analyse the transnational demand and the requirements for educational services ▪ Check effectiveness of international educational measures
3.1.3				<p>Customer/user information Provide customer/participant-oriented information on educational offers by means of the appropriate media</p>	<ul style="list-style-type: none"> ▪ Ensure information is available in all relevant languages ▪ Take account of country-specific conditions and external communication factors ▪ Ensure appropriate and reliable description of the education services in customer/user information ▪ Make transparent the differences in the evaluation of certificates by professional associations and other relevant corporations in the home country and the country in which the training takes place
3.1.4				<p>Interactive customer communication Provide evidence of a systematic customer communication implemented by means of information exchange and dialogue, using social and technical communications</p>	<ul style="list-style-type: none"> ▪ Deciding whether market communication is to be carried out on a standardized or regionalized basis ▪ In interactive customer communications take account of the culture of the target country and the specific modes of communication available ▪ Create transnational customer networks

6 Requirements of the QUALITY GUIDELINES

No.	B	S	E	Requirements	Additional requirements to be met by the quality-based design of transnational education
3.1.5				<p>Assessment of customer requirements Ensure a systematic contract review that includes the requirements of both the principals and the participants</p>	<ul style="list-style-type: none"> ▪ When reviewing contracts take account of different legal systems and notions of law with due regard for the national and international sources of international and private law ▪ Formulate clear and transparent provisions for dealing with conflicts of law between all contracting parties
3.1.6				<p>Customer management Introduce and record a customer management system</p>	<ul style="list-style-type: none"> ▪ In customer management take account of the cultural differences in approaching customers and in the customer-bonding instruments used as well as of the various data protection regulations
3.2	Education-related advice				
3.2.1				<p>Advice on educational offers Give interested parties and participants advice regarding educational offers and the respective requirements Demonstrably test the qualification as a prerequisite for entering into a contract with the participants</p>	<ul style="list-style-type: none"> ▪ When advising transnational customers take documented account of country-specific requirements and conditions ▪ Provide binding documentation of the syllabus, the duration of the various courses, and the type of certificate awarded for all courses, and give it to the participants ▪ Use this certificate to test the comparability of the material taught in the courses in the home/host country ▪ Demonstrate a knowledge of education and careers in the relevant countries as a condition of proper consulting
3.2.2				<p>Learning-related advice Apply a flexible methodology of giving individual learning-related advice Introduce, apply and document methods for promoting the individual learning processes</p>	<ul style="list-style-type: none"> ▪ Develop suitable mechanisms for monitoring the learning progress of foreign participants ▪ Ensure that suitable support mechanisms are available to: <ul style="list-style-type: none"> ▫ help foreign participants adapt successfully to the changed learning and living environment ▫ help them solve problems that might impede their learning progress ▫ provide information on daily life and help in taking adequate precautions
3.2.3				<p>Education-related advice for businesses Offer advice on the economy's demand for qualification <i>Support businesses and organizations with regard to educational strategies and personnel development</i></p>	<ul style="list-style-type: none"> ▪ Analyse education requirements on the international labour market ▪ Offer education consulting in the field of necessary professional qualifications ▪ Demonstrate a knowledge of the economy as well as of the education and career system in the relevant country

