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Pursuant to Article 23 paragraph 5) of the Law on National Qualifications Framework of the Republic of Serbia (*Official Gazette of RS*, Nos 27/18, 6/20 and 129/21 – other law), Article 17 paragraph 1, and Article 24 of the Law on the Government (*Official Gazette of RS*, Nos 55/05, 71/05 – correction, 101/07, 65/08, 16/11, 68/12 – the CC, 72/12, 74/12 – correction of the CC, 7/14 – the CC, 44/14 and 30/18 – other law),

The Minister of Education, Science, and Technological Development, enacted the following

**RULEBOOK**

**On standards for self-assessment and external assessment of the quality of operations of publicly recognized organizer of adult education activities**

*Official Gazette of RS*, No 27 of 25 February 2022

**Introductory provision**

Article 1

The present Rulebook specifies standards for self-assessment and external assessment of the quality of operations of publicly recognized organizer of adult education activities (hereinafter: PROAEA) for the activities of non-formal adult education and the recognition of prior learning.

Standards for self-assessment and external assessment of the PROAEA quality of operations are printed in Appendix 1 of this Rulebook and constitute an integral part thereof.

**The concept of the PROAEA self-assessment**

Article 2

Self-assessment of the PROAEA quality of operations (hereinafter: self-assessment) is a process in which the PROAEA makes an assessment of the level of achievement against the indicators for standards in the following areas of quality:

1) management of the quality system at the level of the PROAEA;

2) programme and process of trainees’/candidates’ learning and achievements;

3) supporting the trainees/candidates in their career and personal development.

**Main implementing parties and plan of self-assessments**

Article 3

The PROAEA self-assessment shall involve all persons who are employed or otherwise engaged by the PROAEA, employers in whose premises the traineeship takes place, and the trainees/candidates.

The PROAEA Responsible Person shall appoint the Self-Assessment Team.

The Self-Assessment Team shall create the conditions for self-assessment implementation, organise and implement the self-assessment.

The Self-Assessment Team shall draw an annual plan of self-assessment in which the method and dynamics of monitoring the indicators from the self-assessment standards will be specified.

**The manner in which self-assessment is implemented**

Article 4

Self-assessment shall be implemented by analysing the evidence (previous reports on self-assessment and external assessment, records on the programme, the staff, trainees and candidates, public documents, etc.) to determine the level of achievement for standard indicators for each individual area of quality, in accordance with the standards referred to in Appendix 1 of the present Rulebook.

**Self-Assessment Report**

Article 5

After completing the self-assessment, the Self-Assessment Team shall prepare a Self-Assessment Report which will contain a description and self-assessment of the level of achievement against standard indicators for each individual area of quality, along with a list of evidence based on which self-assessment was implemented for each of the approved programmes, a proposal of measures to improve the quality of operations, and the manner of monitoring the accomplishment of proposed measures, and shall submit it to the Responsible Person of the PROAEA.

The Responsible Person shall submit the Self-Assessment Report to the Qualifications Agency (hereinafter: Agency).

In case of the Self-Assessment Reports of a primary or secondary school which is a PROAEA, the Self-Assessment Team shall submit it to the Teaching Council, the Governing Body, and the Agency.

**The concept of the external assessment of the PROAEA quality of operations**

Article 6

External assessment of the PROAEA quality of operations (hereinafter: external assessment) is a process within which the Agency evaluates the PROAEA quality of operations with the aim to ensure quality implementation of adult education activities, in accordance with the standards referred to in Appendix 1 of the present Rulebook.

**Main implementing parties and the plan of external assessment**

Article 7

For the purposes of implementing the external assessment, the Agency shall, in accordance with law, set up an External Assessment Team in accordance with Article 15а of the Law on National Qualifications Framework of the Republic of Serbia.

**Assessment of the level of standards achievement**

Article 8

The level of standards achievement shall be indicated on the scale from 1 to 4, where 4 means that the indicator is fully present, 3 means that the indicator is present to a larger extent, 2 means that the indicator is present to a lesser extent, and 1 means that the indicator is not present.

