

I. General information about vocational education institution

Name of the vocational education institution								
Registration number of the institution					Personal Identification Number of the institution			
Street					City			
Full name and address of the relevant county authorities								
Phone Number		Fax Number		E-mail		Web page		
Name of the principal								
Name(s) of the Quality Coordinator in Quality Committee								
Name of the Self-evaluation Coordinator (if it's not the same person as quality coordinator)								
Date of the Self-evaluation Report								
Duration of the self-evaluation process				from	10/09/2012	to	03/09/2013	

II. Details of the Self-evaluation Report

External visits	Dates	Priority areas examined during the visit
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Date of the Report confirmation		Results of SWOT analysis	
Name of the Agency advisor		Confirmed with the Agency advisor	yes /no

Internal supervision	1. period	2. period	3. period	4. period
Dates of Self-evaluation Report modifications	03/09/2013			
Dates of Annual Improvement Plan modifications	03/09/2013			

Priority fields ratings	
PRIORITY FIELD 1: Planning and programming of work	5,00
PRIORITY FIELD 2: Teaching and learning support	3,90
PRIORITY FIELD 3: Students achievements and learning outcomes	4,50
PRIORITY FIELD 4: Material conditions and human resources –professional development and development of employees	3,40
PRIORITY FIELD 5: Human relations in the VET institution – cooperation with other stakeholders –promotion of the institution	3,50
PRIORITY FIELD 6: Managing (institution and quality)	3,75

Signatures of appropriate employees (it can also be a principal)	Principal	Quality coordinator	Self-evaluation coordinator
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III. Committee members and members of the teams for quality assurance which are participating in this cycle of self-evaluation

Committee	Surname Name	Function
Quality Committee		Health teacher, among stakeholders
Quality Committee		Teacher, member
Quality Committee		Committee member, prof.
Quality Committee		Member, Parents Committee
Quality Committee		Self-evaluation coordinator
Quality Committee		student, president of Students Committee
Quality Committee		Committee member, prof.

IV. Summary of overall opinions and decisions

Remember that self-evaluation and external evaluation of VET institutions should provide a brief explanation of the nature of the institution and its work, the range of participants and what the institution sees as its main goals and objectives. This section may contain cross-references, if that information already exists elsewhere (eg. in long-term development plan of the institution). However, information in this section must include a summary of progress and improvement of the institutions quality which has been made since the last report, for example, institutions should briefly enumerate the improvements which have taken place since the last self-evaluation report (improving from year to year).

Overall judgment

PRIORITY FIELD 1: Planning and programming of work	
QUALITY AREAS AND ITS CRITERIA	
ANNUAL CURRICULUM AND ANNUAL PROGRAMME OF THE INSTITUTIONS WORK	5
1.1. The curriculum contains all the elements required by law, particularly objectives and methods of evaluation of the achieved goals.	
1.2. The school's curriculum is developed based on the prescribed national curriculum.	
1.3. Annual plan and program of institutions was adopted based on the national and school curriculum, containing all the elements required by law.	

- 1.4. The school curriculum and annual plan and program should reflect guidelines established by the Annual Plan for the Institutions Improvement.
- 1.5. Operative annual plans and programs for school subjects are developed and have all required components.
- 1.6. Operative annual plans and programs are part of the annual plan and program of the institution.
- 1.7. Operative annual plans and programs are consistent with the current annual national plan and program framework.
- 1.8. Operative annual plans and programs are in line with implementation, if there are any.
- 1.9. The institution evaluates the implementation of the annual plan and program elements.
- 1.10. The organization of teaching is appropriate to the participants and teachers.
- 1.11. Professional Panel of the institution has annual work plan.
- 1.12. Vocational Institution Council evaluates implementation of their annual work plan.
- 1.13. The institution plans and implements celebration of holidays, public and cultural activities, volunteer and charitable activities and implements prevention of unacceptable behavior and addictions.

