

Leonardo-project:
QUALITY IN VET-SCHOOLS

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**ACCREDITATION MODEL
FOR STUDY PROGRAMMES
IN HOTEL AND
RESTAURANT SERVICES**

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INTRODUCTION

The concept of accreditation refers to the process of assessing and officially recognizing whether an organization, a programme or an individual is able to perform inside the system. The accreditation process is closely linked to quality assurance and a concept of quality is behind every accreditation system. Quality is a rather complex concept which depends on many factors such as the customers` and other stakeholders` values, needs and objectives. Quality in education and training can be divided e.g. into structural quality, process quality and quality of results. Quality development is a continuous process including planning, implementation, evaluation and assessment, feedback and procedures for change.

Accreditation system is a relatively new phenomenon in most vocational education and training systems in the European countries. Higher education accreditation has already long tradition though. Also in hotel and restaurant field there has been an accreditation system earlier.

The applied model for accreditation was developed within the Leonardo da Vinci project `Quality in VET-Schools` (FIN-02-B-F-PP-126704 2002-2005). The aim of this project was to produce models, tools and measures for developing and assessing the quality of educational institutions. The function of the accreditation model developed within the project is, in particular, to bring international accreditation of qualifications to schools, to promote student mobility, quality management and related knowledge in education organisations. Accreditation is based on a voluntary assessment of the quality of study programmes in hotel and restaurant services and on a certification awarded on the basis of this assessment.

In addition to Finnish National Board of Education and Das Schulreferat der Landeshauptstadt München, partners involved in developing and testing the application included Helsinki Culinary School Perho and Turku Vocational Institute in Finland, Tourismsschulen Salzburg Bad Hofgastein Austria and Die Städtische Berufsschule München für das Hotel-, Gaststätten- und Braugewerbe in Germany. The project also

received valuable feedback from external evaluation groups composed of representatives of local working life, employees of other educational institutions/fields as well as those of the partners.

This handbook has been designed to help VET providers in hotel and restaurant field to prepare and apply for accreditation. The accreditation model has been developed for study programmes in hotel and restaurant services. The guidelines are intended especially to assist VET providers to:

- apply for accreditation of a study programme in hotel and restaurant services
- plan and implement self-evaluation before application for accreditation
- develop quality assurance policies and procedures appropriate to their own context
- identify best practices and exchange information and experiences
- discuss and co-operate with other VET providers and enterprises in the field of hotel and restaurant services.

The process helps also to focus more and more on quality improvement (development itself) besides the achievement of minimum criteria. The accreditation process of the model includes several elements that promote quality improvement.

The handbook hopefully serves other stakeholders too, such as members of external evaluation groups, self-evaluation groups and those interested in establishing good practices in quality assurance in VET.

The Handbook of Accreditation includes general information about accreditation, the description of the phases of accreditation process, guidelines for implementation and examples and good practices. Additional tools and templates are annexed.

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GENERAL ABOUT ACCREDITATION

The concept of accreditation normally refers to the process of assessing and officially recognizing whether a certain organization or a certain programme or a certain individual is able to perform inside the system.

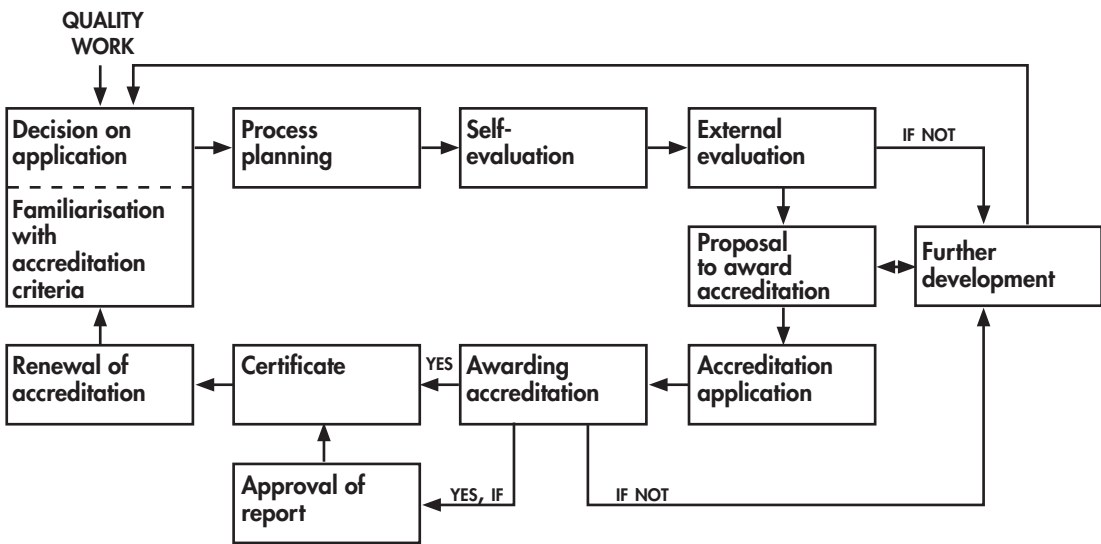
This application comprises a set of criteria used as a basis for awarding accreditation, a description of the accreditation process and instructions for self-evaluation and implementation of external evaluation. The frame of reference used in developing the application consists of the key principles of the EFQM Excellence Model (the European Quality Award Model), which also support self-evaluation of educational organisations. The EFQM model was adopted as the frame of reference for the criteria and evaluation, because it can be and is applied to evaluation of both businesses and educational organisations in the field of hotel and restaurant services. The model is also renowned for being used as the assessment criteria for national Quality Awards competitions as well as the European Quality Award.

The accreditation of training providers can be seen as one of several measures of quality. Accreditation commonly refers either to official recognition of educational institutions and their study programmes by competent authorities or to the award of various quality labels to educational institutions or their study programmes. Accreditation is carried out on a regular basis, each time reviewing whether the organisation's operations or study programmes satisfy the specified minimum quality criteria. In this case, accreditation focuses on study programmes.

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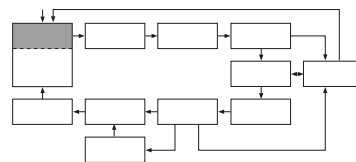
THE PHASES OF THE ACCREDITATION PROCESS

The figure below describes the phases of the accreditation process and its progress from the decision to apply to the award and renewal of accreditation.



Educational organisations have usually been engaged in systematic quality work for quite some time prior to applying for accreditation. However, accreditation does not require the use of any specific quality system. The different phases of the process are dealt with in more detail individually on following pages.

3.1 Deciding to apply for accreditation



Eligibility requirements

This applied accreditation model is intended for study programmes or qualifications in hotel and restaurant services, which are completed within the European Union and where the scope of vocational studies is at least 80 credits or two years. Accreditation is aimed at study programmes for **restaurant cooks, waiters/waitresses and hotel receptionists** in the field of hotel and restaurant services.

Restaurant cooks are able to function in meal production assignments at different types of restaurants, including planning of portions, preparation and presentation of food, as well as storage of foodstuffs. Cooks know how to prepare wholesome, tasty and balanced food, also considering the international requirements of gastronomy. They must know how to act economically and profitably and they must have aesthetic insight. In addition, cooks must be able to work both independently in accordance with instructions provided and as active members of working groups. In addition to restaurant terminology used in their own country, they must also understand English and French restaurant terminology.

Waiters/waitresses must be able to function in serving, sales, cash register and other customer service assignments at licensed restaurants. They must be familiar with restaurant services as a whole and be able to actively sell restaurant products. Waiters and waitresses must have good communication, sales, interaction and human relations skills and sufficient language skills to provide customer service.

In addition to possessing the general basic skills, **hotel receptionists** must be able to attend to daily hotel reception duties and to sell and provide hotel and restaurant products and services to customers. They know how to attend to meeting services and serving tasks in a comprehensive manner. Hotel receptionists have good and diverse language skills and good interaction and co-operation skills. They must also take an active interest in current affairs.

Conditions for applying for accreditation

The conditions for applying for accreditation are self-evaluation carried out in accordance with instructions and related reports, external evaluation carried out in accordance with instructions and related reports, as well as preparation and submission of an application for accreditation to a body awarding accreditation, which is required to possess knowledge of education and training and educational institutions in the field of hotel and restaurant services. In addition, the accreditation body is required to be respected by the hotel and restaurant industry and educational organisations operating in the field. The accreditation body also needs to have sufficient resources to administer the process of awarding accreditation and to make changes to the process as required. Another important quality criterion is continuity of the accreditation system.

The accreditation body decides whether to award accreditation on the basis of the recommendation and reports from the external evaluation group. In this applied model, the minimum levels required for accreditation are expressed in terms of standards for the operations and results areas of the Accreditation model, achievement of which is evaluated.

As a general rule, the application must present results monitoring data for a minimum of three years. In addition to achievement of the minimum levels, operations and results are evaluated by scoring the evaluation areas as specified in this applied model. In addition to achievement of the minimum levels, the applicant must, in order to demonstrate fulfilment of the quality requirements, receive the total score determined by the body awarding accreditation in the consensual evaluation by the external evaluation group, such as no less than 18 points.

The process of applying for accreditation requires long-term planning and allocation of resources for this purpose. It requires broad commitment to the process from staff, while also providing participants with a systematic model for continuous quality improvement and an excellent opportunity to obtain external feedback on operations and their effectiveness. In addition to the minimum level of quality indicated by the minimum criteria, applicants should therefore also describe operating methods, application procedures and achieved results exceeding this level.

Why apply for accreditation?

Accreditation of education and training refers to external evaluation carried out to determine whether education and training is implemented in accordance with the specified criteria and standards that are also known to the applicants. Consequently, accreditation aims to increase the credibility and attractiveness of the study programme(s) in question.

