



Quality Assurance in Teacher Education in Europe

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The information network on education in Europe

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PREFACE

A number of recent initiatives reflect that quality control in education is an important issue on the political agenda of the European Commission as well as in many European countries.

Within the Lisbon process, enhancing the quality and effectiveness of education and training systems in Europe is one of the three main goals to be achieved in the period up to 2010. In this context, the European Commission has set up an expert group on 'Improving the Education of Teachers and Trainers'. In the spring of 2004, a sub-group of this expert group, in cooperation with the Standing Group on Indicators and Benchmarks (also established by the European Commission under the same framework), addressed the question of 'developing suitable indicators for measuring improvement in the education of teachers and, in particular, their continuing professional development'. The group has identified the development of systems for the evaluation and accreditation of the initial and in-service education of teachers as one of the priorities involved in improving teacher education.

Concern for quality assurance in teacher education is closely linked to the broader context of the development of higher education and the follow-up of the Bologna Process. The European Association for Quality Assurance in Higher Education (ENQA, <http://www.enqa.net>) established standards and guidelines for quality assurance in higher education in Europe which were adopted at the Conference of Ministers responsible for Higher Education, in Bergen in May 2005. ENQA points out that 'Institutions should have a policy and associated procedures for the assurance of the quality and standards of their programmes and awards. They should also commit themselves explicitly to the development of a culture which recognises the importance of quality, and quality assurance, in their work'.

In light of the Lisbon and Bologna processes, the European Commission asked Eurydice in the autumn of 2004 to carry out a study on regulations for the evaluation of teacher education in European countries.

This survey analyses processes for evaluating and accrediting initial and in-service teacher education programmes and institutions. It provides a general overview of the existence of regulations on external and internal evaluation in different countries as well as specific information on the main features of these processes and the use made of their findings. A review of the main debates and reforms concerning this issue is also included.

In order to measure improvements in teacher education, the creation of quality control measures is doubtless an important step; however, there is a risk of bureaucratic overregulation and in many European countries, these quality control measures are relatively new, so their actual effectiveness and impact in maintaining and improving the quality of provision still remains unclear. This situation calls for additional commitment and efforts on behalf of all players in the coming years.

The Eurydice European Unit is very grateful to all National Units in the Network for providing relevant information within a very short time. We hope that this comparative analysis will allow greater insight into the organisation of quality assurance measures for teacher education and pave the way to further investigations.

Patricia Wastiau-Schlüter

Head of the Eurydice European Unit

March 2006

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INTRODUCTION

This study is concerned with processes for evaluating and accrediting institutions and programmes for initial and in-service teacher education. The evaluations concerned result in reports or recommendations drawn up for each institution or programme evaluated. Evaluations of the education system as a whole that lead solely to general reports on the state of that system are not a central aspect of the study.

Only **types of evaluation focusing on the quality of provision of teacher education** are taken into account. These may be related to aspects such as the content and organisation of teacher education, the qualification profiles of teacher educators, how students are assessed or their achievements. **Financial audits and safety, security or environmental controls are not taken into account.**

The education of teachers in primary and general secondary education (ISCED levels 1-3, see glossary) who will be employed in the public and grant-aided private sectors of education has been covered. The education and training of teachers for vocational education is not included.

The reference year for data is 2005/06. Recent and forthcoming reforms are also considered.

In all cases, the information shown in the Figures relates to **official regulations or recommendations**. Where countries have no regulations governing a particular aspect of the evaluation of institutions or programmes for teacher education or indeed the process as a whole, information on current practices has, whenever available, been included in the text or in a note.

Methodology and definitions

The questionnaire prepared by the Eurydice European Unit for gathering the necessary information is available on the Eurydice website (see www.eurydice.org). The questionnaire was devised for gathering similar and readily comparable information from all countries but also included spaces for describing special national characteristics. The present comparative study carried out with reference to the replies obtained from these questionnaires, has been commented on and checked by the 30 Eurydice Network member countries⁽¹⁾. Some information of specifically national relevance has been included for illustrative purposes.

Information gathering was concerned with official regulations or recommendations relating to the evaluation and/or accreditation of institutions/programmes for initial and in-service teacher education, as well as to ongoing (non-regulated) practices and debates and reforms in this same area.

For the purposes of this study, evaluation and accreditation have been defined as follows:

Evaluation is a general process of systematic and critical analysis leading to judgments and/or recommendations for improvement regarding the quality of a (teacher) education institution or programme.

Accreditation is a process by which an institution or a programme is judged by the relevant legislative and professional authorities as having met predetermined standards in order to provide (teacher) education or training and to award the corresponding qualifications (where they exist). The accreditation procedure presupposes that the programmes or institutions to be accredited are evaluated.

⁽¹⁾ Turkey, which has been a member of the Eurydice Network since 2004, did not take part in this study.

Structure and content

The first four chapters are concerned with the evaluation and/or the accreditation of institutions and programmes for **initial teacher education**.

More specifically, **Chapter 1** provides a general overview of the existence of regulations on external and internal evaluation in the countries covered. It also indicates whether these regulations are specific to teacher education or generally applicable to all higher education institutions.

Chapters 2 and **3** deal respectively with the main features of external and internal evaluation. They describe the various players involved, as well as their qualifications, the documents which have to be used in identifying criteria, the focus and procedures of evaluation and its frequency.

Chapter 4 discusses use of the findings from external and internal evaluation. It highlights the possible consequences of evaluation for institutions or programmes, as well as the circulation of its findings within them or among the general public and in national reports on the state of initial teacher education or higher education.

Chapter 5 considers the evaluation and accreditation of institutions or programmes for **in-service teacher education**. It examines whether regulations govern the evaluation or accreditation of the various types of in-service education providers in each country. It then describes the bodies responsible for this kind of evaluation and accreditation, the procedures applied, their focus, frequency and the use made of their findings.

A review of the main debates and reforms concerning the evaluation of teacher education is provided in **Chapter 6**.

Finally, the **main issues and results** of the study are summarised.

A **glossary** and an **annex** describing the various types of internal and external evaluation of initial teacher education by country is included at the end of the study

CHAPTER 1 – THE ORGANISATION OF EVALUATION PROCESSES FOR INITIAL TEACHER EDUCATION

Out of the 30 countries considered in this report, all except Luxembourg have a regulated system for evaluating initial teacher education. However, the extent to which such evaluation procedures are regulated may differ from one country to the next. Evaluation may also occur without following any officially binding regulations. If information is available on current quality assurance practices, it is provided in the appropriate sections of this report.

Normally, initial teacher education for all three educational levels considered here (ISCED 1-3) is evaluated, except in three countries. The German-speaking Community of Belgium provides initial teacher education solely for primary education while, in Cyprus, only institutions training teachers for primary level (and some teachers of English at secondary level) are evaluated. In general, teacher education for secondary level is provided at universities, for which there is currently no regulated system of evaluation. In contrast, in Austria, regulations on evaluation only exist for universities training teachers for secondary level.

Some countries evaluate their entire system of teacher education. The purpose of a broader approach of this kind is not to focus primarily on individual institutions, but rather to monitor the whole system of initial teacher education. It may provide either a basis for reform or an evaluation of newly implemented reforms, as shown in the examples below. As such procedures do not occur in all countries, these evaluations are not considered in detail in the present analysis.

In **Denmark** in October 2003, the Danish Institute of Evaluation (EVA) published an evaluation of initial teacher education programmes for compulsory education (*folkeskole*). The entire system, including all 18 teacher education colleges, was evaluated based on the internal evaluation reports from all institutions. The purpose of the evaluation was to assess the programme in general, and no individual recommendations were made. Although EVA conducted the evaluation on the basis of internal evaluation reports, the latter were anonymised in the final report in order to focus on the programme in general and not on the specific teacher training colleges.

In **Malta**, the implementation of the teacher education programmes revised in 1999 is being evaluated in 2005/06.

In **Sweden**, initial teacher education at all 25 institutions and the teacher education reform from 2001 in particular were evaluated in 2004, and the results were reported back to the government in spring 2005. This was part of the reform and is also a regular part of the evaluation system for all higher education.

In the **United Kingdom (Wales)**, a review of the provision of initial teacher education on behalf of the Welsh Assembly Government has been underway since 2005. The aim of the review is to advise on how it may more effectively meet the current and likely future needs of maintained schools in Wales, in the context of the Welsh Assembly Government's developing policies and aims. The overall objective is to see how initial teacher education provision could meet demands more appropriately and encourage under-represented groups to teach in future.

In the **United Kingdom (Scotland)**, the Inspectorate of Education is also authorised to inspect initial teacher education through a process known as Aspect Review. This looks at how a certain aspect of initial teacher education is being dealt with across the whole of the system, rather than just within a specific institution. Following an Aspect Review, comments may be made about individual institutions as well as at system level.

Between 2004 and 2006 in **Norway**, all general teacher education programmes will be evaluated as part of one large project. A similar – though smaller – project was carried out in 2001 when all types of teacher education were evaluated, with only a small sample of institutions taking part.

1.1. General and specific official regulations

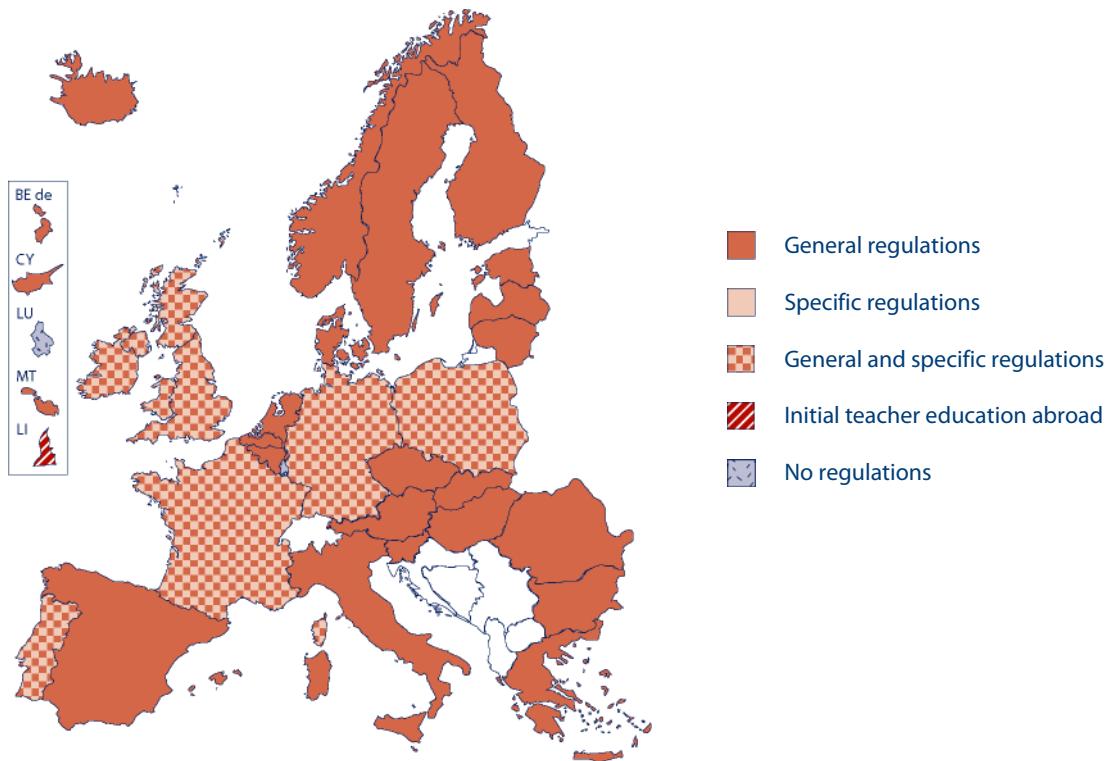
In 24 countries or regions, only general regulations for the evaluation of all higher education apply to the evaluation of teacher education (Figure 1.1). Apart from the legislative framework for the evaluation or accreditation of higher education, no specific evaluation systems are geared to teacher education. The extent to which these general regulations may take particular components into consideration and examine the quality of specific content in greater detail, largely depends on the documents from which evaluation criteria are derived (see Chapters 2 and 3 for further information). In six countries, evaluation of teacher education is governed by both general and specific regulations. In most cases, specific regulations apply to a particular stage of initial teacher education. This may be the professional training phase or a particular part of it in the consecutive model, or the induction phase.

In **Germany**, specific regulations apply solely to the evaluation of the final ‘on-the-job’ qualifying (induction) phase, which is organised by the teacher training institutes (*Studienseminares*). The situation is similar in **France** where, besides general regulations, specific regulations apply to the evaluation of training provided by the university institutes for teacher education (*Institut universitaire de formation des maîtres*, IUFMs). In **Ireland**, the provision of final teaching practice is evaluated separately.

In **Poland**, teacher education provided by universities is evaluated in accordance with general regulations for quality control in higher education, whereas specific regulations apply in the case of teacher training colleges.

In the **United Kingdom**, there are arrangements for the review of all higher education institutions by the Quality Assurance Agency (QAA). In England, Wales and Northern Ireland, there are separate arrangements, established by law, for the school inspectorates to evaluate programmes of initial teacher education. The situation is similar in Scotland. These specific arrangements cover programmes leading to teacher qualifications. Both undergraduate (concurrent model) and postgraduate (consecutive model) programmes are covered by these specific arrangements, but general education programmes leading to a bachelor’s degree (as required for entry to a postgraduate programme) are not. These arrangements also cover employment-based routes and, in England only, programmes offered by school-centred training consortia.

Figure 1.1: Regulations for the evaluation of initial teacher education for general education (ISCED 1-3), 2005/06



Source: Eurydice.

Additional notes

Belgium (BE de): The figure relates solely to the evaluation of institutions providing initial teacher education for primary education. Initial teacher training for general secondary education is provided outside the Community. Most teachers are trained in the French Community of Belgium.

Greece: A law on quality assurance in higher education was issued in August 2005.

Cyprus: The figure relates solely to the evaluation of colleges providing initial teacher education for primary education.

Luxembourg: For secondary education, the general component of teacher education has to be undertaken abroad. A quality assurance agency is planned but not yet operational.

Austria: The figure only refers to initial teacher education provided by universities. The future law on the new *Pädagogische Hochschulen* also foresees evaluation for teacher education institutions.

Explanatory note

General regulations apply to the evaluation of all higher education (including initial teacher education).

Specific regulations apply to the evaluation of initial teacher education programmes or institutions.

1.2. External and internal components of the evaluation process

An evaluation process may consist of external evaluation, in which bodies or persons outside the institution or programme concerned evaluate the provision (Chapter 2), and internal or self-evaluation, which is normally carried out by the provider itself (Chapter 3).

As will be explained in these chapters, external and internal evaluations are often very closely interrelated; one type of evaluation might rely on the results of the other, or each might draw on the other's findings. In some countries, evaluation may be regarded as a single process consisting of one stage completed by persons inside an institution, and another stage carried out externally.

In several countries, regulations provide for more than one evaluation procedure, including external and/or internal evaluation. There are various reasons for this: different components or stages of education

are evaluated separately (as in Germany and Ireland); several bodies conduct evaluation independently (France); organisational aspects of the institution and its programme content are evaluated separately (the Czech Republic, Latvia, Slovakia and Iceland); initial teacher education and higher education institutions are generally evaluated separately (United Kingdom); or evaluation procedures depend on the kinds of institution offering initial teacher education (Poland) or on the educational level at which it is provided (Romania)⁽¹⁾.

Chapters 2 and 3, which deal with external and internal evaluation respectively, take such differences into account where necessary (for more country-specific details please refer to the Annex).

External evaluation is compulsory in most countries and is recommended in Germany, Spain and France.

In **Germany**, the presidents of universities or colleges of education may recommend an external evaluation if their assessment of internal evaluation results convinces them of the necessity to do so.

The ANECA (National Agency for Quality Evaluation and Accreditation) in **Spain** does not require higher education institutions to undertake evaluation, but allows them to apply voluntarily for external evaluation following official calls for expressions of interest. A 2004 Royal Decree establishes that universities must accredit the proper development of all teaching, corresponding to syllabuses being recognised and implemented from the actual date on which this decree came into force. In any case, before October 2010, universities will have to undergo an accreditation process.

External evaluation is optional in Austrian universities, which provide teacher education for academic secondary schools. The situation is similar in Denmark. In Italy and Malta, there is no reference to external evaluation in official regulations. However a committee at the Italian ministry analyses quantitative data on the infrastructure and staffing of each programme, and financial support is withheld if the figures fall below prescribed levels.

The situation is quite similar in the case of internal evaluation, which is compulsory in the majority of countries and recommended in Spain, France, Cyprus and Slovenia.

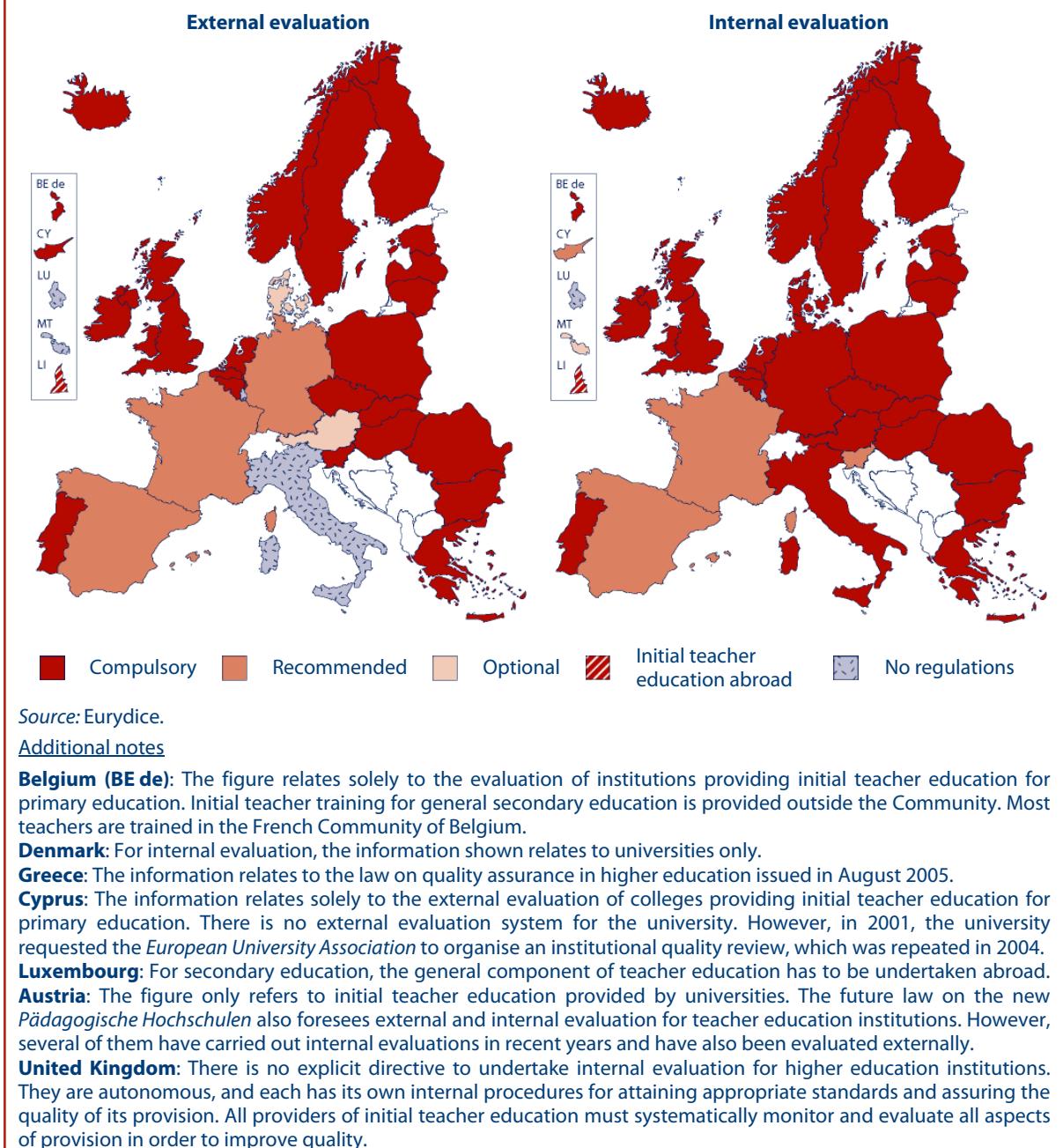
In **Spain**, internal evaluation is regulated by each institution's self-evaluation plans, as well as by the aims, activities and programmes currently developed and promoted by the ANECA.

In **France**, internal evaluation is recommended prior to external evaluations for contractual purposes.

Universities in **Slovenia** strongly advise their member faculties to carry out internal evaluation. The Rules on Financing Higher Education Institutions (2003) stipulate that higher education institutions that have not produced an evaluation report are not entitled to full payment for their services.

⁽¹⁾ In Romania, initial teacher education for primary school teachers may also be provided at upper secondary level. However, the present report is limited to the evaluation of teacher education at tertiary level.

Figure 1.2: Status of external and internal evaluation of initial teacher education for general education (ISCED 1-3), 2005/06



CHAPTER 2

EXTERNAL EVALUATION OF INITIAL TEACHER EDUCATION

Evaluation undertaken by bodies or persons not directly involved in the activities of the particular programme or institution concerned is generally referred to as external evaluation. It is a process whereby data, information, and evidence relating to individual institutions or programmes are collected in order to make a statement about their quality. Normally carried out by a team of experts, peers or inspectors, this external review aims to reach an independent judgement concerning the quality of education provided within a particular setting. Such evaluation may affect an institution in various ways and, where its results are unsatisfactory, give rise to plans for improvement or have an impact on funding (see Chapter 4).

This chapter will therefore consider the following:

- the one or more bodies responsible for external evaluation and the qualifications required of external evaluators;
- the official documents which have to be used to draw up external evaluation criteria;
- the precise scope of external evaluation;
- the procedures and mechanisms on which it relies;
- the frequency of external evaluation.

