



# **Q-PLM**

# **Quality Assurance for VET Providers Using Product Lifecycle Management**

LdV/TOI
Project Nr° 538379-LLP-1-2013-AT-LEONARDO-LMP

# WP 6: Development of software and handbook

# WP 6: Report on Variables and Indicators for product lifecycles in Vocational Education and Training

provided by P6, Cork Education and Training Board,
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July 2014



This project has been funded with support from the European Commission. This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein





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# Defined aims of Work package 6

# The main aims of the work package are:

- 1) Discussion of the experiences and good practice identified from the research and analysis phase
- 2) Development of a collection of technical and functional specifications for the PLM software for VET providers
- 3) Identification of a software development organisation able and experienced in the sector
- 4) Development of a beta version of the software for product lifecycle management in EN language as basis for the testing phase
- 5) Development of the draft version of the product lifecycle management handbook in addition to the software for the testing phase

# To achieve the work package objectives the following activities are planned in the work package:

- 1) In depth discussion of the results of the analysis and research phase within the partnership during the second transnational partnership meeting and elaboration of a development timetable for the software beta version and the draft version of the handbook
- 2) Identification of variables relevant for active product lifecycle management in the field of VET as well as of reliable indicators for all variables selected
- 3) Set-up of feedback panels of experts and stakeholders in all partner countries involved
- 4) Discussion of the analysis and research results in the feedback panels in each partner country involved and elaboration of important technical and functional specifications for the software as well as elements for the draft version of the handbook
- 5) Publication of a public call for tender for software companies interested in developing the PLM software for VET providers and selection of the best offer on value for money basis by partner P1
- 6) Finalisation of the technical and functional specification document as basis for the programming of the beta version of the PLM software for VET providers
- 7) Development of a draft version of the PLM handbook for VET providers
- 8) Programming of the PLM software for VET providers including at least 3 feedback loops *Quality* assurance for VET providers using product lifecycle Management/ Q-PLM Page 82 of 106 with project partners and the feedback panels in the partner countries to receive immediate feedback on developed elements

# Milestones for the work package are:

- Short feedback reports from all feedback panels in the partner countries with draft technical and functional specifications
- Public tender for selection of the IT Company for software development
- Description of variables selected as being relevant and valid for active product lifecycle management in VET together with their indicators and measures
- Technical and functional specifications document for software development finalised





- At least three feedback rounds implemented with national feedback panels during the Software development process to achieve a reciprocal and iteractive development steps
- Beta version of the PLM software for VET providers
- Draft version of the PLM handbook
- 3 feedback rounds performed for the PLM software beta versions with national feedback Panels

# Defined aims of the Report: Variables and indicators for product lifecycles in VET

On the basis of the analysis and research report elaborated as well as on the basis of discussions held in the second partnership meeting and feedback received from feedback panels in the partner countries P6 and P1 will develop a common report about variables influencing product lifecycles of VET offers together with relevant and reliable indicators for the single variables. The report will contain the selection of 10 most relevant variables, their indicators and measurement as basis of the development of the PLM software and the handbook.





# **Actual Research Phase and Methodology**

This report on Variables and Indicators for product lifecycles in Vocational Education and Training has been produced in combination with the report on Technical and functional specifications for the PLM software and the Report on Feedback from the panels of experts and stakeholders. It follows on from the Work package 5 Research & analysis report. This report contains details regarding all of the identified Indicators, Key Success factors and Stages of production in Vocational Education and Training Product Lifecycle as our research served to highlight the interrelationship between these elements and to reduce the report to only looking at ten sample indicators would loose the essence of the work that has been done.

One of the key first steps in this part of the project was to clarify the language being used. There was conciderable variation between partners as to how terms such as variables, indicators and Key Success Factors were being used. It was decided that Indicators would represent the individual variable factors that influence Product Lifecycle such as Feedback from Students, Market Share, Legal obligations and participation rate. Variables then are the things that we do not control that influence Indicators. As such variables are not measured within the PLM process but may give an explanation as to why an indicator is returning a particular result. Key Success Factors are dependent on the grouping of indicators that influence them and in turn Product Lifecycle is influenced by the Key Success Factors. In clarifying these terms we have moved somewhat from the terminology of the original project proposal. Bearing this in mind the current report would be more correctly named as Report on Indicators and Key Success Factors for product lifecycles in Vocational Education and Training.

Substantial discussion took place between the partners to identify the Indicators that influence Key Success Factors and consequently Product Lifecycle within Vocational Education and Training. The list of indicators identified was then streamlined and clarified. The fact that some indicators may not apply to all VET providers also had to be concidered so it was decided that a weighting system needed to be introduced into the software. This in effect would allow the software user to remove an indicator by assigning it a weighting of zero, it would also allow critically important indicators to be identified by giving them the highest weighting. Indicators with this weighting must be met in order for a product to continue its lifecycle.





# **Indicators**

The indicators influencing Product Lifecycle Management in Vocational Education and Training were identified through discussion forums at partnership meetings and through additional work carried out by individual partners in consultation with local stakeholders. Further clarification of indicators was carried out by partner 1 following consultation with the software developer.

The list of indicators identified is given below along with a short description of each indicator in order to improve clarity. It is important to bear in mind that we do recognise the fact that some indicators may not be relevant in specific circumstances and others may take on a key significance. The software will allow for this through the weighting system for indicators described later in the report. It may also occur that one or another indicator will be redifined or arranged in an other way, during the next steps of the development of the software.

# Successful completion of training

What percentage of trainees have reached the training goals / competences? Graduated scale 1-10 (where 10 is 100%)

#### Success rate of the course

On which level has the course achieved it's defined objectives? Graduated scale 1-10 (10: all objectives fully met, 1: failure to achieve objectives)

# Attractiveness and relevance of teaching techniques employed

How attractive are the teaching techniques employed (based on students / participants feedback)? Graduated scale 1-10 (10: very good technique, 1: poor technique)

# **Appropriate duration**

How appropriate is the duration of the training programme (concerning content, learning effort, market, amount of time required by the students, competitiveness to other VET providers)? Graduated scale 1-10 (10: perfect, 1: bad)

# **Appropriate learning content**

How appropriate is the learning content (concerning the student's needs, market needs, employers needs, balance between theoretical and practical training, innovative and informative value for students...) Graduated scale 1-10 (10: perfect, 1: bad)

#### Investment in motivation of participants





Do we (still) have to invest in (future) target groups? If yes: are we able to and do we want to invest in target groups? Graduated scale 1-10 (10: 100% affordability 1: 0% affordability, investment to high)

#### **Innovation**

How innovative is the VET product (level of innovation)? Graduated scale 1-10 (10: very innovative, 1: not innovative)

#### Entrance requirement for students / participants

Fulfilment of entry requirements of the course? Graduated scale 1-10 (10: totally fulfilled, 1: no level of correspondence)

# Continued course pathway / Progression into further levels

Is it possible to progress into further educational and / or course levels within the provided training programme? Graduated scale 1-10 (10: proved future levels 1: no progression at all possible)

# Inclusion of transversal competence in the training (soft and social skills, team work, presentation techniques, time management...)

Does the training programme also focus on general soft and social skills and competences (team work, soft skills, presentation techniques, time management...)? Graduated scale 1-10 (10: high level of integrated soft and social skills 1: no soft and social skills integrated)

# Recognition of European standards (ECVET, ECTS, EQF,...)

Does the training programme recognise European standards like the ECVET oder ECTS system, the EQF, etc.? If yes: how important is the European standardisation for this product? Graduated scale 1-10 (10: high level of recognition of European standards, 1: no recognition of European standards)

# Methodological and pedagogical concept

How appropriate are the methodical and pedagogical concepts corresponding to the learners' needs? Graduated scale 1-10 (10: high level of correspondence 1: no correspondence)

# Constantly updating programmes (effort to keep updated programmes)

Do we have to update this VET offer regularly and is it worth the effort? Graduated scale 1-10 (10: it is absolutely worth the effort, 1: no, it's not worth the effort)

# **Participation rates**

Is there a sufficient number of participants? Number of required persons vs. actual participants as a percentage. Graduated scale 1-10 (where 10 is 100%)

#### Feedback by trainees





Has trainee feedback been positive? Graduated scale 1-10 (10: Trainees are totally satisfied with the course. 1: Trainees are totally unsatisfied with the course)





# Feedback by employers

Are employers happy with the course being offered? Graduated scale 1-10 (10: Employers are totally satisfied with the course. 1: Employers are totally unsatisfied with the course)

# Evaluation of seminars, feedback, satisfaction within the training programme

What is the level of satisfaction within the VET programme? Graduated scale 1-10 (10: very high satisfaction, 1: no satisfaction)

# Absenteeism figures (= measurement of quality, of course, of choice, of motivation - except absenteeism because of illness, job reasons, etc.)

Percentage rate of student absenteeism during the course? Graduated scale 1-10 (10: very low level of absenteeism 1: very high level of absenteeism)

# Percentage of training contents taught

What is the percentage rate of training contents taught on schedule? Graduated scale 1-10 (10: totally on schedule 1: significantly behind schedule)

# Level of knowledge kept after finished VET

What's about the level of knowledge kept afer the finished VET? (Evaluation, feedback of customer/company/trainee) Graduated scale 1-10 (10: high level of knowledge 1: no kept knowledge)

# Return on investment for employers

Return on investment reports, feedback, evaluation in companies. Graduated scale 1-10 (10: very high return 1: no return)

#### The level of investment in the training of trainers

Do you have to invest in the training of trainers and how important is the investment by taking into account the cost and time involved? Graduated scale 1-10 (10: it is worth the effort, 1: it is absolutely not worth the effort)

# The level of investment in the competences of administrative and general staff members

Is there an administrative staff cost / requirement associated with this project. How viable is this from a cost / staffing perspective? Graduated Scale 1-10. (10: high viability, 1: no viability)

#### Enough and qualified staff available (trainers, call centre, organisational staff, managers,...)

Is there enough and qualified staff available? Graduated scale 1-10 (10: enough qualified staff; 1: no (more) staff)





# Practical experience of teachers / trainers

On which level is the teachers'/trainers' required practical experience? Graduated scale 1-10 (10: very high practical experience 1: no practical experience)

#### **Pedagogical competence of trainers**

Pedagogical competences are proved by relevant experience, formal test(s), by evaluation, by participants' feedbacks. Graduated scale 1-10 (10: high level of pedagogical competence 1: very low level of pedagogical competence)

#### Sustainability of the VET offer

What is the level of the sustainability of the VET product? (e.g. destination of trainees six months after completing their training. Have trainees achieved employment as a result of their training or have they progressed to a higher level of training?) Graduated scale 1-10 (10: highest sustainability, 1: no sustainability)

# The use of acquired skills in the workplace

Are people able to use the acquired skills in the workplace? Graduated scale 1-10 (10: very well, 1: not at all)

# Focus on the levels of unemployment in different social groups

Does this course fulfil the specific needs to train unemployed people from different social groups? Graduated scale 1-10 (10: very well, 1: not at all)

# Prevalence of vulnerable groups in the VET system

Does the course fulfil the needs of specific vulnerable groups (e.g. disadvantaged groups, migrants, lone parents etc.) Is this a factor in running the course? Graduated scale 1-10 (10: very well, 1: not at all)

#### Relation between labour market and VET offer

Has the need of this product been related to the labour market needs? Graduated scale 1-10 (where 10 is 100%)

#### **Legal obligations**

Do we have to refer to any legal obligations? Do we have to adapt the seminar regularly to legal obligations? Is it worth the effort? Graduated scale 1-10 (10: it is worth the effort, 1: it is absolutely not worth the effort)

# Enrolment rate (expected and actual enrolment rate), participants rate

Do we have enough participants? Graduated scale 1-10 (10: very high enrolment rate, 1: very low enrolment rate)





#### Market potential

Level of market potential for the VET product Graduated scale 1-10 (10: high, 1: very low to zero)

#### Market share

Level of market share for the VET product. Graduated scale 1-10 (10: high, 1: very low to zero)

# Ability to adapt with little effort to target groups, to market needs

Are we able to adapt the VET offer to other target groups, to market needs, to companies' needs? Graduated scale 1-10 (10: very high and easy adaptability; 1: no possibility of adaptation)

#### Flexibility in offering this VET offer (flexibility in time, place, in delivery...)

Are we able to offer this VET offers flexibly in place and time? Graduated scale 1-10 (10: very high flexibility; 1: no flexibility)

# Anticipation of regional / national / EU / etc. policy and developments

Does the VET offer/product correspond to international or national, regional laws and regulations? Graduated scale 1-10 (10: high level of correspondence, 1: no level of correspondence)

#### **Cost analysis**

Do incomes cover costs? Graduated scale 1-10 (10: yes, totally, 1: no, not at all)

# Affordable price for participants

Is the price affordable for participants? Graduated scale 1-10 (10: affordable fee 1: too expensive)

# Infrastructure

Do we have the appropriate infrastructure to offer that training programme? If no: are we able to and do we want to invest in the appropriate infrastructure? Graduated scale 1-10 (10: 100% affordability 1: 0% affordability (investment to high)

#### The existence of programmes to allow access to VET courses

Is there a programme available to support this VET course? E.g. local, regional, national, European, governmental programmes and key aspects to support and allow VET courses. Graduated scale 1-10 (10: high support, 1: no support)

# **Sponsorship**

Available sponsorship / fundings and do we need them? Graduated scale 1-10 (10: yes, high grant 1: no grant)





# Interest of other VET providers

Are other VET providers interested in running this course on our behalf or through a licensing arrangement? Graduated scale 1-10 (10: significant interest, 1: no interest)

# External interest by media, partners, stakeholders, media attention (articles in media during the course, etc.)

Does the course attract attention by media; stakeholders confirmed their interest in a course; partners show formal interest in a course Graduated scale 1-10 (10: very high interest 1: no stakeholder interest)

# Stakeholder opinions (social partners, professional organisations, public bodies, funders...)

Stakeholders invest in the course. Graduated scale 1-10 (10: very high level of support; 1: no support)

# Importance of a course to the VET provider (image)

Relevance of the training programme in the portfolio of the VET provider (image)? Graduated scale 1-10 (10: very high image, 1: no relevance)

# Feedback by trainers

Has trainer feedback been positive? Graduated scale 1-10 (10: Trainers are totally satisfied with the course. 1: Trainers are totally unsatisfied with the course)

# Feedback by organisational staff

Has general staff feedback been positive? Graduated scale 1-10 (10: Staff are totally satisfied with the course. 1: Staff are totally unsatisfied with the course)

#### Certification

Do we have the appropriate certification and what is its value (for the participants, for the labour market and/or is the certification officially recognised by the labour market)? Graduated scale 1-10 (10: perfect certification, 1: insufficient certification)





# **Key Success Factors**

Key Success Factors are factors that directly affect customer satisfaction such as cost, quality, time and innovative products and services. The combination of important facts that is required in order to accomplish one or more desirable business or educational goals. Within Product Lifecycle Management Key Success Factors allow us to combine the indicators listed above into a smaller number of important factors that will ultimately determine the success or failure of a VET product and should determine the Product Lifecycle of that product.

