

A photograph of a person's hand holding a smartphone over a dark wooden table. In the background, a silver laptop is open, and a tablet lies flat on the table. The tablet screen displays an article titled "How to start a Café Business?" with a picture of a coffee cup and some text. A coffee cup and a sugar dispenser are also visible on the table. The scene is set in a bright, modern environment.

Apprenticeship Quality Toolkit



learn to work

Supporting Apprenticeships between
Professional Higher Education and
Small and Medium Enterprises

Technical Fiche

Editors: Anthony F. Camilleri, Sandra Feliciano

Authors: Alicia Leonor Sauli Miklavčič, Anthony F. Camilleri, Armando Pires, Branko Savič, Ondřej Chrást, Dugald Craig, Danutė Rasimavičienė, Heidi Esca-Scheuringer, Marko Grdošić, Michal Karpišek, Nicole Guthan, Sandra Feliciano.

Designer: Tara Drev

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Scope

Apprenticeships exist all over the world as a form of education and most countries have different types of them, the most common being:

1

Those offered through educational institutions in conjunction with studies – sometimes also known as Curricular Apprenticeships. These usually take place during the study programme and the responsibility for them is shared between the educational institution and the partner company that provides the placement; and

Those offered directly by companies, not in conjunction with educational organizations – sometimes also known as Professional Apprenticeships or Internships. These usually take place after the study programme has finished or at any moment with no relation with previous academic studies of the Apprentice. The responsibility for these apprenticeships is solely of the companies that offer them.

2

Only the first type falls under the scope of this Apprenticeship Quality Toolkit, which focus all criteria and requirement on both P1HEIs and the SMEs and the relationship of both with each other and with the Apprentices.