2.1. Responsible bodies and qualifications required of evaluators

Regulations concerning the bodies responsible for external evaluation exist in all countries where there are formal requirements for external evaluation. In the majority of them, such evaluation is carried out by an evaluation agency, committee or independent body acting on behalf of the public authorities. In Belgium (Flemish Community), the Netherlands, Slovenia and Slovakia, a committee and an independent body together coordinate the external evaluation procedure, whereas in Germany, this collaboration is optional.

In Cyprus, Poland (in the case of teacher training colleges) and Iceland, the Ministry of Education is directly responsible for external evaluation. In France, the ministry shares the responsibility with independent bodies, and in the case of Belgium (German-speaking Community), with the inspectorate for school education.

In the United Kingdom (England, Wales and Northern Ireland), initial teacher education is evaluated externally by the schools inspectorate. This is also the case in Ireland in respect of teaching practice.

An education agency performs this task in Sweden and the United Kingdom (Scotland).

Figure 2.1: Bodies responsible for the external evaluation of initial teacher education for general education (ISCED 1-3), 2005/06

	BE fr	BE de	BE nl	CZ	DK	DE	EE	EL	ES	FR	IE	IT	CY	LV	LT	LU	HU
											1	2					
An inspectorate for school education		●										●					
An education agency																	
The ministry of education		●								●			●				
An evaluation agency/evaluation committee	●		●	●	●	●	●	●	●				●	●	●		●
An independent body (audit agency) working on behalf of the public authorities			●		●				●		●	●					

	MT	NL	AT	PL		PT	SI	SK	FI	SE	UK-ENG/ WLS/NIR	UK-SCT	IS	LI	NO	BG	RO
				1	2												
An inspectorate for school education											●						
An education agency										●		●					
The ministry of education					●								●	>>			
An evaluation agency/evaluation committee		●	●					●	●					●	●		
An independent body (audit agency) working on behalf of the public authorities	●			●		●	●	●	●	●					●		

● Body responsible >> Initial teacher education abroad
■ No regulations or no reference included in them

Source: Eurydice.

Additional notes

Belgium (BE de): The information relates solely to the evaluation of institutions providing initial teacher education for primary education. For general secondary education, teacher education is provided outside the Community. Most teachers are trained in the French Community of Belgium.

Greece: The information relates to the law on quality assurance in higher education issued in August 2005.

Ireland: (1) relates to the external review of universities and (2) to external evaluation of teaching practice.

Cyprus: The information relates solely to the external evaluation of colleges providing initial teacher education for primary education.

Luxembourg: For secondary education, the general component of teacher education has to be undertaken abroad.

Austria: The figure only refers to initial teacher education provided by universities. The external evaluation may be carried out by the independent body AQA (Austrian Agency for Quality Assurance) if requested by the Ministry for Education, Science and Culture or the universities themselves.

Poland: (1) relates to external evaluation of universities and (2) to external evaluation of teacher training colleges.

United Kingdom: The information relates solely to the evaluation of initial teacher education and not to the evaluation of higher education in general. The inspectorates' responsibilities extend beyond schools to cover other provision for children and learners.

Figure 2.2: Profile of external evaluators of initial teacher education for general education (ISCED 1-3), 2005/06

	BE fr	BE de	BE nl	CZ	DK	DE	EE	EL	ES	FR	IE		IT	CY	LV	LT	LU	HU
											1	2						
Peers	●	●	●				●	●	●		●	●		●		●		○
Experts in evaluation	●	●		●			○		●		●	●		●	●	●	●	●
Inspectors with a teaching background		●	●				○		○				●			●		
Inspectors with an administrative background		●					○				●							
Students			●				○											
Foreign experts	●								●					●				●

	MT	NL	AT	PL	PT	SI	SK	FI	SE	UK-ENG/WLS	UK-NIR	UK-SCT	IS	LI	NO	BG	RO
Peers		●	●		●	●	●						●	●	●		
Experts in evaluation			●	●	●			●	●	●		●	●	●	●	●	●
Inspectors with a teaching background											●	●			>>		
Inspectors with an administrative background					●												
Students			●						●	●					●		
Foreign experts				●	●	●								●			

● Compulsory ○ Optional >> Initial teacher education abroad
● Recommended ■ No regulations or no reference included in them

Source: Eurydice.

Additional notes

Belgium (BE de): The information relates solely to the evaluation of institutions providing initial teacher education for primary education. Initial teacher training for general secondary education is provided outside the Community. Most teachers are trained in the French Community of Belgium.

Greece: The information relates to the law on quality assurance in higher education issued in August 2005.

Ireland: (1) relates to the external review of universities and (2) to external evaluation of teaching practice.

Cyprus: The information relates solely to the external evaluation of colleges providing initial teacher education for primary education.

Luxembourg: For secondary education, the general component of teacher education has to be undertaken abroad.

Austria: The figure only refers to initial teacher education provided by universities.

Finland: FINHEEC also often uses peer evaluation.

United Kingdom: The information relates solely to the evaluation of initial teacher education and not to the evaluation of higher education in general.

Explanatory note

For the definition of peers, experts in evaluation and inspectors, please refer to the glossary.

In all countries, the evaluation team must include peers, evaluation experts or both, except in Ireland (in the case of evaluation of teaching practice) and the United Kingdom (Northern Ireland) where the only requirement is for inspectors.

The latter must also be included in the German-speaking and Flemish Communities of Belgium, France, Lithuania, Poland and the United Kingdom (England and Wales). Depending on the country, these inspectors may be required to have a teaching and/or an administrative background. In Germany and Greece, such inspectors may be involved on an optional basis.

The regulations make explicit reference to the participation of foreign experts contributing to external evaluation in Belgium (French Community), Greece, Latvia, Hungary, Austria, Portugal, Slovakia and Iceland. In Latvia, their involvement is compulsory except when first-level professional higher education programmes (ISCED 5B) or colleges are evaluated. This is also the case in Iceland where no member of the peer review group should have any kind of association with the institution evaluated. In the other countries, foreign participation is recommended.

Only in Belgium (Flemish Community), the Netherlands, Finland, Sweden and Norway is it compulsory or recommended to include students in the team of external evaluators. In Germany, their involvement is optional.

Several countries specify more precisely the composition of their evaluation committee.

In the **Czech Republic**, the accreditation commission consists of 21 members appointed by the government upon nomination by the minister for a six-year term. Membership in the accreditation commission is incompatible with the duties of the rector, vice-rectors and deans.

In **Spain**, the external evaluation committee has to be well balanced in terms of the training and experience of its members. There are generally three members as follows: the chairperson, a university professor whose function is to preside and direct the external evaluation process and oversee the preparation of a report containing the opinions of the committee; an academic member selected from among either those with possible experience in the technical units of universities, or experts in the subject(s) taught who have previous experience of evaluation; and finally a member whose professional activity is also related to the taught subject(s).

In **Portugal**, people with recognised expertise in the educational, artistic, scientific and entrepreneurial fields are eligible for appointment as external evaluators.

In **Finland**, the Ministry of Education appoints a committee consisting of 12 members with a good understanding of evaluation, who represent universities, polytechnics, students and employers.

2.2. Official documents establishing criteria

A variety of official documents may be recommended or required as the basis for external evaluation criteria. They may include general legislation on higher education, regulations or guidelines on initial teacher education, qualification standards for prospective teachers, a list of evaluation criteria or specific national indicators on educator/student ratios, student performance, etc.

In Belgium (French Community), Lithuania, Poland and Romania, all documents listed here are taken into account for drawing up evaluation criteria. The situation is similar in the Netherlands and Sweden. In Denmark, Austria and Finland, there are no regulations regarding the documents to be taken into account.

Legislation on higher education and a list of evaluation criteria are the official sources most often used in the context of external evaluation.

The majority of countries also refer to one or several documents which deal specifically with teacher education. Thirteen countries or regions use a document on qualification standards for prospective teachers for the purpose of external evaluation. Several countries make use of other specific documents relating to teacher education. These may be regulations or guidelines.

In the **United Kingdom (England)**, the arrangements are set out in the 'Framework for the Inspection of Initial Teacher Training for the Award of Qualified Teacher Status 2005–11'. The Framework takes account of the standards for qualified teacher status (QTS) and the requirements for initial teacher training which set out what providers must do. The Framework is accompanied by a 'Handbook', which explains how the Framework is to be applied.

The ‘Guidelines for Initial Teacher Education Courses’ in **Scotland** give regulations on the requirements for initial teacher education and specify such things as the length of programmes, the amount of school experience and compulsory programme elements. The ‘Standard for Initial Teacher Education: Benchmark Information’ contains a set of benchmarks against which programmes can be considered and a set of expected features which students should have attained at the end of their programmes. The Evaluation Framework for the Accreditation of Programmes of Initial Teacher Education and the Arrangements for the Accreditation of Programmes of Initial Teacher Education give detailed guidance on how the accreditation process works.

The Czech Republic, Greece, Spain, Ireland, Cyprus, Hungary, Portugal, Slovenia, Slovakia, Iceland and Norway do not stipulate the use of documents devoted specifically to initial teacher education for external evaluation. However, these countries have all adopted lists of criteria, some of which may involve aspects directly relating to teacher education.

Some countries report the existence of ‘guides’ or ‘questionnaires’ for external evaluation.

In **Latvia**, for example, the Higher Education Quality Evaluation Centre has developed a questionnaire for evaluation experts, which consists of questions regarding the main quality aspects to be evaluated. Although it may not be defined as a statutory list, it is normally used by experts to facilitate the evaluation process and to prepare reports on the institutions evaluated.

Eleven countries use national indicators on trainer/student ratios, student performance, and the relation between the labour market and the availability of study places (Slovenia), in order to draw up external evaluation criteria.

Figure 2.3: Official documents to be used to establish criteria for the external evaluation of initial teacher education for general education (ISCED 1-3), 2005/06

	BE fr	BE de	BE nl	CZ	DK	DE	EE	EL	ES	FR	IE	IT	CY	LV	LT	LU	HU
Legislation on higher education	●	●		●		●	●	●		●	●		●	●	●		
Regulations/content guidelines for initial teacher education	●	●				●	●			●						●	
Qualification standards for prospective teachers	●	●	●			●	●								●	●	
A list of evaluation criteria	●			●	●			●	●	●	●	●	●	●	●	●	
National indicators	●							●		●					●		
	MT	NL	AT	PL	PT	SI	SK	FI	SE	UK-ENG/ WLS/NIR	UK-SCT	IS	LI	NO	BG	RO	
Legislation on higher education		●		●			●		●			●		●		●	
Regulations/content guidelines for initial teacher education		●		●					●	●	●				●	●	
Qualification standards for prospective teachers		●		●					●	●	●					●	
A list of evaluation criteria		●		●	●	●	●		●	●	●	●	●	●	●	●	
National indicators				●	●	●	●			●		●				●	
● Documents to be used >> Initial teacher education abroad ■ No regulations or no reference included in them																	

Source: Eurydice.

Additional notes (Figure 2.3)

Belgium (BE de): The information relates solely to the evaluation of institutions providing initial teacher education for primary education. Initial teacher training for general secondary education is provided outside the Community. Most teachers are trained in the French Community of Belgium.

Greece: The information relates to the law on quality assurance in higher education issued in August 2005.

France: There are no qualification standards but the results of the annual competitive examinations for the recruitment of teachers are used to evaluate the initial teacher education programme.

Cyprus: The figure relates solely to the evaluation of colleges providing initial teacher education for primary education.

Luxembourg: For secondary education, the general component of teacher education has to be undertaken abroad.

United Kingdom: The information provided relates solely to the evaluation of initial teacher education and not to the evaluation of higher education in general.

Explanatory note

For the definition of evaluation criteria and qualification standards, please refer to the glossary.

2.3. Scope

The scope of external evaluation may encompass a wide variety of issues. It may be concerned with the results of internal evaluation, the content of the curriculum for teacher education, teaching methods (i.e. how the content of that curriculum is taught), or assessment practices. It may also consider the balance between professional training and general education, the management of school placements for teaching practice, potential partnerships with schools and the general human resources management of institutions (e.g. the qualifications required by teacher trainers or their continuing professional development). Other important aspects which may be evaluated are the trainer/student ratio, student performance, the attitudes and motivation of students, their opinions on the education they receive, and the general infrastructure of institutions (including libraries, ICT facilities and laboratories, etc.).

Many countries focus their external evaluation on all or almost all of these issues. Only Ireland refers to relatively few of them. The regulations of almost all countries state that external evaluation has to take account of internal evaluation procedures or recommend that it should do so.

In Denmark, Austria, Finland and Sweden, there are no regulations concerning the scope of external evaluation. This does not imply that the issues mentioned in Figure 2.4 are not usually covered. In these countries, the external evaluator or the institutions requesting an evaluation decide about its scope.

In **Finland**, the body carrying out external evaluation (FINHEEC) establishes the targets of evaluation on the basis of the following criteria: the programme or theme is significant in regard to education and social policies and a rapidly growing, developing or problematic field in the area of higher education. FINHEEC can also make an agreement with the ministry of education on evaluation assignments. Moreover, institutions and student unions can propose suitable evaluation topics to FINHEEC.

Virtually all countries with regulations evaluate the content of teacher education. Either methods of teaching or assessment are also considered in all countries, except in France, Latvia (in the case of evaluation of the institution) and Iceland (in the case of evaluation of the institution). In all countries except in the Czech Republic (in the case of evaluation of programmes), Ireland, Cyprus and Slovenia, external evaluation takes account of student performance and, in over half of them, student attitudes and opinions are considered. Additional criteria are mentioned by a few countries.

Spain reports the existence of 'course organisation criteria' concerned with the work of the team responsible for the educational programme, its management, planning, communication and organisation.

In **Latvia**, the international cooperation of the higher education institution concerned is also taken into account.

In **Portugal**, the labour market integration of graduates and the social facilities of institutions are taken into account.

External evaluation in the **United Kingdom (England)** examines whether training meets the needs of individual trainees and how applicants for training are selected.

Figure 2.4: The scope of external evaluation of initial teacher education for general education (ISCED 1-3), 2005/06

	BE fr	BE de	BE nl	CZ 1 2	DK	DE	EE	EL	ES	FR	IE	IT	CY	LV 1 2	LT	LU	HU	MT
The internal evaluation process	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	
The content of the teacher education curriculum provided by the institution	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	
Teaching methods	●	●	●			●	●	●	●	●	●	●	●	●	●	●	●	
Assessment practices	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	
The balance between professional training and general education	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	
School placements	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	
Partnerships with schools	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	
Human resources management	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	
Trainer/student ratios	●		●	●			●	●	●	●	●	●	●	●	●	●	●	
Student performance	●	●	●	●			●	●	●	●	●	●		●	●	●	●	
Student attitudes (motivation)	●		●				●	●	●	●	●	●	●	●	●	●	●	
Student opinions on the training they receive	●	●	●				●	●	●	●	●	●	●	●	●	●	●	
Infrastructure (libraries, computers, etc.)	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	
	NL	AT	PL 1 2	PT	SI	SK	FI	SE	UK-ENG/ WLS/NIR	UK-SCT	IS 1 2	LI	NO	BG	RO			
The internal evaluation process	●		●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	
The content of the teacher education curriculum provided by the institution	●		●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	
Teaching methods	●		●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	
Assessment practices	●		●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	
The balance between professional training and general education	●		●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	
School placements	●		●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	
Partnerships with schools	●		●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	
Human resources management	●		●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	
Trainer/student ratios	●		●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	
Student performance	●		●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	
Student attitudes (motivation)			●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	
Student opinions on the training they receive	●		●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	
Infrastructure (libraries, computers, etc.)	●		●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	

● Compulsory ○ Optional >> Initial teacher education abroad
 ● Recommended ■ No regulations or no reference included in them

Source: Eurydice.

Additional notes (Figure 2.4)

Belgium (BE de): The information relates solely to the evaluation of institutions providing initial teacher education for primary education. Initial teacher training for general secondary education is provided outside the Community. Most teachers are trained in the French Community of Belgium.

Czech Republic: (1) relates to external institutional evaluation, and (2) to external programme evaluation.

Greece: The information relates to the law on quality assurance in higher education issued in August 2005.

Cyprus: The information relates solely to the external evaluation of colleges providing initial teacher education for primary education.

Luxembourg: For secondary education, the general component of teacher education has to be undertaken abroad.

Latvia: (1) relates to external institutional evaluation, and (2) to external programme evaluation.

Poland: (1) relates to the external evaluation of universities, and (2) to external evaluation of teacher training colleges.

United Kingdom: The information provided relates solely to the evaluation of initial teacher education and not to the evaluation of higher education in general.

Iceland: (1) relates to external programme evaluation, and (2) to external institutional evaluation.

Explanatory note

For the definition of internal evaluation, general teacher education and professional teacher training, please refer to the glossary.

2.4. Procedures and mechanisms

External evaluation may be conducted in different ways. It is normally based on a site visit and on an internal evaluation report. Such a visit may include interviews or surveys with the management, academic and administrative staff as well as with students. Observations directly linked to student teachers being taught may also be included.

Many countries adopt all or almost all of these procedures in external evaluation, although there are no regulations on this issue in Denmark, Austria and Finland.

In **Finland**, the higher education institutions under review compile self-evaluation reports for the external evaluation team. This team visits the higher education institutions involved and writes a review report. Besides this basic method, FINHEEC also uses other evaluation methods such as portfolios, peer evaluation and benchmarking.

Site visits are compulsory or recommended for external evaluation everywhere, except in Slovenia and Slovakia, where they are optional.

In **Slovenia**, external evaluation is based on the documentation submitted by higher education institutions applying for evaluation.

In the majority of countries, site visits include interviews with the management and with academic and administrative staff. Regulations also provide frequently for interviews with students. In many countries, regulations of the evaluation process provide for interviews with all three categories of participants. In Latvia and the Netherlands, interviews with students are compulsory, whereas interviews with the management and staff are optional.

In **Spain**, interviews with different groups seek to obtain enough data to enable the external evaluation committee to contrast its findings with information on the self-evaluation process. As a general rule, a particular person may not attend more than one meeting. The committee will ensure that its interviews with different groups focus on those aspects previously analysed which have yielded contradictory findings, or which seem especially important, are unclear or are not sufficiently conclusive.

Classroom observation (in the institution providing initial teacher education) cannot be regarded as among the main procedures in external evaluation. Yet while there is no reference to it in the regulations of most countries, it is nevertheless compulsory in nine of them. In the United Kingdom (England), interviews with staff in partnership schools are included in the procedures.

The results of internal evaluation are taken into consideration in almost all places where regulations exist. In the French Community of Belgium, the Czech Republic, Greece, Spain, Ireland, Latvia, Lithuania, Hungary (in the case of internal evaluation carried out every eight years), the Netherlands, Poland, Portugal and Iceland, internal and external evaluation amount to a single process which is organised as follows: an internal evaluation is carried out with the aim of providing specific information, and a report is forwarded to the external evaluators who conduct a site visit and write an evaluation report.

Elsewhere, external evaluators make use of internal evaluation reports that are not produced specifically for purposes of external evaluation.

Figure 2.5: Procedures and mechanisms in the external evaluation of initial teacher education for general education (ISCED 1-3), 2005/06

	BE fr	BE de	BE nl	CZ		DK	DE	EE	EL	ES	FR	IE	IT	CY	LV	LT	LU	HU	MT
				1	2														
Site visit that includes:	●	●	●	●	●			●	●	●	●	●		●	●	●	●	●	
Interviews with the management, or surveys	●	●	●	●	●			●	●	●	●	●		●	○	●		●	
Interviews with academic and administrative staff, or surveys	●	●	●					●	●	●	●	●		●	○	●		●	
Interviews with students, or surveys	●	●	●					●	●	●	●	●		●	●	●		●	
Classroom observation	●	●	●					○	●		●				●	●	●		
Analysis of internal evaluation results	●	●	●	●				●	●	●	●	●		●	●	●		●	
	NL	AT	PL		PT	SI	SK	FI	SE	UK-ENG/WLS/NIR		UK-SCT		IS	LI	NO		BG	RO
			1	2															
Site visit that includes:	●		●	●	●	○	○		●	●	●	●		●		●		●	●
Interviews with the management, or surveys	○		●		●		○		●	●	●	●		●		●		●	●
Interviews with academic and administrative staff, or surveys	○		●		●			●	●	●	●	●		●	>>	●		●	●
Interviews with students, or surveys	●		●		●			○	●	●	●	●		●		●		●	
Classroom observation			●	●			(:)				●			●		○		●	
Analysis of internal evaluation results	●		●	●	●	●	●	●	●	●	●	●		●		●		●	●

● Compulsory ○ Optional >> Initial teacher education abroad
 ● Recommended □ No regulations or no reference included in them

Source: Eurydice.

Additional notes (Figure 2.5)

Belgium (BE de): The information relates solely to the evaluation of institutions providing initial teacher education for primary education. Initial teacher training for general secondary education is provided outside the Community. Most teachers are trained in the French Community of Belgium.

Czech Republic: (1) relates to external institutional evaluation, and (2) to external programme evaluation.

Greece: The information relates to the law on quality assurance in higher education issued in August 2005.

Cyprus: The information relates solely to the external evaluation of colleges providing initial teacher education for primary education.

Luxembourg: For secondary education, the general component of teacher education has to be undertaken abroad.

Poland: (1) relates to external evaluation of universities, and (2) to external evaluation of teacher training colleges.

Procedures not mentioned in official documents are, however, usually included in the evaluation process.

United Kingdom: The information provided relates solely to the evaluation of initial teacher education and not to the evaluation of higher education in general.

Explanatory note

For the definition of site visit, please refer to the glossary.

2.5. Frequency

The frequency of external evaluation of institutions and programmes providing initial teacher education varies greatly between countries and sometimes even within a country when several types of external evaluation exist or when there are no regulations on the subject established at central or higher level.

In most European countries, external evaluation of institutions and programmes providing initial teacher education takes place at fixed intervals which are determined at central or higher level. In some countries, there are several types of external evaluation with different fixed intervals.

As regards the fixed intervals determined for external evaluation, at one extreme, evaluation occurs annually, and at the other, the interval is set for every 12 years. In ten countries or regions, the intervals specified correspond to maximum periods, which means that external evaluation may occur more often.