In accordance with the Copenhagen process, key starting points for accreditation also include increasing the quality of education and training, student and staff mobility and the attractiveness of vocational education and training. At the same time, the procedure produces information verified by external parties about the educational institution and the study programmes it provides. The purpose is to ensure that the study programmes satisfy agreed quality requirements. Accreditation is based on the applicant's description of operations and results, self-evaluation and external evaluation. Accreditation of study programmes involves investigating whether the programmes provide an adequate framework for learning and achievement of other objectives.

From the perspective of working life, accreditation makes it possible to identify those programmes that cater for the needs of working life in the best possible way. This is why external evaluation groups include at least one expert from the working life.

Internationalisation of the education and training market has created a need to verify the level of foreign study programmes. Increasing student exchanges require educational organisations to be able to find educational institutions with study modules that they can approve as part of a qualification. At the same time, educational institutions receive support to determine the transferability of credits completed elsewhere. From a student's perspective, accreditation is about consumer protection: are the objectives and contents in line with statements made in curricula and brochures, for example.

LEADERSHIP

Definition

Excellent leaders develop and facilitate the achievement of the mission and vision. They develop organisational values and systems required for sustainable success and implement these via their actions and behaviours. During periods of change they retain a constancy of purpose. Where required, such leaders are able to change the direction of the organisation and inspire others to follow.

EFQM

Minimum level

- *The mission of the educational organisation has been defined and it has a clear vision, strategy and values, which take the special characteristics of the hotel and restaurant industry into account.*
- *Alignment of operations with strategies has been ensured.*
- *There is clear distribution of responsibilities within the organisation.*

The auxiliary questions to facilitate evaluation are as follows:

- 1.1 How does the management orient itself to the future and act as a pioneer?
- 1.2 How does the management create and secure conditions for operations?
- 1.3 How have the mission, vision and basic values of the educational institution been defined and in what ways do these reflect the special characteristics of the hotel and restaurant industry?
- 1.4 How does the management ensure that the operations are in line with the mission, vision and basic values?
- 1.5 How does the management make decisions on the basis of the information received?
- 1.6 How does the management ensure that the targets set in the strategies and curricula are achieved?
- 1.7 How do managers recognise the need for change and succeed in bringing about change within the organisation?
- 1.8 How does the management keep in touch with customers and other co-operation partners?

POLICY AND STRATEGY

Definition

Excellent organisations implement their mission and vision by developing a stakeholder focused strategy that takes account of the market and sector in which it operates. Policies, plans, objectives, and processes are developed and deployed to deliver the strategy.

EFQM

Minimum level

- *The operations of the organisation are based on a quality control/operational system and operations are continuously assessed and improved.*
- *Strategic plans and annual operational plans and budgets are based on analysis of changes occurring in the hotel and restaurant industry, education and training and society and on new objectives specified according to the results.*

The auxiliary questions to facilitate evaluation include:

- 2.1 How does the organisation take changes in the hotel and restaurant industry, education and training and surrounding society as well as the needs and expectations of stakeholders into account in its strategic planning?
- 2.2 How do staff participate in planning strategies and policies?
- 2.3 How does the organisation ensure that strategies and policies support achievement of the mission and vision?
- 2.4 How are strategies and policies made visible within the organisation and how are they implemented?

PEOPLE

Definition

Excellent organisations manage, develop and release the full potential of their people at an individual, team-based and organisational level. They promote fairness and equality and involve and empower their people. They care for, communicate, reward and recognise, in a way that motivates staff and builds commitment to using their skills and knowledge for the benefit of the organisation.

EFQM

Minimum level

- *A plan is being implemented for staff training and other development, which covers the study programmes included in the application.*
- *The management is familiar with the hotel and restaurant industry and follows developments in it.*
- *Staff are provided with health and well-being services in accordance with the country's legislation and regulations.*

The auxiliary questions to facilitate evaluation are as follows:

- 3.1 How does the organisation ensure that staff's skills and know-how are up-to-date, and what are the methods for renewing and distributing skills and know-how within the organisation?
- 3.2 How does the organisation ensure that human resources are acquired and used sensibly?
- 3.3 How does the organisation ensure that staff have sufficient knowledge of the industry?
- 3.4 How do staff co-operate with various interest groups?
- 3.5 How do staff participate in joint operations, operational development and dissemination of information?
- 3.6 How does the organisation ensure that staff has sufficient skills to use educational and other technologies in the operations?
- 3.7 How is staff commitment guaranteed and how is this evident in development of education and training?
- 3.8 What method is used to ensure staff's customer-focused operations?

- 3.9 How does the organisation ensure in its human resources strategy that equality, fairness and empowerment are realised?
- 3.10 How does the organisation promote staff well-being at work?
- 3.11 How well does the management know and follow the hotel and restaurant industry and developments in the field?

PARTNERSHIPS AND RESOURCES

Definition

Excellent organisations plan and manage external partnerships, suppliers and internal resources in order to support policy and strategy and the effective operation of processes. During planning and whilst managing partnerships and resources they balance the current and future needs of the organisation, the community and the environment. EFQM

Minimum level

- *The education is developed and carried out together with the hotel and restaurant industry.*
- *When buying something, the educational organisation ensures that suppliers comply with laws and other regulations in the country and within the hotel and restaurant industry.*
- *The educational organisation has international educational and business partners and actively co-operates with them.*
- *The facilities of the organisation are sufficient and they meet the demands of the profession.*
- *The organisation has a procedure for assessing its financial resources.*

The auxiliary questions to facilitate evaluation are as follows:

- 4.1 How does co-operation with partners support implementation of the educational organisation's strategy and policy?
- 4.2 What kind of co-operation does the organisation have with the hotel and restaurant industry and how is information obtained exploited in instruction?
- 4.3 What kind of co-operation does the organisation have with authorities, financing bodies and other educational organisations?
- 4.4 How is information related to different partnerships gathered and used to benefit the organisation?
- 4.5 How does the educational organisation co-operate with partners in order to anticipate and take account of changes in the hotel and restaurant industry, education and training and surrounding society when planning for the future?
- 4.6 What are the projects and networks that the organisation is involved in and how does it use the knowledge to its own advantage?
- 4.7 How is it ensured that the organisation has suitable facilities for the study programmes as well as up-to-date, accessible and useful technology?
- 4.8 How are economic efficiency and investment prospects managed?

PROCESSES

*)

Definition

Excellent organisations design, manage and improve processes in order to fully satisfy, and generate increasing value for, customers and other stakeholders.

EFQM

Minimum level

- *The educational organisation has a curriculum, which is observed and which is in line with national regulations and the needs and expectations of the hotel and restaurant industry and other stakeholders.*
- *The hygienic skills of students and the self-supervision plan have been ensured according to EU norms.*
- *Occupational safety issues are taught in accordance with legislation in the country in question.*
- *Student assessment is carried out according to the principles of the curriculum.*
- *At least 20% of vocational studies in the curriculum are carried out in the form of on-the-job learning in hotel and restaurant businesses.*

*) In this context, processes refer to operational chains relating to provision of educational services, such as the chain of the different phases as part of the student teaching and learning processes, which aims at achievement of vocational skills, and processes supporting this chain.

The auxiliary questions to facilitate evaluation are as follows:

- 5.1 What is the quality or operational system that the organisation's daily operations are based on?
- 5.2 How are the processes guiding operations identified and defined?
- 5.3 What benchmarks are used to monitor and guide the processes?
- 5.4 How have the special characteristics of the various study programmes been taken into account in the curriculum?
- 5.5 How do the organisation's operations and curriculum support entrepreneurship and take the principles of sustainable development into account?
- 5.6 How has on-the-job learning been arranged?
- 5.7 How have international affairs been integrated as part of the organisation's operations?
- 5.8 What kind of teaching methods and learning practices is the organisation using?
- 5.9 How have student admissions, teaching arrangements and action plans been designed and implemented?
- 5.10 How have students' support and counselling services been planned and implemented?
- 5.11 How does the organisation follow up on student achievements?
- 5.12 How does the organisation follow up on students' employment after graduation?

CUSTOMER RESULTS

Definition

Excellent organisations comprehensively measure and achieve outstanding results with respect to their customers.

EFQM

Minimum level

- *A minimum of 70% of students complete their studies within the specified period of time.*
- *Each year, a maximum of 10% of students discontinue their studies.*
- *The organisation can present results on students' employment after graduation.*

The auxiliary questions to facilitate evaluation are as follows:

- 6.1 What is the level of student satisfaction examined for each study programme and in average terms and how has it developed over the years?
- 6.2 What is the level of customer satisfaction within the industry and how has it changed over the years?
- 6.3 What is the completion rate of qualifications within the standard period of time examined for each study programme and how has it developed over the years?
- 6.4 What is the drop-out rate examined for each study programme and how has it developed over the years?
- 6.5 How easily do students on the relevant study programmes find employment upon completion of their studies?

PEOPLE RESULTS

Definition

Excellent organisations comprehensively measure and achieve outstanding results with respect to their people.

EFQM

Minimum level

- *Expenditure on staff development accounts for at least 2% of total payroll costs.*
- *At least 80% of permanent teachers of vocational studies have teaching qualifications, as defined in each country.*
- *Teachers of vocational studies participate in practical placement periods outside the organisation and also work with associations in the field on both national and international levels.*

The auxiliary questions to facilitate evaluation are as follows:

- 7.1 How many staff training days and practical placement periods have there been in the past year, examined for each study programme?
- 7.2 What kinds of innovations and reforms have been introduced to instruction, the organisation and working methods as a result of staff development work?
- 7.3 What is the level of job satisfaction and how has it developed over the years?