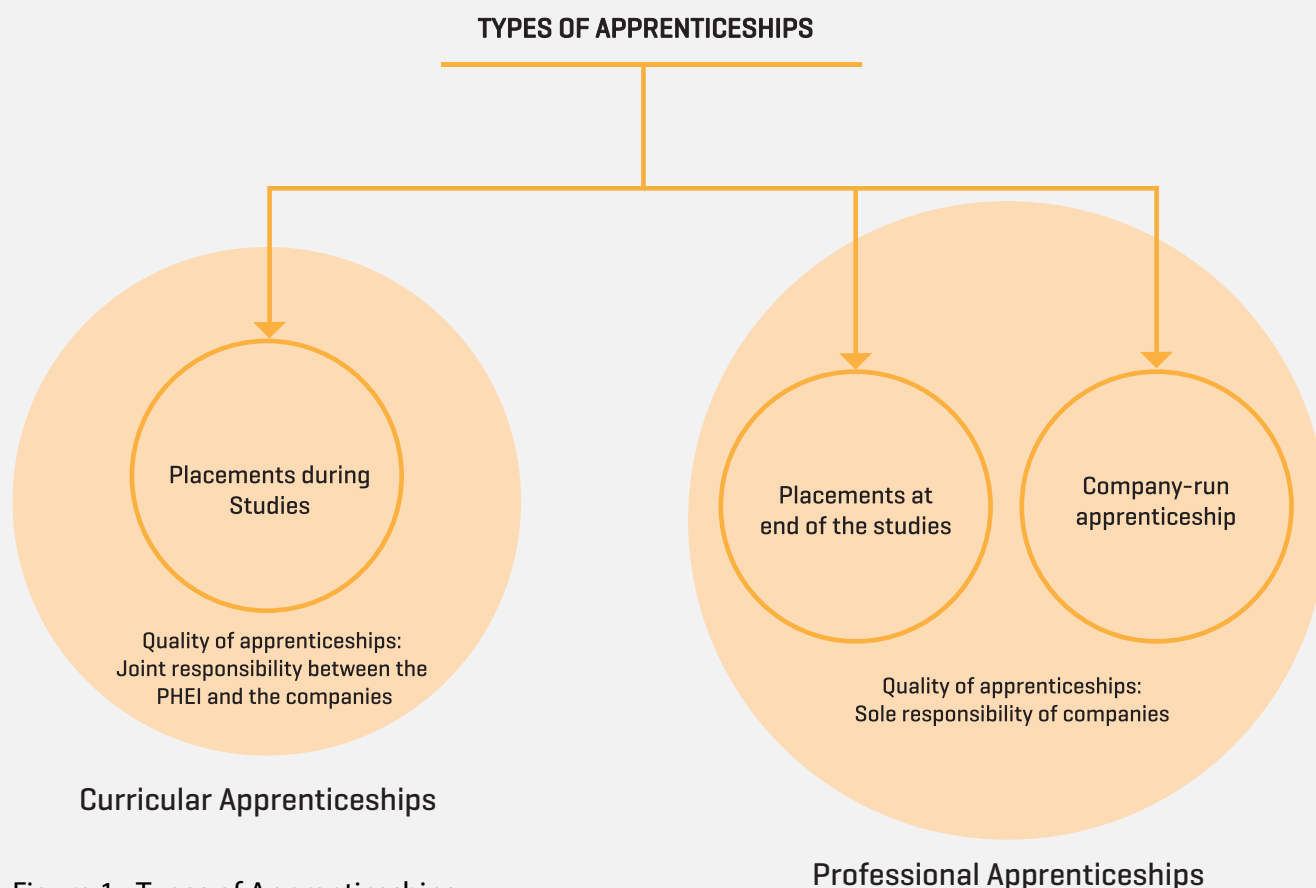


Figure 1 - Types of Apprenticeships

Nature and Structure of the Apprenticeship Quality Toolkit

The Apprenticeship Quality Toolkit follows a quality management system style approach. A management system can be described as “a set of interrelated or interacting elements of an organization to establish policies and objectives, and processes to achieve those objectives” (ISO, 2015). These elements can address a single discipline - such as quality, as in this case - or multiple disciplines at once, such as quality and environment or quality, environment and social responsibility, among others, depending on what thematic areas the organization wishes to manage with a systematic approach.

Management systems can be more or less complex depending on the organization's context. For some organizations such as SMEs, it may simply mean having a strong leadership, by providing a clear definition of what is expected from each individual employee and how they contribute to the organization's overall objectives, without the need for extensive documentation. However, more complex operations, in highly regulated sectors, such as an educational context, may need extensive documentation and control, to fulfil their legal obligations and meet their organizational objectives (ISO, no date).

To this end, a quality management system can be a very powerful tool to support the apprenticeships provided in cooperation between PHEIs and SMEs. And while the Apprenticeship Quality Toolkit is not a management system standard *per se*, it was developed to be used as a starting point, which can promote their future adoption by PHEIs and SMEs. It works in a bi-directional way: outside-in, by organizing and controlling the apprenticeship-related processes and communications of both organizations, which facilitate the employees' understanding of their roles, improving their performance and making daily operations more efficient; and inside-out, by providing quality

assurance to the students and other beneficiaries of the apprenticeships provided, bringing market trust and recognition for all parts.

The Apprenticeship Quality Toolkit was designed considering the need to control eight critical processes - five at the PHEIs and three at the SMEs - as listed below:

PHEI

1. Setting the learning objectives of the overall programme
2. Identifying and recruiting placements
3. Negotiating the agreement
4. Monitoring of apprenticeships
5. Assessment of apprenticeships

SME

1. Creating positions for apprentices
2. Negotiating the agreement
3. Managing the apprenticeship

The Apprenticeship Quality Toolkit is composed by:

- an introduction
- two checklists
(one for PHEIs and one for SMEs)
- a glossary
- examples of tables to record evidences and suggested actions

These documents combined provide, as mentioned, a hands-on, easy-to-use management tool for PHEIs and SMEs.”

Relation to the EU's Proposal for a European Framework for Quality and Effective Apprenticeships

The EU's Proposal for a Framework for Effective and Quality Apprenticeships (European Commission, 2017) calls for Quality Assurance processes to be put in place for apprenticeships. It further sets out seven criteria for quality apprenticeships, namely a:

- ● written contract
- ● learning outcomes
- ● workplace component
- ● pay and/or compensation
- ● social protection
- ● work, health and safety conditions

This document provides such a quality framework, whose implementation would meet and go beyond the requirements set in these seven criteria.