The highest frequency relating specifically to the evaluation of initial teacher education is noted in Ireland (evaluation of teaching practice) and the United Kingdom (England).

Each year in **Ireland**, 10 % of students in their final year of teacher education for primary schools are selected for assessment during their teaching practice. The institutions in which they enrolled receive an evaluation report.

In most countries where external evaluation occurs at fixed regular intervals, it conforms to a pattern conditioned by a procedure for accrediting and re-accrediting teacher education programmes or institutions (see Chapter 4, Section 4.1). These are evaluated at the outset for the purpose of official accreditation. Regular evaluations for the renewal of accreditation are then generally planned within a period ranging from three to twelve years after the preceding evaluation.

In Latvia, the external evaluation enabling new institutions to be accredited for the first time is normally not repeated. In Slovenia, prior to the new law on higher education issued in 2004, a similar situation was in force concerning teacher education programmes. On the contrary, in Latvia, the re-accreditation of teaching programmes is mandatory.

In Sweden, regular evaluation linked to the (re-)accreditation of higher education institutions is carried out, but no procedure is planned for new programmes or institutions.

In the German-speaking Community of Belgium, Greece, France, Ireland, Portugal, the United Kingdom (Scotland) and Norway, certain types of external evaluation are conducted at regular intervals but are unrelated to any re-accreditation procedure. In the United Kingdom (England), where informing accreditation decisions represents only one of the purposes of inspection (see Chapter 4), inspection occurs at regular intervals, but its scale depends on the results of the preceding inspection.

Figure 2.6: Regulations on the frequency of external evaluation of initial teacher education for general education (ISCED 1-3), 2005/06

- Evaluations conducted at fixed intervals

Intervals	1 year	3 years	4 years	5 years	6 years	7 years	8 years	10 years	12 years
Fixed	IE ²	UK-ENG, BG	FR ¹ , SK ¹ , UK-SCT ¹	PL, PT, RO	NL, SK ² , UK-WLS, UK-SCT ² , BG	EE, SI	LT	CY	
Maximum			EL	BE de	LV ¹ , SE, NO		BE nl, CZ ² , HU	IE ¹	CZ ²

- Evaluations conducted at variable intervals according to the institution or programme

BE fr, CZ¹, DE, DK, ES, FR², AT, FI, UK-NIR, IS

- A single evaluation for the initial accreditation of new institutions

LV²

- No external evaluation procedures: IT, LU, MT
- Initial teacher education abroad: LI

Source: Eurydice.

Additional notes

Belgium (BE de): The information relates solely to evaluation of institutions providing initial teacher education for primary education. For general secondary education, teacher education is provided outside the Community. Most teachers are trained in the French Community of Belgium.

Czech Republic: (1) relates to external institutional evaluation, and (2) to external programme evaluation. For the latter, the distinct intervals shown depend on the length of teacher training. Accreditation is awarded for at most twice the standard length of study programmes.

Denmark: The Center for Videregående Uddannelse are given the possibility to participate in a single accreditation process allowing them to obtain the quality label of University Colleges.

Germany: Only evaluations of *bachelor's-* and *master's*-type programmes are used for the purpose of accreditation (or re-accreditation).

Greece: The information relates to the law on quality assurance in higher education issued in August 2005.

France: (1) relates to evaluation carried out by the DES; and (2) to evaluation carried out by the CNE and the IGAENR.

Ireland: (1) relates to external review of universities; and (2) to external evaluation of teaching practice.

Cyprus: The information relates solely to the external evaluation of colleges providing initial teacher education for primary education. Once an institution has been accredited, a second evaluation occurs after four years. Then, evaluation occurs after a further ten years. A draft law has been tabled with a view to performing external evaluations every four years.

Latvia: (1) relates to external evaluation of programmes; and (2) to external evaluation of institutions.

Luxembourg: For secondary education, the general component of teacher education has to be undertaken abroad.

Austria: The figure only refers to initial teacher education provided by universities.

Slovenia: The new (2004) law on higher education has established the principle of compulsory re-accreditation every seven years, with effect from 2005. This will be applied to institutions for teacher education once they have designed their study programmes according to the Bologna requirements.

Slovakia: (1) relates to external evaluation of programmes; and (2) to external evaluation of institutions.

Sweden: An interval of six years between external evaluations is normally the rule for higher education institutions. However, an extra evaluation of teacher education programmes will occur in 2006, two years after the previous evaluation. This is an exceptional situation linked to the monitoring of the 2001 reform of programmes for initial teacher education (see chapter 1).

United Kingdom (ENG/WLS/NIR): The information provided relates solely to the evaluation of initial teacher education and not to the evaluation of higher education in general. In England, programmes for teacher education are to be evaluated at least twice in the six-year period from 2005 to 2011. In Wales, the aim is to complete the current cycle of inspections by 2008, after which a different cycle will be introduced.

United Kingdom (SCT): (1) relates to evaluation of all higher education institutions; and (2) to evaluation of institutions for initial teacher education.

Bulgaria: the interval between external evaluations depends on the grade obtained in the previous evaluation (three years for 'satisfactory', six years for 'good' or 'very good').

In ten countries or regions, the interval between external evaluations varies according to the programme or institution.

In France, institutions for teacher education have to undergo one type of external evaluation that occurs at regular intervals and another whose frequency varies. In the Czech Republic, the interval between evaluations of study programmes is fixed by regulations, which is not the case for institutions.

Several scenarios are possible in cases where the frequency of external evaluation varies according to the programme or institution. In the French Community of Belgium, the Czech Republic (in the case of the external institution evaluation), France (in the case of evaluation by the CNE and IGAENR), the United Kingdom (Northern Ireland) and Iceland, the frequency is fixed by the body responsible for evaluation, in so far as the latter decides annually or periodically which institutions or programmes should be evaluated, with due regard for various considerations.

In the **Czech Republic**, where evaluation is concerned with similar types of programme, the education faculties were last evaluated in 1997/98.

In **Iceland**, external evaluations relating to programmes or institutions for teacher education occurred in 1998 and 2005.

In Germany, Spain, Austria and Finland, higher education institutions are also involved in the decision to proceed with external evaluation. In Denmark, it can take place upon the request of various bodies.

In **Denmark**, programme evaluation may be conducted by EVA (Danish Evaluation Institute) on its own initiative and upon the request of, for example, the government, ministries, advisory boards, local authorities and establishments.

In **Germany**, external evaluation is carried out on the initiative of universities and teacher training centres, or the ministry of education in the case of teacher training institutes (*Studienseminar*) (see Chapter 4, Section 4.1). For *bachelor's-* or *master's*-type programmes, there is a procedure for accreditation and re-accreditation. The legislation of the different *Länder* states that all external evaluation should be carried out regularly without specifying its frequency.

In **Spain**, the ANECA issues a call for applications, annually or every two years, from higher education institutions wishing to be evaluated. The decision whether to submit to evaluation is taken by the head of the institution. However, all institutions will have to be evaluated at least once by 2010.

In **Austria**, external evaluation may be conducted at the request of the universities or the Ministry for Education, Science and Culture.

In **Finland**, universities are obliged to participate in external evaluations, but since evaluations in different fields may coincide or be close to each other in time, the law is interpreted so that universities can choose the evaluations they want to participate in.

CHAPTER 3

INTERNAL EVALUATION OF INITIAL TEACHER EDUCATION

Internal evaluation (self-evaluation) of teacher education may BE defined as an evaluation process for which those working in a particular institution or programme are responsible. The process may consist of the systematic collection of data and the questioning of students, lecturers and other staff, and generally results in a final report. Internal evaluation offers opportunities for quality enhancement in so far as it is a collective appraisal of structures and practices existing within the institution concerned.

As already indicated in Chapter 1, regulations on internal evaluation exist in all countries and regions, except in Luxembourg. In almost all countries, internal evaluation is compulsory. It is recommended in Spain, France, Cyprus and Slovenia and is optional in Malta.

An overview of the different kinds of internal evaluation in each country covered by this survey is provided in the annex. More than one type of internal evaluation exists in the Czech Republic, Germany, Latvia, Hungary, Poland, Portugal, the United Kingdom (Scotland) and Iceland. In the following figures, a distinction has been made in the case of countries with more than one type of evaluation only when the procedures involved clearly differ from each other.

The present chapter considers the following:

- those responsible for coordinating internal evaluation;
- those who take part in it;
- the official documents which have to be used to establish internal evaluation criteria;
- the precise scope of internal evaluation;
- the procedures and mechanisms on which it relies;
- the frequency of internal evaluation.

3.1. Bodies responsible for coordination

Responsibility for organising and coordinating internal evaluation may lie with different bodies such as the management or governing board of the institution evaluated, a special evaluation committee that has been set up for this purpose within the institution itself, or a council of academic staff representatives.

In most countries, coordination is the responsibility of the management. Where this is not the case, an evaluation committee usually takes over this responsibility. In Portugal, the United Kingdom (Scotland) and Bulgaria, all or almost all of the four bodies mentioned above take part in the coordination of internal evaluation.

In the German-speaking Community of Belgium, France, the Netherlands, Portugal, the United Kingdom, Iceland (in the internal evaluation of higher education programmes linked to external evaluation), Norway, Bulgaria and Romania, the management of the institution shares responsibility for coordination with the governing board or a specially formed evaluation committee.

In **Iceland**, the rector of the higher education institution concerned appoints the self-evaluation group and its chairperson.

In the Czech Republic, Germany (in the case of teacher training institutes), Poland, Slovenia and Iceland (for the regular internal evaluation of higher education institutions), the responsibility for coordination lies mainly with the management of the institution.

In teacher training institutes (*Studiensemianare*) in **Germany**, the main body responsible for coordinating internal evaluation is the management. However, in some *Länder*, it may also include administrators from the office of teacher training (*Amt für Lehrerbildung*) or similar institutions in the *Länder*, and staff from the teacher training institutes to be evaluated.

In universities in **Poland**, the teacher education faculty or chair of the university is responsible for internal evaluation. The faculty council usually elects a committee, which has to carry out evaluation and prepare a written report. In teacher training colleges, internal evaluation is carried out by the college council, while the management team is typically responsible for the evaluation of teaching.

In **Slovenia**, university rectors and deans are responsible for internal evaluation, according to the 2004 Higher Education Act. The internal rules of all higher education institutions establish that the internal evaluation process has to be managed by a specific commission appointed by the rector/dean.

In the regular internal evaluation of higher education institutions in **Iceland**, institutions are free to decide how to organise their quality assurance work. However, the rector bears the main responsibility. In some institutions, there is a special quality manager, while in others quality issues are the responsibility of the governing board or a council.

In Denmark, the governing board is the sole body responsible for coordinating internal evaluation.

In the French Community of Belgium, Germany (in universities and colleges of education), Greece, Spain, Ireland, Italy, Lithuania and Hungary (in annual internal evaluation), an evaluation committee is the sole body responsible for coordination (see Section 3.2 for further information on the composition of evaluation committees in some of these countries).

A council of academic staff representatives also contributes to the coordination of internal evaluation in Estonia, Italy (on an optional basis), Portugal, Slovakia (optional) and Bulgaria.

In **Bulgaria**, the evaluation committee presents its reports to the governing board of the institution. The reports are then officially approved by the council of academic staff representatives which finally issues recommendations to the management.

In eight countries, namely Cyprus, Latvia, Luxembourg, Hungary (in internal evaluation prior to external evaluation), Malta, Austria, Finland and Sweden, there are no official regulations on the bodies responsible for coordinating internal evaluation of initial teacher education.

In **Latvia**, procedures for internal evaluation are normally governed by the internal rules of the higher education institution concerned.

In **Hungary**, internal evaluation that occurs prior to external evaluation is governed by the regulations of individual higher education institutions and the Hungarian Accreditation Committee. The body responsible for the annual internal evaluation – the institutional evaluation committee – usually also carries out the internal evaluation taking place before the external evaluation. However, due to institutional autonomy, the institution has the right to ask another body or organisation to perform the latter. In either case, the body carrying out internal evaluation occurring prior to external evaluation has to be approved by the institutional council.

In **Malta**, a quality assurance committee has been set up by the university with the aim of reinforcing quality education and services. The Faculty Board within the Faculty of Education is ultimately responsible for carrying out internal evaluation. It is then up to each separate department to carry out its own internal evaluation to recommend developments and changes within the various components of the course.

Although there are regulations on the coordination of internal evaluation of higher education institutions in the Czech Republic, Slovakia and the United Kingdom (Scotland), the body responsible for the coordination of internal evaluation is not clearly identified, so the institution concerned determines its membership and precise remit in each case.

In the **Czech Republic**, although the management is responsible for coordination, universities are encouraged to introduce their own internal system of quality assurance, so the situation may actually differ from one institution to the next. At some universities, evaluation councils have been set up and internal guidelines developed. The situation is similar in **Slovakia**.

In the **United Kingdom (Scotland)**, each university has its own structure but the ultimate authority will be the university court (management), and the university senate (governing board) will act on its behalf. In the senate, there is normally a quality assurance committee with delegated powers, which organises the internal review processes and reports back to the full senate. Committee members are primarily academic staff, but some institutions have discrete units whose staff (mainly experts on evaluation processes) administers the quality assurance processes.

Figure 3.1: Bodies responsible for coordinating the internal evaluation of initial teacher education for general education (ISCED 1-3), 2005/06

	BE fr	BE de	BE nl	CZ	DK	DE 1	DE 2	EE	EL	ES	FR	IE	IT	CY	LV	LT	LU	HU 1	HU 2	MT
Management		●	●	●			●													
Governing board of the institution		●				●								○						
Evaluation committee within the institution	●					●		●	●	●	●	●	●			●		●		
Council of academic staff representatives							●							○						
	NL	AT	PL	PT	SI	SK	FI	SE	UK- ENG/WLS/NIR	UK-SCT		IS 1	IS 2	LI	NO		BG	RO		
Management	●		●	●	●	○			●	●		●	●		●		●	●		
Governing board of the institution	●			●					●	●				>>	●		●			
Evaluation committee within the institution				●								●		●			●	●		
Council of academic staff representatives				●		○										●				
 Compulsory Optional >> Initial teacher education abroad Recommended No regulations or no reference included in them																				

Source: Eurydice.

Additional notes

Belgium (BE de): The Figure relates solely to the internal evaluation of initial teacher education institutions for primary education. For general secondary education, teacher education is provided outside the Community. Most teachers are trained in the French Community of Belgium.

Belgium (BE nl): The management appoints a special coordinator who is responsible for coordinating the internal evaluation process.

Denmark: The information in the Figure relates to universities only.

Germany: (1) relates to the evaluation of universities and colleges of education, and (2) to the evaluation of teacher training institutes (*Studienseminar*e).

Greece: The information relates to the law on quality assurance in higher education issued in August 2005.

Additional notes (Figure 3.1 – continued)

Cyprus: The Figure relates solely to the internal evaluation of colleges providing initial teacher education for primary education.

Luxembourg: For secondary education, the general component of teacher education has to be undertaken abroad.

Hungary: (1) relates to annual internal evaluation, and (2) to internal evaluation that takes place prior to external evaluation.

United Kingdom (ENG/WLS/NIR): The information provided relates solely to the evaluation of initial teacher education and not to the evaluation of higher education in general.

Iceland: (1) relates to the internal evaluation of higher education programmes that takes place prior to external evaluation, and (2) to regular internal evaluation of higher education institutions.

3.2. Participants

Participants in internal evaluation may be the management, academic staff or students of the institution concerned, but special evaluation experts may also take part. These experts may either act on behalf of the principal or board of the institution, or simply give methodological/technical support to the staff responsible for conducting the evaluation.

In almost all countries where regulations exist, it is either compulsory for the management of the institution, representatives of its academic staff and students to participate in internal evaluation, or they are recommended to do so. In Ireland, only evaluation experts who work on behalf of the principal or board take part in internal evaluation. In Italy, neither the management nor the academic staff takes part in evaluation. In the Netherlands, the participation of the management is optional.

In nine countries, all or almost all of the five main players indicated in Figure 3.2 take part in internal evaluation.

As already described in Section 3.1, responsibility for carrying out internal evaluation may lie with a special evaluation committee established within the institution (see Figure 3.1). The members of this committee may come from a wide range of backgrounds.

In the **French Community of Belgium**, members of the evaluation committee are representatives of the teaching and academic staff, administrative and technical staff, and students.

In universities and colleges of education in **Germany**, the evaluation committee within the institution consists of professors and other teaching staff as well as some students.

In **Estonia**, the members of the committee for the evaluation of study programmes are appointed by the faculties or departments concerned. It is strongly recommended that students should be included in its membership.

In **Greece**, the faculty's evaluation group should consist of teaching/research or educational staff holding the rank of professor or assistant professor, as well as a student representative. In some cases, a representative of the scientific and administrative staff may also participate.

In **Spain**, the committee normally has to be chaired by the person in charge of the study programme evaluated and consists of teachers, administrative and service staff, students, and a member of the technical unit for quality. It is recommended that committees should have a maximum of seven members.

In **Hungary**, the committee members are professors and researchers elected by the council of the institution for a period of three years. The student self-governing body may delegate a representative to the committee, subject to the approval of the council.

In **Iceland**, the committee should comprise at least four and no more than six members drawn from faculty staff, students and administration.

In some countries, evaluation experts who work on behalf of the principal or board or who offer support to staff during internal evaluation may also take an active part in it. However, in most cases, their involvement is no more than recommended or optional, except in Spain, Ireland and the United Kingdom (Scotland) where it is compulsory.

Figure 3.2: Participants in the internal evaluation of initial teacher education for general education (ISCED 1-3), 2005/06

	BE fr	BE de	BE nl	CZ		DK	DE	EE	EL	ES	FR	IE	IT	CY	LV	LT	LU	HU	MT
	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	
Management	●	●	●	●	●		●	●		●					●	●	●	●	
Academic staff	●	●	●		●		●	●	●	●					●	●	●	●	
Students	●	●	●		●		●	●	●	●			●		●	●	●	○	
Evaluation experts working on behalf of the principal or board	○						○						●	○					
Evaluation experts offering staff support	○	○					○			●			○						
		NL	AT	PL		PT	SI	SK	FI	SE	UK-ENG/ WLS/NIR	UK-SCT	IS		LI	NO	BG	RO	
				1	2							1	2		1	2			
Management	○		●	●	●			●					●	●			●	●	
Academic staff	●		○		●			●					●	●		●	●	●	
Students	●		○		●			●					●	●		●	●	●	
Evaluation experts working on behalf of the principal or board			○					○					○	●		○			
Evaluation experts offering staff support			○					●					●	●		●	○	●	

● Compulsory ○ Optional >> Initial teacher education abroad
 ● Recommended □ No regulations or no reference included in them

Source: Eurydice.

Additional notes

Belgium (BE de): The Figure relates solely to the internal evaluation of initial teacher education institutions for primary education. For general secondary education, teacher education is provided outside the Community. Most teachers are trained in the French Community of Belgium.

Czech Republic: (1) relates to the internal evaluation that takes place prior to external evaluation, and (2) to the annual internal evaluation.

Greece: The information relates to the law on quality assurance in higher education issued in August 2005.

Cyprus: The Figure relates solely to the internal evaluation of colleges providing initial teacher education for primary education.

Luxembourg: For secondary education, the general component of teacher education has to be undertaken abroad.

Hungary: (1) relates to annual internal evaluation, and (2) to internal evaluation that takes place prior to external evaluation.

Poland: (1) relates to the internal evaluation of universities, and (2) to internal evaluation of teacher training colleges.

United Kingdom (ENG/WLS/NIR): The information provided relates solely to the evaluation of initial teacher education and not to the evaluation of higher education in general. Evaluations would normally also involve schools in partnership with higher education institutions.

United Kingdom (SCT): (1) relates to annual internal evaluation, and (2) to internal evaluation that takes place every four years.

Iceland: (1) relates to the internal evaluation of higher education programmes that takes place prior to external evaluation, and (2) to regular internal evaluation of higher education institutions.

Several countries state that other participants may contribute to internal evaluation, including the institution's non-academic staff, external stakeholders from the business sector or academic life elsewhere, and former graduates of the institution.

In the **French Community of Belgium**, those who graduated from the institution in the three years prior to internal evaluation may participate.

In the **Flemish Community of Belgium**, the administrative and technical staff of the institution participate on a compulsory basis.

In **Greece**, the participation of the scientific and administrative staff is optional.

In **Italy**, the evaluation committee consists of academic and non-academic experts chosen by the rector. The majority of its members are usually academics, some of them from other universities.

In **Spain** and **Portugal**, administrative and service staff may participate in internal evaluation.

In the **United Kingdom (Scotland)**, it is compulsory for people external to the faculty or school offering the programme and for people from outside the institution to take part in the annual evaluation.

In **Romania**, it is recommended that representatives of the institution's best graduates and of employers should take part in the internal evaluation of pedagogical university colleges and universities.

In several countries, although no official regulations exist, there may be practices defining who usually participates in internal evaluation.

In **Malta**, for example, all academic staff members are encouraged to conduct an evaluation of their course programme by means of questionnaires or interviews with their students. The respective departmental heads may also carry out their own independent evaluations. External experts from abroad serving as moderators are invited to review both the course content and assessed assignments. They may also put forward recommendations for possible improvements.

Although it is not officially regulated, management, academic staff and students are usually involved in internal evaluation in **Austrian** universities. The situation is similar in *Pädagogische Akademien*.

In **Slovenia**, the internal rules of all higher education institutions establish that the specific commission appointed by the dean for managing the internal evaluation process should be composed of teachers, administrators and student representatives.

3.3. Official documents establishing evaluation criteria

Regulations may refer to a variety of official documents such as general legislation on higher education, regulations on initial teacher education, qualification standards for prospective teachers, a list of evaluation criteria (either a list specially drawn up for internal evaluation or the one adopted for external evaluation) or national indicators that may be used to draw up criteria for internal evaluation.

Virtually all of the foregoing types of document are used to identify the criteria for internal evaluation in the French Community of Belgium, Greece, Lithuania and Poland.