SOCIETY RESULTS

Definition

Excellent organisations comprehensively measure and achieve outstanding results with respect to society.

EFQM

Minimum level

- *The educational organisation has an environmental plan or a sustainable development plan and evidence of compliance with its objectives and of achieved results.*
- *The educational organisation has a student welfare programme, which is also being implemented.*

The auxiliary questions to facilitate evaluation are as follows:

- 8.1 What results have been achieved through supporting sustainable development?
- 8.2 How does the organisation improve general well-being in society and prevent social exclusion through its own operations and what kind of results has it achieved in respect of these issues?
- 8.3 How does the organisation distribute information about its operations and results and what kind of feedback has it received?
- 8.4 How have the organisation's operations been acknowledged and rewarded?
- 8.5 How has the educational organisation influenced development of the hotel and restaurant industry and education and training in the field through its own operations and what kind of evidence does it have to show for this?
- 8.6 How has the organisation been presented in public and how renowned is it regionally, nationally and internationally?

KEY PERFORMANCE RESULTS

Definition

Excellent organisations comprehensively measure and achieve outstanding results with respect to the key elements of their policy and strategy. EFQM

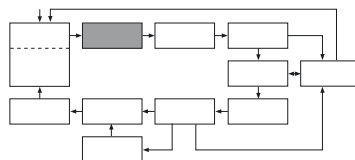
Minimum level

- * *The organisation can present learning achievements and information about their development.*
- * *Students have a real chance to take part in contract-based international student exchange programmes and international on-the-job learning periods.*

The auxiliary questions to facilitate evaluation are as follows:

- 9.1 What is the number of applicants for different study programmes (compared with places available for new students) and how has this figure developed?
- 9.2 What is the rate of occupancy of the educational organisation's student places and how has it developed over the years?
- 9.3 What is the unit cost per student? How have the unit costs changed compared with the national level?
- 9.4 What kind of learning outcomes does the organisation have to show for each study programme?
- 9.5 What kind of results has the educational organisation gained from national and international co-operation and networking in terms of student, teacher and staff exchanges, study visits and projects, etc.?
- 9.6 What kinds of results have been achieved through co-operation with industry representatives?

3.3 Process planning



The decision on applying for accreditation is made by the education provider or the management/management group of the educational institution. Once this decision has been made, the potential applicant contacts a body awarding accreditation to notify its willingness to apply for accreditation for one or more study programmes. Once the accreditation body has accepted the preliminary application, the educational organisation starts the actual application process.

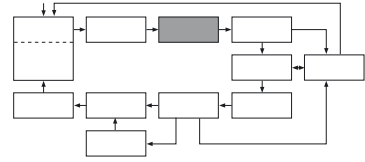
The accreditation process requires decisions and plans to be made on the following aspects, for example:

- selection of study programmes/qualifications for accreditation
- determination of people to be involved in the accreditation process and their responsibilities
- allocation of necessary resources
- motivation and, where necessary, training of staff
- provision of information for stakeholders, such as the owner organisation, staff and students.

The group involved in the accreditation process prepares a schedule for the project, determines the responsibilities of each participant and for example selects and invites people to participate in self-evaluation.

The applicant prepares the composition of the external evaluation group and implementation of external evaluation in co-operation with the accreditation body. The final decision on these issues rests with the accreditation body.

3.4 Self-evaluation



3.4.1 Self-evaluation in general

In self-evaluation, the organisation evaluates its own operations and the results achieved. Self-evaluation helps the organisation to identify its most important strengths and areas for improvement. It also facilitates identification of the procedures that help the organisation to implement its own strategy. Self-evaluation also creates the basis for external evaluation. In addition to the study visit, another key source of information for external evaluation is the description of the educational organisation’s operations and results and self-evaluation conducted on the basis of the description.

If the applicant has not carried out self-evaluation, it is important for them to become familiar with self-evaluation in general, its principles and good practices before moving forward. The recommendation is that the educational organisation accumulates some evidence of systematic self-evaluation before applying for accreditation for its study programmes.

The self-evaluation carried out for accreditation includes the phases and criteria, as shown in the figure.

Phases of the self-evaluation process



In self-evaluation, the educational organisation describes its operations so that it creates a **general description of its operations** and a **description of each evaluation area** set out in the criteria, using these as the basis to assess operations. In other words, the description does not aim to answer specific questions, but to describe the educational organisation's relevant operations or results as a whole on the basis of the criteria. The description is drawn up from the perspective of those study programmes for which accreditation is applied.

Those participating in evaluation should familiarise themselves in advance with the operational description and the criteria. Assessments are given at a **self-evaluation meeting**, involving representatives of the management, staff and students. The organisation determines the participants in self-evaluation based on the general instructions presented above. The purpose of the meeting is not, however, merely to answer questions but also to evaluate the operations of the educational organisation against the Accreditation model, the minimum level and the auxiliary questions drawn up to facilitate evaluation.

After the self-evaluation, a **self-evaluation report** is prepared, consisting of all the strengths and areas for improvement identified at the self-evaluation meeting and a numerical assessment of each area. The report is attached to the general description submitted to the external evaluators.

Some good principles in self-evaluation

- **Involvement**
Managers and all staff should have the opportunity to take part in self-evaluation in some way, as well as students or their representatives.
- **Positive Approach**
Make an effort to identify and record good practices and strengths as well as areas for improvement.
- **Evidence-based Findings**
It is important to gather credible evidence from a range of sources and make observations only on issues backed up by evidence. You should avoid subjective judgements.

- **Improvement**
The aim of the evaluation should be to bring about improvement.
- **Confidentiality**
The focus should at all times be on processes and activities and it will not be necessary to identify individuals.
- **Flexibility**
It is important to plan the self-evaluation procedure thoroughly but also to be flexible enough to make the changes needed.
- **Open mind**
Be open-minded when finding out about improvement areas and recognise new innovative ways to act.
- **Respect for different opinions**
Everyone who takes part in self-evaluation has the same status. It is important to be open for dialogue and continue discussion as long as consensus is reached ultimately.

3.4.2 General description

The general description includes basic information about the organisation as follows:

- the education provider, the body issuing the authorisation to provide education, the most important guidelines and regulations
- a description of operations, the type of education provided, student information: age, basic education, number of students on each study programme
- the most important interest groups (stakeholders), such as authorities, suppliers and other partners
- the market and the competitive situation
- staff: organisational structure, the educational level of staff, qualifications and number
- a description of the quality control/operational system and of development and evaluation operations in general
- legislation governing education and business in the home country of the organisation.

In addition to the basic information, the general description briefly outlines the history of the educational institution and its present-day strategy by describing the mission, vision and basic values. The latest annual report is also attached to the description. The general description ends with a description of the self-evaluation process and the names and contact information of people in charge of the accreditation process. In the annex 1 there you can find an example of the general description.

3.4.3 Preparation for and organisation of self-evaluation

Descriptions of the evaluation areas

The organisation **evaluates its operations by learning about the definition** of each area (operations and results) and **giving its opinion on the minimum levels** for these areas and the characteristics of good or excellent educational organisations identified **by means of auxiliary questions to facilitate evaluation**.

The aim when drawing up the description is not only to respond to the questions, but also to create an overview of the organisation's operations, using the definitions of the evaluation areas, the minimum levels and the auxiliary questions to facilitate evaluation.

Organisation of the self-evaluation meeting

The organisation prepares for self-evaluation by choosing participants for the evaluation and by acquainting them with the self-evaluation process. Well ahead of the self-evaluation meeting, each participant is given the evaluation criteria and informed about the goals of the evaluation. Participants are also informed of the aim of the self-evaluation and the key principles and criteria of the Accreditation model. Practical arrangements for self-evaluation follow the instructions below.

- Self-evaluation is the organisation's internal process. External customers and interest groups participate in the external evaluation.
- The chairperson and secretary work within the organisation carrying out the self-evaluation.

- The meeting takes two days in all, with different groups on each day. One group should consist of no less than 4 and no more than 12 members.
- The first group consists of the management and possibly representatives of the education provider, and the representatives of the staff (teachers and other staff). The representatives of this first group reply to all questions included in the evaluation criteria.
- The second group consists of student representatives. There should be at least three representatives from each study programme. Group members should be selected so as to include students at different stages of their studies. The student representatives participate in self-evaluation in the following categories:
 - Leadership
 - Processes
 - Customer results
 - Society results.

3.4.4 The self-evaluation meeting

The phases of the self-evaluation meeting are as follows:

- Familiarisation with the evaluation area
 - Participants go through the definition of the evaluation area and discuss its content.
- Completion of the minimum level
 - They then go through the minimum level for the evaluation area and discuss fulfilment of its criteria, assessing the entire evaluation area by means of auxiliary questions.
- Strengths and improvement areas
 - The group forms a shared view (consensus) on strengths and areas for improvement in each evaluation area. A maximum of three strengths and three improvement areas is usually allowed.

- Scoring
 - Each evaluation area is assessed on a scale from 0 to 5. It is also possible to give half grades.
 - Group members may give grade 0 where they feel unable to assign an assessment to the evaluation area in question for reasons such as lack of experience or lack of knowledge of the indicators/results in the evaluation area. In other words, a 0 assessment given by an individual member does not reduce the final score, if it is given for the above-mentioned reasons.
 - In terms of consensual evaluation, grade 0 means that the organisation does not have any evidence of results in the results area being assessed or only fragmented information is available. In terms of operational evaluation, grade 0 means that there is no evidence to show about the area being assessed or it is only based on hearsay.
 - Points are given using separate scoring tables for operations and results evaluation areas. In the annex 2 there you can see the **operations scoring** table and the **results scoring** table. Participants may use their own auxiliary form for self-evaluation to take their own notes.