ADOPTION AND IMPROVEMENT OF ADULT EDUCATION PROGRAMME

5

- 1.14. Adult education programs are designed in cooperation with local authorities and business sector, in order to meet the identified needs of the labor market, and improvements are designed according to the stakeholders feedback.
- 1.15. Adult education programs are designed in accordance with the prescribed methodology.
- 1.16. Adult education programs are designed to ensure equal access and equal opportunities for everybody.
- 1.17. Learning outcomes, competencies and criteria for their evaluation are regularly reviewed and upgraded in order to be in compliance with the applicable requirements of the labor market and the profession.
- 1.18. Adult education programs shall be reviewed at least once a year, and the participants will contribute to the revision with their feedback.

- 1.19. Programs are developed and revised based on stakeholders feedback and for this purpose feedback information is being constantly collected from participants, companies and communities.
- 1.20. Reviewing the program leads to the teaching, learning and student success improvement.
- 1.21. Information about knowledge and success testing, including an analysis of the different groups of students, serves as a guide for sustainability education programs.

Evaluation Decision

The curriculum has been adopted on time. It's been created by professional school councils, individual teachers and assignments associates. All the teachers have individual operative plans. Project planning, field work and events are adjusted and agreed at the beginning of the school year. There are no new projects and descriptions, most of the changes are corrections of the previous curriculum, considering current school year calendar. Students of vocational programs are less involved in extracurricular activities, in addition to the sports activities where they are successful. Students of medical majors – nurses, are included in marking important dates for the medical profession and they are actively involved in drama group.

Evidence which support evaluation decision

SWOT ANALISYS FOR PRIORITY FIELD 1: Planning and programming of work	
<p>1. What can we offer in our institution? (key benefits, which will also be visible in the institutions long-term development plan)</p>	
<p>2. What are the encountered difficulties? (key gaps, which will also be visible in the institutions long-term development plan)</p>	
<p>3. What are our unused resources? (list all the unused resources which the institution has)</p>	
<p>4. What hinders us to progress? (list external obstacles that prevent our institution in progress)</p>	
<p>5. What can we do to be better? (specify improvements that could be carried out - compare with other providers - find examples of best practice)</p>	
<p>6. Who can help us in progress? (state institutions and other entities that can help to improve the quality of the institution's work)</p>	

ANNUAL PLAN FOR IMPROVEMENT OF THE PRIORITY AREA 1: Planning and programming of work

KEY DISADVANTAGES WHICH NEED TO BE ADDRESSED

Goals	Methods and needed activities	Necessary resources and costs	Person responsible for the activities implementation	Short-term goals with internal monitoring	Deadline for achieving objectives	Measurable indicators of objectives achievement	Person responsible for evaluation of objectives achievements
Recruitment of employees instead of outsourcing.	Vacancy Notices and increased activity in seeking employees.	Communication with health care institutions and CES.	The school administration and professional service.	At least one more employee compared to the previous school year.	02/10/2013	Employed person.	School management and professional service.
Make a work plan, organization and responsibilities at the end of the school year for the following year.	activate the organization and duties in July.	Directors, professional staffs and management workers advocacy.	Associate, Director.	Division of duties in July and agreement on a timetable with external partners.	23/08/2013	The health teachers outcomes while booking practice in health facility (external stakeholders).	Head shift coordinator, Director.