The Key Success Factors in VET were identified in a manner similar to that advanced for the indicators. Ten Key Success Factors were identified and each of these was linked to the indicators that would have an influence upon it. It became clear that some indicators effect multiple Key Success factors while others only influence one.

As we had decided to adopt a weighting system for indicators this will clearly have an influence on the importance of each Key Success Factor to an organisation. It was decided that the weight of a Key Success Factor would be determined by the combined weight of the indicators influencing it. So the weight of a Key Success Factor ids the combined weight of its indicators divided by the number of indicators influencing the Key Success Factor.

The Key Success Factors are listed below along with the Indicators that influence them.

# **KSF 1: Quality of VET Training**

#### **Indicators**

- Successful completion of training
- Success rate of the course
- Attractiveness and relevance of teaching techniques employed
- Appropriate duration
- Appropriate learning content
- Investment in motivation of participants
- Innovation
- Entrance requirement for students / participants
- Continued course pathway / Progression into further levels
- Inclusion of transversal competence in the training (soft and social skills, team work, presentation techniques, time management...)





- Recognition of European standards (ECVET, ECTS, EQF,...)
- Methodological and pedagogical concept
- Constantly updating programmes (effort to keep updated programmes)

#### **KSF 2: Customer Satisfaction**

#### Indicators

- Participation rates
- Feedback by trainees
- Feedback by employers
- Evaluation of seminars, feedback, satisfaction within the training programme
- Absenteeism figures (= measurement of quality, of course, of choice, of motivation except absenteeism because of illness, job reasons, etc.)
- Percentage of training contents taught
- Level of knowledge kept after finished VET
- Methodological and pedagogical concept
- Return on investment for employers

# **KSF 3: Quality of the Staff**

# **Indicators**

- The level of investment in the training of trainers
- The level of investment in the competences of administrative and general staff members
- Enough and qualified staff available (trainers, call centre, organisational staff, managers,...)
- Practical experience of teachers / trainers
- Pedagogical competence of trainers

# **KSF 4: Responding to Market Demands**

#### **Indicators**

- Sustainability of the VET offer
- The use of acquired skills in the workplace
- Focus on the levels of unemployment in different social groups
- Prevalence of vulnerable groups in the VET system
- Relation between labour market and VET offer"
- Legal obligations
- Enrolment rate (expected and actual enrolment rate), participants rate





- Market potential
- Market share
- Ability to adapt with little effort to target groups, to market needs
- Flexibility in offering this VET offer (flexibility in time, place, in delivery...)
- Anticipation of regional / national / EU / etc. policy and developments
- Constantly updating programmes (effort to keep updated programmes)
- Innovation

#### **KSF 5: Cost Control**

#### <u>Indicators</u>

- Cost analysis
- Affordable price for participants

# KSF 6: Suitability of Infrastructure and Material

# **Indicators**

Infrastructure

# **KSF 7: Stakeholder Engagement**

# Indicators

- The existence of programmes to allow access to VET courses
- Sponsorship
- Interest of other VET providers
- External interest by media, partners, stakeholders, media attention (articles in media during the course, etc.)
- Stakeholder opinions (social partners, professional organisations, public bodies, funders...)

# **KSF 8: Strategic Provider Benefits**

# <u>Indicators</u>

- Importance of a course to the VET provider (image)
- Innovation





#### **KSF 9: Evaluation Mechanisms**

# <u>Indicators</u>

- Feedback by trainers
- Feedback by trainees
- Feedback by organisational staff
- Methodological and pedagogical concept
- Feedback by employers

# **KSF 10: Appropriate Certification**

# **Indicators**

- Successful completion of training
- Success rate of the course
- Certification
- Recognition of European standards (ECVET, ECTS, EQF,...) Question: is ECVET- system adapted?





# Stages of product development process for VET providers

The Product Lifecycle of a Vocational Education and Training course clearly occurs within four distinct phases. These were identified as:

#### Design / decision

During this phase decisions are made as to whether any work should take place towards the development of a VET product, does the product have any level of viability? A decision has to be made as to whether investment both financial and in terms of staff time should be given to further development of the product.

# Development

Once the initial viability of a product has been established investment is committed to the development of the product. Course content is established at this point, training or recruitment of staff, checking that appropriate certification is in place, investment in infrastructure may be required. Advertising can take place and enrolment can commence.

#### **Delivery**

The course is now running. There will be feedback from the stakeholders, are targets being achieved, is attendance level good.

#### **Evaluation**

As the course nears completion or has been completed normal evaluation techniques are employed. Has the course achieved its goals? Were the stakeholders satisfied with the results? Should the course run again and if so what changes should be made? Furthermore it needs to be pointed out that in some cases evaluation may also be a permanent process.

Each of these phases has specific indicators that are relevant to that phase. These were identified as follows:





# Design / decision

- Successful completion of training
- Success rate of the course
- Attractiveness and relevance of teaching techniques employed
- Appropriate duration
- Investment in motivation of participants
- Innovation
- Entrance requirement for students / participants
- Continued course pathway / Progression into further levels
- Inclusion of transversal competence in the training (soft and social skills, team work, presentation techniques, time management...)
- Recognition of European standards (ECVET, ECTS, EQF,...)
- Methodological and pedagogical concept
- Participation rates
- Return on investment for employers
- The level of investment in the training of trainers
- The level of investment in the competences of administrative and general staff members
- Enough and qualified staff available (trainers, call centre, organisational staff, managers,...)
- Practical experience of teachers / trainers
- Pedagogical competence of trainers
- Focus on the levels of unemployment in different social groups
- Prevalence of vulnerable groups in the VET system
- Relation between labour market and VET offer
- Legal obligations
- Enrolment rate (expected and actual enrolment rate), participants rate
- Market potential
- Flexibility in offering this VET offer (flexibility in time, place, in delivery...)
- Anticipation of regional / national / EU / etc. policy and developments
- Cost analysis
- Affordable price for participants
- Infrastructure
- The existence of programmes to allow access to VET courses
- Sponsorship
- Interest of other VET providers
- External interest by media, partners, stakeholders, media attention (articles in media during the course, etc.)
- Stakeholder opinions (social partners, professional organisations, public bodies, funders...)
- Importance of a course to the VET provider (image)
- Certification





#### **Development**

- Attractiveness and relevance of teaching techniques employed
- Appropriate duration
- Appropriate learning content
- Entrance requirement for students / participants
- Inclusion of transversal competence in the training (soft and social skills, team work, presentation techniques, time management...)
- Recognition of European standards (ECVET, ECTS, EQF,...)
- Methodological and pedagogical concept
- The level of investment in the training of trainers
- The level of investment in the competences of administrative and general staff members
- Practical experience of teachers / trainers
- Pedagogical competence of trainers
- Legal obligations
- Enrolment rate (expected and actual enrolment rate), participants rate
- Cost analysis

# **Delivery**

- Appropriate duration
- Innovation
- Entrance requirement for students / participants
- Methodological and pedagogical concept
- Methodological and pedagogical concept
- Participation rates
- Absenteeism figures (= measurement of quality, of course, of choice, of motivation except absenteeism because of illness, job reasons, etc.)
- Percentage of training contents taught
- Enough and qualified staff available (trainers, call centre, organisational staff, managers,...)
- Relation between labour market and VET offer
- Legal obligations
- Enrolment rate (expected and actual enrolment rate), participants rate
- Market potential
- Market share
- Flexibility in offering this VET offer (flexibility in time, place, in delivery...)
- Anticipation of regional / national / EU / etc. policy and developments
- Cost analysis
- Affordable price for participants
- The existence of programmes to allow access to VET courses
- Sponsorship





- Interest of other VET providers
- External interest by media, partners, stakeholders, media attention (articles in media during the course, etc.)
- Certification

#### **Evaluation**

- Attractiveness and relevance of teaching techniques employed
- Appropriate learning content
- Innovation
- Methodological and pedagogical concept
- Participation rates
- Feedback by trainees
- Feedback by employers
- Evaluation of seminars, feedback, satisfaction within the training programme
- Absenteeism figures (= measurement of quality, of course, of choice, of motivation except absenteeism because of illness, job reasons, etc.)
- Percentage of training contents taught
- Level of knowledge kept after finished VET
- Return on investment for employers
- Sustainability of the VET offer
- The use of acquired skills in the workplace
- Enrolment rate (expected and actual enrolment rate), participants rate
- Market share
- Cost analysis
- Affordable price for participants
- Interest of other VET providers
- External interest by media, partners, stakeholders, media attention (articles in media during the course, etc.)
- Stakeholder opinions (social partners, professional organisations, public bodies, funders...)
- Importance of a course to the VET provider (image)
- Feedback by trainers
- Feedback by organisational staff
- Certification

The importance of this to the Product Lifecycle Management software lies in the fact that a product may be abandoned at a particular phase and may not complete all of the stages of its projected lifecycle. Many products may not get beyond phase one. For this reason it is important that the PLM software should be able to run on a single phase of the lifecycle, using only the indicators relevant to that phase and returning a result for the single phase examined.





# **Weighting and Measurement**

At the partner meetings quite a degree of discussion took place regarding how we should apply measurement of Key Success Factors and indicators. One of the first concerns advanced was the fact that in some circumstances some indicators may not be relevant to course development or implementation. For example a course being provided to long term unemployed people for government may not rely on Cost Analysis indicators or may be required to run regardless of participation rate indicators. We clearly needed to find a way of incorporating special requirements / conditions into the QPLM software. The solution we adopted was to allow the user to give a weighting to each indicator. This weighting can be changed at any time but allows each organisation using the software the flexibility to adapt the individual indicators importance to their own particular situation. An indicator that is given a value of zero will not be concidered when the QPLM program runs. All other indicators can be assigned an importance between 1 and 10. It was suggested that there may be a case to convert this weighting process into words as different people may interpret a 1-10 scale differently. So for example:

- Indicator not relevant to this product: Weighting 0 (effectively this result removes the indicator from the process)
- Indicator not very important to this product: Weighting 2
- Indicator somewhat important to this product: Weighting 4
- Indicator of average importance to this product: Weighting 5
- Indicator is important to this product: Weighting 8
- Indicator of crucial importance to this product: Weighting 10

As explained above the weight of a Key Success Factor will be calculated based on the weight of the Indicators that are tied to it. So the weight of a Key Success Factor is the combined weight of its indicators divided by the number of indicators influencing the Key Success Factor.

Keep in mind that all remaining indicators at this stage are relevant as any irrelevant indicators would have been removed by being assigned a zero weighting. It is important that there should be no confusion between what is meant by **weighting** and what is meant by **measurement**.

Once an indcator has been given a weight we next need to measure the success of that Indicator. In this case we decided to do this on a 1 to 10 scale. In most cases this will require that actual data collected related to the VET product will have to be converted to this scale. Examples of how this will be achieved have been given in the Indicator section above. But for example the Indicator of participation rate will be collected as a percentage and then converted to the 1 to 10 scale. If there is





a 70% participation rate then this is indicated in the PLM program with a value of 7. In all cases it is important to remove as much subjectivity from this process as possible as it is clear that the results returned by the PLM program will only be as good or as valid as the data input. For this reason and to avoid issues where users may wish to avoid extreme values it is suggested that the user should be given text choices for each indicator and that these should then be converted by the program to their numeric value. We have already seen how this could be done where an indicator returns a percentage result, entering the percentage into the program will automatically assign the correct 1 to 10 value. For indicators where percentages are not used a system similar to that suggested for weighting can be adopted. For example in relation to Feedback from Trainees the user might be given the options:

- Very negative Feedback Measurement value 1
- Overall negative feedback Measurement value 3
- Average feedback Measurement value 5
- Overall positive feedback Measurement value 7
- Very positive feedback Measurement value 10

A further example would be for the Indicator, Enough and qualified staff available

- Qualified staff are not available Measurement value 1
- Number of available qualified staff is low Measurement value 3
- Average number of qualified staff available Measurement value 5
- Number of available qualified staff is high Measurement value 7
- Highly qualified staff are available Measurement value 10

And a third example for the Certification Indicator:

- No Certification available Measurement value 1
- Low value certification available Measurement value 3
- Average value certification available Measurement value 5
- Good certification available Measurement value 7
- High value certification available Measurement value 10

This approach helps to limit the degree of subjectivity brought by the user to the software program.