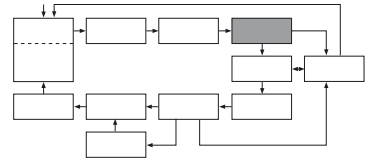
- Final consensus
 - The secretary records the main points of discussion, i.e. the most important strengths and areas for improvement. He or she also notes down the final assessment for each area, which is the consensus based on the points given by group members.
 - Since there are two groups, the final report will also include two different numerical assessments for each evaluation area.
 - The secretary compiles the topics discussed at the meetings into the final self-evaluation report.

3.4.5 The self-evaluation report

The final stage in the self-evaluation process is writing the report. The following documents should be included with the final report:

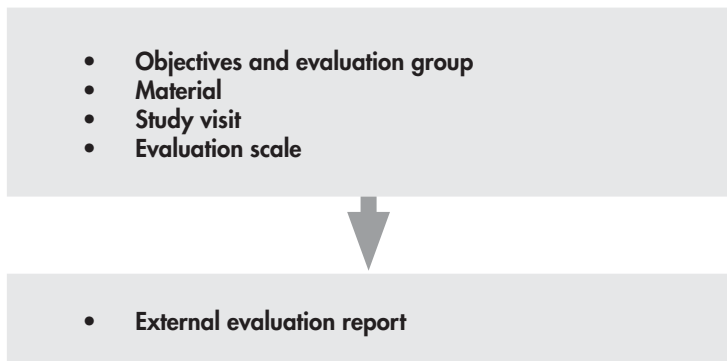
- a general description of the educational organisation with attachments (annual report)
- a report written on the basis of the self-evaluation meeting, including a description of the educational organisation's operations in accordance with accreditation criteria, an assessment of strengths and areas for improvement and comments raised at the self-evaluation meeting as well as numerical assessments given by each group.

3.5 External evaluation



External evaluation is organised jointly by a representative of the accreditation body and the contact person of the applicant organisation. The contact person is responsible for tasks such as selection of interviewees in accordance with instructions provided. It is important to start planning the external evaluation in time and it is advisable to draw up a task plan including schedules and responsibilities for implementation.

Phases of the external evaluation process



3.5.1 Objectives and members of the evaluation group

From the perspective of the accreditation body, the specific objective of external evaluation is to verify fulfilment of the minimum requirements. In addition to proof of fulfilment of the minimum requirements, the applicant organisation, in turn, often expects the evaluation group to provide a broader overview of the applicant organisation's key strengths and areas for improvement in each evaluation area specified in the criteria.

External evaluation is carried out in the applicant organisation as a two-day visit. The minimum size of an evaluation group is five people and it should include employer/business representatives in the field, employee representatives and a specialist in education and training. At least one member of the evaluation group must have experience of carrying out evaluation procedures. He or she is often the Head Evaluator in external evaluations. The applicant organisation selects members for the evaluation group and agrees remuneration due to them. Information about the composition of the evaluation group will be sent to the accreditation body, which will then confirm whether it approves or rejects the group. The ultimate decision on composition of the evaluation group thus rests with the accreditation body.

Members of the evaluation group sign a confidentiality agreement, whereby they declare that they will not release any information obtained during the process for use by any parties other than the applicant organisation and the accreditation body. An example of a confidentiality agreement is in the annex 3.

3.5.2 **Material delivered to the evaluation group**

Members of the external evaluation group receive the applied model for accreditation and the applicant organisation's **self-evaluation report and annual report**.

The evaluation group also receives **the curricula** of those study programmes/ qualifications for which accreditation is applied. The evaluation group needs these documents, because the criteria include high-quality curricula as a key factor in awarding accreditation. For the purposes of the external evaluation, the applicant also provides the evaluation group with the following documents:

- Strategies of the education provider responsible for the educational institution
- Quality Handbook/Operations Manual
- Institutional regulations and operational guidelines
- Guidelines for student assessment and other key guidelines concerning instruction not included in the curricula or the Quality Handbook
- Teachers' qualifications and work experience (if not included in the general description)

- Any other important plans regarding the above-mentioned study programmes and qualifications that the applicant wishes to bring to the evaluation group's attention, such as an international affairs plan.

The background information may vary quite considerably from one organisation and country to another.

3.5.3 Study visit

The contact person within the applicant organisation assists the leader of the evaluation group to implement the programme for the evaluation days. The leader of the evaluation group (Head Evaluator) ensures that the evaluation group receives sufficient information from different groups to form a basis for the evaluation. In the selection of interview groups and interviews as well as the interest groups, care is taken to ensure that all study programmes/ qualifications are well represented. During the evaluation days, two teacher and student groups are interviewed from each qualification that is being evaluated.

Each evaluator reads the self-evaluation report and other material delivered as agreed as well as any possible additional material that the leader and the evaluation group consider necessary to read at the time. The evaluation group also holds a joint discussion on the morning of the first day of the evaluation, unless it has reserved another day for preparation. In addition, the group focuses on their current version of the evaluation and discusses their need for additional information at the beginning of the second day. This discussion may also take place during the evening of the first day.

As well as interviews, the programme for the evaluation days includes inspection of facilities, equipment and information systems. In addition, the evaluation group reads documents available at the site, if necessary. Below you can see an example of the study visit programme.

Thursday, 27. January 2005

9.00–9.45	Meeting of the evaluation group
9.45–10.30	Students
10.45–13.00	Lunch
13.00–14.00	Management group
14.15–15.00	Stakeholders
15.15–16.00	Teachers
16.15–18.00	Meeting of the evaluation group

Friday, 28. January 2005

9.00–9.45	Meeting of the evaluation group
9.45–10.30	Students
10.30–12.15	Premises and equipment
12.15–13.15	Lunch
13.15–14.15	Meeting of the evaluation group
14.30–15.30	Discussion with management group
15.45–19.00	Meeting of the evaluation group – preliminary report

After the process, members of the evaluation group are requested to give feedback on aspects such as the way the evaluation group functioned and practical arrangements as well as suggestions for further development of the accreditation process. The Head Evaluator then submits a summary of these both to the accreditation body and to the applicant. In the annex 4 there you can see an example of the evaluator feedback form.

3.5.4 The evaluation score

Each evaluation area is graded on a scale from 0 to 5. Grade 0 means that the organisation does not have results to show on the assessed results area or that the information available is fragmented. When evaluating operations, a 0 grade means that no results are available for the area being assessed or that the activities within the area are at a very early stage.

When grade 5 is granted to a results area, this means that the results indicate a positive development; all goals have been reached, comparisons are encouraging and that the operations and results are clearly connected in all areas. In the evaluation of operations, grade 5 indicates that the organisation has a wide scope of achievement to show in the area being reviewed and all the essential operational areas are being covered. The grades are given according to the so-called consensus principle, in a joint discussion, and not as an average of the grades given for each area. It is also possible to give half grades.

The principles for calculating the final score and weighting different evaluation areas are decided by the body awarding accreditation. The operations scoring table and the results scoring table you can find in the annex 2.

3.5.5

The report of the external evaluation to the applicant organisation and to the accreditation body

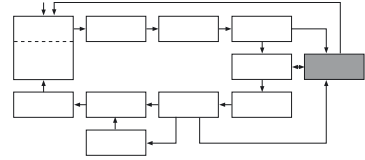
The leader of the external evaluation group is responsible for producing the evaluation report together with group members. Instructions for the contents of the report are as follows:

- Introduction
- Short informative comments for each evaluation area, including comments on reaching the minimum level
- Strengths and areas for improvement in each evaluation area (3 strengths and 3 improvement areas on average)
- The score for each evaluation area
- The same emphases are used for counting the overall grade as in the Quality Award model, unless the accreditation body decides otherwise.
- Finally, there is a presentation of the evaluation group and the arguments for or against awarding accreditation to the study programmes.
- The current estimate within the project is that an applicant should reach 30–50% of the maximum score in order to be entitled to accreditation. The final decision on this matter rests with the body awarding accreditation.

The basis for awarding accreditation is reaching the minimum level, and thus it is also of the utmost importance to comment on this and to justify the group's evaluation in the external evaluation report. The minimum level should be inspected by each study programme being reviewed for accreditation.

The leader and members of the evaluation group prepare a draft report together. There is usually no need for a separate consensus discussion afterwards, if each member delivers their grades to the leader in writing after reading the draft and the overall grade is calculated as being the average of the grades given. If there is significant variation, it is necessary to discuss the matter and to form a consensus on the final assessment grade. In the annex 5 there you can see an example of the report of external evaluation.

3.7 Further development



In its report, the evaluation group may conclude that the applicant fails to satisfy the minimum criteria for award of accreditation. In such cases, the feedback report should include both information on the respects in which the requirements were not fulfilled and strengths and areas for improvement for each evaluation area. The educational organisation will then prioritise these and draw up a scheduled development plan with responsibilities.

The basic aim of self-evaluation and external evaluation is to help the organisation to recognise its own strengths and areas for improvement and, by doing so, to support quality work at school. The applicant organisation receives a report based on the self-evaluation report prepared within its organisation and on written documents as well as on the external study visit made by the evaluation group.

Some months later, the educational organisation or VET provider receives the external evaluation report consisting of the results of the external evaluation carried out within the organisation.

In the report, each evaluation area starts by presenting a common overall evaluation. Strengths are stated and, if the minimum requirements have not been satisfied, suggestions for improvement are provided. The evaluation group details the grounds on which the group considers that the preconditions for accreditation have/have not been fulfilled.

Upon receipt of this report, the management and staff of the organisation deal with the suggestions made. They discuss and identify strengths and areas for improvement and draw up a development plan and deal with areas for improvement that are important in order to support quality work at institution. In addition, they discuss what evaluation areas could be improved or changed and when or how this should be done.