6 Requirements of the QUALITY GUIDELINES

No.	B	S	E	Requirements	Additional requirements to be met by the quality-based design of transnational education
3.3				Development of new educational offers	
3.3.1				<p>Development planning Systematically develop educational offers by means of regulated processes Document the development plan and name those responsible</p>	<ul style="list-style-type: none"> ▪ Ensure the international marketability of the education products and services
3.3.2				<p>Requirements for the educational offer Specify educational objectives, content, extent, means and methods in a way that is oriented towards the target groups and the educational objectives Determine legal and other provisions to be taken into consideration Include experience from previous courses <i>Develop flexible educational offers applying new forms of learning</i></p>	<ul style="list-style-type: none"> ▪ Define education targets, content, extent, resources and methods with due regard for the specific cultural conditions of the target country ▪ Ensure that the qualifications obtained are of equal value in that they meet the requirements of both the despatching and the recipient countries ▪ For those directly concerned with transnational education services lay down rules of conduct regarding <ul style="list-style-type: none"> ▫ safeguarding the interests of participants ▫ the quality of the education service ▫ the appropriateness of the establishments in which the education services are provided ▫ the intercultural and gender-specific dimension ▪ Assume responsibility as educational institutions for certifying the results of the courses ▪ Make the design of the education certificates informative, striking and transparent, making clear their relation to internationally agreed standards, so that the qualifications can be more easily assessed by those to whom they are presented – educational institutions, employers, etc. ▪ Ensure that certificates include data on the type, duration, content and locations as well as on the language of the course as obligatory information
3.3.3				<p>Development of the curriculum Assess the achievement of the development objectives in the individual phases, incorporating those involved Specify criteria, characteristic figures and indicators for quality assurance and quality development during and after the implementation of the educational offers Document the results of the development (curriculum)</p>	<ul style="list-style-type: none"> ▪ Take account of differences in teaching and learning cultures as well as in cultural traditions and customs of foreign customers ▪ Remember the need for transnational recognition of the results ▪ Regularly update the offer and adapt it to the conditions of the target country ▪ Check requirements and feasibility in accordance with international quality criteria and the criteria of the participating countries

6 Requirements of the QUALITY GUIDELINES

No.	B	S	E	Requirements	Additional requirements to be met by the quality-based design of transnational education
3.3.4				<p>Verification</p> <p>Test whether the curriculum meets the requirements specified for the educational offer</p> <p>Record results of and conclusions from the verification</p>	<ul style="list-style-type: none"> ▪ Include internationalization requirements in the verification of the education offer ▪ Check whether the educational qualifications really are recognized on the basis of the subject taught and the certificates issued
3.3.5				<p>Changes to the curriculum</p> <p>Comprehensibly document changes to the curriculum</p> <p>Determine effects on ongoing or planned educational offers and inform the bodies or people concerned in time regarding the changes</p>	<ul style="list-style-type: none"> ▪ In international projects and co-operation arrangements make changes in consultation with the partners and in accordance with the defined areas of responsibility
3.3.6				<p>Evaluation of educational offers</p> <p>Check at least following the first application of a newly developed educational offer, and regularly afterwards, whether the requirements specified for the educational offer have been met completely and whether the specified criteria, characteristic figures and indicators are suitable to achieve a reliable quality assurance and quality development</p> <p>Carry out the evaluation by means of recognized methods</p> <p>Record the results of and conclusions from the evaluation</p>	<ul style="list-style-type: none"> ▪ Develop evaluation procedures together with the participating partners and co-ordinate them ▪ Apply international methods of evaluation or such as are recognized in the participating countries
3.3.7				<p>Development of a specific performance profile</p> <p>Develop and regularly update a specific performance profile for the educational organization with reference to subject-, sector- and/or regional-specific characteristics</p> <p><i>Involve customers in the development process</i></p>	<ul style="list-style-type: none"> ▪ Include country-specific characteristics in developing the performance profile ▪ In making the profile take account of the need to co-ordinate with transnational partners
3.3.8				<p>Life cycle of the educational offers</p> <p><i>Represent the educational offers (life-cycle models) on the basis of market developments</i></p>	<ul style="list-style-type: none"> ▪ Take account of national differences in customer requirements and expectations as regards the length of the life cycle