To carry this approach forward to the remaining indicators we would suggest that the following questions could be useful in measuring each indicator:

# Successful completion of training

Directly related to the percentage result:

- 10% Measurement value 1
- 50% Measurement value 5
- 100% Measurement value 10

#### Success rate of the course

- Objectives not met Measurement value 1
- Objectives partially met Measurement value 3
- Objectives half achieved Measurement value 5
- Objectives substantially met Measurement value 7
- Objectives fully achieved Measurement value 10

# Attractiveness and relevance of teaching techniques employed

- Very Poor Technique Measurement value 1
- Poor Technique Measurement value 3
- Average Technique Measurement value 5
- Good Technique Measurement value 7
- Excellent Technique Measurement value 10

# **Appropriate duration**

- Totally inappropriate Duration Measurement value 1
- Poor Duration Measurement value 3
- Acceptable Duration Measurement value 5
- Very appropriate Duration Measurement value 7
- Totally appropriate Duration Measurement value 10

# **Appropriate learning content**

- Inappropriate learning content Measurement value 1
- Poor learning content Measurement value 3
- Acceptable learning content Measurement value 5
- Very good learning content Measurement value 7
- High Standard Learning content Measurement value 10





# Investment in motivation of participants

Directly related to the percentage result:

- 10% Measurement value 1
- 50% Measurement value 5
- 100% Measurement value 10

#### Innovation

- Not Innovatice Measurement value 1
- Somewhat Innovative Measurement value 3
- Average degree of Innovation Measurement value 5
- Very good level of innovation Measurement value 7
- Highly Innovative Measurement value 10

# **Entrance requirement for students / participants**

- Entrance requirements not met Measurement value 1
- Some Entrance requirements met

  Measurement value 3
- Half of Entrance requirements met Measurement value 5
- Entrance requirements substantially met Measurement value 7
- Entrance requirements totally met Measurement value 10

# Continued course pathway / Progression into further levels

- No progression routes available Measurement value 1
- Poor progression routes available Measurement value 3
- Some progression routes available Measurement value 5
- Good progression routes available Measurement value 7
- Excellent progression routes available Measurement value 10

# Inclusion of transversal competence in the training (soft and social skills, team work, presentation techniques, time management...)

- No integration of soft and Social skills Measurement value 1
- Some integration of soft and Social skills Measurement value 3
- Average integration of soft and Social skills Measurement value 5
- Good integration of soft and Social skills Measurement value 7
- Excellent integration of soft and Social skills Measurement value 10

# Recognition of European standards (ECVET, ECTS, EQF,...)

- No recognition of European standards Measurement value 1
- Some recognition of European standards Measurement value 3
- Average recognition of European standards Measurement value 5





- Good recognition of European standards Measurement value 7
- Excellent recognition of European standards Measurement value 10

# Methodological and pedagogical concept

- No correspondence to learner needs Measurement value 1
- Some correspondence to learner needs Measurement value 3
- Average correspondence to learner needs Measurement value 5
- Good correspondence to learner needs Measurement value 7
- Excellent correspondence to learner needs Measurement value 10

# Constantly updating programmes (effort to keep updated programmes)

- Not worth the effort involved Measurement value 1
- Somewhat worth the effort involved Measurement value 3
- Average return from the effort involved Measurement value 5
- Good return worth the effort involved Measurement value 7
- Definately worth the effort involved Measurement value 10

#### **Participation rates**

Directly related to the percentage result:

- 10% Measurement value 1
- 50% Measurement value 5
- 100% Measurement value 10

# Feedback by trainees

- Very negative Feedback Measurement value 1
- Overall negative feedback Measurement value 3
- Average feedback Measurement value 5
- Overall positive feedback Measurement value 7
- Very positive feedback Measurement value 10

# Feedback by employers

- Very negative Feedback Measurement value 1
- Overall negative feedback Measurement value 3
- Average feedback Measurement value 5
- Overall positive feedback Measurement value 7
- Very positive feedback Measurement value 10

# Evaluation of seminars, feedback, satisfaction within the training programme

- No Satisfaction Measurement value 1
- Small level of Satisfaction Measurement value 3





- Average level of Satisfaction Measurement value 5
- Good level of satisfaction Measurement value 7
- Totally satisfied Measurement value 10

# Absenteeism figures (= measurement of quality, of course, of choice, of motivation - except absenteeism because of illness, job reasons, etc.)

- Very high level of absenteeism Measurement value 1
- High level of absenteeism Measurement value 3
- Average attendance level Measurement value 5
- Good attendance Measurement value 7
- Full attendance Measurement value 10

# Percentage of training contents taught

Directly related to the percentage result:

- 10% Measurement value 1
- 50% Measurement value 5
- 100% Measurement value 10

# Level of knowledge kept after finished VET

- No Retained knowledge Measurement value 1
- Poor Retained knowledge Measurement value 3
- Average Retained knowledge Measurement value 5
- Good Retained knowledge Measurement value 7
- Excellent Retained knowledge Measurement value 10

#### **Return on investment for employers**

- No Return on investment Measurement value 1
- Poor Return on investment Measurement value 3
- Average Return on investment Measurement value 5
- Good Return on investment Measurement value 7
- Excellent Return on investment Measurement value 10

# The level of investment in the training of trainers

- Not worth the effort involved Measurement value 1
- Somewhat worth the effort involved Measurement value 3
- Average return from the effort involved Measurement value 5
- Good return worth the effort involved Measurement value 7
- Definately worth the effort involved Measurement value 10

### The level of investment in the competences of administrative and general staff members





- Not viable
- Poor viability Measurement value 3
- Average level of Viability Measurement value 5
- High Level of Viability Measurement value 7
- Totaly Viable Measurement value 10

# Enough and qualified staff available (trainers, call centre, organisational staff, managers,...)

- Qualified staff are not available Measurement value 1
- Number of available qualified staff is low Measurement value 3
- Average number of qualified staff available Measurement value 5
- Number of available qualified staff is high Measurement value 7
- Highly qualified staff are available Measurement value 10

# Practical experience of teachers / trainers

- No practical experience Measurement value 1
- Some practical experience Measurement value 3
- Average practical experience Measurement value 5
- Good practical experience Measurement value 7
- Excellent practical experience Measurement value 10

# Pedagogical competence of trainers

- No Pedagogical competence Measurement value 1
- Some Pedagogical competence Measurement value 3
- Average Pedagogical competence Measurement value 5
- Good Pedagogical competence Measurement value 7
- Excellent Pedagogical competence Measurement value 10

#### Sustainability of the VET offer

- Not sustainable Measurement value 1
- Some sustainability Measurement value 3
- Average sustainability Measurement value 5
- Good sustainability Measurement value 7
- Highly sustainable Measurement value 10

# The use of acquired skills in the workplace

- Not at all Measurement value 1
- To a limited degree Measurement value 3
- To an average degree Measurement value 5
- To a high degree Measurement value 7
- Very well Measurement value 10





# Focus on the levels of unemployment in different social groups

- Not at all Measurement value 1
- To a limited degree Measurement value 3
- To an average degree Measurement value 5
- To a high degree Measurement value 7
- Very well Measurement value 10

# Prevalence of vulnerable groups in the VET system

- Not at all Measurement value 1
- To a limited degree Measurement value 3
- To an average degree Measurement value 5
- To a high degree Measurement value 7
- Very well Measurement value 10

#### Relation between labour market and VET offer

Directly related to the percentage result:

- 10% Measurement value 1
- 50% Measurement value 5
- 100% Measurement value 10

# **Legal obligations**

- Not worth the effort involved Measurement value 1
- Somewhat worth the effort involved Measurement value 3
- Average return from the effort involved Measurement value 5
- Good return worth the effort involved Measurement value 7
- Definately worth the effort involved Measurement value 10

# Enrolment rate (expected and actual enrolment rate), participants rate

- No candidates enrolled Measurement value 1
- Poor enrolment rate Measurement value 3
- Average enrolment rate Measurement value 5
- Good enrolment rate Measurement value 7
- High Enrolment rate Measurement value 10

# **Market potential**

- No market potential Measurement value 1
- Poor market potential Measurement value 3
- Average market potential Measurement value 5
- Good market potential Measurement value 7





• High Enrolment rate – Measurement value 10

#### Market share

- No market share Measurement value 1
- Poor market share Measurement value 3
- Average market share Measurement value 5
- Good market share Measurement value 7
- High Market share Measurement value 10

# Ability to adapt with little effort to target groups, to market needs

- No possibility of adaption Measurement value 1
- Adaption very difficult Measurement value 3
- Average effort to adapt Measurement value 5
- Adaption is not too difficult Measurement value 7
- Very easy to adapt Measurement value 10

# Flexibility in offering this VET offer (flexibility in time, place, in delivery...)

- No flexibility Measurement value 1
- Poor flexibility Measurement value 3
- Average flexibility Measurement value 5
- Good flexibility Measurement value 7
- Very high flexibility Measurement value 10

# Anticipation of regional / national / EU / etc. policy and developments

- No correspondence Measurement value 1
- Poor correspondence Measurement value 3
- Average correspondence Measurement value 5
- Good correspondence Measurement value 7
- Very high correspondence Measurement value 10

# Cost analysis

- No Measurement value 1
- To a small degree Measurement value 3
- To an average degree Measurement value 5
- To a Good degree Measurement value 7
- Totally Measurement value 10

# Affordable price for participants

- Too expensive Measurement value 1
- Expensive Measurement value 3





- Average level of expense Measurement value 5
- Generally affordable Measurement value 7
- Totally affordableotally Measurement value 10

#### Infrastructure

Directly related to the percentage result:

- 10% Measurement value 1
- 50% Measurement value 5
- 100% Measurement value 10

# The existence of programmes to allow access to VET courses

- No suport Measurement value 1
- Limited support Measurement value 3
- Average level of support Measurement value 5
- Good support Measurement value 7
- Totally funded Measurement value 10

# **Sponsorship**

- No grant Measurement value 1
- Limited grant Measurement value 3
- Average grant Measurement value 5
- Good grant support Measurement value 7
- Totally funded Measurement value 10

# Interest of other VET providers

- No interest Measurement value 1
- Limited interest Measurement value 3
- Average interest Measurement value 5
- Good interest Measurement value 7
- Significant interest Measurement value 10

# External interest by media, partners, stakeholders, media attention (articles in media during the course, etc.)

- No interest Measurement value 1
- Limited interest Measurement value 3
- Average interest Measurement value 5
- Good interest Measurement value 7
- Significant interest Measurement value 10

Stakeholder opinions (social partners, professional organisations, public bodies, funders...)





- No suport Measurement value 1
- Limited support Measurement value 3
- Average level of support Measurement value 5
- Good support Measurement value 7
- Excelent funded Measurement value 10

# Importance of a course to the VET provider (image)

- No importance Measurement value 1
- Limited importance Measurement value 3
- Average level of importance Measurement value 5
- Important Measurement value 7
- Very Important Measurement value 10

# Feedback by trainers

- Very negative Feedback Measurement value 1
- Overall negative feedback Measurement value 3
- Average feedback Measurement value 5
- Overall positive feedback Measurement value 7
- Very positive feedback Measurement value 10

# Feedback by organisational staff

- Staff are unhappy with the course Measurement value 1
- Staff have many negative feelings towards the course Measurement value 3
- Staff have an average level of satisfaction with the course Measurement value 5
- Staff are generally happy with the course Measurement value 7
- Staff are very happy withthe course Measurement value 10

#### Certification

- No Certification available Measurement value 1
- Low value certification available Measurement value 3
- Average value certification available Measurement value 5
- Good certification available Measurement value 7
- High value certification available Measurement value 10





# Conclusion

Substantial work has now been completed on the identification of the Key Success Factors that influence the Product Lifecycle of Vocational Education and Training products. The Indicators involved in the PLM process have been identified and each indicator has been assigned to the Key Success Factors that it influences. A weighting system has been established to allow institutes using the PLM software to state the importance of each indicator to them and to remove an indicator entirely by assigning it a weighting value of Zero. A system of measuring the success of each indicator on a 1 to 10 scale has also been established.

Each Indicator has also been assigned to the phase of the Product Lifecycle that it influences and while the overall purpose of the PLM software is to examine the VET product over its whole lifecycle there is merit in the idea of being able to run the software on a specific phase of the Lifecycle.

As with any program the output produced will only be as good as the accuracy of the data supplied by the user. To avoid subjectivity in using the weighting and measurement system it is proposed to create multiple text choices for each indicator so that the user will select from this preset list and the appropriate point on the scale will then be asigned to the indicator by the software.

The weighting of Key Success factors will also be calculated by the software based on the weight asigned by the user to each Indicator that influences the individual KSF.

While the wording used for the individual Key Success Factors and Indicators seems clear there will be a need to review this at the software beta version test phase and if necessary rewording to provide greater clarity can be undertaken at this stage.