Almost all countries use legislation on higher education to establish the criteria of internal evaluation, always in conjunction with several of the other documents referred to above. In almost all cases, the use of such documents is compulsory, except in the French Community of Belgium and Romania, where their use is recommended.

Several countries publish special documents, including a list of criteria for internal evaluation, to support higher education institutions in their task.

In the **French Community of Belgium**, the internal evaluation report is drawn up by the evaluation committee using a guide to methodology which contains, as a framework, the list of indicators specified in the legislation establishing the agency for the evaluation of higher education.

In **Spain**, the ANECA publishes two main methodological resources to support universities in carrying out their institutional evaluation programme. The first, the *Modelo de Evaluación 2004-2005* (assessment model), contains six criteria identifying the most important aspects to be assessed during self-evaluation, namely the educational programme, course organisation, human resources, material resources, educational process and results. The second, the *Guía de Autoevaluación* (self-evaluation guide), is intended to facilitate the start of the self-evaluation phase.

While, in **France**, the *Livre des Références* of higher education institutions fully outlines in principle the subject and criteria of internal evaluation, there is up to now no version of it specifically for the evaluation of IUFMs. However, like all other higher education institutions, IUFMs will be increasingly expected in the first instance to carry out self-evaluation using the *Livre des Références*.

In **Hungary**, the Accreditation Committee provides guidelines for higher education institutions to prepare their annual institutional evaluation report and detailed guidance concerning the documents relating to self-evaluation.

Half of all countries also refer to the list of criteria used for external evaluation.

In **Slovakia**, the list of criteria developed by the Accreditation Committee for purposes of external evaluation and accreditation is very often used for the internal evaluation of study programmes in general.

While the use of the external evaluation criteria for annual evaluation is optional in the **United Kingdom (Scotland)**, internally devised criteria will generally not differ dramatically from them.

Figure 3.3: Official documents to be used to establish criteria for the internal evaluation of initial teacher education for general education (ISCED 1-3), 2005/06

	BE fr	BE de	BE nl	CZ 1 2	DK	DE	EE	EL	ES	FR	IE	IT	CY	LV 1 2	LT	LU	HU	MT
Legislation on higher education	●	●		●				●	●	●		●	●	●	●	●	●	
Regulations/content guidelines on initial teacher education	●	●					●	●								●		
Qualification standards for prospective teachers	●	●	●				●	●	●					●	●			
Guidelines/list of criteria for internal evaluation	●			●	●		(:)		●	●	●	●	●		●	●		●
List of criteria used for external evaluation	●			●	●			○	●	●	●					●		
Reports on the results of external evaluation					●						●	●			●	●	●	●
National indicators (on trainer/student ratios, student performances, etc.)	●							●	●				●	●	●			
	NL	AT	PL 1 2	PT	SI	SK	FI	SE	UK-ENG-WLS/NIR	SCT			IS 1 2	LI	NO	BG	RO	
Legislation on higher education	○		●				●				●		●		●		●	●
Regulations/content guidelines on initial teacher education	○			●	●						●					●	●	
Qualification standards for prospective teachers	○		●	●							●						●	●
Guidelines/list of criteria for internal evaluation	●			●	●	●	●	○			○		●	>>			●	
List of criteria used for external evaluation	●			●	●	●	●	○			○			●		●	●	
Reports on the results of external evaluation	●			●	●	●	●	●					●	●		●		
National indicators (on trainer/student ratios, student performances, etc.)	○		●	●	●	●		●					●			●	●	

● Compulsory ○ Optional >> Initial teacher education abroad
 ● Recommended □ No regulations or no reference included in them

Source: Eurydice.

Additional notes

Belgium (BE de): The Figure relates solely to the internal evaluation of initial teacher education institutions for primary education. For general secondary education, teacher education is provided outside the Community. Most teachers are trained in the French Community of Belgium.

Czech Republic: (1) relates to the internal evaluation that takes place prior to external evaluation, and (2) to the annual internal evaluation.

Greece: The information relates to the law on quality assurance in higher education issued in August 2005.

Cyprus: The Figure relates solely to the internal evaluation of colleges providing initial teacher education for primary education.

Latvia: (1) relates to the internal evaluation of a higher education institution for accreditation, and (2) to the internal evaluation of a study programme for (re-)accreditation. Although there is no explicit list of criteria developed for internal evaluation, all aspects used as criteria may be found in legislation on higher education.

Luxembourg: For secondary education, the general component of teacher education has to be undertaken abroad.

Poland: (1) relates to the internal evaluation of universities, and (2) to internal evaluation of teacher training colleges.

United Kingdom (ENG/WLS/NIR): There are no regulations as such, but providers would be expected to have regard to all or most of the documents mentioned, and external evaluation criteria would be an important influence. The information provided relates solely to the evaluation of initial teacher education and not to the evaluation of higher education in general.

United Kingdom (SCT): In the internal evaluation that occurs every four years, university regulations will often be included.

Additional notes (Figure 3.3 – continued)

Iceland: (1) relates to the internal evaluation of higher education programmes that takes place prior to external evaluation, and (2) to regular internal evaluation of higher education institutions.

Norway: The criteria for external evaluation do not address teacher education specifically. However, the internal evaluation of teacher education must refer to existing national qualification frameworks for programmes that provide it. These include regulations, content guidelines and qualification standards.

In 13 countries, external evaluation results are taken into account during internal evaluation because it is either compulsory or recommended. In the United Kingdom, although there are no specific regulations to this effect, the use of external evaluation results for internal evaluation is expected.

In the **United Kingdom (England)**, inspection involves ‘high stakes’ for providers; reports (including points for action and consideration) and performance profiles (including inspection grades) are published on the Internet, and the Training and Development Agency for Schools (TDA) uses evidence from Ofsted inspections to make funding and accreditation decisions. It is therefore taken for granted that inspection outcomes will be fed into self-evaluation.

In the **United Kingdom (Scotland)**, the outcomes of the General Teaching Council for Scotland process will in turn feed back into the internal quality assurance processes of the university. However, there is no explicit mention of this having to happen – simply an expectation that it will, as it is such an obvious thing to do.

In the Czech Republic (in the case of annual internal evaluation), Denmark, Luxembourg, Malta, Austria, Slovenia, Finland, Sweden, the United Kingdom (England, Wales and Northern Ireland) and Iceland (in the case of regular internal evaluation of higher education institutions), no regulations on documents establishing internal evaluation criteria exist. In Malta, however, regulations and content guidelines on initial teacher education as well as qualification standards for prospective teachers are usually used for this purpose.

3.4. Scope

As in external evaluation (see Section 2.3), internal evaluation may focus on issues such as the content of teacher education curricula, the teaching methods used, the balance between professional training and general education, school placements for student teachers, the trainer/student ratio or the general infrastructure of the higher education institution concerned.

Of the countries with official regulations on the scope of internal evaluation, most cover all (or almost all) of the above-mentioned issues. While they have to be taken into account on a compulsory basis in many countries, consideration of them is either recommended or occurs on an optional basis in the Czech Republic (internal evaluation prior to external evaluation), Germany, Hungary (internal evaluation prior to external evaluation) and Romania. Italy is the only country where the content of the teacher education curriculum is not taken into account in regulations on internal evaluation.

Some countries consider specific criteria other than those mentioned in Figure 3.4, such as organisational issues or student-focused social issues during internal evaluation.

In **Greece**, student welfare and the administrative services of the institution are also evaluated.

In **Spain**, as in the case of external evaluation, internal evaluation also focuses on criteria such as the management, planning, communication and organisation of teacher training courses, the specifications of the educational programme and activities concerned with improvement and review.

In **Latvia**, during the internal evaluation of a study programme (both for accreditation and re-accreditation purposes), special attention is also devoted to its development plan and to guaranteeing that it can provide for transfer to another programme or institution if for any reason it is discontinued.

The annual internal evaluation procedure in **Hungary** is additionally meant to focus on student and teaching staff numbers with due regard for the programmes or faculties concerned, the nature of education (i.e. whether it is full-time, part-time, or distance provision) and the working time of staff (who may be full-time or part-time). In the case of internal evaluation occurring prior to external evaluation, it is further recommended that the strategy of institutions, their quality assurance system, their results in the preceding period, and their provision for doctoral studies and research should be among the issues addressed.

In **Portugal**, the internal evaluation of universities and polytechnic institutes also has to take account of social support, the employment situation of graduates and their labour market integration, and social facilities.

The content and scope of internal evaluation may be very much conditioned by the needs of external evaluation in a number of countries, including the French Community of Belgium, the Czech Republic (in the case of the internal evaluation that takes place prior to external evaluation), Greece, Estonia, Spain, Lithuania, Latvia, Hungary (especially in the case of internal evaluation that occurs prior to external evaluation), Slovakia, the United Kingdom and Iceland (when the internal evaluation of higher education programmes occurs prior to external evaluation). In these countries, the use of external evaluation criteria by institutions when undertaking internal evaluation is either compulsory or widespread in practice or, alternatively, institutions receive documents specifying the issues that should be investigated during self-evaluation along with further details on issues to be covered in their evaluation report (see Section 3.3.). In Spain, both practices are encountered.

There are no official regulations on the precise scope of internal evaluation in the Czech Republic (in the case of annual internal evaluation), Denmark, France, Cyprus, Luxembourg, Malta, Austria, Poland (in the case of teacher training colleges), Slovenia, Finland, Sweden and the United Kingdom (England, Wales and Northern Ireland).

However, in **France**, the precise nature of provision, including teaching methods and arrangements to support students and facilitate their entry into the teaching profession, will be more and more often evaluated in accordance with the *Livre des Références* of higher education institutions.

The lack of regulations on the scope of internal evaluation in some countries does not imply that the issues actually covered differ greatly from the ones listed in Figure 3.4.

In **Denmark**, the university governing board determines the focus of internal evaluation. The questionnaire typically covers teaching methods, human resources management, student achievements and students' opinions on the education received and the balance between professional training and general education.

In **Malta**, almost all issues mentioned in the Figure are covered during the internal evaluation process.

In **Austria**, a case study of an evaluation carried out in 2001 at the Department of Teacher Education and School Research of the University of Innsbruck shows that, with respect to the internal evaluation of the quality of teaching, most issues listed in Figure 3.4 were covered. There was also a focus on additional parameters, such as curriculum development and international cooperation. As well as the quality of teaching, other areas of interest were the organisational structure, administration, tasks of the department, research, the provision of services, public relations and the development plan.

In **Slovenia**, the student opinion surveys used for internal evaluation usually include questions about various aspects of the course content, the appropriateness of the course workload and the teachers' and assistants' ability to deliver the course. The global reports established on this basis by the department and the faculty are used for gauging how students' perceptions vary over time or across disciplines, and for comparing student performance. Issues such as the relevance of student gender and the appropriateness of the teaching methodology used are also addressed.

**Figure 3.4: The scope of internal evaluation
of initial teacher education for general education (ISCED 1-3), 2005/06**

	BE fr	BE de	BE nl	CZ		DK	DE	EE	EL	ES	FR	IE	IT	CY	LV			LT	LU	HU	
				1	2										1	2	3			1	2
The content of the teacher education curriculum provided by the institution	●	●	●	●	●													●	●	●	●
Teaching methods	●	●	●												○			●	●	●	●
Assessment practices	●	●	●	●	●										○			●	●	●	●
The balance between professional training and general education	●	●	●	●	●										○	●		●	●	●	●
School placements	●	●	●	●	●										○	●		●	●	●	●
Partnerships with schools	●	●	●	●	●										○	●	○	●	●	●	●
Human resources management	●	●	●	●	●										○	●	●	●	●	●	●
Trainer/student ratios	●			●											○	●	●	●	●	●	●
Student performance	●	●	●	●	●										○	●	●	●	●	●	●
Student attitudes (motivation)	●	●	●	●											○	●	●	●	●	●	●
Student opinions on the education they receive	●	●	●	●											○	●	●	●	●	●	●
Infrastructure	●	●	●	●	●										○	●	●	●	●	●	●
<hr/>																					
The content of the teacher education curriculum provided by the institution		●			●			●										●	●	●	●
Teaching methods		●			●			●							○			●	●	●	●
Assessment practices		●			●			●										●	●	●	●
The balance between professional training and general education		●			●			●							○	●		●	●	●	●
School placements								●							○			●	●	●	●
Partnerships with schools		●						●							●	●		●	●	●	●
Human resources management		●			●			●							●	●		●	●	●	●
Trainer/student ratios		●			●			●							●	●		●	●	●	●
Student performance		●			●			●							●	●		●	●	●	●
Student attitudes (motivation)		●						●							○			●	●	●	●
Student opinions on the education they receive		●			●			●							●	●		●	●	●	●
Infrastructure		●			●			●							●	●		●	●	●	●

● Compulsory ○ Optional >> Initial teacher education abroad
 ● Recommended ■ No regulations or no reference included in them

Source: Eurydice.

Additional notes (Figure 3.4)

Belgium (BE de): The Figure relates solely to the internal evaluation of initial teacher education institutions for primary education. For general secondary education, teacher education is provided outside the Community. Most teachers are trained in the French Community of Belgium.

Czech Republic: (1) relates to the internal evaluation that takes place prior to external evaluation, and (2) to the annual internal evaluation.

Greece: The information relates to the law on quality assurance in higher education issued in August 2005.

Cyprus: The Figure relates solely to the internal evaluation of colleges providing initial teacher education for primary education.

Latvia: (1) relates to the internal evaluation of a higher education institution for its accreditation, (2) to the internal evaluation of a study programme for accreditation, and (3) to the internal evaluation of a study programme for re-accreditation.

Luxembourg: For secondary education, the general component of teacher education has to be undertaken abroad.

Hungary: (1) relates to annual internal evaluation, and (2) to internal evaluation that takes place prior to external evaluation.

Poland: (1) relates to the internal evaluation of universities, and (2) to internal evaluation of teacher training colleges. Although, in the internal evaluation of universities, school placements and partnerships with schools are not referred to directly, they are usually taken into account when preparing the self-evaluation report.

Slovenia: University rectors and deans must assume responsibility for quality. Some of the issues shown in the table are therefore normally the focus of internal evaluation.

United Kingdom (ENG/WLS/NIR): There are no regulations as such, but external inspection criteria, which incorporate all of the issues mentioned, are an important influence. The information provided relates solely to the evaluation of initial teacher education and not to the evaluation of higher education in general.

United Kingdom (SCT): The annual internal review process and matters to be considered externally are liable to cover similar ground.

Iceland: (1) relates to the internal evaluation of higher education programmes that takes place before external evaluation, and (2) to regular internal evaluation of higher education institutions.

3.5. Procedures and mechanisms

A variety of procedures or mechanisms may be used for internal evaluation. For example, interviews or surveys may focus on the management of an institution or on its academic and administrative staff or students. Classroom observation of student teachers being taught may be another way of collecting the information required for internal evaluation.

In most countries, all three types of interview mentioned above are used on a compulsory basis or are recommended. In Belgium, Germany, Estonia, Spain and Bulgaria, they are used together with classroom observation.

Student interviews or surveys are the most widely used means of carrying out internal evaluation. In Italy, Latvia (in the (re-)accreditation of study programmes) and Slovakia, they are the only compulsory procedure. In Poland (in the case of teacher training colleges) and Romania, interviews or surveys of students are not foreseen.

Where internal evaluation refers to the (re-)accreditation of a study programme in **Latvia**, employers of former graduates are interviewed as well as students.

In **Slovakia**, students are obliged to complete questionnaires annually, focusing mainly on their satisfaction with teaching and learning.

In 13 countries and regions, there are no official regulations which lay down procedures and mechanisms for internal evaluation. However, certain practices may exist.

In **Denmark**, internal evaluation is very often carried out as a written evaluation.

In **Malta**, all academic staff must develop a work forecast for every academic year, which is then discussed with the departmental head. Each teacher's performance is also appraised through a formal discussion.

In **Slovenia**, according to the internal rules of higher education institutions, student opinion surveys are used for the internal evaluation process.

In the United Kingdom (England and Wales), internal evaluation is expected but is not explicitly required. Its format is not prescribed.

In **England**, for example, the new (2005-2011) Framework for Inspection places increased importance on the provider's self-evaluation, and the accompanying Handbook offers guidance on how this can be carried out to the benefit of both inspectors and providers. However, the inspectorate (Ofsted) cannot insist that a self-evaluation should be completed.

Figure 3.5: Procedures and mechanisms for the internal evaluation of initial teacher education for general education (ISCED 1-3), 2005/06

	BE fr	BE de	BE nl	CZ		DK	DE	EE	EL	ES	FR	IE	IT	CY	LV		LT	LU	HU
	1	2													1	2			
Interviews with the management, or surveys	●	●	●		●			●	●	●				○				●	
Interviews with academic and administrative staff, or surveys	●	●	●		●			●	●	●	●			○				●	
Interviews with students, or surveys	●	●	●		●			●	●	●	●			●			●	●	
Classroom observation	●	●	●					○	●	●									
	MT	NL	AT	PL		PT	SI	SK	FI	SE	UK-ENG/ WLS/NIR		UK- SCT		IS	LI	NO	BG	RO
	1	2																	
Interviews with the management, or surveys		●												○	●			●	●
Interviews with academic and administrative staff, or surveys		●					●							○	●		>>	●	●
Interviews with students, or surveys		●		●		●		●						○	●			●	
Classroom observation				●	●			○						○				●	

● Compulsory ○ Optional >> Initial teacher education abroad
 ● Recommended ■ No regulations or no reference included in them

Source: Eurydice.

Additional notes

Belgium (BE de): The Figure relates solely to the internal evaluation of initial teacher education institutions for primary education. For general secondary education, teacher education is provided outside the Community. Most teachers are trained in the French Community of Belgium.

Czech Republic: (1) relates to the internal evaluation that takes place prior to external evaluation, and (2) to the annual internal evaluation.

Greece: The information relates to the law on quality assurance in higher education issued in August 2005.

Cyprus: The Figure relates solely to the internal evaluation of colleges providing initial teacher education for primary education.

Latvia: (1) relates to the internal evaluation of a higher education institution for accreditation, and (2) to the internal evaluation of a study programme for (re-)accreditation.

Luxembourg: For secondary education, the general component of teacher education has to be undertaken abroad.

Netherlands: The national regulations on accreditation state that an internal evaluation used for external peer review and accreditation follows the pattern of accreditation plus additional subject-specific peer requirements.

Poland: (1) relates to the internal evaluation of universities, and (2) to internal evaluation of teacher training colleges.

United Kingdom (ENG/WLS/NIR): The information provided relates solely to the evaluation of initial teacher education and not to the evaluation of higher education in general.

Romania: It is also recommended that internal evaluation should make use of documents produced by other departments of the higher education institution.

3.6. Frequency

In 13 countries, internal evaluation should occur on an annual basis. In Bulgaria, it has to be carried out several times a year.

In ten countries or regions, higher education institutions have to undertake internal evaluation at fixed intervals of longer periods ranging from three to ten years. In most of these countries, the timing depends on that of external evaluation. This may mean that both types of evaluation must take place during the same academic year and amount to a single process. Alternatively, it may mean that an internal evaluation must take place between two external evaluations, but not necessarily in the same year as an external evaluation. In Ireland, on the other hand, the timing of external evaluation is dependent on that of internal evaluation.

In **Ireland**, internal evaluation, which has to be carried out every ten years, results in external evaluation of the quality assurance procedures adopted by higher education institutions.

In Austria, both situations (external evaluation calling for internal evaluation and vice versa) may exist.

In the Czech Republic, Germany (universities and colleges of education providing bachelor's and master's programmes), Hungary and the United Kingdom (Scotland), institutions for teacher education have both to undertake annual internal evaluations and produce special evaluation reports when external evaluation occurs. In Hungary, intermediate reports are additionally required every four years.

In all countries with procedures for accrediting programmes or institutions (see Figure 4.1), initial accreditation generally involves an internal evaluation.

In the nine countries or regions in which the frequency of internal evaluation is not determined by regulations, different scenarios are possible.

In the French Community of Belgium (universities), Spain, France (internal evaluations linked to evaluation by the IGAENR and CNE), Finland and Iceland, internal evaluation is meant to precede external evaluation, the frequency of which is not itself specified by regulations. In the French Community of Belgium, France and Iceland, the body responsible for external evaluation decides when it should occur. In Spain and Finland, higher education institutions are also involved in the decision to proceed with external evaluation (see Chapter 2, Section 2.5). In Finland, the institutions must also conduct an internal evaluation independent of external evaluation, and determine its frequency.

In France (internal evaluation related to evaluation by the DES) and the United Kingdom (England and Wales), the (minimum) frequency of external evaluation is fixed but there is no obligation as such to carry out internal evaluation at the same time.

At present, IUFMs in **France** are simply advised to undertake self-evaluation prior to each external evaluation, but they will be increasingly obliged to do so.

In the **United Kingdom (England and Wales)**, inspectors are required to evaluate and report on the effectiveness of the systems for evaluating the quality of provision, and providers of teacher education are requested to submit their most recent self-assessment before an inspection.

In Denmark, Cyprus and Malta, internal evaluation remains largely unregulated at central level, and this applies also to its frequency.

In universities in **Denmark**, internal evaluation generally takes place at the end of each term. In **Malta**, the faculty of education at the university usually carries out internal evaluation annually.

**Figure 3.6: Frequency of internal evaluation
of initial teacher education for general education (ISCED 1-3), 2005/06**

- Frequency determined by regulations

Multiannual	BG
Annual	BE fr (¹), DE (¹), IT, LV, LT, SI, SK, SE, NO, RO
Annual + another less frequent evaluation	CZ, DE (²), HU (at least every eight years), UK-SCT (every four years)
Between every three and ten years	BE de (at least every five years), BE nl (at least every eight years), EE (between every three and seven years), EL (at least every four years), IE (at least every ten years), NL (every six years), AT (at least every five years), PL (at least every five years), PT (every five years)

- Frequency not determined by regulations

BE fr (²), **DK, ES, FR, CY, MT, FI, UK-ENG/WLS/NIR, IS**

- No internal evaluation procedures: **LU**
- Initial teacher education abroad: **LI**

Source: Eurydice.