Purpose of the Apprenticeship Quality Toolkit

The Apprenticeship Quality Toolkit was designed as a flexible management tool, to be used in a variety of different situations with different purposes:

- A guideline for PHEIs and SMEs to set up the basis for a future apprenticeship management system;
- A self-assessment checklist for PHEIs and SMEs to diagnose their spontaneous preparedness to manage apprenticeships in a systematic way;
- A self-assessment checklist for PHEIs and SMEs to identify areas of improvement in their apprenticeship-related processes;
- A checklist to support Peer-Review initiatives;
- A checklist to support external second party audits (PHEIs to SMEs);
- A checklist to support external third party audits (by a certification body).



How to use the Apprenticeship Quality Toolkit?

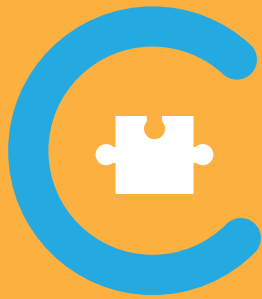
It is very simple: start by carefully reading the Apprenticeship Quality Toolkit, to assure the correct understanding of the processes, criteria and requirements. Then use the Apprenticeship Quality Checklist designed for your organization (PHEI or SME) to compare the Apprenticeship Quality requirements with your current reality and record the results using the forms provided, as explained below:

- If you conclude the requirement is fully implemented, then check the green smiley; describe and number, in the “Evidences List”, the objective evidence(s) that proves the full implementation of the requirement; and cross reference the evidence number(s) at the “evidence no” column of the checklist.
- If you conclude the requirement is partially implemented, then check the yellow smiley; describe and number, in the “Evidences List”, the objective evidence(s) that proves the partial implementation of the requirement; cross-reference the evidence number(s) at the “evidence no” column of the checklist; describe and number, in the “Suggested Actions List”, what actions you believe should be taken to implement the requirement in full; and cross-reference the suggested action number at the “Suggested action no” column of the checklist.
- If you conclude the requirement is not implemented, then check the red smiley; describe and number, in the “Suggested Actions List”, what actions you believe should be taken to implement the requirement; and cross-reference the suggested action number at the “Suggested action no” column of the checklist.

This will give you an evidence-based picture of your current situation and enable the implementation of continual improvement.

We wish you excellent Apprenticeship Quality Checks!

Apprenticeship Quality Checklist for PHEI



1

Setting the Learning
Objectives of the
Overall Programme



PROCESS

1. Setting the Learning Objectives of the Overall Programme

PROCESS SCOPE

Determination of what stakeholders require from apprenticeships, and translation of these into learning objectives.



CRITERIA



REQUIREMENTS



EVIDENCE (no.)



EVALUATION GRID



SUGGESTED ACTIONS (no.)



1.1

Involvement of Stakeholders in Designing Learning Objectives

1.1.1 Is there a documented procedure to identify relevant stakeholders and their relevant requirements, specifying:

a) the method of consultation?

1

X

NA

b) the frequency of consultation?

1,2,3

X

1

c) how to keep records of the consultation?

1,2,3

X

2

1.1.2 Is there a procedure for documenting the actions taken as a result of these consultations?

1.2

Definition of SMART Learning Objectives

1.2.1 Is there a documented procedure on Learning Objectives Design for apprenticeships, specifying:

a) that learning objectives be described in terms of knowledge, skills, responsibility and autonomy?

b) that the learning objectives should be specifically assessed?



PROCESS

1. Setting the Learning Objectives of the Overall Programme

PROCESS SCOPE

Determination of what stakeholders require from apprenticeships, and translation of these into learning objectives.



CRITERIA



REQUIREMENTS



EVIDENCE (no.)



EVALUATION GRID



SUGGESTED ACTIONS (no.)