# **Appendix 1**

**Indicators, Key Success Factors and Measurement** 





| KSF1              | Indicator description by order of KSF  Quality of VET Training  | Explication for measurement  | Measurement   | Provided by  | Relevant<br>to KSF  | 1                                     | age of<br>oduct                       |                                       |
|-------------------|---|--|---|--|---|---------------------------------------|---------------------------------------|---------------------------------------|
|                   | Quality of VET Training Successful completion of training   | What percentage of trainees have reached the training goals / competences? Graduated scale 1-10 (where 10 is 100%)   | 0= no relevance / Graduated scale 1-10  | EQARF  | 1, 10   | П                                     | П                                     | x                                     |
| ;                 | Success rate of the course  | Graduated scale 1-10 (where 10 is 100%) On which level has the course achieved it's defined objectives? Graduated scale 1-10 (10: all objectives fully met, 1: failure to achieve objectives)  | 0= no relevance / Graduated scale 1-10  | Group Schwerin   | 1, 10   | Н                                     | Ħ                                     | ×                                     |
|                   | Attractiveness and relevance of teaching techniques employed  | Graduated scale 1-10 (10: air objectives rolly line, 1: failure to activities objectives)  How attractive is the teaching technique employed (based on students / participants feedback)?  Graduated scale 1-10 (10: very good technique, 1: poor technique)   | 0= no relevance / Graduated scale 1-10  | Group Schwerin   | 1   | x >                                   | Ħ                                     | ĸ                                     |
|                   | Appropriate duration  | How appropriate is the duration of the training programme (concerning content, learning effort, market,<br>amount of time required by the students, competitiveness to other VET providers)?   | 0= no relevance / Graduated scale 1-10  | P91  | 1   | x >                                   |                                       | 1                                     |
| -                 | 1   | Graduated scale 1-10 (10: perfect, 1: bad)   |   |  | -   | Ϋ́                                    | Ĥ                                     | +                                     |
|                   | Appropriate learning content  | How appropriate is the learning content (concerning the student's needs, market needs, employers needs,<br>balance between theoretical and practical training, innovative and informative value for students)  | 0= no relevance / Graduated scale 1-10  | PP1  | 1   |                                       |                                       | x                                     |
|                   |   | Graduated scale 1-10 (10: perfect, 1: bad)  Do we [still] have to invest in (future) target groups? If yes: are we able to and do we want to invest in   |   |  |   | Н                                     | Н                                     | +                                     |
| 1                 | Investment in motivation of participants  | target groups?  Graduated scale 1-10 (10: 100% affordability 1: 0% affordability, investment to high)  | 0= no relevance / Graduated scale 1-10  | Group Schwerin   | 1   | х                                     | Ш                                     |                                       |
|                   | Innovation  | How innovative is the VET product (level of innovation)? Graduated scale 1-10 (10: very innovative, 1: not innovative)   | 0= no relevance / Graduated scale 1-10  | PP1  | 1, 4, 8   | х                                     | x :                                   | ×                                     |
|                   | Entrance requirement for students / participants  | Fulfilment of entry requirements of the course?  | 0= no relevance / Graduated scale 1-10  | 191  | 1   | x >                                   | ₩                                     | ┥                                     |
|                   |   | Graduated scale 1-10 (10: totally fulfilled, 1: no level of correspondence)  Is it possible to progress into further educational and / or course levels within the provided training   |   |  |   | Ĥ                                     | Ĥ                                     | +                                     |
|                   | Continued course pathway / Progression into further levels  | programme?<br>Graduated scale 1-10 (10: proved future levels 1: no progression at all possible)  | 0= no relevance / Graduated scale 1-10  | PP3  | 1   | х                                     | Ш                                     |                                       |
|                   | Inclusion of transversal competence in the training (soft and social skills, team   | Does the training programme also focus on general soft and social skills and competences (team work, soft skills, presentation techniques, time management)?   |   |  | 1   |                                       | П                                     | 7                                     |
|                   | work, presentation techniques, time management)   | Graduated scale 1-10 (10: high level of integrated soft and social skills 1: no soft and social skills<br>integrated)  | 0= no relevance / Graduated scale 1-10  | Aller Col., IS   | 1   | ľ                                     | 11                                    |                                       |
|                   |   | Does the training programme recognise European standards like the ECVET oder ECTS system, the EQF, etc.? If yes: how important is the European standardisation for this product?   |   |  | 4.40  | П                                     | П                                     | 7                                     |
|                   | Recognition of European standards (ECVET, ECTS, EQF,)   | Graduated scale 1-10 (10: high level of recognition of European standards, 1: no recognition of European standards)  | 0= no relevance / Graduated scale 1-10  |  | 1, 10   | × ×                                   | 11                                    |                                       |
|                   | Methodological and pedagogical concept  | How appropriate are the methodical and pedagogical concepts corresponding to the learners' needs?<br>Graduated scale 1-10 (10: high level of correspondence 1: no correspondence)  | 0= no relevance / Graduated scale 1-10  |  | 1, 2,9  | ,                                     | ( x )                                 | x                                     |
|                   | Constantly updating programmes (effort to keep updated programmes)  | Do we have to update this VET offer regularly and is it worth the effort?  Graduated scale 1-10 (10: it is absolutely worth the effort. 1: no. it's not worth the effort)  | 0= no relevance / Graduated scale 1-10  | P7   | 1, 4  | х                                     | x                                     | 1                                     |
| KSF2              | Customer Satisfaction   | Collaborated scale: 1-10 (20.1) is absolutely worth the entort, 1.1 ho, it's not worth the entort  |   |  |   | -                                     |                                       |                                       |
|                   | Participation rates   | Is there a sufficient number of participants? Number of required persons vs. actual participants as a<br>percentage.   | 0= no relevance / Graduated scale 1-10  | enere.   | 2   | Ü                                     | U                                     | J                                     |
|                   | Parocipation rates  | Graduated scale 1-10 (where 10 is 100%)  Has trainee feedback been positive?   | 0=10 relevance / Graduated scale 1-10   | tujao  | -   | ř.                                    | Ľ                                     | `                                     |
|                   | Feedback by trainees  | Graduated scale 1-10 (10: Trainees are totally satisfied with the course. 1: Trainees are totally unsatisfied  | 0= no relevance / Graduated scale 1-10  | Group Schwerin   | 2, 9  | Ш                                     | Ш                                     | x                                     |
|                   | Feedback by employers   | with the course) Graduated scale 1-10 (10: Employers are totally satisfied with the course.  | 0= no relevance / Graduated scale 1-10  | Group Schwerin   | 2, 9  | Н                                     | Ħ                                     | 7                                     |
|                   | Evaluation of seminars, feedback, satisfaction within the training programme  | Employers are totally unsatisfied with the course)     What is the level of satisfaction within the VET programme?   | 0= no relevance / Graduated scale 1-10  | P91  | 2, 5  | Н                                     | H                                     | +                                     |
|                   | Absenteeism figures (= measurement of quality, of course, of choice, of   | Graduated scale 1-10 (10: very high satisfaction, 1: no satisfaction)  Percentage rate of absenteeism during the course?   | 0= no relevance / Graduated scale 1-10  0= no relevance / Graduated scale 1-10  | P91  | 2   | Н                                     | ╫                                     | +                                     |
|                   | motivation - except absenteeism because of illness, job reasons, etc.)  Percentage of training contents taught  | Graduated scale 1-10 (10: very low level of absenteeism 1: very high level of absenteeism)  Is the percentage rate of training contents taught on schedule?  | 0= no relevance / Graduated scale 1-10  0= no relevance / Graduated scale 1-10  | ns.  | 2   | Н                                     | X                                     | +                                     |
|                   |   | Graduated scale 1-10 (10: totally on schedule 1: significantly behind schedule)  What's about the level of knowledge kept afer the finished VET? (Evaluation, feedback of  |   | r-   |   | Н                                     | <del> </del>                          | 4                                     |
|                   | Level of knowledge kept after finished VET  | customer/company/trainee) Graduated scale 1-10 (10: high level of knowledge 1: no kept knowledge)  | 0= no relevance / Graduated scale 1-10  | P7   | 2   | Ш                                     |                                       | ĸ                                     |
|                   | Methodological and pedagogical concept  | Graduated scale 1-10 (10: high level of correspondence 1: no kept knowledge)  Graduated scale 1-10 (10: high level of correspondence 1: no corresponding to the learners' needs?  Graduated scale 1-10 (10: high level of correspondence 1: no correspondence)   | 0= no relevance / Graduated scale 1-10  |  | 1, 2,9  | ١,                                    | x                                     | ×                                     |
|                   | Return on investment for employers  | Graduated scale 1-10 (10: nigh rever of correspondence 1: no correspondence)  Return on investment reports, feedback, evaluation in companies  Graduated scale 1-10 (10: very high return 1: no return)  | 0= no relevance / Graduated scale 1-10  |  | 2   | χĺ                                    | Ħ                                     | ×                                     |
| KSF3              | Quality of the Staff  | Construction state 1-10 (10: Very might return 1: no return)   |   |  |   |                                       | ۲                                     | Í                                     |
|                   |   | Do you have to invest in the training of trainers and how important is the investment by taking into account the cost and time involved?   | C   |  |   |                                       | П                                     | ٦                                     |
|                   | The level of investment in the training of trainers   | Graduated scale 1-10 (10: it is worth the effort, 1: it is absolutely not worth the effort)  | 0= no relevance / Graduated scale 1-10  | EQARF  | 3   | Ľ                                     | Ш                                     | 1                                     |
| _                 | The level of investment in the competences of administrative and general staff members  | is there an administrative staff cost / requirement associated with this project. How viable is this from a cost / staffing perspective?   | 0= no relevance / Graduated scale 1-10  | Group Schwerin   | 3   | k þ                                   | ا إ،                                  |                                       |
|                   | members  Enough and qualified staff available (trainers, call centre, organisational staff,   | Graduated Scale 1-10. (10: high viability, 1: no viability)  Is there enough and qualified staff available?  |   |  |   | H                                     | $^{+}$                                | +                                     |
|                   | enough and quainted staff available (trainers, call centre, organisational staff, managers,)  | Graduated scale 1-10 (10: enough qualified staff; 1: no (more) staff)  | 0= no relevance / Graduated scale 1-10  | PP1  | 3   | х                                     | ×                                     |                                       |
|                   | Practical experience of teachers / trainers   | On witch level is the teachers'/trainers' requested practical experience?  Graduated scale 1-10 (10: very high practical experience 1: no practical experience)  | 0= no relevance / Graduated scale 1-10  | PP3  | 3   | x >                                   | : 📙                                   |                                       |
|                   |   | Pedagogical competences are proved by relevant experience, formal test(s), by evaluation, by<br>participants' feedbacks,   |   |  |   | П                                     | П                                     | 7                                     |
|                   | Pedagogical competence of trainers  | Graduated scale 1-10 (10: high level of pedagogical competence 1: very low level of pedagogical competence)  | 0= no relevance / Graduated scale 1-10  | PS   | 3   | ×                                     | 11                                    |                                       |
| KSF4              | Responding to Market Demands  |  |   |  |   |                                       |                                       |                                       |
|                   |   | What is the level of the sustainability of the VET product? (e.g. destination of trainees six months after completing their training. Have trainees achieved   |   |  |   | П                                     | П                                     | ٦                                     |