Additional notes

Belgium (BE fr): (1) relates to institutions educating pre-primary, primary and lower secondary education teachers, and (2) to institutions educating upper secondary teachers.

Belgium (BE de): The Figure relates solely to the internal evaluation of institutions providing initial teacher education for primary education. For general secondary education, teacher education is provided outside the Community. Most teachers are trained in the French Community of Belgium.

Germany: (1) relates to the teacher training institutes (*Studienseminare*), and (2) to evaluation of universities and colleges of education.

Greece: The information relates to the law on quality assurance in higher education issued in August 2005.

Cyprus: The Figure relates solely to the internal evaluation of colleges providing initial teacher education for primary education.

Latvia: The Figure relates to the internal evaluation of programmes.

Luxembourg: For secondary education, the general component of teacher education has to be undertaken abroad.

Austria: The Figure relates to the universities.

United Kingdom (ENG/WLS/NIR): The information provided relates solely to the evaluation of initial teacher education and not to the evaluation of higher education in general.

Iceland: Higher education institutions are obliged to introduce an internal quality assurance system, which may take a variety of forms.

Norway: Most internal evaluation is organised on an annual basis, but more thorough evaluation lasting longer also occurs.

Explanatory note

Internal evaluation occurring only once, to enable new programmes or institutions to be accredited for the first time, is not covered.

CHAPTER 4

USE MADE OF EVALUATION FINDINGS

The results of evaluation may be used in different ways, with direct or indirect repercussions for institutions or programmes. Inadequate quality may, for example, mean that institutions have to draw up and implement a plan for improvement consisting of various measures, which may be subject to follow-up evaluation. Penalties are also possible, as when an institution is no longer granted the right to award qualifications, or when its funding is adjusted. Conversely, high-standard performance may lead to an increase in funding.

Over and above their consequences for institutions, the results of evaluation may also be made available to their staff, students and the general public. Finally, evaluation findings from all institutions may be collated and summarised in national reports concerned with the quality of initial teacher education as a whole.

The following aspects are dealt with in this chapter:

- the possible consequences of evaluation for institutions or programmes;
- the availability of evaluation findings for their staff, students and the general public;
- the use of evaluation findings to prepare indicators or national reports on the state of the teacher education system as a whole.

4.1. Possible consequences of evaluation

In the vast majority of countries, regulations establish that the main possible consequences of **external evaluation** for teacher education programmes or institutions relate to their (re-)accreditation, the funding they receive or evaluation follow-up, depending on the case.

In just five countries or regions (the French Community of Belgium, Denmark, Ireland, Austria and Finland), these aspects derive only marginally from regulations – if at all.

In the **French Community of Belgium**, the purpose of external evaluation is essentially to point the way forward for individual institutions. It is intended that they should – entirely on their own initiative – introduce a procedure for reform inspired by the findings of external evaluation (which remain confidential). However, in the end it is the government of the Community which decides on the possible consequences of external evaluation.

In **Ireland** and **Finland**, the use made of the external evaluation results is the responsibility of the institution evaluated. In Finland, the external evaluation body (FINHEEC) usually undertakes a follow-up evaluation after three years.

Figure 4.1: Possible consequences of external and internal evaluation for institutions/programmes providing initial teacher education for general education (ISCED 1-3), 2005/06

Consequences of external evaluation:	BE fr	BE de	BE nl	CZ		DK	DE		EE	EL	ES	FR	IE	IT	CY	LV	LT	LU	HU	MT
	1	2	1	2	1	2	EE	EL	ES	FR	IE	IT	CY	LV	LT	LU	HU	MT		
Impact on (re-)accreditation				●			●		●		●				●	○	●	●	●	
Impact on funding				●	●	●	●		○	○	●			○		●	●	●	●	
Implementation of a plan for improvement by the institution in the event of poor results				●	●	●			○	○	●	●	●	○		●	●	●	●	
Fresh evaluation in the event of poor results				●	●	●	●		○	○				○		●	●	●	●	
Consequences of internal evaluation:	BE fr	BE de	BE nl	CZ		DK	DE		EE	EL	ES	FR	IE	IT	CY	LV	LT	LU	HU	MT
	1	2	1	2	1	2	EE	EL	ES	FR	IE	IT	CY	LV	LT	LU	HU	MT		
Implementation of a plan for improvement by the institution	○	●		●		●	○	○	○	●	●	●	●	○		●				
Consequences of external evaluation:	NL	AT	PL	PT	SI	SK	FI	SE	UK-ENG/WLS	UK-NIR	UK-SCT	IS		LI	NO	BG	RO			
Impact on (re-)accreditation	●		●		●	●		●				●				●	●	●	●	
Impact on funding	●		●	●	●	●						●			●		●	●	●	
Implementation of a plan for improvement by the institution in the event of poor results	●		●	●	●	●		●		●		●			●	>>	●	●	●	
Fresh evaluation in the event of poor results	●		●		●	●		●		●		●			●		●	●	●	
Consequence of internal evaluation:	NL	AT	PL	PT	SI	SK	FI	SE	UK-ENG/WLS	UK-NIR	UK-SCT	IS	1	2	LI	NO	BG	RO		
													1	2						
Implementation of a plan for improvement by the institution			●		○							●	●		>>	●	●	●	○	

● Compulsory >> Initial teacher education abroad
 ○ Recommended or optional □ No regulations or no reference included in them

Source: Eurydice.

Additional notes

Belgium (BE de): The figure relates solely to the evaluation of institutions providing initial teacher education for primary education. For general secondary education, teacher education is provided outside the Community. Most teachers are trained in the French Community of Belgium.

Czech Republic: In the case of external evaluation: (1) relates to the evaluation of institutions, and (2) to the evaluation of programmes. In the case of internal evaluation: (1) relates to the annual evaluation, and (2) to evaluation that occurs prior to external evaluation.

Denmark: The information regarding internal evaluation only relates to universities.

Germany: (1) relates to the external and internal evaluation of universities or teacher training colleges which offer bachelor's and master's programmes, and (2) to external and internal evaluation of universities, teacher training colleges and teacher training institutes (*Studienseminar*e).

Greece: The information relates to the law on quality assurance in higher education issued in August 2005.

Cyprus: The figure relates solely to the evaluation of colleges providing initial teacher education for primary education.

Luxembourg: For secondary education, the general component of teacher education has to be undertaken abroad.

Malta: A plan for improvement is usually implemented after an internal evaluation.

Austria: External and internal evaluation usually lead to the implementation of an improvement plan and may have an impact on funding.

United Kingdom: The information relates solely to the evaluation of initial teacher education and not to the evaluation of higher education in general.

United Kingdom (NIR): The Department of Education takes advice on accreditation matters from the inspectorate as appropriate.

Iceland: (1) relates to the internal evaluation of higher education programmes that occurs prior to external evaluation, and (2) to regular evaluation of higher education institutions.

In the majority of countries, the findings of external evaluation provide the basis for a decision regarding the (re-)accreditation of institutions or programmes. This means determining whether or not an institution may be officially recognised as satisfying the conditions required by accreditation standards.

A re-accreditation procedure generally implies that new teacher education programmes or institutions are initially accredited for a fixed period of time (see Figure 2.6), on the expiry of which this accreditation is subject to review on the basis of a fresh evaluation. The evaluation results are therefore used to take a major decision regarding institutions and their entitlement to provide teacher education and award the corresponding qualifications, and to obtain public funding. Theoretically, if the results are poor, a programme may be discontinued or an institution closed.

In Lithuania, the United Kingdom (England and Wales) and Norway, there are forms of external evaluation whose main purpose is not to underpin a (re-)accreditation process, but which provide results that are used in a secondary way to inform accreditation decisions regarding teacher education programmes or institutions.

In **Lithuania**, evaluations conducted by the centre for quality assessment in higher education are geared as a priority to enhancing quality, but their results also feed into a (re-)accreditation process.

In the **United Kingdom (England and Wales)**, one of the purposes of inspection is to check compliance with requirements. If an (Ofsted or Estyn) inspection finds that the provision does not comply with accreditation requirements, this would be the trigger for the Training and Development Agency for Schools (England) or the Higher Education Funding Council (Wales) to consider starting withdrawal of accreditation.

In **Norway**, the agency for quality assurance in education evaluates all higher education institutions on a regular basis. If the results are not satisfactory, the institution concerned may continue to offer its existing programmes but may not introduce any new ones until it has improved its performance. The findings of external evaluation may also provide a basis for initiating a possible re-accreditation procedure. To date, programmes for teacher education have not been the subject of such a procedure.

In countries with (re-)accreditation procedures, if the findings of external evaluation result in refusal to (re-)credit programmes or institutions, this decision may have a bearing on the public funding they are awarded. When a programme is concerned, funding is generally reorganised within the institution concerned, and its amount may remain stable. However, in Spain and Sweden, the accreditation procedure cannot affect funding in any way.

The level of funding may also vary in accordance with the level of quality observed during external evaluation, as for example in the case of the United Kingdom (England and Wales).

The German-speaking Community of Belgium, the Czech Republic, Germany (in certain *Länder*), France and Portugal provide examples of external evaluation whose results are not used during any accreditation process but which may have an impact on the funding of institutions or programmes.

In the event of unfavourable evaluation in the **German-speaking Community of Belgium**, the institution concerned may have to repay the public funding awarded to it for operational purposes.

The teacher education institutions in **France** (*Instituts universitaires de formations des maîtres* – IUFMs) are evaluated by various bodies (see the annex). The results of these evaluations are taken into account notably during negotiations to renew the four-year public funding contract.

In **Portugal**, positive findings may be an incentive to introduce new programmes or develop already existing ones. Conversely, in the case of poor results, programmes may be suspended. However, in practice, such situations have not yet been encountered.

In all countries where the use of the results of external evaluation is regulated, a decision is normally taken to arrange for follow-up when an institution or programme does not satisfy all required quality standards. This generally involves an obligation on the part of the institution to draw up a plan for improvement and fresh external evaluation after a given period of time, which varies from one country to the next. In Germany and France, the follow-up is optional. In Greece and Iceland, the sole consequence of external evaluation for institutions is the implementation of a plan for improvement.

In most countries where the results of external evaluation are used to inform (re-)accreditation decisions, conditional or temporary accreditation may be awarded in the case of non-compliance with accreditation requirements. This conditional accreditation is usually delivered for two or three years, and a follow-up is organised in the meantime.

In the **Czech Republic**, if the accreditation awarded to study programmes is subject to certain conditions, the faculty has to submit (generally within two years) a report on the fulfilment of imposed conditions.

In **Latvia**, a study programme may receive temporary accreditation (for two years) only once.

In the event of poor results in **Hungary**, the accreditation commission may propose that the minister of education should withdraw the entitlement of an institution to award qualifications for a given period and check that the necessary measures have been introduced.

In the case of conditional accreditation in **Poland**, institutions for teacher education have to implement a plan for improvement immediately, while the deadline for a fresh evaluation is established by the top-level education authorities.

As regards **internal evaluation**, regulations allow for the formulation of a plan for improvement in most countries. The latter is compulsory in Belgium (the German-speaking Community), the Czech Republic (for annual internal evaluation), Denmark, Greece, Spain, Ireland, Lithuania, Poland, the United Kingdom (Scotland), Iceland (for the evaluation that occurs prior to external evaluation), Norway and Bulgaria. A plan of this kind is recommended in the French Community of Belgium, Germany, Estonia, Slovakia and Romania, and is optional in Italy.

In around ten countries, institutions practise internal evaluation for which no regulations concerning a plan for improvement are issued. This is due to the autonomy of institutions. In France, Cyprus, Slovenia and Iceland, this internal evaluation is recommended and/or only sparingly regulated. The lack of regulations about a plan for improvement also concerns compulsory internal evaluations that occur prior to external evaluation (the Flemish Community of Belgium, the Czech Republic, Latvia, Hungary, the Netherlands and Portugal) as well as annual internal evaluations (Latvia in the case of study programme evaluation, Hungary and Sweden). In the United Kingdom (England, Wales and Northern Ireland), there are no regulations concerning either a plan for improvement or the many other aspects of internal evaluation, which does not mean that such plans are not implicitly recommended.

In the majority of countries, the results of internal evaluation are also generally taken into account during external evaluation (see Figure 2.5), and in the case of poor results may represent one of the elements which prompt further external evaluation.

In Germany, external evaluation is not compulsory. The management of universities or teacher training colleges – or the minister of education in the case of training institutes (*Studienseminar*) – are entitled to request an external evaluation if they consider this to be necessary in light of the internal evaluation results.

4.2. Publication and availability of findings

Beyond the ‘initial’ use of evaluation results which may directly affect the institutions (see Section 4.1), these findings may also be released for information to various players involved in the activities of the institutions or to the general public.

Regulations on the publication of individual external evaluation results for each institution or programme are very common. In 19 countries, these results are published systematically. However, systematic publication of internal evaluation results is only required in six countries (the Czech Republic for annual internal evaluation, Italy, Lithuania, Slovakia, Finland and Sweden).

In Spain and Latvia, the publication of the results of external and internal evaluations is optional. In Spain, the institution evaluated decides whether the results are to be published. In Slovenia and the United Kingdom (Scotland), the findings of external evaluation are not published as such, but they are available to the public indirectly.

In **Slovenia**, working meetings of the body responsible for external evaluation, the Council for Higher Education, are public. Information is circulated via the press.

In the **United Kingdom (Scotland)**, reports on external evaluation results are not formally published but they do go to a full meeting of the *General Teaching Council for Scotland*, and a record of its business is placed in the public domain.

In Norway, publication of the findings of internal evaluation is recommended, whereas in Germany, Greece, Hungary and the United Kingdom (Scotland) it is optional. In the majority of countries, there are no regulations or recommendations on the publication of internal evaluation results. However, it may nevertheless be common to publish these results.

In Ireland, internal and external evaluation reports are published on university websites. This may also be the case in Spain. In the other countries, the external evaluation reports may be published by the body responsible for external evaluation (Estonia, Greece, France – for the *Comité national d'évaluation*, Hungary, the Netherlands, Slovakia and the United Kingdom (England, Wales and Northern Ireland)) or by the ministry of education (German-speaking Community of Belgium, the Czech Republic, Poland, Portugal, Sweden, Iceland and Romania), generally on their websites, or on the website of the independent umbrella organisations for higher education institutions (Flemish Community of Belgium). In Germany, Hungary, the Netherlands, Iceland, Norway and Romania, the results of external evaluation are also published in brochures on education, congresses, press articles, etc.

The publication of evaluation findings means that they are available de facto to all those involved in the functioning of higher education. However, almost all countries where publication of the findings of external evaluation is mandatory, also take steps to ensure that they are directly available to the management of institutions, and very often to their academic staff and students. By contrast, in Finland there is no special channel for communicating the results of external evaluation to members of the institution concerned.

In the French Community of Belgium and Poland (teacher training colleges), there are very few regulations on the publication of results and their accessibility within the institutions. Only management has systematic access to results. In Austria, the publication of external and internal evaluation results is not subject to any regulations, which may be due to a lack of regulations on evaluation in general. In practice in this country, evaluation results are usually made available to the stakeholders.

Quality Assurance in Teacher Education in Europe

Figure 4.2: Publication and availability of results of internal and external evaluation of initial teacher education for general education (ISCED 1-3), 2005/06

Availability of external evaluation results:	BE fr	BE de	BE nl	CZ	DK	DE	EE	EL	ES	FR	IE		IT	CY	LV	LT	LU	HU	
	1	2	IT	CY	LV	LT	LU	HU											
For the management	●	●	●	●		●	●	●	●	●	●	●	●	●	●	●	●		
For the academic staff		●	●	●		●	●	●		○	●	●		●	●	●		●	
For students		●	●	●		●	●	●		○	●			●	●	●		●	
For schools in partnership with the institution concerned		●	●	●		●		●		○	●				●			●	
Publication of evaluation reports from each institution/programme		●	●	●		●	●	●	○	○	●			○	●			●	
Availability of internal evaluation results:	BE fr	BE de	BE nl	CZ		DK	DE	EE	EL	ES	FR	IE		IT	CY	LV	LT	LU	HU
	1	2												1	2				
For the academic staff				●			●	●	●	●					●	●		○	
For students				●			●	●	●	●					●	●		○	
Publication of evaluation reports from each institution/programme				●			○		○	○					●	○	●	○	
Availability of external evaluation results:	MT	NL	AT	PL		PT	SI	SK	FI	SE	UK-ENG/WLS/NIR		UK-SCT		IS	LI	NO	BG	
	1	2																	
For the management		●		●	●	●	●	●		●	●	●	●		●	●		●	●
For the academic staff		●				●	●	●		●	●	●	●		●	●		●	●
For students		●				●	●	●		●	●	●	●		●		>>		●
For schools in partnership with the institution concerned		●				●				●	●	●	●		●			●	
Publication of evaluation reports from each institution/programme		●			●	●	●	●	●	●	●				●	●		●	●
Availability of internal evaluation results:	MT	NL	AT	PL		PT	SI	SK	FI	SE	UK-ENG/WLS/NIR		UK-SCT		IS	LI	NO	BG	
For the academic staff						●		●						●		●		●	●
For students						●		●						●		>>	●		●
Publication of evaluation reports from each institution/programme							●	●	●					○			●		

● Compulsory ○ Optional >> Initial teacher education abroad
● Recommended ■ No regulations or no reference included in them

Source: Eurydice.

[Additional notes \(Figure 4.2\)](#)

Belgium (BE de): The figure relates solely to the evaluation of institutions providing initial teacher education for primary education. For general secondary education, teacher education is provided outside the Community. Most teachers are trained in the French Community of Belgium.

Czech Republic: (1) relates to the annual internal evaluation, and (2) to internal evaluation that occurs prior to external evaluation.

Denmark: The internal evaluation results of universities are generally available upon request.

Germany: The decision as to whether or not the results of external evaluation should be published varies from one Land to the next.

Greece: The information relates to the law on quality assurance in higher education issued in August 2005.

Ireland: (1) relates to the external review of universities, and (2) to external evaluation of teaching practice.

Cyprus: The figure relates solely to the evaluation of colleges providing initial teacher education for primary education.

Latvia: As regards internal evaluation, solely the results of evaluation carried out during initial accreditation of institutions or programmes are published.

Luxembourg: For secondary education, the general component of teacher education has to be undertaken abroad.

Hungary: (1) relates to the annual internal evaluation, and (2) to internal evaluation that occurs prior to external evaluation. According to regulations, the results of annual internal evaluation must be available to the public, but the institution concerned decides whether or not to publish them.

Malta: Internal evaluation results are usually made available to academic staff and students.

Poland: (1) relates to the external evaluation of universities, and (2) to external evaluation of teacher training colleges.

Slovenia: According to internal institutional rules, internal evaluation results are published on the website of the faculty concerned. They are also published in reports produced by the national higher education quality assessment commission.

United Kingdom: The information relates solely to the evaluation of initial teacher education and not to the evaluation of higher education in general.

Schools working in partnership with the institutions evaluated may access the findings of external evaluation in the majority of countries.

Circulation of internal evaluation findings within institutions is far less regulated than in the case of external evaluation, but the regulations concerned with this matter are slightly greater in number and sometimes more restrictive than those dealing with the publication of results. In 11 countries, the results have to be available to academic staff and students. In Estonia and Romania this practice is also recommended.

4.3. Monitoring by means of indicators and national reports

Monitoring of the education system pursues several aims. It is intended to help control the system, provide reports on its quality and enable adjustments to enhance its performance. It implies the need for comprehensive information on the system as a whole. Findings from the evaluation of individual teacher education institutions/programmes – as summarised in reports or indicators giving an overall picture of the state of initial teacher education – may provide input for policy-making.

However, the preparation of national reports and indicators based on the evaluation reports of individual institutions is far from general practice.

Only the German-speaking Community of Belgium, Germany (in the case of external evaluation concerned with accreditation of bachelor's- and master's-type programmes), Greece, Ireland (for internal and external evaluation of teaching practice), Lithuania and the United Kingdom (England and Wales) produce both national reports and indicators, either for higher education or for initial teacher education in particular.

Nine countries produce national reports, most often dealing with higher education in general. In the Netherlands, the findings from external evaluation are compiled in a general report on the state of the education system.

In Sweden, teacher education is dealt with specifically in national reports on higher education. In Ireland and the United Kingdom (England, Wales and Northern Ireland), the reports and indicators also deal specifically with teacher education.

In the **United Kingdom (England and Wales)**, the chief inspectors prepare an annual report which includes a separate section on teacher education. In addition, the inspectorates publish ad-hoc reports on specific aspects of teacher education.

Figure 4.3: National reports and indicators prepared with reference to findings from internal and external evaluation of initial teacher education for general education (ISCED 1-3), 2005/06

	BE fr	BE de	BE nl	CZ	DK	DE	EE	EL	ES	FR	IE 1	IE 2	IT	CY	LV	LT	LU	HU	MT
	NL	AT	PL	PT	SI	SK	FI	SE	UK-ENG/ WLS	UK- NIR	UK- SCT		IS	LI	NO		BG	RO	
Preparation of a national report on higher education		●				▲		▲								▲			
Preparation of national indicators on higher education		▲				▲		▲								●			
Preparation of a national report on initial teacher education											●								
Preparation of national indicators on initial teacher education											●								
	▲ External evaluation											>>							
	○ Internal evaluation																		
	● Internal and external evaluation																		

Source: Eurydice

Additional notes

Belgium (BE de): The figure relates solely to the evaluation of institutions providing initial teacher education for primary education. For general secondary education, teacher education is provided outside the Community. Most teachers are trained in the French Community of Belgium.

Germany: Only the results of external evaluations to (re-)accredit *bachelor's* and *master's* programmes (which are being introduced in 12 of the 16 *Länder*) are the subject of national reports and indicators.

Greece: The information relates to the law on quality assurance in higher education issued in August 2005.

Ireland: (1) relates to the evaluation of universities, and (2) to the evaluation of teaching practice.

Cyprus: The information relates solely to the evaluation of colleges providing initial teacher education for primary education.

Luxembourg: For secondary education, the general component of teacher education has to be undertaken abroad.