PRIORITY FIELD 2: Teaching and learning support	
QUALITY AREAS AND ITS CRITERIA	
PARTICIPANTS REGISTRATION	5
<p>2.1. Vocational education institutions have effective mechanisms for identifying and expressing the need for enrollment, according to the needs of the local / regional labor market (eg. Occupations in demand, spatial and programmatic conditions for students with special educational needs, possibility of realization of practical training, economic development and regional national plans and strategies, profile of the sector, etc.).</p> <p>2.2. Vocational education institutions through the school curriculum provide exciting and varied activities, programs and projects.</p> <p>2.3. VET institutions carry out effective promotional, informational and advisory activities for the participants and their parents (eg., information sessions, open days, presentations, providing appropriate advice to participants while aware of their interests or students who are not able to enroll in a particular program to find another appropriate program, etc.), in order to guide students to the education sector / occupation which suits the best their needs and interests.</p> <p>2.4. Vocational education institutions organize and conduct professional support in counseling and guidance through the work of professional bodies / service establishments .</p> <p>2.5. Accession to the evaluation is carried out in accordance with the prescribed conditions of entry.</p> <p>2.6. VET institution is considering changes to the education program and strives to be highly flexible.</p>	
LESSON PLANNING, TEACHING AND LEARNING	4
<p>2.7. VET institution provides systematic support to the teachers in the preparation of forms / documents which are reviewed in accordance with the innovations in the areas of professional and educational sciences.</p> <p>2.8. Teachers make operational work programs for subjects that are taught in the current school year</p> <p>2.9. Teachers make individualized operational curricula and preparation for classes for students with special educational needs in accordance with the decisions of the relevant service and / or attached to medical records, and in collaboration with professional services organization.</p> <p>2.10. Teachers are preparing for teaching (planning content, methods, forms and means of work).</p> <p>2.11. Lesson planning is in line with the target group of participants and the specific needs of individuals, including students with special educational needs.</p> <p>2.12. Lesson planning is carried out in cooperation with the members of the experts panel and made with a cross-curricular correlation.</p> <p>2.13. Material and technical preparation of teaching is in line with pedagogical standards and minimum material conditions established by the curriculum framework.</p>	

2.14. Teachers plan oral and written examinations for the current school year in accordance with applicable regulations.

2.15. Due to the preferences and development capabilities of participants and the capabilities of institutions, extracurricular programs and activities are being planned.

2.16. While planning school and extra-curricular activities (teaching), institution takes care of all activities relevant to education of youth (awareness of nationality, preservation of national, historical and cultural heritage, etc.).

EDUCATIONAL PROCESS

3

2.17. Classes are held in accordance with the prescribed curriculum framework.

2.18. Classes are held in spaces that are in accordance with the teaching standard.

2.19. Teachers teach according to the lessons preparation, achieving aims and tasks of teaching.

2.20. Teaching methods, forms of work and teaching aids are aligned with curricula and appropriate knowledge and abilities of students.

2.21. Teaching process is based on methods of active learning with the student in the center of learning process (participation of students in the teaching process; research teaching; teaching based on the attendant's experience; project teaching; multimedia teaching; individualized student; interdisciplinary approach) *.

2.22. Teachers monitor and record trainees progress.

2.23. VET institution organizes remedial and additional classes according to the participants needs, interests and development opportunities.

2.24. VET institution organizes extracurricular activities according to the needs, interests and development opportunities of students and possibilities of the institution.

2.25. Vocational education institutions have developed programs to support students in the learning process.

2.26. VET institution encourages teachers to collaborate with outside experts in order to raise the quality of teaching process.

2.27. Professional service, the principal and teachers of the VET institutions follow the work of all teachers, especially teachers-trainees.

LEARNING THROUGH EXPERIENCE (EXERCISES AND PRACTICAL WORK)**4**

- 2.28. Exercises and practical classes are carried out under the occupational curriculum framework (professional curriculum).
- 2.29. Exercises and practical classes are organized and carried out in accordance with regulations.
- 2.30. There is a good connection between lectures and exercises and / or practical training.
- 2.31. Exercises and / or practical classes are aiming developing skills that result in professional competencies for a profession / qualification.
- 2.32. Exercises and practical training are organized by learning in school and practicum's in the workplace (learning through experience and work).
- 2.33. The program of exercises and / or practical training of facilities are provided with the basis of occupational safety and environmental protection.
- 2.34. Institutions and employers have concluded agreements on the implementation of practical training, and the institutions keep records.
- 2.35. Institution terminated the contract on practical work with the employer if the employer does not fulfill contractual obligations or conditions for the implementation of practical training.
- 2.36. Cooperation between institutions and employers in the implementation of training and / or practical training is transparent.
- 2.37. Teachers of practical training who are following students to the employer are regularly recording the progress of students in the prescribed pedagogical documentation.
- 2.38. Institution collects data on the success rate of participants in training and employer satisfaction.
- 2.39. Students with special educational needs are enabled with the necessary adjustments to the workplace, equipment and teaching methods.