|                   | Sustainability of the VET offer   | employment as a result of their training or have they progressed to a higher level of training?)  Graduated scale 1-10 (10: highest sustainability, 1: no sustainability)  | 0= no relevance / Graduated scale 1-10  | EQARF  | 4   | Ш                                     | H                                     | 4                                     |
|                   | The use of acquired skills in the workplace   | Are people able use to use the acquired skills in the workplace?   | 0= no relevance / Graduated scale 1-10  | EQARF  | 4   | П                                     | T.                                    | x                                     |
|                   | Focus on the levels of unemployment in different social groups  | Graduated scale 1-10 (10: very well, 1: not at all)  Does this course fulf the specific needs to train unemployed people from different social groups?   | 0= no relevance / Graduated scale 1-10  | EQARF  | 4   | x                                     | Ħ                                     | 1                                     |
|                   |   | Graduated scale 1-10 (10: very well, 1: not at all)  Does the course fulfil the needs of specific vulnerable groups (e.g. disadvantaged groups, migrants, lone   |   |  | 4   | П                                     | Ħ                                     | 1                                     |
|                   | Prevalence of vulnerable groups in the VET system   | parents etc.) Is this a factor in running the course? Graduated scale 1-10 (10: very well, 1: not at all)  | 0= no relevance / Graduated scale 1-10  | EQARF  | 4   | ×                                     | Ш                                     | _                                     |
|                   | Relation between labour market and VET offer  | Has the need of this product been related to the labour market needs?  Graduated scale 1-10 (where 10 is 100%)   | 0= no relevance / Graduated scale 1-10  | EQARF  | 4   | х                                     | х                                     |                                       |
|                   | Legal obligations   | Do we have to refer to any legal obligations? Do we have to adapt the seminar regularly to legal<br>obligations? Is it worth the effort?   | 0= no relevance / Graduated scale 1-10  | PP1  | 4   | l, l                                  | .   <sub>x</sub>                      |                                       |
|                   |   | Graduated scale 1-10 (10: it is worth the effort, 1: it is absolutely not worth the effort)  Do we have enough participants?   |   |  |   | Н                                     | Ĥ                                     | 4                                     |
|                   | Enrolment rate (expected and actual enrolment rate), participants rate  | Graduated scale 1-10 (10: very high enrolment rate, 1: very low enrolment rate) Level of market potential for the VET product  | 0= no relevance / Graduated scale 1-10  | Group Schwerin   | 4   | lx b                                  | -   X   2                             | 4                                     |
|                   | Market potential  | Graduated scale 1-10 (10: high, 1: very low to zero)   | 0= no relevance / Graduated scale 1-10  |  |   | F F                                   |                                       | 4                                     |
|                   |   |  |   | PP1  | 4   | х                                     | x                                     |                                       |
|                   | Market share  | Level of market share for the VET product Graduated scale 1-10 (10: high, 1: very low to zero)   | 0= no relevance / Graduated scale 1-10  | P91  | 4   | х                                     | х :                                   | 1                                     |
|                   | Market share  Ability to adapt with little effort to target groups, to market needs   | Level of market share for the VET product Graduated scale 1-10 (10:high, 1:very low to zero) Are we able to adapt the VET offer to other target groups, to market needs, to companies' needs? Graduated scale 1-10 (10: very high and easy adaptability: 1: no possibility of adaptation)  | 0= no relevance / Graduated scale 1-10<br>0= no relevance / Graduated scale 1-10  | P91<br>P1<br>P93   |   | x                                     | x<br>x                                | ^                                     |
|                   |   | Level of market share for the VET product  Graduated scale. J (OLD: Righ, 1: very low to zero)  Are we able to adapt the VET offer to other target groups, to market needs, to companies' needs?  Graduated scale. J 10(10: very high and easy adaptability; 1: no possibility of adaptation)  Are we able to offer this VET offers flexibly in place and time?  Graduated scale. J 10(10: very high flexibility; 1: no flexibility)   |   | P1 P91 P91   | 4   | x<br>x<br>x                           | х :                                   | _                                     |
|                   | Ability to adapt with little effort to target groups, to market needs   | Level of market share for the VET product Goodballett scials 1-10 (b, thp. 1, very you be zero) Are we able to skape the VET offer to other target groups, to market needs, to companies' needs? Are we able to skape the VET offer to other target groups, to possibility of adoptation) Are vet able to skape the VET offer to other target groups, to possibility of adoptation) Goodballett scials 1-10 (b, very lyind flexibility; in or flexibility) Goodballett scials 1-10 (b, very lyind flexibility; in or flexibility) Goodballett scials 1-10 (b, very lyind flexibility; in or flexibility) Goodballett scials 1-10 (b, very lyind flexibility; in or flexibility)  | 0= no relevance / Graduated scale 1-10  | P1 P1 P93 P93 P7   | 4   | x<br>x<br>x                           | x :                                   | ^                                     |
|                   | Ability to adapt with little effort to target groups, to market needs Flexibility in offering this VET offer (flexibility in time, place, in delivery_)   | Level of market share for the VET product  Graduated scale. J (OLD: Righ, 1: very low to zero)  Are we able to adapt the VET offer to other target groups, to market needs, to companies' needs?  Graduated scale. J 10(10: very high and easy adaptability; 1: no possibility of adaptation)  Are we able to offer this VET offers flexibly in place and time?  Graduated scale. J 10(10: very high flexibility; 1: no flexibility)   | 0= no relevance / Graduated scale 1-10 0= no relevance / Graduated scale 1-10   | P1 P1 P01 P01 P01 P01 P01 P01 P01 P01 P0   | 4 4   | x<br>x<br>x<br>x                      | x x                                   | _                                     |
|                   | AbBiley to adapt with little effort to target groups, to market needs  Flexibility in offering this VET offer (flexibility in time, place, in delivery)  Anticipation of regional / national / EU / etc. policy and developments  | Level of market share for the VET product.  Goodbaster scials 1 (10 http.), 1 vary low to zero?  Are we able to object the VET offer to other target groups, to market need, to companies' needs?  Are we able to object the VET offer to other target groups, to market need, to companies' needs?  Are we able to object the VET offers to foodly so place and time!  Are we able to offer the VET offers foodly so place and time!  Are we able to offer the VET offers foodly so place and time!  Are we able to offer the VET offers foodly so place and time!  Goodbaster science of the vet offers foodly so offers and time of the vet offers foodly so offers and time of the vet offers foodly so offers of the vet offers foodly so it is well the defined of the vet offers foodly so it is with the defined;  Goodbaster scient 1:0 (10 it is a biosolute) worth the effort; 1, ou, % not worth the effort)  How the words with the YT offers (place) for oncostor)?  | 0= no relevance / Graduated scale 1-10 0= no relevance / Graduated scale 1-10 0= no relevance / Graduated scale 1-10  | P1   | 4 4 4   | x<br>x<br>x<br>x                      | x x                                   | (                                     |
| VCEE-             | Ability to adapt with little effort to larget groups, to market needs Flevibility in offering this VET offer (flexibility in time, place, in delivery) Anticipation of regional / national / EU / etc. policy and developments Constantly updating programmes (effort to keep updated programmes) Innovation  | Level of market share for the VET product.  Socialisation size, 14-10 (bit high, 1-very low be zero)  Application size, 14-10 (bit high, 1-very low be zero)  Socialisation size, 14-10 (bit high, 1-very low zero)  Socialisation size, 14-10 (bit very low) and every adaptication, 1-to persolative of adaptation in the size of the si | 0= no relevance / Graduated scale 1-10   | P1 P2  | 4 4 4 1,4   | x<br>x<br>x<br>x<br>x                 | x x                                   | (                                     |
| KSF5              | Abley to adapt with little effort to large groups, to market needs Flevibility in offering this VET offer (flevibility in time, place, in delivery) Anticipation of regional / national / EU / etc. policy and developments. Constantly updating programmes (effort to keep updated programmes) Innovation Cost Control   | Level of market share for the VET product.  Good Confidence (sh.) 1-10 (bm, h.) very level but person  For we allow Longer the VET offer to other target graders, i.e. market needs, ib companies needs?  For we allow Longer the VET offer to other target graders, i.e. to proceed the companies needs?  For we allow Longer the VET offers Readily again and time?  Goodwards stake 1-30 (10 very high Readilys), i.e. on Readilitys.  Considence stake 1-30 (10 very high Readilys), i.e. on Readilitys.  Down the VET offers Readilys correspond to leverational or anomal, regional laws and regulation?  Dow we have to update this VET offer regularly and is it worth the effort?  Goodwards stake 1-30 (10 it is allowative worth the effort), i.e., if not extend the very considerable stake 1-30 (10 it is allowative worth the effort).  Flow workworther is the VET product (level of innovation)?  Goodwards stake 1-30 (10 it is allowative worther the effort).  So incomes cover costs?   | D-no relevance / Graduated scale 1-10   | P1 P1 P7   | 4 4 4 1, 4 1, 4, 8  | x<br>x<br>x<br>x                      | x x                                   | x x                                   |
| KSF5              | Ability to adapt with title effort to larget groups, to market needs<br>fluedality in offering this VET offer (fleability in time, place, in delivery)<br>Anticipation of regional / national / EU/ etc., policy and developments<br>Constantly updating programmes (effort to keep updated programmes)<br>inconsistion.  Cost Control Cost analysis  | Level of market share for the VET product  Goodbardet scale 13 (15 Mbg), 1-very low to zero)  Are we able to obspir the VET offer to other target groups, to market needs, to companies' needs?  Are we able to obspir the VET offer to other target groups, to market needs, to companies' needs?  Are we able to obspir the VET offer to other target groups, to market needs, to companies' needs?  Candidated scale 1.0 (10 very low fleed file), to no fleed file),  Candidated scale 1.0 (10 very low fleed file), to no fleed file),  Candidated scale 1.0 (10 file) this fleed of correspondence, 1-ne level of correspondence)  Candidated scale 1.0 (10 file) file) file size obsolute worth the effort, 1-ne level of correspondence)  Candidated scale 1.0 (10 file) if it is absolute worth the effort, 1-ne, it not event the effort)  Candidated scale 1.0 (10 very innovatives, 1- not innovative)  Solutions scale 1.0 (10 very innovatives, 1- not innovative)  Solutions scale 1.0 (10 very innovatives, 1- not innovative)   | O-no relevance / Graduated scale 1-10   | P1 P1 P7   | 4<br>4<br>4<br>4<br>1,4<br>1,4,8                              | x<br>x<br>x<br>x                      | x x                                   | K                                     |
| KSF5              | Abley to adapt with little effort to large groups, to market needs Flevibility in offering this VET offer (flevibility in time, place, in delivery) Anticipation of regional / national / EU / etc. policy and developments. Constantly updating programmes (effort to keep updated programmes) Innovation Cost Control   | Level of market share for the VET product.  Good Confidence (sh.) 1-10 (bm, h.) very level but person  For we allow Longer the VET offer to other target graders, i.e. market needs, ib companies needs?  For we allow Longer the VET offer to other target graders, i.e. to proceed the companies needs?  For we allow Longer the VET offers Readily again and time?  Goodwards stake 1-30 (10 very high Readilys), i.e. on Readilitys.  Considence stake 1-30 (10 very high Readilys), i.e. on Readilitys.  Down the VET offers Readilys correspond to leverational or anomal, regional laws and regulation?  Dow we have to update this VET offer regularly and is it worth the effort?  Goodwards stake 1-30 (10 it is allowative worth the effort), i.e., if not extend the very considerable stake 1-30 (10 it is allowative worth the effort).  Flow workworther is the VET product (level of innovation)?  Goodwards stake 1-30 (10 it is allowative worther the effort).  So incomes cover costs?   | D-no relevance / Graduated scale 1-10   | P1 P2  | 4 4 4 1, 4 1, 4, 8  | x x x x x x x x                       | x x                                   | K (                                   |
|                   | Ability to adapt with title effort to larget groups, to market needs<br>fluedality in offering this VET offer (fleability in time, place, in delivery)<br>Anticipation of regional / national / EU/ etc., policy and developments<br>Constantly updating programmes (effort to keep updated programmes)<br>inconsistion.  Cost Control Cost analysis  | Level of market share for the VET product  Goodbardet scale 13 (15 Mbg), 1-very low to zero)  Are we able to obspir the VET offer to other target groups, to market needs, to companies' needs?  Are we able to obspir the VET offer to other target groups, to market needs, to companies' needs?  Are we able to obspir the VET offer to other target groups, to market needs, to companies' needs?  Candidated scale 1.0 (10 very low fleed file), to no fleed file),  Candidated scale 1.0 (10 very low fleed file), to no fleed file),  Candidated scale 1.0 (10 file) this fleed of correspondence, 1-ne level of correspondence)  Candidated scale 1.0 (10 file) file) file size obsolute worth the effort, 1-ne level of correspondence)  Candidated scale 1.0 (10 file) if it is absolute worth the effort, 1-ne, it not event the effort)  Candidated scale 1.0 (10 very innovatives, 1- not innovative)  Solutions scale 1.0 (10 very innovatives, 1- not innovative)  Solutions scale 1.0 (10 very innovatives, 1- not innovative)   | O-no relevance / Graduated scale 1-10   | P1 P3 P3 P7  | 4<br>4<br>4<br>4<br>1,4<br>1,4,8                              | x x x x x x x x x x x x x x x x x x x | x x                                   | K K                                   |