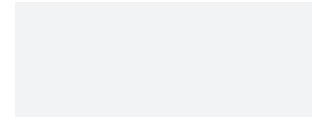
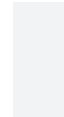
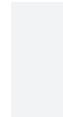
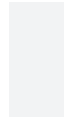
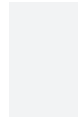
1.3

Transparency

1.3.1 Are the below procedures published:

a) procedure on Identification of Stakeholders and their Relevant Requirements;

b) the learning objectives and assessment criteria of the apprenticeship programme?



2

Identifying
and Recruiting
Placements



PROCESS

2. Identifying and Recruiting Placements

PROCESS SCOPE

Management of the supply of placements within a PHEI, while assuring that placement positions are selected using a systematic and transparent approach based on pre-established requirements, as well as processes to increase the supply of placements.



CRITERIA



REQUIREMENTS



EVIDENCE (no.)



EVALUATION GRID



SUGGESTED ACTIONS (no.)



2.1

Definition of Standards for Placements

2.1.1 Does the institution have a set of documented criteria for apprenticeships, defining:

a) learning objectives?

b) conditions of employment?

c) condition of mentoring and/or supervision?

d) a workflow for the apprenticeships, including:

d.1) timelines?

d.2) responsibilities?

d.3) reporting requirements?

2.2

Identification (finding) of Placement-Positions

2.2.1 Has an institutional coordinator for placements been nominated?

2.2.2 Is there a Marketing and/or Advertising Strategy for placements?



PROCESS

2. Identifying and Recruiting Placements

PROCESS SCOPE

Management of the supply of placements within a PHEI, while assuring that placement positions are selected using a systematic and transparent approach based on pre-established requirements, as well as processes to increase the supply of placements.



CRITERIA



REQUIREMENTS



EVIDENCE (no.)



EVALUATION GRID



SUGGESTED ACTIONS (no.)



2.2

Identification
(finding) of
Placement-
Positions

Does the strategy include provisions for:

a) mobilising staff?

b) mobilising students?

c) mobilising employer's representatives?

d) recruiting employers?

2.3

Capacity
building for
SMEs

2.3.1 Does the PHEI publish introductory information on apprenticeships online?

2.3.2 Does the introductory information include Frequently Asked Questions (FAQ) or knowledge database?

2.3.3 Does the PHEI organizes recruitment and/or information events for SMEs?

2.3.4 Does the PHEI provide educational resources for SMEs?



PROCESS

2. Identifying and Recruiting Placements

PROCESS SCOPE

Management of the supply of placements within a PHEI, while assuring that placement positions are selected using a systematic and transparent approach based on pre-established requirements, as well as processes to increase the supply of placements.



CRITERIA



REQUIREMENTS



EVIDENCE (no.)



EVALUATION GRID



SUGGESTED ACTIONS (no.)



2.4

System for
Management
of Placement-
Supply

2.4.1 Does the PHEI keep an internal database of placements?

2.4.2 Is there an established policy for who can access and edit which part of the database?

2.4.3 Is there a procedure for maintaining and updating the database, including:

a) relevant metadata from the learning agreement?

b) all evaluation data linked to the placement?

c) the history of apprentices assigned to the placement?

2.5

Security

2.5.1 Is there an established policy for securing and managing personal data?

3

Negotiating the Agreement



PROCESS

3. Negotiating the Agreement

The documentation of agreements which establish specific apprenticeships that are of mutually beneficial agreements to all parties involved.



CRITERIA



REQUIREMENTS



EVIDENCE (no.)



EVALUATION GRID



SUGGESTED ACTIONS (no.)



3.1

Drafting the Agreement

3.1.1 Is there a documented procedure describing the management workflow for establishing a contract, including:

a) the timelines for signature?

b) the specific roles of signatories in the drafting process, such as students, PHEIs and SMEs?

3.1.2 Is there a model contract for apprenticeships, describing the:

a) duration?

b) programme objectives?

c) learning activities?

d) conditions of employment?

Do the conditions describe the:

d.1) position to be held by the apprentices within the SME?

d.2) remuneration?