PRACTICE FIRMS**4**

- 2.40. Vocational education institutions are registering their training firm at the Central Office for Training Firms (SUVT-in).
- 2.41. During execution of the program Training firm follows the approved curriculum and instruction of the SUVT.

EXTRACURRICULAR ACTIVITIES**3**

- 2.42. Attendees are offered extracurricular activities that directly and effectively contribute to the achievement of the targets set in the policy and program documents at the national, regional or local level.
- 2.43. By planning and executing extracurricular activity emphasize is on ensuring equal participation of all teachers and personal and professional development of students.
- 2.44. Part of extracurricular activity is related to health, equality and diversity, physical and social development of students as well as environmental protection.
- 2.45. When planning extracurricular activities of VET institutions use the results of national and / or international projects, in which they are already participating.
- 2.46. Efficiency of extra-curricular activities is being regularly monitored; learners, teachers and stakeholders contribute to the revision; initiatives of participants - related extracurricular activities - are carried out where possible.

STUDENTS SERVICE SUPPORT**5**

- 2.47. Students can always feel free to contact teachers and assistants for advise and support (legal, emotional, health and other nature), difficulties in school, learning, professional growth and socialization.
- 2.48. Institutions teachers and professional associates continuously monitor and record personal development of students and at least once a year organize individual and group counseling.
- 2.49. VET institution cooperates with multi-disciplinary team from the local and wider community (CES, the experts of health facilities, mobile professional teams, professional associations, employers' associations, parents and people with disabilities, centers for education, higher education facilities, etc.). .
- 2.50. All participants were informed about the rights and responsibilities for education, which are clearly and precisely stated in homeworking order and in the institutions statute.
- 2.51. Participants have the option and opportunity to provide feedback about the satisfaction with the provided services and institutions will record this feedback and then compare it with predetermined criteria and expected results.
- 2.52. All support activities are stored in confidential documents and institutions attendants guarantee the protection of personal data.
- 2.53. Information and tips are effectively helping the students in the choice of continuing their career after gaining vocational qualifications.
- 2.54. Institution has a model of students monitoring , after they complete education it collects and records the data on the movement of professional participants (eg, programs of continuing education and / or student employment in the field) .
- 2.55. The institution has a model to strengthen the role and influence of parents' and students at the service of providing support to students.

STUDENTS WITH SPECIAL EDUCATIONAL NEEDS**3**

2.56. Vocational education institutions - in cooperation with the founder – provide, for the integration of students with special educational needs in vocational programs ,the place of residence in accordance with the decision of the competent services.

2.57. Vocational education institutions - in cooperation with the founder and other relevant institutions - are providing spatial and programmatic adjustments at the beginning of education and during the acquisition of academic and professional competencies which are needed to enter the labor market, continuing education and lifelong learning.

2.58. VET institution is networked with other educational institutions, social welfare institutions, medical institutions, associations, employers, funds, etc., for a multidisciplinary approach to the education of students with special educational needs.

2.59. All employees of the institution are familiar with international and national relevant laws, conventions, declarations and strategies related to the right to education of people with special educational needs.

2.60. Teachers and professional associates continually monitor and record the progress of students with special educational needs and gifted students.

2.61. Teachers and professional associates are regularly trained for work, and working effectively with students with special educational needs.

2.62. Vocational education institutions are implementing programs that promote peer solidarity, dignity of every person, right to diversity and non-violence.

2.63. VET institution has a model to identify and work with students with special educational needs.

2.64. VET institutions are evaluating, recording and applying models of monitoring of the gifted and talented students.

2.65. VET institution provides continuous education, pedagogical-didactic and psychological support for gifted and talented learners that best enhances their learning and acquisition of competences (programs in regular classes, competitions, extracurricular activities, workshops, summer and winter schools, clubs, camps and Fig.).

CLASS ATTENDANCE

2.66. VET institution collects, processes and analyzes data on attendance.

2.67. Vocational education institutions shall take appropriate measures to reduce absences from school.

2.68. VET institutions are collecting data on the rate (%) and the reasons for dropout.

2.69. VET institutions are collecting, processing and analyzing the number of pronounced pedagogical measures and monitoring the increase or decrease by term.