The level of standard achievement is a measure of achievement against standard indicators specified in Appendix 1 of the present Rulebook. The standard achievement level is expressed as arithmetic mean of the measure of the presence of all indicators within the same standard.

Level 4 means that a standard has been achieved in full; it represents the value of the arithmetic mean of the measure of the presence of indicators from 3.51 to 4.00.

Level 3 means that a standard has been achieved to a greater extent, and it represents the value of the arithmetic mean of the measure of the presence of indicators from 2.51 to 3.50.

Level 2 means that a standard has been achieved to a lesser extent, and it represents the value of the arithmetic mean of the measure of the presence of indictors from 1.51 to 2.50.

Level 1 means that a standard has not been achieved, and it represents the value of the arithmetic mean of the measure of the presence of indicators from 1.00 to 1.50.

If at least one indicator within the standard 1.2 and 2.1 has the achievement level 1, the External Assessment Team shall notify the school inspection accordingly.

Standards which are not applicable to the PROAEA programme shall not be evaluated.

Every member of the External Assessment Team shall evaluate the level of standard achievement.

**External Assessment Report**

Article 9

Based on the assessment of the level of standard achievement, the External Assessment Team shall prepare a report on the implemented external assessment which will contain the analysis and assessment of the level of standard achievement, the shortcomings and the proposal of measures to improve the quality of operations, and shall submit this report to PROAEA.

**Final provision**

Article 10

The present Rulebook shall come into force on the eighth day after its publication in the *Official Gazette of the Republic of Serbia*.