PROCESS

3. Negotiating the Agreement

PROCESS SCOPE

The documentation of agreements which establish specific apprenticeships that are of mutually beneficial agreements to all parties involved.



CRITERIA



REQUIREMENTS



EVIDENCE (no.)



EVALUATION GRID



SUGGESTED ACTIONS (no.)



3.1

Drafting the Agreement

d.3) occupational health and safety provisions?

d.4) working hours?

d.5) social protection, including the necessary insurance in line with national legislation?

e) identification of supervisors and/or mentors? including their roles and responsibilities?

f) description of those roles and responsibilities?

g) student responsibilities?

h) requirements for student reporting?

i) modes of communication?

j) methods of assessment?

k) monitoring arrangements?



PROCESS

3. Negotiating the Agreement

PROCESS SCOPE

The documentation of agreements which establish specific apprenticeships that are of mutually beneficial agreements to all parties involved.



CRITERIA



REQUIREMENTS



EVIDENCE (no.)



EVALUATION GRID



SUGGESTED ACTIONS (no.)



3.1

Drafting the Agreement

l) resolution mechanism for issues, including conflicts?

m) forms of certification and/or recognition to be issued for students, for the SME and for the PHEI?

3.2

Matching Students to Placements

3.2.1 Does the PHEI keep a list of suitable available placements?

3.2.2 Has the PHEI implemented an information programme for students, including:

a) dissemination of informational material?

b) organization of information sessions?

c) availability of personalised consultation services?

3.2.3 Is there a documented procedure to identify students' needs and expectations?

3.2.4 Is there a procedure for selecting students to match specific profiles?

4

Monitoring of Apprenticeships



PROCESS

4. Monitoring of Apprenticeships

PROCESS SCOPE

Controlling the apprenticeship at different stages while providing support to all parties involved and assuring that any deviation is detected and corrected so results are achieved as planned.



CRITERIA



REQUIREMENTS



EVIDENCE (no.)



EVALUATION GRID



SUGGESTED ACTIONS (no.)



4.1

Monitoring
of students
Activities

4.1.1 Has the PHEI appointed a named supervisor for each apprenticeship?

4.1.2 Is there a schedule for communication with SMEs? Does the schedule identify the frequency of:

a) correspondence?

b) visits?

4.1.3 Is there a documented procedure on how to conduct a visit, including requirements for:

a) planning (how, who and communicated to whom)?

b) evidence collection (means and tools)?

c) record and report the visit?



4. Monitoring of Apprenticeships

PROCESS SCOPE

Controlling the apprenticeship at different stages while providing support to all parties involved and assuring that any deviation is detected and corrected so results are achieved as planned.



CRITERIA



REQUIREMENTS



EVIDENCE (no.)



EVALUATION GRID



SUGGESTED ACTIONS (no.)



4.2

Monitoring of SMEs Activities

4.2.1 Is there a schedule for communicating with students, indicating moments for correspondence and visits?

4.2.2. Is there a procedure for students to report progress, specifying:

a) the information to be reported (what)?

b) frequency of reporting (when)?

c) report method (how)?

d) report channel (to whom)?

4.3

User Support and Issue Resolution

4.3.1 Has the PHEI established a helpdesk?

4.3.2 Is there a documented procedure for contacting the PHEI's helpdesk (e.g. number to call, email, website)?

4.3.3 Does the PHEI promotes the existence of its helpdesk?



4. Monitoring of Apprenticeships

PROCESS SCOPE

Controlling the apprenticeship at different stages while providing support to all parties involved and assuring that any deviation is detected and corrected so results are achieved as planned.



CRITERIA



REQUIREMENTS



EVIDENCE (no.)



EVALUATION GRID



SUGGESTED ACTIONS (no.)



4.3

User Support
and Issue
Resolution

4.3.4 Is there a documented procedure for resolution of issues?

a) does the procedure include specifications to deal with urgent critical issues?