|                   | Ability to adapt with title effort to larget groups, to market needs Freebility in offering this VET offer (fleability in time, place, in delivery_) Anticipation of regional / national / EU / etc. policy and developments Constantly updating programmes (effort to keep updated programmes) Innovation  Cost Control  Cost analysis Anticobile price for participants  Suitability of Infrastructure and Material   | Level of market share for the VET product  Goodbardet scale 1-10 (10 May, 1-way level bus zero)  Are we also adapt the VET offer to other target groups, to market needs, to companies' needs?  Are well as the control of the VET offer to other target groups, to market needs, to companies' needs?  Are well as the offer extra offer the flooding and other offer o | O-no relevance / Graduated scale 1-10   | 97   | 4<br>4<br>4<br>1,4<br>1,4,8                                   | x x x x x x x x                       | x x                                   | K K K                                 |
|                   | Ability to adapt with title effort to larget groups, to market needs<br>fleebility in offering this VET offer [fleebility in time, place, in delivery]<br>Anticipation of regional / national / EU/ etc., policy and developments<br>Constainity updating programmes (effort to keep updated programmes)<br>inconcations<br>Cost Control<br>Cost analysis<br>Alfordable prine for participants  | Level of market share for the VET product.  Goodballet scale 13 (10 ftm), 11 very low to zero)  Are we able to object the VET offer to other target groups, to market needs, to companies' needs?  Are we able to object the VET offer to other target groups, to market needs, to companies' needs?  Are we able to other the VET offer the facility and other target of the very discount of the VET offer the facility and the VET offer the facility and the VET offer the V | O-no relevance / Graduated scale 1-10   | pp   | 4<br>4<br>4<br>4<br>1,4<br>1,4,8                              | x x x x x x x x x x x x x x x x x x x | x x                                   | K K K                                 |
| KSF6              | Ability to adapt with title effort to larget groups, to market needs Freebility in offering this VET offer (fleability in time, place, in delivery_) Anticipation of regional / national / EU / etc. policy and developments Constantly updating programmes (effort to keep updated programmes) Innovation  Cost Control  Cost analysis Anticobile price for participants  Suitability of Infrastructure and Material   | Level of market share for the VET product Goodballet scials 13 (10 ftm), 11 very low to zero) Are we able to design the VET offer to other target groups, to market needs, to companies' needs? Are we able to design the VET offer to other target groups, to market needs, to companies' needs? Are we able to design the VET offer the flooking year and there? Goodballet scials 1.00 (10 very high flooking), 1 no flooking) Conducted scials 1.00 (10 very high flooking), 1 no flooking) Conducted scials 1.00 (10 very high flooking), 1 no flooking) Conducted scials 1.00 (10 very high flooking), 1 no flooking) Conducted scials 1.00 (10 very high flooking), 1 no flooking) Conducted scials 1.00 (10 very high flooking), 1 no flooking) Conducted scials 1.00 (10 very high flooking), 1 no, not not an earth the effort) Conducted scials 1.00 (10 very high nonables, 1 no flooking) Conducted scials 1.00 (10 very high nonables, 1 no flooking) Conducted scials 1.00 (10 very high nonables, 1 no flooking) Conducted scials 1.00 (10 very high nonables, 1 no flooking) Conducted scials 1.00 (10 very high nonables for 1 to nopositive)  Do we have the appropriate infrastructure to offer that training programme? If no are we able to and do we want to more that appropriate infrastructure to offer that training programme? If no are we able to and do   | O-no relevance / Graduated scale 1-10   | 97   | 4<br>4<br>4<br>1,4<br>1,4,8                                   | x x x x x x x x x x x x x x x x x x x | x x                                   | x x x                                 |
| KSF6              | Ability to adopt with title effort to target groups, to market needs Facebility no defence the VET offer (Rebidility in time, place, in delivery) Anticipation of regional / national / EU / etc. policy and developments Constantly updating programmes (effort to keep updated programmes) Innovation Cost Control Cost analysis Alfordable prine for participants Suitability of Infrastructure and Material Infrastructure  | Level of market share for the VET product  Goodballet scale. 13 (10 May 1, very level by zero)  Accordance scale. 13 (10 May 1, very level by zero)  Accordance scale. 13 (10 May 1, very level by zero)  Conditionate scale. 13 (10 May 1) and every adaptication, it no possibility of adaptation.  Accordance scale. 13 (10 May 1) and every adaptication, it no possibility of adaptation.  Accordance scale. 13 (10 May 1) and every adaptication, it no possibility of adaptation.  Accordance scale. 13 (10 May 1) and scale.   Accordance scale. 13 (10 May 1) and scale.   Accordance scale. 13 (10 May 1) and scale.   Accordance scale. 13 (10 May 1) and scale.   Accordance scale. 13 (10 May 1) and scale.   Accordance scale. 13 (10 May 1) and scale.   Accordance scale. 13 (10 May 1) and scale.   Accordance scale. 13 (10 May 1) and scale.   Accordance scale. 13 (10 May 1) and scale.   Accordance scale. 13 (10 May 1) and scale.   Accordance scale. 13 (10 May 1) and scale.   Accordance scale. 13 (10 May 1) and scale.   Accordance scale. 13 (10 May 1) and scale.   Accordance scale. 13 (10 May 1) and scale.    Accordance scale. 13 (10 May 1) and scale.    Accordance scale. 13 (10 May 1) and scale.    Accordance scale. 13 (10 May 1) and scale.    Accordance scale. 13 (10 May 1) and scale.    Accordance scale. 13 (10 May 1) and scale.    Accordance scale. 13 (10 May 1) and scale.    Accordance scale.    Accordance scale.   Accordance scale.   Accordance scale.   Accordance scale.   Accordance scale.   Accordance scale.   Accordance scale.   Accordance scale.   Accordance scale.   Accordance scale.   Accordance scale.   Accordance scale.   Accordan | O-no relevance / Graduated scale 1-10   | 97   | 4<br>4<br>4<br>1,4<br>1,4,8                                   | x                                     | x x                                   | K K K                                 |
| KSF6              | Ability to adapt with title effort to target groups, to market needs Facebility no defeng the VET offer (Rebidility in time, place, in delivery) Anticipation of regional / national / EU / etc. policy and developments Constainty updating programmes (effort to keep updated programmes) Innovation Cost anyliss Alfordable price for participants Suitability of Infrostructure and Material Infrastructure Stakeholder Engagement The existence of programmes to allow access to VET courses   | Level of market share for the VET product Goodwale scale 1.010 (bm, t), very low to zero)  Are we able to stay the VET offer to other target groups, to market needs, to companier needs?  Are well as the control of the VET offer to other target groups, to market needs, to companier needs?  Are well as the control of the vetter of the target groups, to market needs, to companier needs?  Are well as the control of the target of the vetter of vetter of the vetter of v | O- no relevance / Graduated scale 1-10  | F7 Group Schwerin EQARF  | 4 4 4 4 1, 4 8 5 5 5 6 6                                      | x x x x x x x x x x x x x x x x x x x | x x                                   | K K K                                 |
| KSF6              | Ability to adapt with title effort to target groups, to market needs  Flexibility in offering the VET offer (flexibility in time, place, in delivery)  Anticipation of regional / national / 10J etc. policy and developments  Containing updating programmes (effort to keep updated programmes)  Innovation  Cost Control  Cost analysis  Alfordable price for participants  Suitability of infrastructure and Material  Infrastructure  Stokeholder Engagement   | Level of market share for the VET product Goodwale scale 13 (10 ftm), 11 very low but zero)  Goodwalet scale 13 (10 ftm), 11 very low but zero)  Leve was bit to odays the VET offer to other target groups, to market needs, to companier needs?  Leve was bit to other the VET offer the feeds year and the VET offer the feeds year of the VET offer the VET offer the feeds year of the VET offer the feeds year of the VET offer the | O- no relevance / Graduated scale 1-10  | 97<br>Group Schweifin  | 4<br>4<br>4<br>1,4<br>1,4,8                                   | x x x x x x x x x x x x x x x x x x x | x x                                   | K K K                                 |
| KSF5 KSF6         | Ability to adapt with title effort to target groups, to market needs Facebility no defeng the VET offer (Rebidility in time, place, in delivery) Anticipation of regional / national / EU / etc. policy and developments Constainty updating programmes (effort to keep updated programmes) Innovation Cost anyliss Alfordable price for participants Suitability of Infrostructure and Material Infrastructure Stakeholder Engagement The existence of programmes to allow access to VET courses   | Level of market share for the VET product  Goodballet scale. 13 (10 km), 1 very level by zerol  Goodballet scale. 13 (10 km), 1 very level by zerol  Goodballet scale. 13 (10 km), 1 very level by zerol  Goodballet scale. 13 (10 km) very level and every adaptablety, 1 to possibility of adaptation.  Goodballet scale. 13 (10 km) very level fleetilety, 1 von feetilety, 1 to possibility of adaptation.  Goodballet scale. 13 (10 km) very level fleetilety, 1 von feetilety, 1 von feetile | O- no relevance / Graduated scale 1-10  | F7 Group Schwerin EQARF  | 4 4 4 4 1, 4 8 5 5 5 6 6                                      | x x x x x x x x x x x x x x x x x x x | x x                                   | K K K                                 |
| KSF6              | Ability to adapt with title effort to target groups, to market needs Facebility no defenge the VET offer (Rebidility in time, place, in delivery) Anticipation of regional / national / EU / etc., policy and developments Constantly updating programmes (effort to keep updated programmes) Innovation Cost advalus Alfordable price for participants Suitability of infrastructure and Material Infrastructure Stakeholder Engagement The existence of programmes to allow access to VET courses Sponsorship   | Level of market share for the VET product Goodball scale and 100 May, 1 vary level to state of the VET offer to other target groups, to market needs, to comparison needs? For we also adopt the VET offer to other target groups, to market needs, to comparison needs? For we will not adopt the VET offer the feeds by market needs of the VET offer the feeds by market needs of the VET offer feeds by the VET offer fee | O- no relevance / Graduated scale 1-10  | F7 Group Schwerin EQARF  | 4 4 4 4 1,4 8 5 5 5 7 7 7 7                                   | x                                     | x x x x x x x x x x x x x x x x x x x | K K K K                               |
| KSF6              | Ability to adapt with title effort to target groups, to market needs  Flexibility in offering the VET offer (flexibility in time, place, in delivery)  Anticipation of regional / national / EU / etc. policy and developments  Containing updating programmes (effort to keep updated programmes)  Innovation  Cost control  Cost analysis  Suitability of infrastructure and Material  Infrastructure  Stokeholder Engagement  The existence of programmes to allow access to VET courses  Sponsonishp  Interest of other VET providers  External interest by media, partners, stakeholders, media attention (articles in media during the cours, etc.)   | Level of market share for the VET product Goodball and Level (1) (bits, 1) very low to zero)  Goodballet scale 1-10 (10 bits, 1) very low to zero)  Are we also adopt the VET off or to other target groups, to market needs, to companies' needs?  Are we also to offer the VET off or the other target groups, to market needs, to companies' needs?  Are well also offer the VET offers Beachly great and time?  Goodballet scale 1-10 (10 very high Beachly 1) on Beachly 1)  Conducted scale 1-10 (10 very high Beachly 1) on Beachly 1)  Conducted scale 1-10 (10 very high Beachly 1) on Beachly 1)  Conducted scale 1-10 (10 very high Beachly 1) on Beachly 1)  Conducted scale 1-10 (10 very high Beachly 1) on Beachly 1)  Conducted scale 1-10 (10 very beachly 1) on the Beachly 1)  Conducted scale 1-10 (10 very beachly 1) on the Beachly 1)  Conducted scale 1-10 (10 very beachly 1) on the Beachly 1)  Conducted scale 1-10 (10 very beachly 1) on the Beachly 1)  Conducted scale 1-10 (10 very beachly 1)  In these 2 programme available to support this VET course? E.g. local, regional, national, European, pervenneened programmes and key support this VET course? E.g. local, regional, national, European, pervenneened programmes and key support this VET course? E.g. local, regional, national, European, pervenneened programmes and key support this VET course? E.g. local, regional, national, European, pervenneened programmes and key support this VET course? E.g. local, regional, national, European, pervenneened programmes and key support this VET cour | O- no relevance / Graduated scale 1-10   | F7 Group Schwerin EQARF  | 4 4 4 4 1,4 8 5 5 5 7 7 7 7 7 7                               | x                                     | x x                                   | K K K C C C                           |
| KSF6<br>KSF7      | Ability to adapt with title effort to tar pit groups, to market needs Fleebility in offering the VET offer (flexibility in time, place, in delivery) Andicipation of regional / national / EU etc., policy and developments Constainfly updating programmes (effort to keep updated programmes) invocation  Cost Control  Cost analysis Alfordable price for participants  Suitability of Infrastructure and Material  Infrastructure  Stakeholder Engagement  The existence of programmes to allow access to VET courses Sponsonship  Interest of other VET providers  Determal interest by mode, partners, stakeholders, media attention (intoice in  | Level of market share for the VET product  Scholarized scale 1-10 (10 May 1, very level by a zerol  Scholarized scale 1-10 (10 May 1, very level by a zerol  Scholarized scale 1-10 (10 May 1) (which was been  Scholarized scale 1-10 (10 May 1) (which are care a scale possibility of adaptation).  Scholarized scale 1-10 (10 May 1) (which scale scale possibility is no possibility of adaptation).  Scholarized scale 1-10 (10 May 1) (which scale is possible scale and scale 1-10 (10 May 1) (which scale is possible scale 1-10 (10 May 1) (which scale is possible scale and scale 1-10 (10 May 1) (which scale is possible scale and scale 1-10 May 1) (which scale is possible scale 1-10 (10 May 1) (which scale is possible scale 1-10 (10 May 1) (which scale is possible scale 1-10 (10 May 1) (which scale is possible scale 1-10 (10 May 1) (which scale is possible scale 1-10 (10 May 1) (which scale is possible scale 1-10 (10 May 1) (which scale is 1-10  | O- no relevance / Graduated scale 1-10  | F7 Group Schwerin EQARF  | 4 4 4 4 1,4 8 5 5 5 7 7 7 7                                   | x                                     | x x x x x x x x x x x x x x x x x x x | +                                     |