No 110-00-00240/2021-18

In Belgrade, 21 February 2022

Signed by the Minister,

**Branko Ruzic**

APPENDIX 1

STANDARDS FOR SELF-ASSESSMENT AND EXTERNAL ASSESSMENT OF THE PROAEA QUALITY OF OPERATIONS

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| **QUALITY AREA****1. MANAGEMENT OF THE QUALITY SYSTEM AT THE LEVEL OF THE PROAEA** |
| **Standard** | **Description of the indicator** | **Source of verification for the indicator** |
| **1.1** PROAEA continuously improves the quality of adult education activities | – PROAEA has established an internal quality system incorporating the self-assessment standards;– the quality of adult education activities has been approved based on the collected data and the findings of self-assessment. | – The organisation’s regulation on quality system management (mission, vision, management processes and instruments, organisation, etc.);– Previous self-assessment reports;– Report on the external assessment of the PROAEA quality of operations;– Evidence that the Self-Assessment Team has been set up;– Annual self-assessment plan;– Report on the activities implemented in view of improving the quality of educational work with adults and the PROAEA performance;– Plan for continuous monitoring of the quality of adult education programme;– The associates’ statements about the activities implemented;– Numerical data /indicators (e.g., trainees’ achievement, etc.);– Texts, minutes from the activities that were implemented;– Analysis that were conducted. |
| **1.2** PROAEA implements the adult education activity in the best interest of the trainees | – Andragogical documentation is regularly updated;– Public documents are issued in accordance with regulations;– Mechanisms are put in place for integrity protection, prevention and sanctioning of all types of unethical behaviour. | – Register;– Logbook of the programme achievement (records of: programme achievement; candidates’, or trainees’ performance; public documents, credentials and certificates that are issued);– Records of the exam;– Data on the programme trainees/candidates entered in the Register of children, pupils, adults, and students (Integrated IT system in education);– Records of persons engaged in adult education;– Employee files;– Records of the programmes for the development of andragogical competences;– Custom training programmes/Instruments for RPL;– Code of ethics;– Records of the proceedings that were held because of unethical behaviour. |
| **1.3** PROAEA regularly informs the general public and continuously improves social partnership in adult education sector | – Information of accredited adult education programmes/activities are published and thus the role and importance of adult education are promoted;– Reports on the self-assessment and external assessment of the PROAEA quality of operations are published on the PROAEA official website;–Cooperation has been established with relevant social partners in the creation of training offer, development of the programme and implementation of the training, and monitoring of the quality and effects of the training;− In public information and promotion activities, makes clear difference between the approved and non-approved programmes it implements. | – Communications on the PROAEA official website, social networks, means of public information;– Photo and video recordings;– Evidence of participation at adult education conferences and promotional events;– Reports;– Trainers’ insights and statements;– Analyses that are made;– Photocopies of documents;– Texts, minutes from the activities that were implemented. |
| **QUALITY AREA****2. LEARNING PROGRAMME AND PROCESS, AND TRAINEES’/CANDIDATES’ ACHIEVEMENTS** |
| **Standard** | **Description of the indicator** | **Source of verification for the indicator** |
| **2.1 PROAEA** implements adult education activities using suitable human and material resources | – Adult education activities are implemented by competent staff who ensure that intended learning outcomes are achieved;– Adult education activities are implemented in the premises and with the equipment and teaching aids which are suitable for the achievement of intended learning outcomes. | – Data from the PROAEA sub-register of programme implementers;– Contract on employment/work engagement;– Evidence of the staff’s acquired andragogical competences;– CVs of adult education programmes implementers;– Evidence of the staff’s qualifications and work experience;– Evidence that instructors for the employee’s traineeship in the employer’s premises are included in the training process;– Evidence of ownership or the Lease Agreement;– Contract with the employer (if the practical training is implemented in the employer’s premises);– List of equipment and teaching aids;– Photographs, video recordings. |
| **2.2** PROAEA ensures individualisation of the teaching process | – The system for initial assessment of the individuals’ knowledge and skills has been established;– In the course of the training, its implementation is being customised, if appropriate | – Texts, minutes from the activities that are implemented;– the associates’ statements about the activities that are implemented;– Statements of the trainees;– Insights and statements of lecturers and instructors;– Analyses that are made;– Andragogical documentation. |
| **2.3** PROAEA organises the final exam which is based on the concept of learning outcomes  | – Final exam assignments to test the knowledge and work assignments correspond to the projected learning outcomes.– Exam organisation and assessments provide for the objective assessment of the outcomes achievement. | – Reports (particularly from the exam, training outcome related);– Insights and statements of the members of the commission (one of whom should come from outside the PROAEA);– Evidence supporting a conclusion that, at the final exam, the projected outcomes are both verified and attained. |
| **2.4** PROAEA organises traineeship in the realistic work environment in the employer’s premises (if applicable) | – Traineeship in the realistic work environment in the employer’s premises contribute to the attainment of learning outcomes which are specified in the training programme. | – Contract with the employer;– Learning outcomes and the content of the part of the programme which takes place through the traineeship in the employer’s premises (if the programme is implemented in the employer’s premises)– Andragogical documentation;– Statements of the instructors and trainees. |
| **QUALITY AREA****3. SUPPORTING THE TRAINEES/ CANDIDATES IN CAREER AND PERSONAL DEVELOPMENT** |
| **Standard** | **Description of the indicator** | **Source of verification for the indicator**  |
| **3.1** PROAEA has a suitable support system which is customised to suit the needs of different categories of trainees/candidates and promotes the inclusion of trainees /candidates from vulnerable groups | – A system is established for providing support to the trainee/candidate before, during, and after the end of the training programme/RPL;– A system is established to monitor the satisfaction of trainees/candidates. | – Minutes from the activities that are implemented;– The associates’ statements of on the activities that are implemented;– Numerical data /indicators;– Statements of the trainees/candidates;– Reports;– Insights and statements of lecturers/instructors;– Analyses that are made on the activities of providing support and monitoring the trainees’ satisfaction;– Data on the dropout of trainees. |
| **3.2.** PROAEA collects data about the trainees’ career movement following the training | – A system is established to, after the completion of the programme, monitor the positioning of trainees/ candidates on the labour market, the quality and relevance of competences they acquired, and their impact on further career development. | – Numerical data /indicators;– Statements of trainees/candidates;– Reports;– Insights and statements of lecturers/instructors;– Analyses that are made. |