4.4

Evaluation of
Apprenticeships

4.4.1 Is there a documented procedure for the PHEI to evaluate the SMEs and its mentors?

Does the procedure include specifications on:

a) how to collect input from students;

b) how to collect input from the SMEs?

c) which questionnaire(s) shall be used?

d) which analysis methodology shall be used?

e) how to record and report potential corrective and/or improvement actions identified?

f) how to assure the transparency of the evaluation?

5

Assesment of Apprenticeships



PROCESS

5. Assessment of Apprenticeships

PROCESS SCOPE

Systematic and Transparent assessment, grading and certification of competences acquired by apprentices.



CRITERIA



REQUIREMENTS



EVIDENCE (no.)



EVALUATION GRID



SUGGESTED ACTIONS (no.)



5.1

Assessment design

5.1.1 Has the PHEI established a template for the assessment report to be filled in by the students?

5.1.2 Has the PHEI established a template for assessment of student progress to be filled in by SMEs?

5.1.3 Has the PHEI established rules for assessment?

5.1.4 Are those rules published?

5.2

Performing and Monitoring the Assessment

5.2.1 Does the PHEI provide SMEs with guidelines on how to conduct assessments?

5.2.2 Is there a documented procedure for collecting assessment data, including responsibilities and timelines?

5.2.3 Is there a documented procedure for data security including requirements for document traceability, anti-tampering and privacy?

5.3.1 Has the PHEI established a grading system, including a documented:

a) list of grades?



PROCESS

5. Assessment of Apprenticeships

PROCESS SCOPE

Systematic and Transparent assessment, grading and certification of competences acquired by apprentices.



CRITERIA



REQUIREMENTS



EVIDENCE (no.)



EVALUATION GRID



SUGGESTED ACTIONS (no.)



5.3

Grading

b) description of grades?

c) procedure for determination of grades?

d) template to record the grades attributed?

5.4

Certification

5.4.1 Does the PHEI have a documented procedure for award of credit, which specifies a:

a) method for allocation of transferable credit?

b) model for the certificate to be used?

c) model for any supplemental information to the certificate (diploma supplement, Europass, etc)?

d) method to keep records of awarded certificates?

e) method to respond to requests for verification of certificates?



5. Assessment of Apprenticeships

PROCESS SCOPE

Systematic and Transparent assessment, grading and certification of competences acquired by apprentices.



CRITERIA



REQUIREMENTS



EVIDENCE (no.)



EVALUATION GRID



SUGGESTED ACTIONS (no.)



5.5

Complaints and Appeals

5.5.1 Has the PHEI established a complaints and appeals system, including:

a) documented methods of where to submit a complaint or appeal?

b) templates for submission of complaints and appeals?

c) documented procedures to:
c.1) define the scope of complaints and appeals?

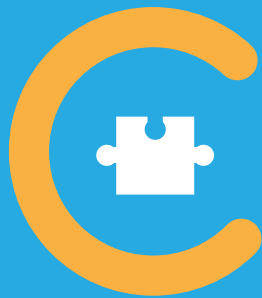
c.2) investigate complaints and appeals affecting the PHEI?)?

c.3) investigate complaints and appeals affecting SMEs?

c.4) decide on the complaint/appeal?

d) information on the timeline to give feedback on the complaints and appeals to their authors?

Apprenticeship Quality Checklist for SMEs



1

Creating Positions for Apprentices



PROCESS

1. Creating Positions for Apprentices

PROCESS SCOPE

Prepare to receive apprentices in a planned and controlled way, including risk management, while assuring maximum return on investment.



CRITERIA



REQUIREMENTS



EVIDENCE (no.)



EVALUATION GRID



SUGGESTED ACTIONS (no.)



1.1

Preparation for the Apprenticeship

1.1.1 Has the SME systematized the inclusion of the apprenticeship positions in the company's structure (e.g. through an organigram, job description, or similar)?

1.1.2 Does the SME have a financial plan and/or allocation for apprenticeships?

Does the financial plan have specific resource allocations for:

a) mentors?

b) apprentices, including:?

b.1) wages?

b.2) social benefits, including insurance

c) health and safety infrastructure?