United Kingdom: The information relates solely to the evaluation of initial teacher education and not to the evaluation of higher education in general.

CHAPTER 5

ACCREDITATION AND EVALUATION OF IN-SERVICE TEACHER EDUCATION

Professional development for teachers may have various aims and address a variety of needs, from nationally identified educational priorities to the particular needs of schools or individual teachers. It can take many organisational forms and may be offered by a wide range of training providers.

In several countries, the design of in-service education programmes has become completely decentralised and is the responsibility of schools. As a consequence, schools and local education authorities offer training based on the skills and development needs of teachers and schools.

Given the variety of providers and the growing autonomy of schools to choose among them, the question of quality control is therefore becoming crucial.

The accreditation and evaluation of these providers of in-service teacher education is the focus of this chapter. The following issues will be discussed in more detail:

- the existence of official regulations (or practices) affecting the accreditation and evaluation of providers;
- the main procedures involved;
- the one or more external bodies carrying out accreditation and/or evaluation;
- its scope;
- its frequency;
- the use made of results.

5.1. Types of provider and existence of regulations

Among the variety of public and private in-service education providers, six main types have been identified for this survey (see Figure 5.1). In the great majority of countries, all or almost all types of provider currently exist, except for some countries with only one or two providers, as illustrated in the examples below.

In **Greece** and **Cyprus**, public authority in-service teacher education centres are the only bodies offering provision.

In **Luxembourg**, in-service teacher education is only offered at higher education institutions and institutions for initial teacher education.

In **Norway**, higher education institutions are the sole providers of in-service teacher education.

Figure 5.1: Types of provider and regulations for the accreditation and/or evaluation of in-service teacher education for general education (ISCED 1-3), 2005/06

	BE fr	BE de	BE nl	CZ	DK	DE	EE	EL	ES	FR	IE	IT	CY	LV	LT	LU	HU
Higher education institutions		▲	⊗	▼	▼	▼▲	▲	⊗	▼▲		▼	▲	⊗	▼		▼	▼▲
Institutions for initial teacher education		⊗	▼▲	▼	▼	▼▲	▲	⊗	▼▲		▼▲	▲	⊗	▼		▼	▼▲
Public authority in-service teacher education centres	▲	⊗	⊗	▼		▼▲	▲	▲	▼▲	⊗	⊗			▼		⊗	▼▲
Teacher unions or teacher associations		⊗	⊗	▼		▼▲	▲	⊗	▼▲		▼▲	▼▲	⊗	▼		⊗	▼▲
Private-sector training centres (e.g. language schools)			⊗	▼	⊗	▼▲	▲	⊗	▼▲		⊗	▼▲	⊗	▼		⊗	▼▲
Other providers (e.g. NGOs, private companies)				▼	⊗	▼▲	▲	⊗	▼▲		▼▲	▼▲	⊗	▼		⊗	▼▲

	MT	NL	AT	PL	PT	SI	SK	FI	SE	UK-ENG/WLS/NIR	UK-SCT	IS	LI	NO	BG	RO	
Higher education institutions	⊗	▼▲		▼▲	▼▲	▼▲	▼	▼	▲			▲		▲	▼▲	▼▲	
Institutions for initial teacher education	⊗	▼▲		▼▲	▼▲	▼▲	▼	▼	▲			⊗		⊗	▼▲	▼▲	
Public authority in-service teacher education centres		⊗		▼▲	▼▲	▼▲	▼						>>		⊗	▼▲	▼▲
Teacher unions or teacher associations	⊗	⊗		▼▲	▼▲	▼▲		⊗						⊗	⊗	⊗	
Private-sector training centres (e.g. language schools)	⊗	▼▲		▼▲	▼▲	▼▲		⊗						⊗	⊗	▼▲	
Other providers (e.g. NGOs, private companies)	⊗	⊗		▼▲	▼▲	▼▲	▼					⊗		⊗	⊗	▼▲	

▼ Regulations on accreditation ▲ Regulations on evaluation ⊗ Provider does not exist
 ■ Provider exists, but no regulations on evaluation/accreditation >> In-service teacher education abroad

Source: Eurydice.

Additional notes

Belgium (BE fr): The information relates solely to the *Institut de la formation en cours de carrière* (in-service education institute) which is responsible for the organisation and evaluation of in-service education at joint level of all public and private providers (*interréseaux*).

Luxembourg: In September 2005, the minister of education announced the creation of an agency for school quality and an institute for in-service teacher education. These two projects are currently being implemented.

Latvia: Programmes lacking approval may also be implemented, but only approved programmes are included in a list of compulsory in-service education courses for teachers.

Lithuania: Draft regulations on the evaluation of in-service teacher education are in the final phase of legal approval. Their approval and a first evaluation are planned for 2006.

Iceland: Evaluation of higher education institutions providing in-service teacher education has not yet been carried out. The local authorities offer in-service training for primary and lower secondary teachers. Teacher unions decide and plan in-service activities together with the higher education institutions.

Independently of the number of existing providers, in-service teacher education providers are subject to regulations on accreditation and/or evaluation in the majority of countries. Both procedures are more or less represented on an equal basis.

In the German-speaking Community of Belgium, Sweden and Norway, the regulations referring to the evaluation of initial teacher education institutions or programmes also apply to the evaluation of in-service teacher education.

In **Sweden**, one of the cornerstones of the Teacher Education Reform of 2001 was lifelong learning. The modules of the initial teacher education structure are therefore open to serving teachers. This means that in-service teacher education undergoes the same quality assessment as higher education.

In nine countries, namely Germany, Spain, Hungary, the Netherlands, Poland, Portugal, Slovenia, Bulgaria and Romania, regulations on both accreditation and evaluation apply to all types of provider existing in the respective country.

In the French and German-speaking Communities of Belgium, Estonia, Greece, Sweden, Iceland and Norway, regulations only apply to the evaluation of in-service teacher education, whereas in the Czech Republic, Denmark, Latvia, Luxembourg, Slovakia and Finland, regulations refer exclusively to accreditation.

In Ireland and Italy the situation is more complex. In these two countries, regulations on both accreditation and evaluation apply for certain providers only, whereas for other providers, regulations on only one of the two procedures apply.

In **Ireland**, regulations on the evaluation of in-service teacher education providers exist in the case of institutions for initial teacher education, teacher unions or associations and other providers such as NGOs or private companies, but not in the case of higher education institutions. The situation is similar in **Italy**, where regulations on accreditation do not apply to higher education institutions or to institutions for initial teacher education.

In six countries (Belgium, Denmark, Italy, Finland, Sweden and Iceland) regulations apply to some, but not all established providers of in-service teacher education.

In **Finland**, only in-service teacher education of at least 30 ECTS provided by higher education institutions may be accredited by the FINHEEC at the request of the provider. The contents of the course have to be relevant to the objectives and strategies of the institutions and the initial education of the participants.

In France, Cyprus, Lithuania, Malta, Austria and the United Kingdom, there are no regulations on either accreditation or evaluation of providers of in-service teacher education. In most of these countries, however, certain non-regulated evaluation or accreditation practices exist.

In **France**, the only procedure is a call for the provision of in-service teacher education. This is issued in each *académie* by the appropriate administrative authority, which decides whether or not to designate a particular body with responsibility for a particular type of training.

Although no regulations exist in **Cyprus**, evaluation of in-service education programmes is conducted by the Pedagogical Institute of the Ministry of Education and Culture.

In **Malta**, organisers are encouraged to review their courses by asking participants to fill in questionnaires.

In **Austria**, the *Pädagogischen Institute* (institutions for in-service teacher education) publish an annual report on their provision. Apart from regular evaluation of the quality of training courses by means of questionnaires, certain training programmes are evaluated more broadly. For example, training in

English as a second language for primary school teachers in the province of Upper Austria, which was organised by the *Pädagogische Institut des Bundes in Oberösterreich*, was compared to its equivalent in England. Furthermore, in 2004, the *Rechnungshof* (Austrian Court of Audit) investigated how far in-service teacher education contributes to the improvement of quality in teaching and learning. Several *Pädagogische Institute* in Upper Austria, Styria, Tyrol and Vienna were visited by the investigators. A report is being prepared for the Ministry for Education, Science and Culture.

In the **United Kingdom (England)** and **Wales**, there is no overarching system of accreditation or evaluation of continuing professional development (CPD) providers. However, there are some evaluative processes in operation, which arise from responsibilities established by statute. Ofsted (in England) and Estyn (in Wales) provide advice on all aspects of teacher training and continuing professional development. This advice is based on evidence from the ongoing programme of inspections of schools and local area services for children and young people and from other visits by inspectors. Furthermore, in England, the Training and Development Agency for Schools has an extended remit covering in-service education for teachers. One of its aims is to monitor the quality and coverage of CPD in regions and subjects.

5.2. Main procedures

The process of accrediting and evaluating in-service teacher education providers may consist of several procedures, such as a site visit or analysis of a written plan, the self-evaluation report of the institution or other background documents. An internal evaluation may also be part of the accreditation and evaluation process.

Eleven countries or regions (the French and Flemish Communities of Belgium, Spain, Latvia, Hungary, the Netherlands, Poland, Portugal, Slovakia, Bulgaria and Romania) use all or almost all procedures indicated in Figure 5.2, mainly on a compulsory basis. In Spain, depending on the legislation of the Autonomous Community concerned, the evaluation of in-service teacher education providers consists of different elements. Those referred to as 'compulsory' in Figure 5.2 are common to all Autonomous Communities, whereas those termed 'optional' reflect the situation of just some of them.

Figure 5.2: Main procedures in the process of accrediting and/or evaluating in-service teacher education for general education (ISCED 1-3), 2005/06

External evaluation/ accreditation including	BE fr	BE de	BE nl	CZ	DK	DE	EE	EL	ES	FR	IE	IT		CY	LV	LT	LU	HU
												1	2					
• Site visit	○	●	●			○		○	○		●		○		●			○
• Analysis of a written plan	●	●	●	●		●	●	●	●		●		●		●			●
• Analysis of self-evaluation reports	●		●			●		●	●		●	●	●		●			●
• Examination of other background documents	●		●	●	●				○		○		●		●			●
Internal evaluation	●	●	●			●		●	●		●				●			●
External evaluation/ accreditation including	MT	NL	AT	PL	PT	SI	SK	FI	SE	UK-ENG/WLS/NIR	UK-SCT			IS	LI	NO	BG	RO
		●		●	●	○		●						●	●		●	●
• Site visit		●		●	●	●											●	●
• Analysis of a written plan		●		●	●	●		●									●	●
• Analysis of self-evaluation reports		●		●	●	○	●	●						●	>>	●	●	●
• Examination of other background documents		●		●	●	●	●	●	●								●	
Internal evaluation		●		●	●	●	○	●						●	>>	●	●	●

● Compulsory ○ Optional >> Initial teacher education abroad
 ● Recommended ■ No regulations or no reference included in them

Source: Eurydice.

Additional notes

Belgium (BE fr): The information relates solely to the *Institut de la formation en cours de carrière* (in-service education institute) which is responsible for the organisation and evaluation of in-service education at joint level of all public and private providers (*interréseaux*).

Ireland: Data refer to both the external evaluation of a sample of in-service teacher education courses and the periodic evaluation of in-service teacher education providers.

Italy: (1) refers to higher education institutions and institutions for initial teacher education, and (2) to teacher unions or associations and private-sector training providers.

Lithuania: The draft regulations include almost all procedures on a compulsory basis.

Slovenia: Data refer to accreditation only.

Iceland: Evaluation of higher education institutions providing in-service teacher education has not yet been carried out.

In eight countries (France, Cyprus, Lithuania, Luxembourg, Malta, Austria, Finland and the United Kingdom), there are no official regulations concerning the main procedures of the accreditation or evaluation process at all.

Concerning external evaluation, the main procedures in the other countries are the analysis of a written plan and site visits. Almost all countries with official regulations, except Denmark, Sweden, Iceland and Norway, analyse a written plan.

A site visit is one of the main procedures in most countries that have regulations. In the French Community of Belgium, Germany, Greece, Spain (in some Autonomous Communities), Italy (in the case of teacher unions or associations or private-sector training providers), Hungary and Slovenia, this visit is optional only. A site visit is not part of the accreditation or evaluation process for in-service teacher education in the Czech Republic, Denmark, Estonia, Italy (in the case of higher education institutions and institutions for initial teacher education) and Slovakia.

Internal evaluation is a compulsory component of the accreditation and evaluation of in-service teacher education institutions or programmes in all countries with regulations, except the Czech Republic, Denmark, Estonia, Ireland, Italy (in the case of teacher unions or associations and private-sector training providers) and Sweden. It is recommended in the German-speaking Community of Belgium and Slovakia and is optional in Slovenia. In the countries where internal evaluation is compulsory or recommended, it is usually also compulsory or recommended to analyse the self-evaluation report during external evaluation.

5.3. External bodies undertaking accreditation and/or evaluation

Different external bodies may be responsible for accrediting and/or evaluating providers of in-service teacher education. Responsibility may lie with an evaluation agency or committee, the ministry of education, an independent body (e.g. an audit agency) working on behalf of the public authority, an inspectorate specifically established for school education or in-service teacher education, external evaluation experts or other bodies depending on the particular country.

In most countries and regions, only one body is responsible for this kind of accreditation and evaluation. This is normally an evaluation agency or committee or the ministry of education.

In line with the decentralised structure of Germany and Spain, the bodies undertaking accreditation and/or evaluation in these two countries may differ from one *Land* or Autonomous Community to the next.

Given the principle of cultural sovereignty in **Germany**, the general supervision of in-service teacher education is the task of the ministries in each of the 16 *Länder*. As regards evaluation and accreditation of the workshops, courses and programmes offered by the various providers, many *Länder* have established or appointed central institutes or agencies for this task. Examples are the *Institut für Qualitätsentwicklung* (Institute for the Assurance of Quality in Education) in Hesse and the *Zentrale Evaluations- und Akkreditierungsagentur Hannover* (Central Agency for Evaluation and Accreditation in Hannover) in Lower Saxony. As an independent body, the Accreditation Council (*Akkreditierungsrat*) also takes part in accreditation and evaluation.

In **Spain**, the bodies undertaking evaluation belong to the ministry of education and the Autonomous Communities, and differ from one Community to the next. For example, the Autonomous Community of Andalusia organises its system of in-service teacher education around the *Consejería de Educación y Ciencia* (Department of Education and Science). It is coordinated at regional level by the *Dirección General de Evaluación Educativa y Formación del Profesorado* (General Directorate for Educational Evaluation and In-service Teacher Training) and in each province by the *Delegación Provincial* (Provincial Delegation) of the Department. The General Directorate is the body in charge of carrying out evaluation.

Figure 5.3: External bodies that accredit and/or evaluate in-service teacher education for general education (ISCED 1-3), 2005/06

An agency for evaluation or an evaluation committee	BE nl, DE (some <i>Länder</i>), HU, SI, FI, NO, BG
The ministry of education, a ministry department or commission	CZ, DK, EE, EL, IT, LV, HU, PL, SK, IS
An independent body working on behalf of the public authority	DK, DE (some <i>Länder</i>), NL, PT, RO
An inspectorate for school education	BE de, DE (some <i>Länder</i>), IE, PL
An inspectorate for in-service teacher education	HU
Other bodies	BE fr, ES

- No regulations on evaluation or accreditation of in-service teacher education providers: **CY, FR, MT, AT, UK**
- No regulations on the bodies undertaking accreditation or evaluation: **LU**
- In-service teacher education abroad: **LI**
- Data not available: **SE**

Source: Eurydice.

Additional notes

Germany and **Spain**: The body responsible differs from one *Land* or Autonomous Community to the next.

Cyprus: A research and evaluation unit is currently being established within the Ministry of Education and Culture for systematic evaluation of all the levels of education as well as for in-service teacher education.

Lithuania: Draft regulations include an agency for evaluation within the ministry of education.

Finland: In-service teacher education of at least 30 ECTS provided by higher education institutions may be accredited by the FINHEEC at the request of the provider.

Iceland: Evaluation of higher education institutions providing in-service teacher education has not yet been carried out.

In Denmark, Hungary and Poland, several bodies are involved in the accreditation and evaluation process.

In **Denmark**, the authority to accredit in-service teacher training is vested in the Ministry of Education or the Ministry of Science, Technology and Development. External evaluation, however, is generally carried out by the Danish Evaluation Institute (EVA).

In **Hungary**, the process occurs at three levels. At preparatory level, the organiser of the programme asks an expert from the National Register of Experts to give an opinion on it. In a second stage, an expert from the *Pedagógus-továbbképzési Akkreditációs Testület* (In-service Teacher Training Accrediting Body) evaluates the programme in accordance with a guideline based on legal regulations and then prepares a proposal to the minister on the decision of approval of the programme. Finally, after both experts have given their opinion, the programme is once more evaluated by the ministry of education and a proposal for accreditation is made to the minister. The National Committee for In-Service Teacher Training (*Országos Pedagógus-továbbképzési Bizottság*) also takes part in controlling the programmes.

In **Poland**, depending on the course evaluated, two different bodies carry out evaluation. The ministry of education evaluates and accredits in-service teacher education courses offered by the National Centre of In-Service Teacher Training. It also decides whether to recognise qualification courses for practising teachers which are offered by institutions for initial teacher education during afternoons, weekends or summer. The heads of regional education authorities (*kuratoria*), which are subordinate to the ministry, evaluate and accredit qualification courses offered by all other providers.

An agency for evaluation or an evaluation committee carries out accreditation and/or evaluation in the Flemish Community of Belgium, Germany (some *Länder*), Hungary, Slovenia, Finland, Norway and Bulgaria.

In the Czech Republic, Denmark, Estonia, Greece, Italy, Latvia, Hungary, Poland (in the case of courses offered by the National Centre of In-Service Teacher Training and by institutions for initial teacher education), Slovakia and Iceland, the ministry of education, one of its departments or a ministry commission carries out the accreditation and/or evaluation or shares responsibility for the process.

In **Denmark**, either the Ministry of Education or the Ministry of Science, Technology and Innovation carry out accreditation.

In **Greece**, evaluation is carried out by a committee of counsellors and educational consultants from the Pedagogical Institute of the ministry of education, who are responsible for the in-service teacher education of newly appointed state school teachers. They are supported by a team of statisticians specially engaged by the Pedagogical Institute for this purpose.

In **Slovakia**, the Accreditation Commission for Further Education was established at the ministry of education to coordinate cooperation of individual providers with higher education institutions. In-service teacher education is controlled by the ministry through organisations such as methodical-educational centres, the National Institute for Education and other educational institutions.

In five countries (Denmark, in some German *Länder*, the Netherlands, Portugal and Romania), an independent body working on behalf of the public authority is responsible for the accreditation and/or evaluation of providers.

Finally, an inspectorate for school education undertakes the accreditation and/or evaluation of in-service teacher education providers in the German-speaking Community of Belgium, some German *Länder*, Ireland and Poland. In the German-speaking Community of Belgium and Ireland, the inspectorate is part of the ministry of education.

An inspectorate for in-service teacher education exists only in Hungary (the National Committee for In-Service Teacher Training), where it participates in evaluation along with other bodies.

In the French Community of Belgium, the *Institut de la formation en cours de carrière*, a community-wide institution, organises and evaluates in-service teacher education, notably through its operators.

In Latvia, an expert evaluates the programme in question on behalf of the approval commission for further teacher education programmes. The expert then submits a report to the appropriate approval commission for such programmes (depending on the type of programme concerned), which then decides whether or not to approve the programme.

In Luxembourg, there are no regulations applicable to the bodies that accredit or evaluate in-service teacher education.

5.4. Scope

As is the case with initial teacher education (Figures 2.4 and 3.4), the different aspects of provision covered by the accreditation/evaluation of in-service teacher education are very wide-ranging. These aspects include the content of the programme, the teaching methods used, the human resources available, the quality of teaching, the views of participants on the activity provided and whether it met their expectations, and whether particular aspects of the infrastructure such as teaching material met the required standards.

In almost half of the countries considered, there are no regulations on the scope of accreditation and/or evaluation. However, this does not necessarily mean that the issues mentioned in Figure 5.4 are not usually covered.

Figure 5.4: The scope of accreditation and/or evaluation of in-service teacher education for general education (ISCED 1-3), 2005/06

	BE fr	BE de	BE nl	CZ	DK	DE	EE	EL	ES	FR	IE	IT	CY	LV	LT	LU	HU	MT
The content of the activity	●	●		●	●		●	●	●			●		●			●	
Teaching methods	●	●		●			●	●	●		●	●		●			●	
Competences of trainers	●	●		●			(:)	●	●		●	●					●	
Participants' opinions on the training they receive	●	●						●	●								●	
Infrastructure (ICT equipment, teaching material, etc.)	●	●		●					●		●	●					●	
	NL	AT	PL	PT	SI	SK	FI	SE	UK-ENG/ WLS/NIR	UK- SCT	IS	LI	NO			BG	RO	
The content of the activity			●	●	●						●					●	●	
Teaching methods				●	●						●					●	●	
Competences of trainers				●	●	●					●	>>				●	●	
Participants' opinions on the training they receive				●	●	●					●					●	●	
Infrastructure (ICT equipment, teaching material, etc.)			●	●	●						●					●	●	

● Aspect covered by regulations

>> In-service teacher education abroad

□ No regulations or no reference included in them

Source: Eurydice.

Additional notes

Belgium (BE fr): The information relates only to the *Institut de la formation en cours de carrière*.

Belgium (BE de): The information relates only to in-service education provided by the higher education institution.

Ireland: The information relates only to the external review of a sample of courses provided for the continuing professional development of primary teachers.

Lithuania: Draft regulations include the content of the activity, competences of trainers and infrastructure as the scope of accreditation and evaluation.

Explanatory note

Financial audits and administrative controls are not taken into consideration.

In many countries where regulations exist, all or almost all issues mentioned are covered. In the majority of them, the content of the activity as well as the teaching methods and/or the competences of the trainers are taken into account. Infrastructure (such as teaching material, technical equipment) is also quite often evaluated. Participants' opinions on the training they receive are considered in eight countries.