Once the development plan is complete, the necessary changes or improvements are implemented in order to apply for accreditation. After improving these areas and obtaining evidence of improvement, the procedure starts from scratch (application, self-evaluation).

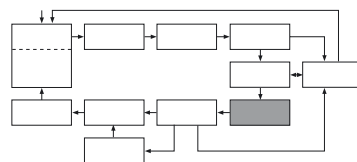
Prioritisation of measures

All intended changes and improvements outlined in the development plan will be subject to the educational organisation's prioritisation. The organisation should give priority to those evaluation areas or suggestions that can be changed and that are important in terms of the school's or the VET provider's quality improvement.

Development plan and application

In the event that the evaluation group has instructed the educational organisation to carry out certain development measures prior to applying for accreditation, the organisation must also report on these to the accreditation body. Once the report has been approved, the educational organisation will be notified. After this, the educational organisation may then submit its actual application.

3.8 Accreditation application



An educational organisation wishing to apply for accreditation must notify the accreditation body, which will provide an up-to-date copy of the application form.

An example of the application form

APPLICATION FOR ACCREDITATION

Name of the applicant and address _____

Contact person

Phone _____

Fax _____

E-mail _____

Accreditation for study programme(s):

- Cook
- Waiter/waitress
- Hotel receptionist

Enclosed documents

- General description
- Self-evaluation report
- External auditing report
- Recommendation from the external evaluation group
- Curriculum/curricula
- Year book

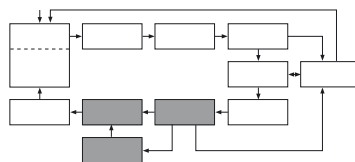
Date _____

Signature _____

The appendices to the application are:

- General description
- Self-evaluation report
- External evaluation report
- Recommendation from the external evaluation group
- Curriculum/curricula
- Annual report or yearbook

3.9 Award and certificate of accreditation

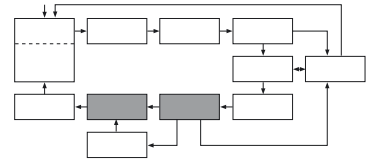


The accreditation body awards the applicant organisation a certificate as a proof that the applicant organisation has fulfilled the minimum criteria and general quality requirements specified as the conditions for award of accreditation, i.e. received the minimum score required in the consensual evaluation. Certification is awarded to those study programmes for which accreditation was applied, not to the organisation. Thereafter, the organisation is entitled to use the certification logo in the qualification certificates of the study programmes concerned and in its general marketing.

The accreditation body may, according to recommendations made by the external evaluation group, require the organisation receiving accreditation to submit annual reports on its development work and general operations in terms of the relevant study programmes.

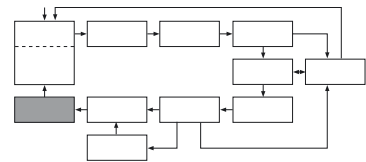
If any significant change occurs whether or not it lessens the organisations ability to meet those conditions the organisation must at once report this to the accreditation body. In the annex 6 there you can see an example of the certificate.

3.10 Certification following further development



If the educational organisation fails to satisfy the requirements specified for accreditation, it will not be awarded accreditation. In special cases, an applicant may also be awarded conditional accreditation, which means that the applicant will have to demonstrate that it has carried out the measures required by the accreditation body within the specified timeframe prior to accreditation being awarded. If the accreditation body does not award accreditation to the applicant organisation despite the external evaluation group's recommendations, it will have to determine the measures required in order to award accreditation. In such cases, the applicant organisation improves and develops its operations as required and renews its application, while also reporting on the measures taken.

3.11 Renewal of accreditation



Accreditation is planned to be valid for a period of five years from the date it is awarded. If an organisation that has been awarded accreditation wishes to renew accreditation towards the end of its period of validity, the application procedure will start again as shown in Figure on the page 8.

In addition to reaching the minimum level and minimum score, renewal of accreditation often aims to obtain proof of an improved level of quality and, consequently, an external party's assessment of improved operations and results. This accreditation model is challenging and, as such, it can also be applied as a frame of reference for continuous improvement. In the annex 7 there you can see an example of the accreditation process.

SOURCES

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Annex 1 An example of the general description

GENERAL DESCRIPTION OF THE HELSINKI CULINARY SCHOOL PERHO

1 BASIC INFORMATION ABOUT THE EDUCATIONAL INSTITUTION

1.1 History and ownership

Helsinki Culinary School Perho was Finland's first restaurant and hotel school. The school was founded by a number of leading Finnish restaurant and hotel businesses, including Kämp and Seurahuone, in 1935. Initially the school was maintained by a sponsorship association but responsibility was transferred to a foundation established in 1946 with representatives from a wide circle of businesses in the field and the employee organization. In 1997, the Hotel and Restaurant School Foundation and the Hotel and Restaurant Institute Foundation merged and the new foundation was named the Haaga Institute Foundation, which today is the education provider at Helsinki Culinary School. The following corporations participate in the administration of the Foundation:

- The Finnish Hotel and Restaurant Association
- Suomen Hotelliyhdistys ry (the Finnish hotel association)
- The Finnish Co-operative Wholesale Society
- Restel Oy
- Service Union United
- Helsingin Kauppaoppilaitos Oy
- Malmin Kauppaoppilaitos Oy
- Suomen Urheiluopiston Kannatusosakeyhtiö

Helsinki Culinary School provides a vocational qualification in hotel and restaurant services for post-comprehensive and upper general secondary school students within the field of tourism, catering and home economics as well as other courses. The Ministry of Education confirmed the School's present licence to provide training and education on May 16, 2002. The number of study places for post-comprehensive students studying for a vocational qualification is 430. Altogether 1,000 students study every year at the Continuing Education Department. The school also comprises the teaching restaurant Perho.

1.2

Core operating principles

Perho's basic values and quality strategy

Basic values of Helsinki Culinary School Perho

- customer orientation
- cooperation
- ethical sustainable efficiency

Quality strategy at Helsinki Culinary School Perho

- customer satisfaction – key to success

The appended 'Process Map' contains more details.

Vision, mission and operating principle

Vision

Helsinki Culinary School Perho aims to be one of the leading hotel and restaurant schools in Europe and a significant opinion former in Finnish society. As a unit of the Haaga Group, Perho will raise the expertise and professional standing of the industry in Finland to a level that will promote competitiveness and provide employment for employees with professional pride, who will continue to develop themselves and their industry.

Mission

The mission of Helsinki Culinary School Perho is to develop professional skills and learning in hotel and restaurant services and provide experts for employee and managerial levels in a changing work environment.

Operating principle

The operating principle of Helsinki Culinary School Perho is to meet the needs of the rapidly developing economic area of metropolitan Helsinki by maintaining and developing operations that will increase expertise in the hotel and restaurant sector both at the employee and managerial levels.

The School provides education and training both at the basic vocational qualification and continuing education levels, and in businesses that support the educational goals of the School. The School's special strength is the management of production processes and services.

The operation of the Restaurant Perho is an integral part of the School's operations and provides students with their first experience of on-the-job learning. The restaurant is marketed as a teaching restaurant where the learning process is clearly visible. Customer service, however, must be smooth and comply with the targets given for business operations.

Perho's strategies, 2004–2006

Helsinki Culinary School Perho provides a basic vocational qualification in hotel and restaurant services for both comprehensive and upper secondary school students. In addition, the School provides students with an opportunity to complete a vocational qualification and an upper secondary school curriculum simultaneously in cooperation with the Eira High School for Adults. For comprehensive school students, the School offers study programmes in restaurant services and restaurant meal production. Matriculated students have the additional option of studying hotel services. The total number of students is 430. Approximately 120 vocational qualifications are completed annually.

The appendix to this general overview describes the School's other strategic choices. The same appendix also includes the yearly action and the budget.

The strategic choices of Helsinki Culinary School Perho:

1. Perho Quality – maintenance and development
2. Internationality
3. Working life – cooperation with stakeholders
4. Personnel and their development
5. Visibility
6. Learning environment
7. Information management and internal communication
8. Cost-effectiveness and efficiency
9. Restaurant Perho
10. Haaga-Perho Continuing Education Department.

1.3 Education at Perho

Helsinki Culinary School Perho provides training and education at post-comprehensive level as follows (qualification titles given 1.8.2000):

Basic Qualification in Hotel and Restaurant Services, 120 cr.

- Study Programme in Restaurant Meal Production (Restaurant Cook)
 - Number of students
- Study Programme in Restaurant Meal Production and upper secondary school curriculum
 - Number of students
- Study Programme in Restaurant Services (Waiter/Waitresses)
 - Number of students
- Study Programme in Hotel Services (Hotel Receptionist)
 - Number of students

The number of study places is 430. Approximately two-thirds of the students are comprehensive school students and about one third matriculated students.

The Haaga Continuing Education Department provides training and education as follows:

Competence-based qualifications and preparatory training

- Short courses
- Corporate training and study trips
- Customer and recreational training.

In recent years, the annual number of students has been approx. 1,000.

1.4 Teaching facility

Contact teaching takes place at the 3,000 sq.m. premises on Perhonkatu 11.

2 CUSTOMERS AND MARKETS PRODUCTS AND SERVICES

2.1 Markets

The principal market area of Helsinki Culinary School Perho is the Helsinki area and the Province of Southern Finland, and for continuing education the whole country to some extent.

The School's customers are divided into two groups:

- 1) External customers
 - potential students
 - accommodation and catering businesses
 - teaching restaurant customers
 - students' parents/husbands, wives, etc.
 - education authorities
 - society (financing etc.)
- 2) Internal customers
 - those involved in teaching and the service process.