1.1.3 Does the SME provide a model contract defining the work conditions?



PROCESS

1. Creating Positions for Apprentices

PROCESS SCOPE

Prepare to receive apprentices in a planned and controlled way, including risk management, while assuring maximum return on investment.



CRITERIA



REQUIREMENTS



EVIDENCE (no.)



EVALUATION GRID



SUGGESTED ACTIONS (no.)



1.1

Preparation for the Apprenticeship

1.1.4 Does the SME have a risk management plan including:

a) identification of risks?

b) analysis of the severity of their consequences?

c) analysis of the likelihood of their occurrence?

d) proposed measures to avoid those risks?

1.2

Identifying Mentors

1.2.1 Does the SME have a documented procedure for selecting mentors, including a description of their required:

a) technical competences?

b) pedagogical mentorship competences?

c) minimum work experience?

1.2.2 Does the SME have a procedure for Training Mentors?

2

Negotiating the Agreement



PROCESS

2. Negotiating the Agreement

PROCESS SCOPE

Assuring the SME can adequately participate in the establishment of apprenticeship agreements which are mutually beneficial to all involved parties.



CRITERIA



REQUIREMENTS



EVIDENCE (no.)



EVALUATION GRID



SUGGESTED ACTIONS (no.)



2.1

Drafting the Agreement

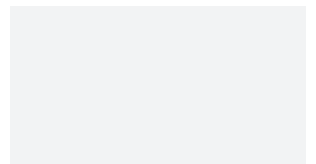
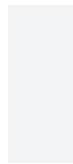
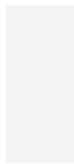
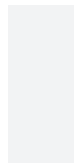
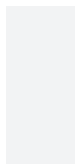
2.1.1 Has the SME defined an approval workflow for the contract which defines who will develop, review and approve which document at which stage?



2.2

Matching Students with Placements

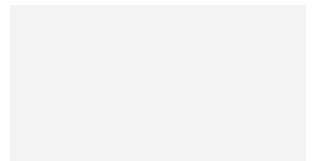
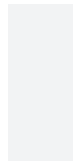
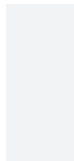
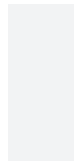
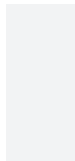
2.2.1 Has the SME established a documented procedure for describing the placement and its conditions to students and PHEIs?



2.2.2 Has the SME established a procedure for personally presenting the placement to nominated students?



2.2.3 Does the SME have a procedure for selecting apprentices?



3

Managing the
Apprenticeship



PROCESS

3. Managing the Apprenticeship

PROCESS SCOPE

Control of the apprenticeship at different stages inside the SME while assuring that any deviation is detected and corrected so results are achieved as planned.



CRITERIA



REQUIREMENTS



EVIDENCE (no.)



EVALUATION GRID



SUGGESTED ACTIONS (no.)



3.1

Management

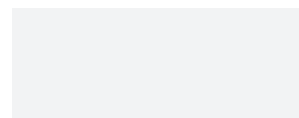
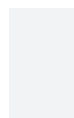
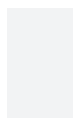
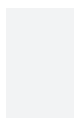
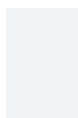
3.1.1 Has the SME assigned, to a member of their staff, the responsibility for communication with the PHEI related to the apprenticeship?



3.2

Introduction

3.2.1 Does the SME have a procedure to introduce the SME to each apprentice?

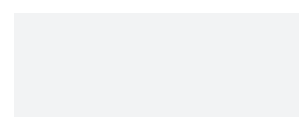
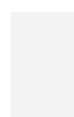
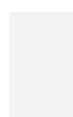
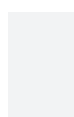
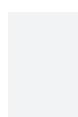


3.2.2 Does the SME have a procedure to introduce each apprentice to their staff?



3.2.3 Does the SME have a documented procedure for mentorship, specifying:

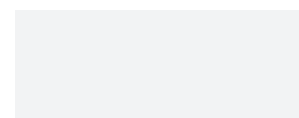
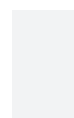
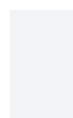
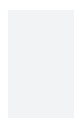
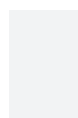
a) periodic teaching, training and/or demonstration sessions to be held by the mentor?



b) the periodic feedback and evaluation activities?



c) the formal review meetings, its participants and timeline?