6 Requirements of the QUALITY GUIDELINES

No.	B	S	E	Requirements	Additional requirements to be met by the quality-based design of transnational education
3.4	Implementation planning				
3.4.1				<p>Content-related, technical and resource planning Apply a regulated procedure for planning educational courses</p>	<ul style="list-style-type: none"> ▪ Plan personnel, material and financial resources and provide them on time making due allowance for additional expenditures arising out of transnational activities
3.4.2				<p>Organizational planning Provide evidence of organizational models and checklists regarding organizational planning</p>	<ul style="list-style-type: none"> ▪ Adapt the organizational blueprints and checklists to the concrete conditions of the foreign venture
3.4.3				<p>Flexibility <i>Carry out the necessary modifications in time (e.g. planning of implementation variants)</i></p>	<ul style="list-style-type: none"> ▪ Create and exploit conditions for a flexible response to changes in the transnational business ▪ Define the scope for discretion of the participating partners
3.5	Implementation				
3.5.1				<p>Implementation in accordance with planning Document process of implementing educational offers with regard to participants, stating results</p>	<ul style="list-style-type: none"> ▪ Ensure the documentation on the implementation follows the same terms of reference at a transnational level ▪ Make the documentation available to the co-operation partner according to agreed rules
3.5.2				<p>Participant-oriented design of the learning processes Demonstrably implement modern learning conceptions, methods for the promotion of individual learning processes, and flexible forms of learning</p>	<ul style="list-style-type: none"> ▪ Take appropriate account of the special cultural traditions and customs of foreign customers ▪ Clearly define the specialist, linguistic and other qualifications required to attend a course ▪ Take account of specialist and linguistic preparation and support and enable participants to improve their knowledge of foreign languages ▪ Whenever possible make an assessment of language skills and provide support in learning the language before departure and in the host country ▪ Taking appropriate account of gender-specific requirements
3.5.3				<p>Documentation and control of documents Ensure an orderly system for the control of process-related specification documents and records</p>	<ul style="list-style-type: none"> ▪ Take account of multilingual requirements as well as of the standards, legal regulations and customs relating to documentation

6 Requirements of the QUALITY GUIDELINES

No.	B	S	E	Requirements	Additional requirements to be met by the quality-based design of transnational education
3.5.4				Intermediate checks Ensure regular learning success checks (participant- and course-related)	<ul style="list-style-type: none"> ▪ Where necessary, schedule and carry out on-the-spot checks
3.5.5				Problem control and corrections Develop and apply in a verifiable way nonconformity and problem identification procedures as well as procedures for assessing and correcting these nonconformities and problems Introduce and maintain complaint management	<ul style="list-style-type: none"> ▪ Implement internationally agreed Change Management
3.6	Evaluation, identification of results and interpretation				
3.6.1				Participant statistics Specify procedure for survey of participant data	<ul style="list-style-type: none"> ▪ Take account of national differences in the requirements to be met by the statistics on participants ▪ Reflecting interculturality in statistics
3.6.2				Success assessment Qualified documentation of individual learning results Develop procedure/methodology for balancing between educational objectives and results as well as their usability in the field of work (see line 3.3.6 – evaluation)	<ul style="list-style-type: none"> ▪ Demonstrably ensure that evaluations are transnationally comparable ▪ Apply internationally recognized methods of success assessment ▪ Ensure reporting takes place according to jointly developed criteria and models
3.6.3				Success assessment carried out together with the customers Put into practice procedure/methodology for balancing between educational objectives and results, actively integrating the participants and other customers Demonstrably draw conclusions regarding follow-up educational offers and accompanying services	<ul style="list-style-type: none"> ▪ In the success assessment ensure lines of communication with transnational customers
3.6.4				Retention of experience Systematically record content-related and methodical experience (e. g. conforming to the principle of strengths and weaknesses)	<ul style="list-style-type: none"> ▪ Demonstrably use the possibilities of international exchange for the exchange and adoption of examples of Best Practice