2.2 Competitive situation

The competitors of Helsinki Culinary School Perho include all the educational institutions and adult education centres in the restaurant business nationwide. As regards continuing education, individual companies that provide training are also competitors.

In the prevailing competitive situation, Perho's strategy is to build a high profile as an educational institution in the hotel and restaurant business at both an employee and managerial level and to maintain close contacts with business life and entrepreneurs.

2.3 Products and services

- A post-comprehensive, vocational qualification in hotel and restaurant services, 120 credits;
- Continuing education;
- Restaurant Perho provides the students of Helsinki Culinary School Perho and the restaurant services students of Haaga Institute Polytechnic an opportunity for on-the-job learning in genuine customer service situations and a genuine restaurant environment.

As an on-the-job learning environment Restaurant Perho also supplies restaurant services for those living, studying and working in the area in line with the School's educational perspectives mentioned above. The business activities comply with the goals set.

3. STAFF

3.1 Organization and division of responsibilities

The School organization is appended.

- The School principal, under the supervision of the managing director and the board of the foundation, bears overall responsibility for the School. He/she also acts as the general manager of the real estate.
- The management team acts as a negotiating body, information provider and a discussion forum to help decision-making. The views of the various departments of the School community are aired within the team as thoroughly as possible to help decision-making.
- The principal, the curriculum, quality, international and staff teams and the heads of departments are responsible for the practical arrangements of the education and the pedagogic development of the School.
- The Head of Education at the Perho unit of the Haaga-Perho Continuing Education Department is responsible for the provision of continuing education at Perho.
- As experts in their own special area, the heads of the meal production and hotel and restaurant service departments are responsible for the practical teaching arrangements in their departments and for pedagogic development together with the curriculum team.
- On-the-job learning supervisors and the project manager are responsible for keeping in contact with companies in the sector.
- The curriculum, quality, international and staff teams produce development services. Each team is responsible for the division of labour within their own team in accordance with set targets. The project manager's responsibilities include ensuring that the results of all projects are accessible to the teams and that the teams' development work is in harmony with the operations of the School. The teams also follow development trends in the sector.
- The head chef is responsible for kitchen operations and acts also as restaurant manager in charge of operations and results of the whole training restaurant.
- The office manager is responsible for support services.
- The representative of the core subject teachers on the management team is responsible for contacts between the team and the core subject teachers.

3.2 Staff numbers and education and teachers' work experience (relevant businesses + teaching duties)

This section describes the number of staff, their work experience and education person by person.

The head chef who is restaurant manager is financially accountable for the operations of Restaurant Perho. The operations of the dining room and the kitchen have been divided among dining room managers/manageresses, who each have their own areas of responsibility that they report on to the restaurant manager.

This section describes the number of staff by staff groupings.

4 KEY PARTNERSHIPS

It is important that vocational institutions cooperate effectively with the relevant industry and other stakeholders to ensure customer satisfaction. As an educational institution, both founded and owned by the industry, Helsinki Culinary School Perho has always maintained close contacts with accommodation and catering firms, particularly in the metropolitan area. Due to the nature of the accommodation and catering business, international cooperation networks have grown in importance with the advent of the EU. Cooperation networks are maintained and developed in line with the School's quality system as explained below.

4.1 Partnerships in Finland

Accommodation and catering businesses

Cooperation with businesses in the sector is maintained as follows:

- For the purpose of the students' on-the-job learning periods the School maintains a network of approved restaurants, hotels, cafés and staff canteens, which provide the School with a rapid response to the correspondence between the teaching and the expectations of the field and the development needs. The current number of partner firms is 125. The list is up-dated as required.
- The School maintains and develops a system of 'employment sabbaticals' for staff development.

- The hotel and restaurant industry is represented on the Board of the Foundation.

Related corporations and organizations

The School or its staff take an active part in the operations of at least the following corporations:

- The Finnish Hotel and Restaurant Association
- The Finnish Chefs Association
- Eurotoques
- The Finnish Headwaiters' Guild
- The Finnish headwaiters' association (Suomen Hovimestariseura ry)
- The Finnish cheese society (Juustoseura ry)
- The Hotel and Restaurant Museum sponsorship association and the Hotel and Restaurant Museum Foundation
- The Employers' Confederation of Service Industries in Finland
- The teaching and adult education employers' association (Opetus- ja sivistystyön työnantajyhdistys)
- The Finnish Bartenders and Supporters Club
- The Finnish Association of Small Breweries
- The business and specialist teachers' association (Liike- ja erityisalojen opettajat ry, LEO).

Education authorities

Over 90% of the Helsinki Culinary School's costs are covered by public sector funding. Therefore, smooth cooperation with the authorities is essential. The main cooperation partners are:

- The Ministry of Education
- The Finnish National Board of Education
- The State Provincial Office
- Helsinki City Education department
- Municipal training inspectors
- The Labour Administration.

Other education institutions

Haaga Institute Polytechnic is Perho's most important cooperation partner for several reasons:

- Perho and Haaga have been maintained by the same body since January 1, 1997.
- Both institutions are founded and maintained by the business community.
- Haaga Institute Polytechnic is the natural place for Perho students to continue with their studies.

Eira High School for Adults

- simultaneous completion of upper secondary school studies and studies at Perho has proved an attractive study option. Eira High School for Adults is a flexible partner for this type of education.

Other schools

- Cooperation with the nearest schools (district 1) will continue as regards provision of optional subjects and other relevant studies.
- Cooperation will continue with teacher training colleges for the purpose of teacher recruitment, etc.
- Introductions to educational institutions are arranged for upper-stage comprehensive and upper secondary school students.

The selection of main suppliers

4.2 International partnerships

International cooperation networks have been explained in more detail under strategic policy.

Contacts with international organizations

- AEHT, Association Européenne des Ecoles d'Hôtellerie et de Tourisme
 - student competitions
 - contact schools
 - student exchange programmes
 - seminars for teachers

- Euhofa International
 - Keeping in touch with international trends in training and education
 - Contact schools for other international operations (e.g. teacher and student exchange)

- World Skills
 - Participation in international vocational skills competitions

International cooperation schools and companies

The School cooperates with schools participating in the Leonardo student exchange programme in order to promote young vocational trainee exchanges, and on a bilateral basis with other schools abroad in response to current development needs. At present, the network comprises 14 education institutions in 13 countries.

Continuing education studies are available, for example in Bruges, Belgium.

Based on the experience from the Leonardo student exchange programme, the School has developed a five-month traineeship programme abroad. Helsinki Culinary School's partnership businesses provide on-the-job training places in the UK, France, Sweden, Ireland and Belgium.

The School assists students in finding work abroad. The project assistant, who co-ordinates the student exchange programme, has a list of partner companies.

International teacher exchange project

Teachers from various partner countries visit Helsinki Culinary School during the academic year. Correspondingly, teachers from the School have taken leave of absence to work abroad on various projects, e.g. in France and the UK. In addition, teachers have the opportunity to take a sabbatical to work abroad in Perho's partnership schools and businesses in the UK, Belgium, Holland and Ireland under the Catering Staff Exchange in Europe 2003–2005 scheme. It is also possible in Perho's partnership schools and businesses in Turkey, Slovenia, Czech Republic and Hungary under the Catering Staff Exchange in Europe 2005–2007 scheme, which is part of the Leonardo exchange programme currently in progress.

5

SPECIAL FEATURES OF PERHO

Helsinki Culinary School Perho is a mono-disciplinary, high-profile educational institution in the hotel and restaurant business, which is maintained by a private foundation. The business community is strongly represented on the Board of the Foundation. The School has developed a quality system to steer its operations. Long traditions, a committed and motivated staff and an international focus are special features of the School. Continuing education and its development are an essential part of the school's operation.

The School has been operating its own restaurant for a considerable length of time. The Teaching Restaurant Perho provides a wide variety of on-the-job learning opportunities for students in different restaurant functions. Duties at the practical level are mainly carried out by student input. The restaurant's operations are budgeted and its profitability examined on commercial principles and compared with the average in the field. The restaurant also pays a current rate of rent to the foundation.

6

THE MAIN DEVELOPMENT PROJECTS UNDER WAY

Evaluation and development of skills testing and test materials for post-comprehensive vocational training:

The project is based on a pilot project carried out by Jyväskylä Vocational Institute/Catering College on skills testing. Helsinki Culinary School Perho evaluated the test material of this project and on the basis of the results is now developing its own test material and practices, and training staff on the content and introduction of the material. The introduction of the new skills tests as part of the on-the-job learning process is scheduled for the beginning of the academic year 2005–2006.

Catering Mobility 2005:

Helsinki Culinary School provides its students an opportunity to participate in a five-month on-the-job-training period at the School's international partnership institutions and companies under the Leonardo da Vinci Mobility Programme. The exchange will include four weeks of training in the language and culture of the destination country. This mobility project is reciprocal.

Catering Staff Exchange in Europe 2003–2005:

Teachers and supervisory staff in the hotel and restaurant business are offered expert exchange periods lasting 2–6 weeks as part of the Leonardo da Vinci Mobility Programme to acquire basic knowledge on how to implement, report on and evaluate international traineeships and skills tests. At the same time, staff are introduced to the operations of their partnership institutions and work 1–4 weeks in the partnership companies of the destination country.

Catering staff Exchange in Europe 2005–2007:

The aim of the project is an exchange of experts with the new EU member and candidate countries (Turkey, Slovenia, Czech Republic and Hungary). The exchange focuses on international on-the-job learning and performance-based assessment. The national educational organisations involved in the project, Helsinki Culinary School Perho and Jyväskylä Catering Institute will gather basic information on the educational system, curricula of the hotel and restaurant sector, international on-the-job learning and how to develop the performance-based assessments related to the above making use of the results attained in the previous exchange of experts. Based on this information good practises and methods will be developed to make the follow-up, reporting and evaluation of international on-the-job learning periods in the countries involved comparable to the methods and documentation used in our national on-the-job learning.