The German-speaking Community of Belgium, Iceland and Bulgaria apply the same regulations to the scope of the evaluation and/or accreditation of in-service teacher education and to the evaluation of initial teacher education. These regulations take all aspects mentioned into account.

Several countries mention a variety of other aspects. Consistency between content and organisation of the activity and the educational aims seems to be one of the most important aspects.

In **Denmark**, accreditation of a new programme focuses on issues such as the duration and organisation of study (i.e. part- or full-time), admission requirements, the target group (e.g. their educational background or work experience) and a description of future quality assurance methods.

In **Spain**, certain Autonomous Communities are more highly regulated regarding the scope of accreditation/evaluation. This is the case in the Autonomous Community of Asturias, where the focus is also on how the Regional Plan is designed and executed and how the training is coordinated, the usefulness of the training, and the quality/quantity of teaching materials used.

In **Ireland**, evaluation also focuses on the relevance of the course to the primary school curriculum and the extent to which the activity complies with official policy and guidelines.

In **Hungary**, the focus is on whether the programme is explicit in aims and designed for the respective target group(s), and on the additional value it gives to the teachers to be trained. The detailed content requirements are compared with the goals of the respective training programme and with the data given by the programme organiser. Evaluation examines whether the programme requirements meet its aims, whether the programme is in accordance with the target group(s), the types of school and the levels for which it is intended. Moreover, evaluation analyses whether the programme emphasises successful learning and how the issues presented can be put into practice.

In **Latvia**, the methods must correspond with the aim, tasks and planned results of the programme. Furthermore, programme accordance with the new subject standards and assessment practices is also evaluated. The provider is responsible for the quality of implementation, programme objectives, tasks and planned results.

In **Romania**, the accreditation process takes a set of criteria and conditions into account, such as the legality of the institution and the existence of the necessary training space, the utility of the training programme (i.e. its concordance with the national policies and strategies for education development, in-service education standards, training priorities specified at national level and its adequacy for the target group), the existence of counselling offers and time management (i.e. time allocation, the duration of training sessions and their organisation into full-time or part-time courses, evening classes, distance education, etc.).

5.5. Frequency

The frequency of evaluation and/or accreditation procedures in the context of in-service education is regulated in only 12 countries. Although regulations do not exist in Cyprus, Ireland and Slovakia, practices show a pattern of regularity.

Figure 5.5: Frequency of accreditation and/or evaluation of in-service teacher education for general education (ISCED 1-3), 2005/06

Frequency determined by regulations	
Annual	BE fr, EL, PL, SI
Between one and three years	LV, EE
Every three years	CZ (accreditation of programme)
Every four years	RO
Every five years	BE de, HU, PL
Every six years	CZ (accreditation of institution), NL, SE
No regulations	DE, DK, FR, IE, CY, LT, MT, AT, PT, SK, FI, UK, IS, NO, BG
	<ul style="list-style-type: none"> • In-service teacher education abroad: LI • Data not available: BE nl, LU

Source: Eurydice.

Additional notes

Belgium (BE fr): The information only relates to the *Institut de la formation en cours de carrière*.

Belgium (BE de): Evaluation takes place in the context of external evaluation of higher education institutions, which also offer in-service teacher education.

Spain: Frequency varies, although it generally takes place once a year, depending on the Autonomous Community.

Ireland: A sample of all in-service programmes is evaluated annually.

Italy: Evaluation should be carried out periodically. Legislation does not specify further.

Cyprus and Slovakia: Although no regulations exist, evaluation of in-service training programmes is conducted once a year at the end of each programme.

Even in countries where the frequency is regulated, situations are quite complex and vary depending on the procedure followed (self-evaluation, external evaluation or accreditation).

In **Greece**, external evaluation takes place once a year at the end of the programme, while internal evaluation takes place three times a year, at the end of each phase of the programme (three phases in total).

In **Hungary**, new programmes can be accredited every year or whenever applications are made. Programme providers can decide to start in-service education programmes anytime. However, the accreditation procedure coordinated by the In-service Teacher Training Accrediting Body is the condition for starting a programme. Programmes are then accredited for five years. If providers want to continue their programmes after the fifth year, they must go through the accreditation procedure again. Programme providers are also required to carry out self-evaluation procedures. Furthermore, the *SuliNova Kht* (a non-profit organisation) monitors in-service teacher education programmes by means of a self-evaluation questionnaire.

In **Poland**, the ministry of education supervises and approves the National Centre of In-service Training activity report for the previous year and plan for the following year. Every year, the Regional Educational Authorities (*kuratoria*) provide the ministry with the conclusions concerning the performance of in-service teacher education institutions in their respective region. Another obligation of the REA

imposed by ministry regulations is to organise and measure the quality of work of all the educational institutions in the region (including in-service teacher training institutions) once every five years.

In **Slovenia**, according to regulations which have been in place since the 2004/05 school year, only part of in-service courses are accredited each year. In 2005, for instance, the programme council decided to review the cluster of refresher courses and courses for the professional development of teachers. In 2006, courses on whole-school issues will be the focus of evaluation.

5.6. Use made of findings

The results of the accreditation and evaluation of in-service education may be used in different ways, with repercussions for institutions or programmes, similar to the evaluation of initial teacher education (Chapter 4). Theoretically, accreditations may be awarded as well as withdrawn, as seen in the following examples.

In the **Czech Republic**, accreditation is awarded by the Ministry of Education, Youth and Sports on recommendation of the Accreditation Commission. If the quality of the presented application is not guaranteed, the accreditation is not awarded. The Ministry has the right to control the accredited programmes during the period of accreditation (three years), but so far no rules on the procedures have been prepared.

In **Hungary**, accredited programmes are registered by the ministry of education. In the event that the provider does not fulfil the programme, the accreditation can be withdrawn. The maintainer of a school may check if in-service programmes for teachers correspond to the pedagogical programme of the school.

In **Latvia**, the commission has the right to withdraw approval given to a programme if there is proof that it has failed to meet requirements.

In **Poland**, negative evaluation findings can result in the accreditation for a given institution to be withdrawn and the financial means planned for in-service courses to be channelled into other training institutions.

In **Portugal**, there is an initial accreditation process for the institution or programme. This accreditation may be temporarily or permanently withdrawn if there is proof of irregularities.

In **Slovenia**, the main aim of an accreditation procedure is for formal programme offers to be selected following a public tender.

Evaluation findings are generally also used for improvement of provision.

In **Greece**, the evaluation findings of in-service teacher education are used as feedback for better programme development in the following year.

In **Spain**, the Autonomous Communities use the results to elaborate an annual report on teacher training to improve the quality of the in-service teacher training system.

In **Cyprus**, although no regulations exist, evaluation findings are used for decision-making with respect to the goals, processes and instructors of the programmes.

In **Austria**, although no regulations exist, evaluation results from both individual training courses and programmes help the institutions to assure quality, develop programmes, and adapt their programmes to the needs of teachers and schools.

Evaluation and accreditation results may also be provided as information to various players involved in the planning of in-service teacher education activities. However, there does not seem to be a clear pattern for the publication of results.

In the **Netherlands**, accreditation results are published on the website of the *Nederlands-Vlaamse Accreditatie Organisatie* (NVAO, or Accreditation Organisation of The Netherlands and Flanders).

In **Ireland**, a copy of the evaluation report, which may include recommendations for improvement, is sent to the course providers.

In **Slovenia**, the evaluation of the performance of programme providers is carried out by participants at the end of the course they attended. These reports are then sent to the Council for Programmes of Continuing Education and Training of Professional Staff of Schools and Kindergartens. On the basis of these reports, an overall national report is prepared and is discussed and assessed by the Council before being sent to the minister of education. The results of the national evaluation report are published.

In **Finland**, the list of accredited courses is published on the FINHEEC website.

In **Romania**, accredited teacher training programmes are published in a list used by teachers for the selection of the in-service training course that they must attend every five years.

CHAPTER 6

REFORMS AND DEBATE

A variety of important influences affect the evaluation of teacher education in Europe. First, institutions or programmes for initial teacher education are in general part of higher education and are therefore also subject to current reforms in this sector, especially in relation to the Bologna process (⁽¹⁾). The development of quality assurance is one of the major features of the process, and reforms undertaken as part of it have a real impact on the foregoing institutions or programmes. These reforms have been referred to in previous chapters.

The debates and reforms described below are concerned with two main questions which relate directly to teacher education.

Many countries have begun reforms of the organisation of initial teacher education and in-service training sometimes in relation to the Bologna process, or are intending to do so. The situation in some of these countries, which have planned to adapt procedures for evaluating teacher education, is the subject of the first section.

A limited number of countries are currently engaged in debates concerned with the quality of evaluation procedures in teacher education. Such debates are described in the second section.

6.1. (Re)defining the aims and content of teacher education and changing evaluation procedures accordingly

Germany, Estonia, Italy, the United Kingdom (Wales) and Romania have recently completed or are engaged in reforms to redefine the aims and content of initial or in-service teacher education at central or regional level, and often also their qualification standards or the skills that teachers should possess on the completion of training. This last trend is becoming increasingly more widespread in Europe. All these countries have established or are planning to introduce special evaluation procedures. In Latvia, a similar reform of in-service teacher education that still has to be implemented will have an impact on evaluation procedures.

The introduction of the two-cycle (*bachelor/master*) structure in several *Länder* in **Germany** has rapidly demonstrated how important it is that they should mutually recognise qualifications obtained by teachers within this new structure. This mutual recognition is based on common qualification standards for prospective teachers, which were adopted by the *Kultusministerkonferenz* (Standing Conference of the Ministers of Education and Cultural Affairs of the *Länder*) on 16 December 2004.

Later, it was established in a resolution passed in April 2005 that, in order to be granted this recognition, courses had to be structured in modules, accredited and therefore evaluated beforehand. By means of agencies and other bodies for evaluation set up for this purpose it has been possible also to evaluate forms of initial teacher education not provided in accordance with the two-cycle structure, as well as in-service training courses. The previous system of evaluation sought to ensure that the regulations were complied with. By contrast, the responsibilities of the newly formed agencies have been broadened in that they are able to measure the output of initial teacher education in relation to its input. Ongoing debate on the evaluation of initial and in-service education is examining how far evaluation of this kind should become general practice and whether it achieves its aims.

⁽¹⁾ For further information, see Focus on the Structure of Higher Education in Europe. National Trends in the Bologna Process 2004/05. Brussels: Eurydice, 2005.

In **Estonia**, a national plan for the development of teacher education has been established. It includes a brief description of the skills that graduate teachers should possess and the main aims of national policies for initial teacher education. Later stages of the plan are concerned in particular with developing the aspects detailed in it, including professional standards, the skills of teachers and compulsory requirements as regards teacher education programmes. Institutions for initial teacher education will have to bring their programmes and the organisation of their studies into line with these standards. A complex procedure for the accreditation of these programmes will then be carried out at all the institutions concerned.

In **Italy**, the system of initial teacher education is undergoing reform. A decree on the definition of general standards of training providing access to the profession has been approved by the government. The decree includes definitions of the criteria and procedures for monitoring and evaluating the outcome of teacher education provided as part of the *master* programme. The decree is not yet implemented, as further decisions are still required concerning the curriculum and recruitment procedures to be connected with initial education.

In **Latvia**, improvements in the system of in-service teacher education, which are currently being discussed, are expected to involve the evaluation of providers and not just programmes.

In the **United Kingdom (Wales)**, the Welsh Assembly Government has invited the General Teaching Council for Wales to take the lead working with other partners to develop a professional development framework for Wales. The proposed structure provides for clearly defined standards to govern career progression, and special evaluation arrangements. It is planned that in-service training programmes will be accredited and the quality of providers evaluated. In the case of quality assurance, recommendations should be submitted to the Welsh Assembly Government by January 2007.

In **Romania**, a recent reform has focused on the methodology and content of in-service teacher education, as well as on the development of training standards, evaluation criteria and methods, and accreditation and monitoring of programmes.

6.2. Debate on evaluation procedures

In Germany and the Netherlands, the methodology for evaluating teacher education is currently the subject of discussion.

In **Germany**, a report on the state of in-service teacher education was prepared by a committee appointed by the Standing Conference of the Ministers of Education and Cultural Affairs of the *Länder*. Published in 2000, the report highlighted the fact that teacher education was in need of increased empirical evaluation and analysis of its effectiveness.

In the **Netherlands**, procedures for evaluating and accrediting institutions of initial teacher education are currently at the heart of debate, as findings from the evaluation every six years of higher education institutions and courses have indicated that the quality of certain programmes for (prospective) teachers in primary education is sub-standard. Problems relate mainly to evaluation of what teachers have achieved compared to expected outcomes or to a lack of clarity in how the latter are defined.

In Poland, the evaluation debate focuses mainly on the status of teacher training colleges compared to that of the universities.

In **Poland**, the debate is concerned with the fact that these colleges, which are governed by school rather than higher education legislation, cannot award ISCED level 5A qualifications. One proposal for bringing their status more into line with that of the universities involves establishing a special accreditation committee that would follow the same evaluation procedures as those to which the universities are subject. Another proposal involves integrating college programmes with university *bachelor*-level studies.

MAIN ISSUES AND RESULTS

The purpose of this survey was to show the main characteristic structures of quality assurance systems in place without embarking upon a detailed analysis of particular aspects of such systems.

Based on the information presented in Chapters 1 to 5 of the survey, a summary of the main results concerning the accreditation and evaluation of teacher education institutions or programmes is given below.

Quality assurance in initial teacher education

With the exception of Luxembourg, all countries considered in this survey have an officially implemented system for evaluating initial teacher education. However, the extent to which such evaluation procedures are regulated differs from one country to the next.

In many countries, specific regulations on the evaluation of teacher education programmes or institutions do not exist, or apply only to a particular stage of initial teacher education (professional training, teaching practice or induction). In the majority of countries, general regulations on the evaluation of higher education also apply to the evaluation of teacher education.

External evaluation is compulsory or recommended in most of the countries being considered. The situation is quite similar regarding internal evaluation.

Main features of external evaluation

In the majority of countries, external evaluation is carried out by an agency, committee or independent body acting on behalf of the public authorities, and evaluators are peers and/or evaluation experts. The main documents which have to be used to establish the scope of evaluation are legislation on higher education and a list of evaluation criteria. One or several documents which deal specifically with teacher education are also normally referred to.

External evaluations focus mainly on the content of teacher education curricula provided by individual institutions or programmes. Teaching and assessment methods are also considered in all countries. Partnerships with schools are more often considered than the balance between general and professional training within initial teacher education or school placements. In the majority of countries, external evaluation takes account of student performance and, in over half of them, of student attitudes and opinions.

External evaluation is normally based on a site visit which often includes interviews with the management and academic and administrative staff. Regulations also often provide for interviews with students.

The frequency of external evaluation varies widely from one country to the next. In the cases where this frequency is regulated, evaluations take place annually at one extreme and, at the other, once every 12 years.

Main features of internal evaluation

The responsibility for coordinating internal evaluation lies mainly with the management of the institution or a special evaluation committee set up for this particular purpose, and in almost all countries, management, academic staff and students participate equally in internal evaluation.

The two main official sources used for defining internal evaluation criteria are general legislation on higher education and the criteria used for external evaluation. In order to collect information, interviews with the management, academic and administrative staff and students are used along with classroom observations on an equal basis in the great majority of countries. In terms of the precise scope of internal evaluation, in several countries there are no official regulations at all in this respect.

Relationship between external and internal evaluation

The regulations of almost all countries state that external evaluation has to be based on the results of internal evaluation. It can also be observed that the scope of internal evaluation is very much conditioned by the needs of external evaluation. This is also true in terms of frequency, where internal evaluation is often linked to external evaluation, but may also occur more frequently.

Use made of results

In the majority of countries, the external evaluation findings provide the basis for a decision regarding the accreditation or re-accreditation of institutions/programmes. These results may be used to take a major decision regarding the entitlement to award qualifications and obtain public funding. If the results are poor, the follow-up generally includes an obligation to draw up an improvement plan and to conduct a fresh external evaluation. In some cases, negative results may ultimately lead to the discontinuation of a programme or the closure of an institution.

The publication of individual findings from the evaluation of an institution or programme is very widespread. In almost all countries where the publication of findings is mandatory, these findings are also made directly available to the management of institutions and their academic staff and students. The preparation of national reports and indicators on initial teacher education based on the evaluation reports of individual institutions or programmes is, however, not very common practice.

Quality assurance in in-service teacher education

Given the variety of providers of in-service teacher education and the growing autonomy of schools to choose among them, the question of quality control becomes crucial.

All countries except France, Cyprus, Lithuania, Malta, Austria and the United Kingdom have official regulations on the accreditation and/or evaluation of providers. However, in several countries, regulations may only apply to some of the existing providers.

Normally the analysis of a written plan is stipulated in regulations as the main procedure along with the analysis of the provider's self-evaluation report and a site visit. However, in several countries the latter is conducted only on an optional basis. Accreditation or evaluation is often carried out by an evaluation agency/committee or the ministry of education.

In half of all countries, there are no regulations on the scope of accreditation and/or evaluation. Where regulations exist, the aspects covered most are the content of activity and teaching methods, the competences of trainers, infrastructure, participants' opinions and compliance with educational aims.

The frequency of evaluation and/or accreditation is subject to regulations in 12 countries only. It ranges from once a year to once every six years according to the procedure followed. The results are used either to award or withdraw the accreditation of a programme or to set up general improvement plans.

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In the context of quality assurance in higher education, several problematic issues could be further explored:

Scope and players involved

The fact that various aspects of the content of provision are evaluated does not automatically eliminate the risk of having a highly bureaucratic procedure whose purposes are not transparent and do not form part of an overall strategy for quality improvement. The background of the evaluators and the way they are chosen and evaluated themselves is also of importance in this respect.

The issue of frequency

The question may be asked whether programmes which are evaluated more frequently are actually 'better' than those evaluated less often. External evaluations in particular put a considerable amount of stress on participants, and very frequent evaluations may therefore be quite time and energy consuming. The time given for actually implementing the recommendations of an improvement plan may be very short. On the other hand, it is also questionable whether very infrequent evaluations can provide real quality control.

The further use of results

The way in which evaluation results are used is crucial for the 'acceptance' of quality control within a system. If they are used in a 'ranking' system, this may have heavy implications for the provider. Evaluation reports may also be produced only 'for the sake of producing them', in order to respond to an administrative demand without having any real implications for the providers. They may not be given back to those whose work was evaluated. In this context, the way in which these results are expressed also seems quite important, i.e. which language is used.

In many countries over the past ten years, the objective to define what a 'good' teacher is has led to the development of qualification standards or profiles which define the desirable competences and qualities of a teacher. Such documents are becoming more widespread and are used systematically for evaluation processes where they exist. They may help guide the evaluation so that the overall goals and objectives of teacher education are kept in mind. However, the question arises as to how such standards are conceived

and whether it is possible for teacher education to respond to the demands of such professional profiles. Initial teacher education can only provide a basis for the development of a teacher's competences, which may be further encouraged in the framework of in-service teacher education. Moreover, neither initial nor in-service teacher education is solely responsible for creating 'good' teachers.

In order to measure improvements in teacher education, the creation of quality control measures is doubtless an important step; the way in which these measures are applied is however no less important. In many European countries, these quality control measures are relatively new, so their actual effectiveness and impact in maintaining and improving the quality of provision still remains unclear. Further analysis could therefore focus on the issues mentioned above.

GLOSSARY

Country codes

EU	European Union	PT	Portugal
BE	Belgium	SI	Slovenia
BE fr	Belgium – French Community	SK	Slovakia
BE de	Belgium – German-speaking Community	FI	Finland
BE nl	Belgium – Flemish Community	SE	Sweden
CZ	Czech Republic	UK	United Kingdom
DK	Denmark	UK-ENG	England
DE	Germany	UK-WLS	Wales
EE	Estonia	UK-NIR	Northern Ireland
EL	Greece	UK-SCT	Scotland
ES	Spain		
FR	France		
IE	Ireland	EFTA/EEA countries	The three countries of the European Free Trade Association which are members of the European Economic Area
IT	Italy	IS	Iceland
CY	Cyprus	LI	Liechtenstein
LV	Latvia	NO	Norway
LT	Lithuania		
LU	Luxembourg		
HU	Hungary		
MT	Malta		
NL	Netherlands		
AT	Austria	Candidate countries	
PL	Poland	BG	Bulgaria
		RO	Romania

Statistical code

(:) Data not available

Abbreviations

ADIP	<i>Elliniki Archi Diasfalisis Poiotitas stin Anotati Ekpaidefsi</i> (Hellenic Quality Assurance Agency)	EL
ANECA	<i>Agencia Nacional de Evaluación de la Calidad y Acreditación</i> (National Agency for Quality Assurance and Accreditation)	ES
AQA	<i>Österreichische Qualitätssicherungsagentur</i> (Austrian Agency for Quality Assurance)	AT
CNE	<i>Comité national d'évaluation des établissements publics à caractère scientifique, culturel et professionnel</i> (National Evaluation Committee for scientific, cultural and vocational public institutions)	FR
DES	<i>Direction de l'enseignement supérieur</i> (Directorate for Higher Education)	FR
ECTS	European Credit Transfert System	
Estyn	Her Majesty's Inspectorate For Education and Training in Wales	UK-WLS
ETI	The Education and Training Inspectorate	UK-WLS
EVA	<i>Danmarks Evalueringsinstitut</i> (Danish Institute of Evaluation)	DK
FINHEEC	<i>Korkeakoulujen arvointineuvosto</i> (Finnish Higher Education Evaluation Council)	FI
IGAENR	<i>Inspection générale de l'administration de l'éducation nationale et de la recherche</i> (General Inspectorate for the Administration of National Education and Research)	FR
IUFM	<i>Institut Universitaire de Formation des Maîtres</i> (University Institute for Teacher Education)	FR
NAHE	<i>Högskolverket</i> (National Agency for Higher Education)	SE
NCAAA	<i>Consiliul Național pentru Evaluare și Acreditare Academică</i> (National Council for Academic Assessment and Accreditation)	RO
NOKUT	<i>Nasjonalt organ for kvalitet i utdanningen</i> (Norwegian Agency for Quality Assurance in Education)	NO
NVAO	<i>Nederlands-Vlaamse Accreditatie Organisatie</i> (Accreditation Organisation of The Netherlands and Flanders)	NL/BE nl
Ofsted	Office for Standards in Education	UK-ENG
QAA	Quality Assurance Agency	UK
REA	<i>Kuratoria</i> (Regional Educational Authorities)	PL
TDAs	Training and Development Agency for Schools	UK-ENG

Definitions ^(¹)

Accreditation: Process by which an institution or a programme is judged by the relevant legislative and professional authorities as having met predetermined standards in order to provide (teacher) education or training and to award the corresponding qualifications (where they exist).