2.70. VET institutions are registering and analyzing the specifics of attendance of the student passengers, students with extracurricular commitments and activities of the participants in the other / parallel education programs (music schools, sports programs, chronic disease) and provides support options.

2.71. Vocational education institutions in addressing the attendance includes parents' and students.

COMMUNICATION AND COOPERATION

4

2.72. VET institution encourages communication with the students, teachers, other workers and management, which is based on cooperation and mutual respect.

2.73. Teachers use effective measures to promote equality of opportunity and avoid discrimination so students can reach their full potential.

2.74. Teachers effectively apply the teaching standards while teaching and learning and are using other methods (eg. Student is in the process of teaching and learning, learning through experience, practical training) to meet different opportunities, culture, gender, motivation of individuals.

2.75. Teachers cooperate to connect the learning content within the same or different areas (intra / inter-disciplinary approach to learning).

2.76. Teachers provide students the application of methods such as problem solving, development of key competencies and creative critical thinking.

Evaluation Decision

Organisation of the Schools Open Day and job fair book for primary school and in cooperation with Craft Chamber promotion of the curriculum in primary schools. Expert associate - psychologist is working intensively with students, in collaboration with parents. The absences of students from school are usually at the time of assessment, and the problem is that parents support absences and they get valid note from a doctor of general practice. Every teacher doesn't always have a lesson preparation. The students were provided with additional classes and extracurricular activities, preparation for graduation.

The evidence which support evaluation decision

SWOT ANALYSIS FOR PRIORITY FIELD 2: Teaching and learning support	
<p>1. What can we offer in our institution? (key benefits, which will also be visible in the institutions long-term development plan)</p>	
<p>2. What are the encountered difficulties? (key gaps, which will also be visible in the institutions long-term development plan)</p>	
<p>3. What are our unused resources? (list all the unused resources which the institution has)</p>	
<p>4. What hinders us to progress? (list external obstacles that prevent our institution in progress)</p>	
<p>5. What can we do to be better? (specify improvements that could be carried out - compare with other providers - find examples of best practice)</p>	

6. Who can help us in progress?	
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ANNUAL PLAN FOR IMPROVEMENT OF THE PRIORITY AREA 2: Teaching and learning support							
KEY DISADVANTAGES WHICH NEED TO BE ADDRESSED							
Goals	Methods and needed activities	Necessary resources and costs	Person responsible for the activities implementation	Short-term goals with internal monitoring	Deadline for achieving objectives	Measurable indicators of objectives	Person responsible for evaluation of objectives
To improve the success of students with disabilities with individualized approach.	Professional development and empowerment of teachers.	The involvement of external experts; costs about £ 1,000.	School principal	Make a workshop	21/03/2014	Workshop	Principal

PRIORITY FIELD 3: Student achievement and learning outcomes	
QUALITY AREAS AND ITS CRITERIA	
INTERNAL MONITORING AND EVALUATION Learners educational achievements	5
<p>3.1. All relevant stakeholders (students, parents, teachers and vocational-educational service) are being informed by the teachers about procedures and methods for monitoring and evaluation.</p> <p>3.2. Elements of the evaluation criteria are clear, accessible and relevant to the stakeholders and they are result of the vocational curriculum.</p> <p>3.3. On the basis of clear criteria and elements of evaluation, students can assess their own level of knowledge and skills.</p> <p>3.4. Monitoring and evaluation is adapted to students with special educational needs.</p> <p>3.5. Evaluation is used to track the progress of students in the acquisition of competences and to inform them about their achievement and progress.</p> <p>3.6. The teacher evaluation process promotes the attendant's advancement and self-confidence.</p> <p>3.7. Participants had the opportunity for re-evaluation of their own achievements.</p> <p>3.8. Methods of participant's evaluation are valid, reliable, appropriate, consistent, fair and conducted regularly, in accordance with applicable regulations.</p> <p>3.9. Internal monitoring and evaluation of learning outcomes is in accordance with the qualification standard and allows participants the adoption of appropriate professional and vocational competencies that are characteristic of the qualifications profile.</p> <p>3.10. The internal monitoring and evaluation is regularly analyzed and improved.</p> <p>3.11. Employers recognize the fact that adopted competencies (knowledge and skills) are relevant to the workplace and are applicable in practice.</p> <p>3.12. All necessary records and documents on school graduates, data on their success and certificates data are kept in accordance with the regulations.</p>	
EXAMS (subjects, corrective, differential, finishing work)	5
<p>3.13. Completion and final operation is carried out in accordance to the time schedule and presentation of the final work.</p> <p>3.14. Time schedule and presentation of the final work was published on the notice board and / or the website of the school.</p>	