PROCESS

3. Managing the Apprenticeship

PROCESS SCOPE

Control of the apprenticeship at different stages inside the SME while assuring that any deviation is detected and corrected so results are achieved as planned.



CRITERIA



REQUIREMENTS



EVIDENCE (no.)



EVALUATION GRID



SUGGESTED ACTIONS (no.)



3.3

Mentoring

3.3.1 Has the SME established a plan for each placement, including a:

a) general objective of the placement?

b) set of specific task with clear outcomes to achieve that objective?

3.3.2 Does the SME have a documented procedure for dealing with internal (staff) complaints and suggestions?

3.3.3 Does the SME have a documented procedure for dealing with external (PHEIs, apprentices) complaints and suggestions?

3.4.1 Does the SME have a documented procedure to monitor the performance of the overall apprenticeship programme (including all the previous steps)?

3.4

Evaluation

Examples of tables to keep records

OBJECTIVE EVIDENCES LIST

NO.	Description of the evidence
1	<i>Procedure "Identification of stakeholders", version 2 of 20171008.</i>
2	<i>Set of semester reports on stakeholder consultation from 2013 over form F10-A.</i>
3	<i>Summary of the stakeholder consultation from 2015, inserted as point 5 of the Annual management report.</i>

SUGGESTED ACTIONS LIST

NO.	Description of the suggested actions
1	<i>Review the Procedure "Identification of stakeholders", version 2 of 20171008 and add a predefined frequency for the consultations to be performed.</i>
2	<i>Review the procedure "Identification of stakeholders", version 2 of 20171008 and add a minute to standardize the format of the stakeholder consultation reports with fields to assure the minimum content elements. Also add predefinitions of to whom the reports should be sent and where they should be archived.</i>

Note: The above tables are just examples. Full and clean "Objective Evidences" and "Suggested Actions" Lists can be downloaded from the learntowork website at <http://learntowork.eu>

Glossary

TERM	DEFINITION
Apprenticeship	Learning that alternates between a workplace and an education or training institution; that is part of formal education and training; and that on successful completion, learners acquire a qualification and receive a officially recognized certificate. [Adapted from CEDEFOP]
Evidence	Data supporting the existence or verity of something [Adapted from ISO 9000:2015]
Helpdesk	Centralized service which helps users resolve their issues.
Issue	Situation which requires an action.
Management System	Set of interrelated or interacting elements of an organization to establish policies and objectives and processes to achieve those objectives. [Adapted from ISO 9000:2015]
Personal Data	Information relating to a person who can be identified by reference to an identification number or to one or more factors specific to his physical, physiological, mental, economic, cultural or social identity. [Adapted from Directive 95/46/EC]
Process	Set of interrelated or interacting activities that use inputs to deliver an intended result. [Adapted from ISO 9000:2015]
Professional Higher Education	Form of higher education that offers a particularly intense integration with the world of work in all its aspects (including teaching, learning, research and governance) and at all levels of the overarching Qualifications Framework of the European Higher Education Area.
Professional Higher Education Institution	Institution which provides Professional Higher Education.
Quality	Degree to which a set of inherent characteristics [of an object] fulfils requirements. [Adapted from ISO 9000:2015]
Requirement	Need or expectation that is stated, generally implied or obligatory. [Adapted from ISO 9000:2015]
SME	Enterprises which employ fewer than 250 persons and which have an annual turnover not exceeding EUR 50 million, and/or an annual balance sheet total not exceeding EUR 43 million [European Commission, 2003].
Stakeholder	Any group or individual who is affected by or can affect the achievement of an organization's objectives. [Freeman, 2010]
Workflow	Depiction of the actual sequence of the operations or actions taken in a process [Adapted from ISO 18308:2011].