6 Requirements of the QUALITY GUIDELINES

No.	B	S	E	Requirements	Additional requirements to be met by the quality-based design of transnational education
3.6.5				<p>Educational enterprises as learning organizations Regularly interpret results and experience Put into practice an improvement management system for the business venture</p>	<ul style="list-style-type: none"> ▪ Incorporate experience and knowledge gained from internationalizing the education organization in the assessment of results and improvement management ▪ Take account of international experience in the requirements profiles for the teaching staff
3.6.6				<p>Creation of business process models Record the processes and their interactions up to business process models</p>	<ul style="list-style-type: none"> ▪ Consider internationalization as part of the business process models
4	Measuring, analysing and improving educational processes				
4.1				<p>Surveillances, tests and identification of results Measure the degree of achievement of objectives with regard to the business, the business areas and the educational offers on the basis of the characteristic figures or indicators determined Assess performance/effectiveness of the educational processes</p>	<ul style="list-style-type: none"> ▪ Develop and apply adequate indicators for transnational education work ▪ Take account of country-specific requirements to be met by indicators ▪ Make important indicators comparable as far as possible
4.2				<p>Recording and interpretation of customer satisfaction Specify and apply a methodology for recording customer satisfaction with regard to different forms of learning and customer groups</p>	<ul style="list-style-type: none"> ▪ Develop a joint understanding for the criteria and scales of customer satisfaction ▪ Take account of country-specific factors in customer judgments ▪ Define and demonstrate a methodology for measuring customer satisfaction, including that of foreign customers
4.3				<p>Characteristic figures of the educational market Obtain characteristic reference figures for industry-related or regional assessments of the educational market</p>	<ul style="list-style-type: none"> ▪ Procure comparative indicators for sector-related, regional, national and international evaluations of the education market ▪ Use existing comparative indicators in current international use so long as they are appropriate to the desired comparisons ▪ Ensure that the same quality standards are applied in all domestic and foreign educational establishments of the provider ▪ Ensure that Quality Assurance is conducted by the same organizations

6 Requirements of the QUALITY GUIDELINES

No.	B	S	E	Requirements	Additional requirements to be met by the quality-based design of transnational education
4.4				<p>Evaluation and internal auditing Check and document the effectiveness of quality assurance, integrating the staff members of the educational organization</p>	<ul style="list-style-type: none"> ▪ Check and document applicability to transnational quality comparisons with due regard for the relevant standards of the International Organization for Standardization (ISO), the European Union, and the target countries ▪ Make the educational institutions abroad and in the home country responsible for Quality Assurance and control ▪ Define the areas of responsibility for the Quality Management system and internal auditing accordingly ▪ Provide information for auditors on the quality of the programmes offered by the education provider at home and abroad
4.5				<p>Success analysis Analyse the collected data with regard to trends and success development using statistical interpretations and assessment procedures</p>	<ul style="list-style-type: none"> ▪ Demonstrate the evaluation of the results of internationalizing the education organization as an integral part of the success analysis
4.6				<p>Correction and prevention of nonconformities Regulate interventions in educational processes by participants, lecturers, project leaders or business management for cases of problems/nonconformities as well as the relevant advice provide evidence of prevention of nonconformities for previous educational measures take measures for IT security <i>preventive estimation of potential for nonconformities (e. g. by means of risk management)</i></p>	<ul style="list-style-type: none"> ▪ Change Management must be based on the characteristic figures and indicators arising out of the international organization of basic and advanced training courses ▪ Correction and prevention of nonconformities in transnational activities must be regulated with all transnational partners
4.7				<p>Improvement process, improvement projects Specify improvements with emphasis on certain aspects, using results, structures and processes previously evaluated Provide evidence of concrete improvement projects for each fiscal year</p>	<ul style="list-style-type: none"> ▪ Document the progress made in internationalizing the education organization
4.8				<p>Results related to the staff members Define and apply indicators related to staff members (e.g. qualification certificates, fluctuation, willingness to work and the like)</p>	<ul style="list-style-type: none"> ▪ Include indicators of intercultural competencies

6 Requirements of the QUALITY GUIDELINES

No.	B	S	E	Requirements	Additional requirements to be met by the quality-based design of transnational education
4.9				<p>Participation and empowerment Delegate responsibility systematically and provide evidence of staff members' willingness to take on responsibility, giving special consideration to improvement projects</p>	<ul style="list-style-type: none"> ▪ Create awareness of transnational activities as a separate sphere of responsibility which is a fixed part of the service provision of the education organization
4.10				<p>Society-related results Provide evidence of the social acceptance and effectiveness of the educational organization (e. g. by participation in panels, demonstrable contributions to regional development and the like)</p>	<ul style="list-style-type: none"> ▪ Expand social acceptance to cover transnational effectiveness ▪ Make demonstrable contributions to transnational co-operation and, where applicable, development partnership
4.11				<p>Key results Combine all requirements in the form of key indicators and provide evidence of development trends regarding these indicators</p>	<ul style="list-style-type: none"> ▪ Take account of key indicators for transnational education work

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