| KSF6              | Ability to adapt with title effort to larget groups, to market needs  Tradality in offering the VET offer (flexibility in time, place, in delivery)  Anticipation of regional / national / EU etc., policy and developments  Constainify updating programmes (effort to keep updated programmes)  minoration  Cost Control  Cost analysis  Alfordable price for participants  Suitability of Infrastructure and Material  infrastructure  Stakeholder Engagement  the existence of programmes to allow access to VET courses  Sponsorship  interest of other VET providers  Starial Infrastructures to media, partners, stakeholders, media attention (article in mada during the course, etc.)  Starial Infrastructure, public  Strategic Provider Benefits  Strategic Provider Benefits   | Level of market share for the VET product ( Scholater size). 1.0 (10 km), 1 very low to zero  Scholater size). 1.0 (10 km), 1 very low to zero  Scholater size). 1.0 (10 km), 1 very low to zero  Scholater size). 1.0 (10 km) 1.0 km) | O- no relevance / Graduated scale 1-10   | 77 Grosp Schwerten EQARF PP1 PS Kopisto, FI  | 4 4 4 4 1.4 8 5 5 5 7 7 7 7 7 7                               | x x x x x x x x x x x x x x x x x x x | x x x x x x x x x x x x x x x x x x x | +                                     |
| KSF6              | Ability to adapt with title effort to target groups, to market needs  fleedality in offering the VET offer [fleedality in time, place, in delivery]  Anticipation of regional / national / EU/ etc. policy and developments  constainty updating programmes (effort to keep updated programmes)  temporation of the programmes (effort to keep updated programmes)  Cost control  Cost analysis  Alfordable price for participants  Suitability of Infrastructure and Material  infrastructure  Stakeholder Engagement  The existence of programmes to allow access to VET courses  Sponsonship  interest of other VET providers  External interest by modul, partners, stakeholders, media attention (articles in moda during the curus, etc.)  Stakeholder generals (social partners, professional organisations, public blookers, funders)   | Level of market share for the VET product Conditional Control  | O-no relevance / Graduated scale 1-10   | P7  Group Schwerin  EQARF  PP1  P5   | 4 4 4 4 1,4 8 5 5 5 7 7 7 7 7 7                               | x                                     | x x x x x x x x x x x x x x x x x x x | +                                     |
| KSF6<br>KSF7      | Ability to adapt with title effort to larget groups, to market needs  Tradality in offering the VET offer (flexibility in time, place, in delivery)  Anticipation of regional / national / EU etc., policy and developments  Constainify updating programmes (effort to keep updated programmes)  minoration  Cost Control  Cost analysis  Alfordable price for participants  Suitability of Infrastructure and Material  infrastructure  Stakeholder Engagement  the existence of programmes to allow access to VET courses  Sponsorship  interest of other VET providers  Starial Infrastructures to media, partners, stakeholders, media attention (article in mada during the course, etc.)  Starial Infrastructure, public  Strategic Provider Benefits  Strategic Provider Benefits   | Level of market share for the VET product ( Scholarder size). 10 (10 km), 1 very low to zero  Scholarder size). 10 (10 km), 1 very low to zero  Scholarder size). 10 (10 km), 1 very low to zero  Scholarder size). 10 (10 km), 1 very low to zero  Scholarder size). 10 (10 km) yilly and east adapticible; 1 to possibility of adaptation  Scholarder size). 10 (10 km) yilly had east adapticible; 1 to possibility of adaptation  Scholarder size). 10 (10 km) yilly had east adapticible; 1 to possibility of adaptation  Scholarder size). 10 (10 km) will have for possible size and time?  Scholarder size). 10 (10 km) thereof for responders, 1 no level extra  Scholarder size). 10 (10 km) thereof for responders, 1 no level extra  Scholarder size). 10 (10 km) thereof for responders, 1 no level extra  Scholarder size). 10 (10 km) thereof for responders, 1 no level extra  Scholarder size). 10 (10 km) thereof for responders, 1 no level extra  Scholarder size). 10 (10 km) thereof for responders, 1 no level extra  Scholarder size). 10 (10 km) thereof size of size  Scholarder size in 10 (10 km), the size of size of size  Scholarder size in 10 (10 km), the size of size of size  Scholarder size in 10 (10 km), the size of size of size  Scholarder size in 10 (10 km), the size of size of size  Scholarder size in 10 (10 km), the size of size of size  Scholarder size in 10 (10 km), the size of size of size  Scholarder size in 10 (10 km), the size of size  Scholarder size in 10 (10 km), the size of size  Scholarder size in 10 (10 km), the size of size  Scholarder size in 10 (10 km), the size of size  Scholarder size in 10 (10 km), the size of size  Scholarder size in 10 (10 km), the size of size  Scholarder size in 10 (10 km), the size of size  Scholarder size in 10 (10 km), the size of size  Scholarder size in 10 (10 km), the size of size  Scholarder size in 10 (10 km), the size of size  Scholarder size in 10 (10 km), the size of size  Scholarder size in 10 (10 km), the size of size  Scholarder size in 10 (10 km), the size of size  Scholarder  | O- no relevance / Graduated scale 1-10   | 77 Grosp Schwerten EQARF PP1 PS Kopisto, FI  | 4 4 4 4 1.4 8 5 5 5 7 7 7 7 7 7                               | x                                     | x x x x x x x x x x x x x x x x x x x | +                                     |
| XXSF7             | Ability to adapt with title effort to tar pit groups, to market needs Fleedality in offering the VET offer (fleability in time, place, in delivery) Andicipation of regional / national / EU/ etc. policy and developments Constantify updating programmes (effort to keep updated programmes) constantify updating programmes (effort to keep updated programmes)  Cost analysis Alfordable price for participants  Suitability of Infrastructure and Material  Infrastructure  Stakeholder Engagement  The existence of programmes to allow access to VET courses  Sponsonship  Interest of other VET providers  External interest by model, partners, stakeholders, media attention (articles in model during the course, etc.)  Stakeholder general social partners, stakeholders, media attention (articles in model during the course, etc.)  Stakeholder general social partners, stakeholders, media attention (articles in model during the course, etc.)  Structagic Provider Benefits  upportance of a course to the VET provider (image)  Innovation  | Level of market share for the VET product Conditional Control  | O- no relevance / Graduated scale 1-10   | 77 Grosp Schwerten EQARF PP1 PS Kopisto, FI  | 4 4 4 1,4 1,4,8 5 5 7 7 7 7 8                                 | x                                     | x x x x x x x x x x x x x x x x x x x | +                                     |
| KSF6 KSF7         | Ability to adapt with title effort to target groups, to market needs Facebility no drange to VET offer (Rebility) in time, place, in delivery) Anticipation of regional / national (EU) etc., policy and developments Constantly updating programmes (effort to keep updated programmes) Innovation Cost availus Alfordable price for participants Suitability of Infrastructure and Material Infrastructure Stakeholder Engagement The existence of programmes to allow access to VET courses Sponsoribip Interest of other VET providers Sector all ones of the Course of the | Level of market share for the VET product ( Socialization shill shill be form), the vey two steeps of the control of the contr | O-no relevance / Graduated scale 1-10   | F7 Group Schwerin EQARF PP1 PS PS Kopisto, FI Group Schwerin   | 4 4 4 1,4,8 5 5 7 7 7 7 8 1,4,8                               | x                                     | x x x x x x x x x x x x x x x x x x x | +                                     |
| KSF6 KSF7         | Ability to adapt with title effort to tar pit groups, to market needs Fleedality in offering the VET offer (fleability in time, place, in delivery) Andicipation of regional / national / EU/ etc. policy and developments Constantify updating programmes (effort to keep updated programmes) constantify updating programmes (effort to keep updated programmes)  Cost analysis Alfordable price for participants  Suitability of Infrastructure and Material  Infrastructure  Stakeholder Engagement  The existence of programmes to allow access to VET courses  Sponsonship  Interest of other VET providers  External interest by model, partners, stakeholders, media attention (articles in model during the course, etc.)  Stakeholder general social partners, stakeholders, media attention (articles in model during the course, etc.)  Stakeholder general social partners, stakeholders, media attention (articles in model during the course, etc.)  Structagic Provider Benefits  upportance of a course to the VET provider (image)  Innovation  | Level of market share for the VET product Goodballer schial 1-10 (10 Mpt), 1-very level to steep the VET offer to state target youngs, 10 market needs, 10 companies' needs? Are we able to defer that VET offer to state target youngs, 10 market needs, 10 companies' needs? Are we able to offer the VET offer the schial years and time? Conducted schial 1-10 (10 very high floodility; 1-ve health(s)).  When we able to offer the VET offers floodily place and time? Conducted schial 1-10 (10 very high floodility; 1-ve health(s)).  So we have the schiel the VET offers floodility in no floodility; 1-ve health(s).  So we have the schiel 1-10 (10 very high floodility; 1-ve health(s)).  So we have the schiel the VET offers floodility offers floodility offers floodility offers floodility. In the VET offers floodility offers fl | O- no relevance / Graduated scale 1-10   | 77 Grosp Schwerten EQARF PP1 PS Kopisto, FI  | 4 4 4 1,4 1,4,8 5 5 7 7 7 7 8                                 | x x x x x x x x x x x x x x x x x x x | x x x x x x x x x x x x x x x x x x x | 4                                     |
| KSF6 KSF7         | Ability to adapt with title effort to target groups, to market needs Facebility no drange to VET offer (Rebility) in time, place, in delivery) Anticipation of regional / national (EU) etc., policy and developments Constantly updating programmes (effort to keep updated programmes) Innovation Cost availus Alfordable price for participants Suitability of Infrastructure and Material Infrastructure Stakeholder Engagement The existence of programmes to allow access to VET courses Sponsoribip Interest of other VET providers Sector all ones of the Course of the | Level of market share for the VET product ( Seculated cash is 10 fb, bm, 1, very law to zero  Seculated cash is 10 fb, bm, 1, very law to zero  Seculated cash is 10 fb, bm, 1, very law to zero  Seculated cash is 10 fb, bm, 1, very law to zero  Seculated cash is 10 fb, very law to zero  Seculated cash is 10 fb, very law to zero  Seculated cash is 10 fb, very law the Seculated  Seculated cash is 10 fb, very law the Seculated  Seculated cash is 10 fb, very law the Seculated  Seculated cash is 10 fb, very law the Seculated  Seculated cash is 10 fb, very law the Seculated  Seculated cash is 10 fb, very law the Seculated  Seculated cash is 10 fb, very law the Seculated  Seculated | O-no relevance / Graduated scale 1-10   | F7 Group Schwerin EQARF PP1 PS PS Kopisto, FI Group Schwerin   | 4 4 4 1,4,8 5 5 7 7 7 7 8 1,4,8                               | x                                     | x x x x x x x x x x x x x x x x x x x | 4                                     |
| KSF6 KSF7         | Ability to adapt with title effort to target groups, to market needs Facebility no drange to VET offer (Rebility) in time, place, in delivery) Anticipation of regional / national (EU) etc., policy and developments Constantly updating programmes (effort to keep updated programmes) Innovation Cost availus Alfordable price for participants Suitability of Infrastructure and Material Infrastructure Stakeholder Engagement The existence of programmes to allow access to VET courses Sponsorhip Interest of other VET providers Sectional Interest by media, partners, stakeholders, media attendon (article in partners) interest of programmes to allow access to VET courses Sponsorhip Stormal Interest by media, partners, stakeholders, media attendon (article in partners) interest of course of the VET providers Structure (article in proposition of the VET provider Benefits Importance of a course to the VET provider (image) Innovation Mechanisms Fredback by valours  | Level of market share for the VET product ( Socialized scale 1-10 (10 km), 1-vey level by zerol  Socialized scale 1-10 (10 km), 1-vey level by zerol  Socialized scale 1-10 (10 km), 1-vey level by zerol  Socialized scale 1-10 (10 km), 1-vey level by zerol  Socialized scale 1-10 (10 km), 1-vey level by zerol  Socialized scale 1-10 (10 km), 1-vey level Bedding 1-ve Socialized scale 1-10 (10 km), 1-ve Socialized scale 1-10 (10 | O- no relevance / Graduated scale 1-10  | Croop Schwerin  IQANF  PF1  Kopisto, F1  Group Schwerin  PF1  Group Schwerin                                       | 4 4 4 1,4 1,4,8 5 6 7 7 7 8 8 1,4,8                           | x                                     | x x x x x x x x x x x x x x x x x x x | 4                                     |
| KSF6 KSF7         | Ability to adapt with title effort to target groups, to market needs Facebility no drange to VET offer (Rebility) in time, place, in delivery) Anticipation of regional / national (EU) etc., policy and developments Constantly updating programmes (effort to keep updated programmes) Innovation Cost availus Alfordable price for participants Suitability of Infrastructure and Material Infrastructure Stakeholder Engagement The existence of programmes to allow access to VET courses Sponsorhip Interest of other VET providers Sectional Interest by media, partners, stakeholders, media attendon (article in partners) interest of programmes to allow access to VET courses Sponsorhip Stormal Interest by media, partners, stakeholders, media attendon (article in partners) interest of course of the VET providers Structure (article in proposition of the VET provider Benefits Importance of a course to the VET provider (image) Innovation Mechanisms Fredback by valours  | Level of mixest share for the VET product Goodball and Level (1) the Level product Goodball and Level 1-10 (bm), 1- very level parts of the Companies (1) the Level parts of the Level p | O- no relevance / Graduated scale 1-10  | Croop Schwerin  IQANF  PF1  Kopisto, F1  Group Schwerin  PF1  Group Schwerin                                       | 4 4 4 1,4,8 5 5 7 7 7 7 8 1,4,8                               | x                                     | x x x x x x x x x x x x x x x x x x x | 4                                     |