On-the-job learning and evaluation networking:

Perho has co-ordinated a network project funded by the ESF, comprising five educational institutions for developing on-the-job learning and training practices in the network companies. Students can apply to study in the School's partnership companies in other locations. The training supervisor and workplace supervisors at the destination location are responsible for supervising, monitoring and controlling the training. Another project objective is to harmonize reporting and evaluation methods of on-the-job learning to improve comparability and to develop common information network applications for on-the-job learning. The educational institutions involved in the project include Jyväskylä Vocational Institute/Catering College, Helsinki City College of Culinary Art, Fashion and Beauty, Vaasa Vocational Institute; accommodation and catering sector participants are Vantaa Vocational Training Centre and Helsinki Culinary School Perho.

The project was launched on August 1, 2003 and continues until December 31, 2005.

Quality and self-evaluation of vocational education and training; Quality in VET Schools:

The Leonardo da Vinci pilot project uses the EFQM Excellence Model to develop self-evaluation indicators, quality management systems, IT applications for comparing data and an accreditation model, and to improve student mobility and the quality of organizations. Helsinki Culinary School is responsible for the development of the accreditation model application. This project coordinated by the Finnish National Board of Education was launched on December 1, 2002 and continues until November 31, 2005.

The OTAVA 2 project for developing international education and training practices and an international curriculum is an extension of the OTAVA 1 project which was completed in the academic year 2002–2003:

The project is being co-ordinated by Vaasa Vocational Institute. The project develops practices that improve students', teachers' and supervisors' ability to participate in international cooperation. The practices include the creation of a joint curriculum, a joint student selection procedure for the international study programme as well as language training and working periods for teachers in relevant foreign companies. The educational institutions involved in the project include Vaasa Vocational Institute, Helsinki Culinary School Perho, the Espoo Institute of Hotel, Catering and Cleaning Services, South Carelia Vocational College, North Karelia Municipal Education and Training Consortium and Rovaniemi College of Services. The development work will continue under the projects OTAVA 2,3 and 4, which will be completed during the academic year 2005–2006.

SKILLS 2005 HELSINKI:

Helsinki Culinary School Perho was responsible for the arrangement of a vocational skills competition for cooks and waiters/waitresses at the Helsinki Fair Centre in May 2005.

Annex 2 Scoring matrix: Enablers

POINTS ON SCALE 0-5

Elements	Attributes	0	1	2	3	4	5
Approach	Sound Approach has a clear rationale Approach has defined processes Approach focuses on stakeholders needs	No evidence or anecdotal	Some evidence	Evidence	Clear evidence	Comprehensive evidence	
	Integrated Approach supports policy and strategy Approach is linked to other approaches as appropriate	No evidence or anecdotal	Some evidence	Evidence	Clear evidence	Comprehensive evidence	
	TOTAL						
	Deployment						
Deployment	Implemented Approach is implemented	No evidence implementation	Implemented in 1/4 of relevant areas	Implemented in 1/2 of relevant areas	Implemented in 3/4 of relevant areas	Implemented in all relevant areas	
	Systematic Approach is deployed in a structured way with the method used for deployment being planned and executed soundly	No evidence or anecdotal	Some evidence	Evidence	Clear evidence	Comprehensive evidence	
	TOTAL						
	Assessment and review						
Assessment and review	Measurement Regular measurement of the effectiveness of the approach and deployment is carried out	No evidence or anecdotal	Some evidence	Evidence	Clear evidence	Comprehensive evidence	
	Learning is used to: Identify the best practice and improvement opportunities	No evidence or anecdotal	Some evidence	Evidence	Clear evidence	Comprehensive evidence	
	Improvement Output from measurement and learning is analysed and used to identify, prioritise, plan and implement improvements	No evidence or anecdotal	Some evidence	Evidence	Clear evidence	Comprehensive evidence	
	TOTAL						
OVERALL TOTAL							

Annex 2 Scoring matrix: Results

POINTS ON SCALE 0-5

Elements	Attributes	0	1	2	3	4	5	
Results	Trends Trends are positive AND / OR there is sustained good performance	No results or anecdotal information	Positive trends and / or satisfactory performance for about 1/4 results over at least 3 years	Positive trends and / or sustained good performance for about 1/2 results over at least 3 years	Positive trends and / or sustained good performance for about 3/4 results over at least 3 years	Positive trends and / or sustained good performance for all results over at least 3 years		
	Targets Targets are achieved Targets are appropriate	No results or anecdotal information	Achieved and appropriate for about 1/4 of results	Achieved and appropriate for about 1/2 of results	Achieved and appropriate for about 3/4 of results	Achieved and appropriate for all results		
	Comparisons Results compare well with others AND / OR results compare well with acknowledged "World Class"	No results or anecdotal information	Favourable comparisons for about 1/4 of results	Favourable comparisons for about 1/2 of results	Favourable comparisons for about 3/4 of results	Favourable comparisons for all results		
	Causes results are caused by approach	No results or anecdotal information	Cause and effect visible for about 1/4 results	Cause and effect visible for about 1/2 results	Cause and effect visible for about 3/4 results	Cause and effect visible for all results		
	TOTAL							
	Scope Results address relevant areas Results are appropriately segmented e.g. by customer, by business	No results or anecdotal information	Results address 1/4 of relevant areas and activities	Results address 1/2 of relevant areas and activities	Results address 3/4 of relevant areas and activities	Results address all of relevant areas and activities		
TOTAL								
OVERALL TOTAL								

Modification of EFQM Excellence Model

Annex 3 An example of the confidentiality agreement

PROMISE OF DISCRETION

Professional discretion is an essential element of the external evaluation of (Name of the institution).

I promise to keep in secrecy all confidential information or other information judged as discrete that will come up and will be discussed during the external evaluation of (Name of the institution).

_____ / _____ year
Place Date

Signature

Signature in capital letters

This promise of discretion has been approved:

Head evaluator

This promise of discretion is made in two copies, another for Accreditation body and the other for the person named in this promise.

Annex 4 An Example of the evaluation feedback form

EXTERNAL EVALUATION FEEDBACK FORM

Dear Participant,

Thank you for getting involved in the external evaluation at the school (NAME), dates and year.

We hope that the external evaluation is still fresh in your memory and that you can find time to respond to the statements and questions below. Your feedback will enable us to further develop the instructions, criteria and evaluation process for accreditation.

Please select the option that best matches the way that you feel about each of the following statements:

- 5 I strongly agree
- 4 I agree
- 3 I neither agree nor disagree
- 2 I disagree
- 1 I strongly disagree

1. Accreditation criteria and description of self-evaluation	
1.1. The description of self-evaluation, prepared on the basis of the accreditation criteria, helps to assess the quality of the study programme(s) being accredited.	1 2 3 4 5
1.2. What development needs do you think that the accreditation criteria have?	
1.3. What else would you like to say about the criteria or the description of self-evaluation?	
1.4. The audit material provided in addition to the description of self-evaluation was sufficient.	1 2 3 4 5
1.5. The additional audit material comprehensively covered all areas being evaluated.	1 2 3 4 5
1.6. If you feel that the material was not comprehensive, what kind of additional material would have been useful?	
1.7. The evaluation material was clear.	1 2 3 4 5

2. Preliminary arrangements	
2.1. I had enough time to study the material provided in advance.	1 2 3 4 5
2.2. I received enough information about external evaluation.	1 2 3 4 5
2.3. Do you have anything to add or any other comments concerning advance information?	

3. External evaluation	
3.1. The size of the evaluation group was appropriate.	1 2 3 4 5
3.2. The division of work within the evaluation group was effective.	1 2 3 4 5
3.3. The evaluation group functioned efficiently.	1 2 3 4 5
3.4. Do you have anything else that you would like to say about the way the evaluation group functioned?	
3.5. The evaluation group used the time appropriately.	1 2 3 4 5
3.6. The group was able to keep to the schedule agreed in advance.	1 2 3 4 5
3.7. The evaluation group found it easy to reach consensus.	1 2 3 4 5
3.8. My opinions were taken into account when preparing the consensual evaluation.	1 2 3 4 5
3.9. Strengths of the external evaluation	

3.10. Development needs of the external evaluation

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4. How did the practical arrangements work (facilities, breaks, meals, etc.)?

5. Other comments

THANK YOU FOR YOUR RESPONSE!

Annex 5 An example of the structure of the report of the external evaluation

I	INTRODUCTION	1
II	EVALUATIONS BY EVALUATION AREA	4
1.	LEADERSHIP	4
	1.1 Overall evaluation	4
	1.2 Achievement of minimum level and score	6
2.	POLICY AND STRATEGIES	7
	2.1 Overall evaluation	7
	2.2 Achievement of minimum level and score	8
3.	PEOPLE	10
	3.1 Overall evaluation	10
	3.2 Achievement of minimum level and score	11
4.	PARTNERSHIP AND RESOURCES	12
	4.1 Overall evaluation	12
	4.2 Achievement of minimum level and score	13
5.	PROCESSES	14
	5.1 Overall evaluation	14
	5.2 Achievement of minimum level and score	15
6.	CUSTOMER RESULTS	16
	6.1 Overall evaluation	16
	6.2 Achievement of minimum level and score	17
7.	PEOPLE RESULTS	18
	7.1 Overall evaluation	18
	7.2 Achievement of minimum level and score	19
8.	SOCIETY RESULTS	20
	8.1 Overall evaluation	20
	8.2 Achievement of minimum level and score	21
9.	KEY PERFORMANCE RESULTS	22
	9.1 Overall evaluation	22
	9.2 Achievement of minimum level and score	23
10.	PROPOSAL TO AWARD ACCREDITATION AND JUSTIFICATION OF DECISION	24

Annex 6 An example of the certificate

ACCREDITATION CERTIFICATE

THIS IS TO CERTIFY THAT THE

STUDY PROGRAMME FOR RESTAURANT WAITER / WAITRESS

AT

NAME THE INSTITUTION

HAS BEEN ACCREDITED BY THE

ACCREDITATION BODY

Label

Signature

Signature

Date

valid Until

Annex 7 An example of the accreditation process.