Synonyms: Recognition, validation.

Concurrent model: An initial teacher education programme which, from the outset, combines general teacher education in one or more subjects with theoretical and practical professional teacher training.

Consecutive model: A two-stage initial teacher education programme. Students first receive general education in order to obtain a degree in a particular subject or branch of study. At or near the end of this period of study, they enrol in a programme of initial professional training, enabling them to qualify as teachers.

Deaccreditation: A result of an evaluation process that takes away from an institution the permission to continue to provide one or several (teacher) education or training programmes and to award the corresponding qualifications.

Evaluation: The general process of a systematic and critical analysis leading to judgments and/or recommendations for improvement regarding the quality of a (teacher) education institution or programme.

Synonyms: Assessment, audit, peer review, quality assessment, review.

Evaluation criteria: Checkpoints by which the attainment of certain objectives and/or standards can be examined. They describe the characteristics of the requirements and conditions to be met, and therefore provide the (quantitative and/or qualitative) basis on which an evaluative conclusion is drawn.

Expert in evaluation: A person experienced and qualified in the evaluation of institutions and/or its staff. S/he may have various professional backgrounds, for example in research, teaching or management positions.

External evaluation: The process whereby a specialised external body collects data, information and evidence about an institution or a programme, in order to make a statement about its quality. External evaluation is normally carried out by a team of external experts, peers or inspectors.

Synonym: External review.

General teacher education: General courses and mastery of the subject(s) that trainees will teach when qualified. The purpose of these courses, therefore, is to provide trainees with a thorough knowledge of one or more subjects and good general knowledge.

Inspector: A person evaluating the quality of educational provisions who works within the body of an educational authority. S/he may be trained as a teacher and/or have an administrative background.

^(¹) The definitions of the terms accreditation, evaluation criteria, evaluation, external evaluation, internal evaluation, peer, quality assurance, site visit, qualification standards and standards are widely based on the UNESCO-document *Quality Assurance and Accreditation: A Glossary of Basic Terms and Definitions* by Lazăr Vlăsceanu, Laura Grünberg and Dan Pârlea, Bucharest 2004.

Internal evaluation: A process carried out under the responsibility of those working within an institution, consisting of the systematic collection of administrative data and the questioning of students, lecturers and other staff. It may be considered as a collective institutional reflection and an opportunity for quality enhancement.

Synonym: Self-evaluation.

Peer: Academic of the same higher education discipline, specialist in the field reviewed. Works outside of the institution/programmes evaluated.

Professional teacher training: Part of the initial teacher education programme which provides future teachers with both theoretical and practical insight into their future profession. In addition to courses in psychology and teaching methodology, it includes short and (usually) unremunerated in-class placements (supervised by the teacher in charge of the class concerned and with periodic assessment by teachers at the training institution).

Qualification standards: A set of core competencies, relevant knowledge and skills within a study programme, i.e. everything a future teacher should know and be able to do. This level of requirements must be attained by student teachers in order to obtain a teaching qualification. Qualification standards shape what goes into the curriculum of the teacher education programme and may be defined within the framework of official guidelines for initial teacher education.

Quality assurance: An all-embracing term referring to an ongoing, continuous process of evaluating (assessing, monitoring, guaranteeing, maintaining and improving) the quality of (teacher) education systems, institutions or programmes.

Synonym: Quality control.

Recommendation: Non-statutory guidelines which are of an advisory nature, issued by the top-level education authorities.

Regulation: A law, decree or any other officially binding document, issued by the top-level education authorities.

Site visit: A component of external evaluation. It consists of external experts visiting a (teacher) education institution to examine the internal evaluation report produced by the institution, analyse background documents and/or interview faculty members, students and other staff in order to assess quality and effectiveness.

Standards: Statements regarding an expected level of requirements and conditions against which quality is assessed, or which must be attained by institutions or students in order for them to be accredited or certified. In order to judge properly whether a particular standard is met or not, it has to be formulated clearly and explicitly and related to evaluation criteria, which can be further divided into (more operational) indicators.

International Standard Classification of Education (ISCED 1997)

The International Standard Classification of Education (ISCED) is an instrument suitable for compiling statistics on education internationally. For more information on ISCED 97, readers should consult the official website: <http://unescostat.unesco.org/en/pub/pub0.htm>.

ISCED 1: Primary education

This level begins between 5 and 7 years of age, is compulsory in all countries and generally lasts from four to six years.

ISCED 2: Lower secondary education

It continues the basic programmes of the primary level, although teaching is typically more subject-focused. Usually, the end of this level coincides with the end of compulsory education.

In some countries compulsory education is provided in a **single structure** without a transition between the primary and lower secondary levels.

ISCED 3: Upper secondary education

This level generally begins at the end of compulsory education. The entrance age is typically 15 or 16 years. Entrance qualifications (end of compulsory education) and other minimum entry requirements are usually needed. Instruction is often more subject-oriented than at ISCED level 2. The typical duration of ISCED level 3 varies from two to five years.

**Types of external and internal evaluation of initial teacher education
for general education (ISCED 1-3), 2005/06**

	Types of external evaluation				Types of internal evaluation			
	Body responsible for the evaluation	Types of institution concerned	Frequency	Use of results for accreditation	Status of evaluation	Types of institution concerned	Frequency	Use of results for external evaluation
BE fr	<i>Agence pour l'évaluation de la qualité de l'enseignement supérieur organisé ou subventionné par la Communauté française</i> (Agency for Public or Grant-aided Higher Education Quality Evaluation)	<i>Universities, Hautes écoles, Écoles Supérieures des Arts, Instituts Supérieurs d'Architecture</i>	Determined by the evaluator	No	Compulsory	<i>Universities, Hautes écoles, Écoles Supérieures des Arts, Instituts Supérieurs d'Architecture</i>	When external evaluation takes place	Compulsory
BE de	<i>Pädagogische Inspektion und Beratung</i> (Department for Inspection and Pedagogical Support) and <i>Ministerium der Deutschsprachigen Gemeinschaft</i> (Ministry of the German-speaking Community)	Institutions of short type (ISCED 5B) (providing teacher education for pre-primary and primary education)	At least every 5 years	No	Compulsory	<i>Institutions of short type (ISCED 5B) (providing teacher training for pre-primary and primary education)</i>	At least every 5 years	Recommended
BE nl	<i>Visitatiecommissie</i> (Evaluation Committee) and <i>Nederlands-Vlaamse Accreditatie Organisatie – NVAO</i> (Accreditation Organisation of The Netherlands and Flanders)	All higher education institutions	At least every 8 years	Yes	Compulsory	All higher education institutions	At least every 8 years	Compulsory

**Types of external and internal evaluation of initial teacher education
for general education (ISCED 1-3), 2005/06**

	Types of external evaluation				Types of internal evaluation			
	Body responsible for the evaluation	Types of institution concerned	Frequency	Use of results for accreditation	Status of evaluation	Types of institution concerned	Frequency	Use of results for external evaluation
CZ	1. <i>Akreditační komise</i> (Accreditation Commission) for evaluation of faculties or institutions	All higher education institutions	Determined by the evaluator	No	Compulsory	All higher education institutions	Annual and specific evaluation as preparation for type 1 external evaluation	Compulsory (for external evaluation type 1)
	2. <i>Akreditační komise</i> (Accreditation Commission) for evaluation of study programmes	All higher education institutions	When the accreditation of a new study programme or its extension takes place. Accreditation is awarded for at most twice the standard length of study programmes	Yes				
DK	<i>Danmarks Evalueringsinstitut- EVA</i> (Danish Institute of Evaluation)	All higher education institutions	On request of the government, ministries, advisory boards, local authorities and higher education institutions and on the initiative of EVA	No	Compulsory	Universities	Not regulated	Not regulated
DE	1. Accreditation/evaluation agencies at <i>Land</i> level	Universities, colleges of education and teacher training institutes (<i>Studienseminar</i> e)	Must be at regular intervals. On request of universities or the ministry of education (for <i>Studienseminar</i> e)	No	1. Compulsory	Universities, colleges of education and teacher training institutes (<i>Studienseminar</i> e)	Annual	Optional (for external evaluation type 1)
	2. <i>Akkreditierungsrat</i> (Federal Accreditation Council) and accreditation/evaluation agencies at <i>Land</i> level	Universities and colleges of education	For new bachelor's or master's programmes and their regular reaccreditation	Yes	2. Compulsory	Universities and colleges of education	When external evaluation of bachelor's and master's programmes for accreditation takes place	Optional (for external evaluation type 2)
EE	<i>Eesti Kõrghariduse Akrediteerimiskeskus</i> (Higher Education Quality Assessment Council)	Universities and professionally oriented higher education institutions	Every 7 years (and accreditation of new programmes before the first graduation of students)	Yes	Compulsory (programme evaluation)	Universities and professionally oriented higher education institutions	From 3 to 7 years	Compulsory
EL	<i>Elliniki Archi Diasfalisis Poiotitas stin Anotati Ekpaidefsi</i> (Hellenic Quality Assurance Agency)	Universities and technological education institutions	At least every 4 years	No	Compulsory	Universities and technological education institutions	At least every 4 years	Compulsory

**Types of external and internal evaluation of initial teacher education
for general education (ISCED 1-3), 2005/06**

	Types of external evaluation				Types of internal evaluation			
	Body responsible for the evaluation	Types of institution concerned	Frequency	Use of results for accreditation	Status of evaluation	Types of institution concerned	Frequency	Use of results for external evaluation
ES	<i>Agencia Nacional de Evaluación de la Calidad y Acreditación – ANECA</i> (National Agency for Quality Evaluation and Accreditation)	All higher education institutions	Institution responds voluntarily to annual call but all will have to pass accreditation by 2010	Yes	Recommended	All higher education institutions	In the case of voluntary participation in annual call of ANECA	Compulsory
FR	1. <i>Direction de l'enseignement supérieur – DES</i> (Directorate for Higher Education)	<i>Instituts universitaires de formation des maîtres (IUFM)</i>	Every 4 years	No	Recommended	IUFM	Recommended when external evaluation by CNE and DES takes place	Recommended
	2. <i>Comité national d'évaluation des établissements publics – CNE</i> (National Committee for Evaluation of Public Institutions) and <i>Inspection générale de l'administration de l'éducation nationale et de la recherche – IGAENR</i> (General Inspectorate for the Administration of National Education and Research)	IUFM	Determined by the evaluators	No				
IE	1. Higher education authority for external quality review	Universities and colleges	At least every 10 years	Yes	Compulsory	Universities and colleges	At least every 10 years (before external evaluation type 1)	Compulsory (for external evaluation type 1)
	2. Inspectors of the Department of Education and Science for evaluation of teaching practice	Colleges of education associated with universities providing education for primary school teachers and an online provider (for a post-graduate diploma for primary school teaching)	Annual	No				
IT	No regulation on external evaluation				Compulsory	Universities	Annual	No external evaluation
CY	<i>Symvoulia Ekpaiideftikis Axiologisis – Pistopoiisis</i> (Council of Educational Evaluation-Accreditation)	Colleges (for pre-primary and primary teachers)	4 years after 1st accreditation and then every 10 years	Yes	Recommended	Colleges (for pre-primary and primary teachers)	Not regulated	Recommended

**Types of external and internal evaluation of initial teacher education
for general education (ISCED 1-3), 2005/06**

Types of external evaluation				Types of internal evaluation				
	Body responsible for the evaluation	Types of institution concerned	Frequency	Use of results for accreditation	Status of evaluation	Types of institution concerned	Frequency	Use of results for external evaluation
LV	1. Augstākās izglītības kvalitātes novērtēšanas centrs (Higher Education Quality Evaluation Centre) for institution evaluation	All higher education institutions and colleges	Normally organised only once	Yes	1. Compulsory	All higher education institutions and colleges	When accreditation of the HE institution takes place (external evaluation type 1)	Compulsory (for external evaluation type 1)
	2. Higher Education Quality Evaluation Centre for programme evaluation	All higher education institutions and colleges	Accreditation of new programmes within two years of implementation and reaccreditation every 6 years		2. Compulsory	All higher education institutions and colleges	When accreditation of a study programme takes place (external evaluation type 2)	Compulsory (for accreditation of a study programme)
					3. Compulsory	All higher education institutions and colleges	Annual	Compulsory (for reaccreditation of a study programme)
LT	Studijų Kokybės Vertinimo Centras (Lithuanian Centre for Quality Assessment in Higher Education)	Universities and colleges	Every 8 years and in the case of a new programme	Yes	Compulsory	Universities and colleges	Annual and in the case of a new programme	Compulsory
LU	No regulations on external evaluation. The quality assurance agency is not yet operational				No regulations on internal evaluation			
HU	Magyar Akkreditációs Bizottság (Hungarian Accreditation Committee)	All higher education institutions	At least every 8 years	Yes	1. Compulsory	All higher education institutions	Annual	Compulsory
					2. Compulsory	All higher education institutions	Every 8 years and interim report every 4 years	Compulsory
MT	No regulations on external evaluation				Optional	The University of Malta	Not regulated	Not regulated
NL	Visiterende en Beoordelende Instanties (Review and Assessment Boards) complying with the requirements of the Nederlands-Vlaamse Accreditatie Organisatie (Accreditation Organisation of The Netherlands and Flanders)	All higher education institutions	Every 6 years	Yes	Compulsory	All higher education institutions	Every 6 years	Compulsory

**Types of external and internal evaluation of initial teacher education
for general education (ISCED 1-3), 2005/06**

	Types of external evaluation				Types of internal evaluation			
	Body responsible for the evaluation	Types of institution concerned	Frequency	Use of results for accreditation	Status of evaluation	Types of institution concerned	Frequency	Use of results for external evaluation
AT	1. Österreichische Qualitätssicherungsagentur (Austrian Agency for Quality Assurance)	Universities	On request of universities and the Ministry for Education, Science and Culture	No	Compulsory	Universities	At least every 5 years	Not regulated
	2. Pädagogische Akademien: no prescribed evaluation for 2005/06. External and internal evaluations will be included in the future law on Pädagogische Hochschulen							
PL	1. Państwowa Komisja Akredytacyjna (Polish State Accreditation Committee)	Autonomous universities, pedagogical academies and higher vocational schools	At least every 5 years and in the case of a new institution, specialisation or level	Yes	1. Compulsory	Autonomous universities, pedagogical academies and higher vocational schools	At least every 5 years (before external evaluation type 1)	Compulsory (for external evaluation type 1)
	2. Ministerstwo Edukacji Narodowej i Sportu (Ministry of National Education and Sport)	Teacher training colleges	At least every 5 years	Yes	2. Compulsory	Teacher training colleges	At least every 5 years (before external evaluation type 2)	Compulsory (for external evaluation type 2)
PT	1. Conselho Nacional de Avaliação do Ensino Superior – CNAVES (National Council for the Evaluation of Higher Education)	Universities	At least every 5 years	No	1. Compulsory	Universities	Every 5 years	Compulsory (for external evaluation type 1)
	2. CNAVES and the Associação dos Institutos Superiores Politécnicos Portugueses (Association of Portuguese Polytechnic Institutes)	Polytechnic institutes	At least every 5 years	No	2. Compulsory	Polytechnic institutes	Every 5 years	Compulsory (for external evaluation type 2)

**Types of external and internal evaluation of initial teacher education
for general education (ISCED 1-3), 2005/06**

	Types of external evaluation				Types of internal evaluation			
	Body responsible for the evaluation	Types of institution concerned	Frequency	Use of results for accreditation	Status of evaluation	Types of institution concerned	Frequency	Use of results for external evaluation
SI	Svet za visoko šolstvo (Council for Higher Education)	All higher education institutions	Every 7 years. Will be applied to teacher education institutions once they have designed their study programmes according to the Bologna requirements	Yes	Recommended	All higher education institutions	Not regulated (but internal evaluation report required in order to get full funding)	Not regulated
SK	1. Akreditáciu komisia (Accreditation Commission) for institution evaluation	All higher education institutions	Every 6 years	Yes	Compulsory	All higher education institutions	Annual	Recommended
	2. Akreditáciu komisia for programme evaluation	All higher education institutions	Every 4 years and in the case of a new programme	Yes				
FI	Korkeakoulujen arvointineuvosto – FINHEEC (Finnish Higher Education Evaluation Council)	All higher education institutions	Determined by the evaluator and by universities	No	Compulsory	All higher education institutions	Not regulated (but universities are supposed to write a self-evaluation report when external evaluation takes place)	Not regulated
SE	Högskolverket (National Agency for Higher Education – NAHE)	All higher education institutions	Every 6 years. Evaluation in 2004 and 2006 for teacher education programmes only	Yes	Compulsory	All higher education institutions	Annual	Recommended

**Types of external and internal evaluation of initial teacher education
for general education (ISCED 1-3), 2005/06**

	Types of external evaluation				Types of internal evaluation			
	Body responsible for the evaluation	Types of institution concerned	Frequency	Use of results for accreditation	Status of evaluation	Types of institution concerned	Frequency	Use of results for external evaluation
UK - ENG/WLS/NIR	1. ENG: Office for Standards in Education – OFSTED 1. WLS: Her Majesty's Inspectorate for Education and Training in Wales – ESTYN 1. NIR: The Education and Training Inspectorate – ETI	Higher education institutions providing initial teacher training, including both undergraduate (concurrent model) and/or postgraduate professional training. ENG: Some postgraduate professional training is also provided by consortia of schools	ENG: twice during the current six-year period WLS: once in a six-year cycle. A different cycle to be introduced from 2008 NIR: determined by ETI	Yes	1. Compulsory	Higher education institutions providing initial teacher training, including both undergraduate (concurrent model) and/or postgraduate professional training. ENG: Some postgraduate professional training is also provided by consortia of schools	Not regulated but providers are expected to provide their most recent self-evaluation report before external evaluation	Compulsory
	2. Quality Assurance Agency – QAA	All higher education institutions	Once in a six-year cycle	No	2. Compulsory	All higher education institutions	Regular monitoring and periodic review as determined by the institution; a self-evaluation document drawing on results of these activities is produced before each external review	Compulsory

**Types of external and internal evaluation of initial teacher education
for general education (ISCED 1-3), 2005/06**

	Types of external evaluation				Types of internal evaluation			
	Body responsible for the evaluation	Types of institution concerned	Frequency	Use of results for accreditation	Status of evaluation	Types of institution concerned	Frequency	Use of results for external evaluation
UK-SCT	1. General Teaching Council for Scotland	All higher education institutions providing the concurrent model of teacher training or the postgraduate professional training for teachers	Every 6 years and in the case of a new programme	Yes	1. Compulsory	All higher education institutions	Annual	Compulsory (for external evaluation type 1)
	2. Quality Assurance Agency – QAA	All higher education institutions	Every 4 years	No	2. Compulsory	All higher education institutions	Every 4 years	Compulsory (for external evaluation types 1 and 2)
IS	1. Menntamálarðóuneystið (Ministry of Education, Science and Culture) for institutional evaluation	All higher education institutions	Determined by the minister	No	1. Compulsory for programme evaluation	All higher education institutions	Not regulated (when external evaluation type 2 takes place)	Compulsory (for external evaluation type 2)
	2. Menntamálarðóuneystið (Ministry of Education, Science and Culture) for programme evaluation	All higher education institutions	Determined by the minister	No	2. Compulsory to have an internal quality assurance system. Institutions are free to choose their methods	All higher education institutions	Should be a regular procedure	Recommended
LI	Initial teacher education abroad							
NO	1. Nasjonalt organ for kvalitet i utdanningen – NOKUT (Norwegian Agency for Quality Assurance in Education)	All higher education institutions	At least every 6 years	No (but can lead to a reaccreditation process)	Compulsory	All higher education institutions	Annual	Compulsory (for external evaluation type 1)
	2. NOKUT	All higher education institutions, but teacher education programmes have not been subject to it	Not regulated (takes place when an accreditation revision process is needed)	Yes				

**Types of external and internal evaluation of initial teacher education
for general education (ISCED 1-3), 2005/06**

Types of external evaluation				Types of internal evaluation				
	Body responsible for the evaluation	Types of institution concerned	Frequency	Use of results for accreditation	Status of evaluation	Types of institution concerned	Frequency	Use of results for external evaluation
BG	<i>Natzionalna agentzia za otzeniavane / akreditatzia</i> (National Evaluation and Accreditation Agency)	All higher education institutions	Every 3 or 6 years according to the grade obtained in the prior evaluation	Yes	Compulsory	All higher education institutions	Ongoing process	Compulsory
RO	1. <i>Inspectoratul Școlar Județean</i> (County School Inspectorate) (NOT COVERED)	Pedagogical high school	Determined by the inspectorate and linked to curricular reform	No	1. Compulsory (NOT COVERED)	Upper secondary schools	Annual and linked to curricular reform	Compulsory (for external evaluation types 1 and 2)
	2. <i>Comisia Națională pentru Evaluare și Acreditare a Învățământului Preuniversitar</i> (National Commission for Evaluation and Accreditation of Pre-university Education) (NOT COVERED)	Pedagogical high school	Every 5 years	Yes				
	3. <i>Consiliul Național pentru Evaluare și Acrediterare Academică – NCAAA</i> (National Council for Academic Assessment and Accreditation)	Pedagogical university colleges and university	Every 5 years and in the case of reforms of higher education	Yes	2. Compulsory	Pedagogical university colleges and university	Annual	Compulsory (for external evaluation type 3)

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