| KSF6 KSF7         | Ability to adapt with title effort to tar pit groups, to market needs Tradality in offering the VET offer (Ifeability in time, place, in delivery) Anticipation of regional / national / EU etc., policy and developments Constantify updating programmes (effort to keep updated programmes) innovation  Cost control  Cost analysis Alfordable price for participants  Suitability of Infrastructure and Material  Infrastructure  Stakeholder Engagement  the existence of programmes to allow access to VET courses Sponsorship  Interest of other VET providers  Stakeholder Engagement, and the provider (providers)  Statemal Interest by media, partners, stakeholders, media attention (articles in madia during the course, etc.)  Statemal Interest by media, partners, stakeholders, media attention (articles in madia during the course, etc.)  Strategic Providers  Strategic Provider Benefits  Importance of accurse to the VET provider (image) increvation  Evaluation Mechanisms  Feedback by trainers  Feedback by trainers  | Level of market share for the VET product Seculation 2 and 10 miles and product Seculation 2 and 10 miles 1 mi | O- no relevance / Graduated scale 1-10  | P7  Comp Scheen  EQANF  PP1  PS  Kopisto, FI  Group Scheenin  P1  Group Scheenin  Group Scheenin  Group Scheenin   | 4 4 4 1,4 1,4,8 5 6 7 7 7 8 8 1,4,8                           | x                                     | x x x x x x x x x x x x x x x x x x x | x x x x x                             |
| KSF6 KSF7         | Ability to adapt with title effort to target groups, to market needs  Flexibility to ordering the VET offer (flexibility in time, place, in delivery)  Anticipation of regional / national / EU / etc. policy and developments  Constainity updating programmes (effort to keep updated programmes)  Innovation  Cost adaptis  Alfordable price for participants  Suitability of Infrastructure and Material  Infrastructure  Stakeholder Engagement  The existence of programmes to allow accost to VET courses  Sponsonable  Interest of other VET providers  External inference by media, partners, stakeholders, media attention (articles in media during the owns, etc.)  State account of the Course, etc.)  State account on the VET provider (image)  Interest of control of the Course  | Level of market share for the VET product ( Socialized scale 1-10 (10 km), 1-very low be zero)  Socialized scale 1-10 (10 km), 1-very low be zero)  Socialized scale 1-10 (10 km), 1-very low be zero)  Socialized scale 1-10 (10 km), 1-very low be zero)  Socialized scale 1-10 (10 km) yellow be zero of zero and sero)  Socialized scale 1-10 (10 km) behavior for zero scale scale scale yellow of zero yellow yellow yellow of zero yellow yellow yellow yellow of zero yellow yellow yellow of zero yellow | O-no relevance / Graduated scale 1-10   | P7  Comp Scheen  EQANF  PP1  PS  Kopisto, FI  Group Scheenin  P1  Group Scheenin  Group Scheenin  Group Scheenin   | 4 4 4 1,4,8 5 5 7 7 7 8 1,4,8                                 | x                                     | x x x x x x x x x x x x x x x x x x x | x x x x x x x                         |
| XXSF6  XXSF7      | Ability to adapt with title effort to target groups, to market needs fleatibility in offering the VET offer (fleatibility in time, place, in delivery) Anticipation of regional / national / EU/ etc., policy and developments Constantly updating programmes (effort to keep updated programmes) increased on the constant of the constant | Level of mixest share for the VET product Goodball and Level (10 May, 1-vey level to green), to marker cends, to companies needs? For the vest of the Companies (10 May, 1-vey) was been seen from the Companies (10 May, 1-vey) and the Companies (10 May, 10 | O- no relevance / Graduated scale 1-10  | P7  Crosp Schwerin  EQARF  PP1  F5  F5  Group Schwerin  F71  Group Schwerin  Group Schwerin  Group Schwerin        | 4 4 4 1,4 1,4,8 5 5 6 7 7 7 7 8 1,4,8                         | x                                     | x x x x x x x x x x x x x x x x x x x | x x x x x x x                         |
| KSF6  KSF7        | Ability to adapt with title effort to target groups, to market needs  Flexibility to ordering the VET offer (flexibility in time, place, in delivery)  Anticipation of regional / national / EU / etc. policy and developments  Constainity updating programmes (effort to keep updated programmes)  Innovation  Cost adaptis  Alfordable price for participants  Suitability of Infrastructure and Material  Infrastructure  Stakeholder Engagement  The existence of programmes to allow accost to VET courses  Sponsonable  Interest of other VET providers  External inference by media, partners, stakeholders, media attention (articles in media during the owns, etc.)  State account of the Course, etc.)  State account on the VET provider (image)  Interest of control of the Course  | Level of market share for the VET product Geolabel casks 1-10 (b. May, 1-very law be zerol Geolabel casks 1-10 (b. May, 1-very law be zerol Geolabel casks 1-10 (b. May, 1-very law be zerol Geolabel casks 1-10 (b. Very law) and cask adaptability. I no possibility of adaptation Geolabel casks 1-10 (b. Very law) flower for place and time? Geolabel casks 1-10 (b. Very law) flower for place and time? Geolabel casks 1-10 (b. Very law) flower for place and time? Geolabel casks 1-10 (b. Very law) flower for her before for geolabel casks 1-10 (b. Very law) flower for her before for geolabel casks 1-10 (b. Very law) flower for her before for for the casks 1-10 (b. Very law) flower for her before for for the casks 1-10 (b. Very law) flower for her before for for the casks 1-10 (b. Very law) flower for her before for for the casks 1-10 (b. Very law) flower for her before for for the casks 1-10 (b. Very law) flower for the casks 1-10 (b. Very law) flower for for the very flower for for the casks 1-10 (b. Very law) flower for for first training programme? If no are wishes to add to exceed the casks 1-10 (b. Very law) flower for first training programme? If no are wishes to add to exceed the casks 1-10 (b. Very law) flower for first training programme? If no are wishes to add to exceed the casks 1-10 (b. Very law) flower for first training programme? If no are wishes to add to exceed the casks 1-10 (b. Very law) flower for first training programme? If no are wishes to add to exceed the casks 1-10 (b. Very law) flower for first training programme? If no are wishes to add to exceed the casks 1-10 (b. Very law) flower for first training programme? If no are wishes to add to exceed the casks 1-10 (b. Very law) flower for first training programme? If no are wishes to support the VET course? E.g. local, regional, national, foregoin, performental programme and very apport to the vetter course? E.g. local, regional, national, foregoin, performental programme and vetter product (casks 1-10 (b. Very law) flower for the vetter for throu | O- no relevance / Graduated scale 1-10  | P7  Crosp Schwerin  EQARF  PP1  F5  F5  Group Schwerin  F71  Group Schwerin  Group Schwerin  Group Schwerin        | 4 4 4 1,4 1,4,8 5 5 6 7 7 7 7 8 1,4,8                         | x                                     | x x x x x x x x x x x x x x x x x x x | x x x x x x x                         |
| KSF6  KSF7        | Ability to adapt with title effort to target groups, to market needs Facebalky to darkey the NT Coffer (Rebidility in time, place, in delivery) Anticipation of regional / national (EU) etc. policy and developments Constantly updating programmes (effort to keep updated programmes) Innovation Cost availus Alfordable price for participants Suitability of Infrastructure and Material Infrastructure Stakeholder Engagement The existence of programmes to allow access to VET courses Sponsorship Interest of other VET providers Sectional Interest by media, partners, stakeholders, media attendon (article in Description of the Course of the VET providers State and Course of the Course of the VET providers Structure of course to the VET provider Benefits Importance of a course to the VET provider (image) Innovation Evolutation Mechanisms Feedback by various Feedback by representational staff Methodological and podegogical concept Feedback by representational staff   | Level of murket share for the VET product ( Schalder size). 10 (10 km), 1 very low be zerol  Schalder size). 10 (10 km), 1 very low be zerol  Schalder size). 10 (10 km), 1 very low be zerol  Schalder size). 10 (10 km), 1 very low be zerol  Schalder size). 10 (10 km) very low be zerol  Schalder size). 10 (10 km) very low be zerol  Schalder size). 10 (10 km) very low be zerol  Schalder size). 10 (10 km) very low be zerol  Schalder size). 10 (10 km) very low be zerol  Schalder size). 10 (10 km) very low be zerol  Schalder size). 10 (10 km) very low be zerol  Schalder size). 10 (10 km) very low be zerol  Schalder size). 10 (10 km) be level of resolution. 10 km) very low of spround  Schalder size). 10 (10 km) be level of resolution. 10 km) very low serol  Schalder size). 10 (10 km) be level of resolution. 10 km) very low serol  Schalder size). 10 (10 km) be level of resolution. 10 km) very low serol  Schalder size). 10 (10 km) be level of resolution. 10 km) very low serol  Schalder size). 10 (10 km) be level of resolution. 10 km) very low serol  Schalder size). 10 (10 km) be level of serolution. 10 km)  Schalder size in 10 (10 km) very low serol  Schalder size in 10 (10 km) very low serol  Schalder size in 10 (10 km) very low serol  Schalder size in 10 (10 km) very low serol  Schalder size in 10 (10 km) very low serol  Schalder size in 10 (10 km) very low serol  Schalder size in 10 (10 km) serol  S | O- no relevance / Graduated scale 1-10  | F7  FG, AMF  FP1  FS  Exploito, F1  Group Schwerin  Group Schwerin  Group Schwerin  Group Schwerin  Group Schwerin | 4 4 4 1,4,8 5 5 7 7 7 7 8 1,4,8                               | x                                     | x x x x x x x x x x x x x x x x x x x | x<br>x<br>x<br>x                      |
| KKSF6 KKSF7 KKSF8 | Ability to adapt with title effort to target groups, to market needs Facebalary, not deriver, the NT of Tell (Rability) in time, place, in delivery] Anticipation of regional / national / EU / etc., policy and developments Constantly updating programmes (effort to keep updated programmes) Innovation Cost advalues Affordable price for participants  Suitability of Infrastructure and Material Infrastructure  Stakeholder Engagement The externed of programmes to allow access to VET courses Sponsorable Interest of other VET providers  Stateman Interest by media, partners, stakeholders, media attendion (article in adals during the course, etc.) Stakeholder grammes to allow access to VET courses Sponsorable Stormal Interest by media, partners, stakeholders, media attendion (article in adals during the course, etc.) Stakeholder grammes to provider Benefits Importance of a course to the VET provider (inage) Innovation  Evaluation Mechanisms Feedback by traines Feedback by arions Feedback by arions Feedback by orgenisational staff Methodological and pedagogical concept Feedback by employers Successful conceptation of training Successful concepted of the course   | Level of minutes share for the VET product ( Socialization share) and (bit high, 1 very low be zero) Socialization share (bit high, 1 very low be zero) Socialization share (bit high, 1 very low be zero) Socialization share (bit high, 1 very low be zero) Socialization share (bit high share) Socialization share) Socialization share (bit high share) Soc | O-no refevance / Graduated scale 1-10 | F7  FG, AMF  FP1  FS  Exploito, F1  Group Schwerin  Group Schwerin  Group Schwerin  Group Schwerin  Group Schwerin | 4 4 4 1,4,8 5 5 7 7 7 7 7 8 1,4,8 9 2,9 9 1,2,9 2,9 1,10 1,10 | x                                     |                                       | x x x x x x x x x x x x x x x x x x x |
| XXSF6  XXSF7      | Ability to adapt with title effort to target groups, to market needs Facebalky to darkey the NT Coffer (Rebidility in time, place, in delivery) Anticipation of regional / national (EU) etc. policy and developments Constantly updating programmes (effort to keep updated programmes) Innovation Cost availus Alfordable price for participants Suitability of Infrastructure and Material Infrastructure Stakeholder Engagement The existence of programmes to allow access to VET courses Sponsorship Interest of other VET providers Sectional Interest by media, partners, stakeholders, media attendon (article in Description of the Course of the VET providers State and Course of the Course of the VET providers Structure of course to the VET provider Benefits Importance of a course to the VET provider (image) Innovation Evolutation Mechanisms Feedback by various Feedback by representational staff Methodological and podegogical concept Feedback by representational staff   | Level of market share for the VET product ( Socialized scale 1-10 (10 May, 1-wey low be zero) Armonic scale 1-10 (10 May, 1-wey low be zero) Armonic scale 1-10 (10 May, 1-wey low be zero) Armonic scale 1-10 (10 May, 1-wey low be zero) Armonic scale 1-10 (10 May, 1-we) and the zero graphy scale 1-10 secondary of the scale 1-10 (10 May) and the zero of the zero scale 1-10 (10 May) and the zero of the  | O- no relevance / Graduated scale 1-10   | F7  FG, AMF  FP1  FS  Exploito, F1  Group Schwerin  Group Schwerin  Group Schwerin  Group Schwerin  Group Schwerin | 4 4 4 1,4,8 5 5 7 7 7 7 8 1,4,8                               | x                                     | x x x x x x x x x x x x x x x x x x x | x x x x x x x x x x x x x x x x x x x |
| KSF6              | Ability to adapt with title effort to target groups, to market needs Facebalary, not deriver, the NT of Tell (Rability) in time, place, in delivery] Anticipation of regional / national / EU / etc., policy and developments Constantly updating programmes (effort to keep updated programmes) Innovation Cost advalues Affordable price for participants  Suitability of Infrastructure and Material Infrastructure  Stakeholder Engagement The externed of programmes to allow access to VET courses Sponsorable Interest of other VET providers  Stateman Interest by media, partners, stakeholders, media attendion (article in adals during the course, etc.) Stakeholder grammes to allow access to VET courses Sponsorable Stormal Interest by media, partners, stakeholders, media attendion (article in adals during the course, etc.) Stakeholder grammes to provider Benefits Importance of a course to the VET provider (inage) Innovation  Evaluation Mechanisms Feedback by traines Feedback by arions Feedback by arions Feedback by orgenisational staff Methodological and pedagogical concept Feedback by employers Successful conceptation of training Successful concepted of the course   | Level of market share for the VET product Goodballer size. In 10 (bit May, 1 very law to zero) and control state of the VET product Goodballer size. In 10 (bit May, 1 very law to zero) and control state of the VET control | O-no refevance / Graduated scale 1-10 | F7  FG, AMF  FP1  FS  Exploito, F1  Group Schwerin  Group Schwerin  Group Schwerin  Group Schwerin  Group Schwerin | 4 4 4 1,4,8 5 5 7 7 7 7 7 8 1,4,8 9 2,9 9 1,2,9 2,9 1,10 1,10 | x                                     |                                       | x x x x x x x x x x x x x x x x x x x |