The process that starts with taking the decision to apply for accreditation and ends with being awarded accreditation lasts about 12–18 months, depending on whether the required descriptions already exist or whether they are to be prepared during the process.

DECIDING ON THE ACCREDITATION PROCESS

The decision to embark on the accreditation process is made by an education provider based on a proposal from its educational institution.

Once an educational institution has made the decision to begin the accreditation process, it will draw up or revise the following descriptions and documents for the process:

- a general description of the educational institution
- operational descriptions
- the curriculum (updated, correspondence with the objectives of the National Core Curriculum)
- a description of the quality system
- a yearbook (the educational institution's latest yearbook/annual report to be included with the application).

When making the decision on the accreditation process, the following areas of responsibility will also be determined:

- Who will collect or update the above-mentioned materials and documents.
- Who will inform the body that awards accreditation.
- Who will inform staff, students and the education provider.
- Who is responsible for selecting the external evaluation group (audit team) and who will inform them.

A preliminary application to the body awarding accreditation:

- Using a standardized application form.
- Schedules, official signatures to the notice.
- The actual process may start once the accreditation body approves the preliminary application.

INFORMING DIFFERENT PARTIES

Informing students, staff and representatives of the education provider:

- Why the educational institution decided to embark on this process, what added value it will bring to the institution, what the process will require from participants and who will participate in the different phases of the process.
- Presenting a written description of the applied accreditation model and its different phases.
- Clarifying terminology for staff.
- Selecting participants at different process phases, selection criteria, voluntary nature, rights, duties and responsibilities.
- How to prepare participants for and familiarise them with the accreditation process.

Informing the external evaluation group:

- Schedule, dates for self-evaluation and external evaluation.
- Presenting a written description of the applied accreditation model and its different phases.

SELECTING PARTICIPANTS FOR THE SELF-EVALUATION MEETING

Selecting staff representatives for the self-evaluation meeting:

- Involving different units (management, dining room, kitchen, core subjects, teaching restaurant, support services, etc.) as extensively as possible, so as to receive views from all service units.
- Selection made on a voluntary basis.
- Understanding the significance of motivation and accreditation.
- The course and procedures of the self-evaluation meeting.
- Preparing and orienting participants to interpret materials and take part in the self-evaluation meeting.
- Deciding on who will prepare staff.

Selecting student representatives for the self-evaluation process:

- Representatives should cover all study programmes and year classes at the educational institution.
- Selection made on a voluntary basis or from class seniors or leaders, however, such that the selected people represent typical students from their respective programmes and classes.
- Understanding the significance of motivation and accreditation.
- The course and procedures of the self-evaluation meeting.
- Preparing and orienting participants to interpret materials and take part in the self-evaluation meeting.
- Deciding on who will prepare students.

Selecting the moderator and secretary for self-evaluation meetings:

- Rights, duties and responsibilities of the moderator and secretary (incl. moderating the self-evaluation meeting, role of the secretary as a person responsible for taking notes and co-writing the self-evaluation report together with the moderator).
- Who will decide on selecting the moderator and the secretary.
- The moderator and the secretary of self-evaluation meetings should be people working within the educational organisation.

DISTRIBUTING MATERIALS REQUIRED AT THE SELF-EVALUATION MEETING TO PARTICIPANTS

Materials should be distributed to all participants (written material, intranet, CD-ROM, memory stick, etc.).

It will need to be made clear what material is available as a hard copy or on-line.

Participants must have the opportunity to read the materials for a period of at least two weeks.

Participants should determine their opinion on the minimum levels for each operations and results area and the role of questions concerning each operations and results area in the self-evaluation process (in other words, questions are not to be answered in advance, as they are intended to facilitate the self-evaluation discussion).

Participants should agree on specific dates for the self-evaluation meeting.

SELF-EVALUATION MEETING

A self-evaluation meeting takes 1–2 days, depending on the organisation and the number of groups participating in the meeting.

The meeting should follow the procedures outlined in the instructions for self-evaluation meetings.

The meeting moderator and secretary arrange appropriate facilities for the meeting.

The principles include an open discussion and decisions are made based on the consensus principle.

The secretary records the main points of discussion, i.e. the most important areas for improvement and strengths. He or she also notes down the final assessment for each area, which is the consensus based on the assessments given by group members.

Each participant's opinion is equally important when discussing different operations and results areas.

Any possibly unclear and faulty points should be clarified in advance at information meetings to avoid issues.

SELF-EVALUATION REPORT AND INFORMING STAFF, STUDENTS AND STAKEHOLDERS

The secretary and moderator will jointly draw up a self-evaluation report based on consensus.

The final report will be accompanied by the documents detailed in Section 3.5.5 of the instructions for the applied accreditation model.

The report will be presented and distributed to all staff members and students.

The report will also be submitted to the most important stakeholders.

Schedules for the areas for improvement will be drawn up on the basis of the report.

At the same time, participants should also decide about carrying out an external evaluation, if the results suggest that this is possible.

DECIDING EXTERNAL EVALUATION

Based on the educational institution's self-evaluation and proposal, the education provider decides whether to carry out an external evaluation.

SELECTING THE EXTERNAL EVALUATION GROUP

The applicant prepares the composition of the external evaluation group and implementation of external evaluation in co-operation with the accreditation body. The final decision on these issues will be made by the accreditation body.

The applicant notifies the evaluation group of implementation of external evaluation and they agree on the dates for evaluation.

The period of time to be reserved between notification and actual implementation of external evaluation should be about two months.

Procedures should follow the instructions for the applied accreditation model.

SUBMITTING MATERIALS TO THE EXTERNAL EVALUATION GROUP

Procedures should follow Section 3.5.2 of the instructions for the applied accreditation model.

The materials may be submitted in hard copies, but also on CD-ROM, websites, etc. The evaluation group should be given sufficient time (about one month) to go through the materials.

CARRYING OUT THE EXTERNAL EVALUATION

The evaluation group consists of members working outside the educational institution, who have experience of carrying out external evaluations.

The contact person for the applicant organisation should assist the head of the evaluation group in practical implementation of the programme for the evaluation days (facilities, equipment, materials, etc.).

The head of the evaluation group should ensure that the group receives comprehensive information from different groups to form a basis for their evaluation.

Representation from different study programmes included in the application should be ensured when selecting interview groups and conducting interviews, as well as when selecting stakeholders.

The evaluation usually lasts at least two days.

During the evaluation days, two teacher and student groups will be interviewed from each study programme or qualification being accredited.

In addition, the evaluation group should interview the educational institution's stakeholders as comprehensively as possible (business partners, institutional partners, financing bodies, representatives of the education provider).

In addition to interviews with various groups, the evaluation programme includes familiarisation with facilities, equipment and information systems.

In addition, the evaluation group should also examine documentation on the spot, where necessary.

In other respects, procedures should follow Section 3.5 of the instructions for the applied accreditation model.

EVALUATION REPORT AND INFORMING STAFF, STUDENTS AND STAKEHOLDERS

The Head Evaluator is jointly responsible for producing an evaluation report together with the evaluation group.

The Head Evaluator and the evaluation group will prepare a draft report together.

The report will be presented to staff, students and stakeholders by the Head Evaluator, if possible.

The content of the report should comply with the outline provided in Section 6.5 of the instructions for the applied accreditation model. The external evaluation group will present its justifications for awarding or denying accreditation.

DECIDING TO APPLY FOR ACCREDITATION

Based on the external evaluation group's recommendation, the educational institution may apply for accreditation.

If the external evaluation group does not recommend award of accreditation, the group should state in its report where the minimum requirements were not satisfied and provide suggestions for improvement, which the applicant organisation should deal with as specified in Section 7 (Further development as required) of the instructions for the applied accreditation model. The evaluation group should also proceed in this manner if the applicant does not receive a sufficient total score.

ACCREDITATION APPLICATION

The application will be made to the body awarding accreditation, using a specified form and accompanied by the appendices listed in Section 8 of the instructions for the applied accreditation model.

The accreditation body may require additional material to justify award of accreditation (such as the latest yearbook, an updated Quality Manual, etc.).

The Board of the accreditation body convenes twice each year, in the spring and autumn, which means that the applicant should contact the accreditation body prior to making an accreditation application in order to establish schedules.

DECISION ON AWARDING ACCREDITATION

The accreditation body awards the educational institution a certificate as proof of accreditation, including details such as the name of the educational institution, the date of the award, the name(s) of the qualification(s) being accredited and the signatures of representatives of the accreditation body. If the educational organisation fails to satisfy the requirements specified for accreditation, it will not be awarded accreditation. In special cases, an applicant may also be awarded conditional accreditation, which means that the applicant will have to demonstrate that it has carried out the measures required by the accreditation body within the specified timeframe prior to accreditation being awarded.

RENEWAL OF ACCREDITATION

Accreditation is valid for a period of five years from the date it is awarded. If an educational organisation that has been awarded accreditation wishes to renew accreditation towards the end of its period of validity, the application procedure will start again.