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- 3.15. Institutions keep records of the implementation, preparation of the final work.
- 3.16. School Evaluation Committee and Commission for the dissertation work on the basis of the Rules of Procedure established by the authority.
- 3.17. VET institutions maintain corrective, differential and class examinations in accordance with the regulations.
- 3.18. Institutions statute is regulated by modalities of the corrective, distinctive and grade exams.
- 3.19 Implementation of the exam is being recorded.

EXTERNAL EVALUATION

4

- 3.20. VET institutions carry out national exams and state graduation exam procedures which are prescribed by the National Centre for External Evaluation of Education.
- 3.21 Total data of students success is analyzed and compared to the national average and is available to all stakeholders.

Competition and review of students

4

- 3.22. Vocational education institutions organize and participate in school, regional, national and international competitions and festivals of students works.
- 3.23. Number of students who participate in extracurricular activities and / or events and festivals of students work is higher than 15% of the total number of students in VET institution.
- 3.24. Participants of VET institutions are participating in competitions and festivals.
- 3.25. Regional authority and representatives of the economy are actively involved in the implementation of the competition and festivals of students works.
- 3.26. The institution monitors the participation and success of their students in competitions and festivals work.

EVALUATION DECISION
Evidences which support evaluation decision

SWOT ANALISYS FOR PRIORITY FIELD 3: Students achievements and learning outcomes	
1. What can we offer in our institution? (key benefits, which will also be visible in the institutions long-term development plan)	
2. What are the encountered difficulties? (key gaps, which will also be visible in the institutions long-term development plan)	
3. What are our unused resources? (list all the unused resources which the institution has)	
4. What hinders us to progress? (list external obstacles that prevent our institution in progress)	
5. What can we do to be better? (specify improvements that could be carried out - compare with other providers - find examples of best practice)	
6. Who can help us in progress?	

ANNUAL PLAN FOR IMPROVEMENT OF THE PRIORITY AREA 3: Students achievements and learning outcomes

KEY DISADVANTAGES WHICH NEED TO BE ADDRESSED

Goals	Methods and needed activities	Necessary resources and costs	Person responsible for the activities implementation	Short-term goals with internal monitoring	Deadline for achieving objectives	Measurable indicators of objectives	Person responsible for evaluation of objectives
Empowering teachers on the subject of motivation. Exploring students and parents satisfaction.	Lecture and / or workshops. Designing questionnaire and conducting surveys.	Active professional services , processing surveys electronically.	Professional service. Computer technician, self-evaluation coordinator.	Hold a workshop. Review opinions and perceptions of students and teachers.	20/12/2013	Realization / evaluation. Questionnaire results.	Director. Professional service, Self-evaluation coordinator.

PRIORITY FIELD 4: Material conditions and human resources –professional development and development of employees	
QUALITY AREAS AND ITS CRITERIA	
SECURING THE LEARNING ENVIRONMENT	4
<p>4.1. Specialized equipment for teaching and facilities (sanitary facilities, administrative space, extra space, a library, a place to gather documentation, information technology, specialized classrooms and workshops) safely, appropriately and efficiently used, and accessible.</p> <p>4.2. Teaching process takes place in a safe environment and in accordance with the regulations on work safety and other regulations.</p> <p>4.3. Necessary resources are available and used to support teaching and come with clear and comprehensible instructions for handling and instructions for safe use.</p> <p>4.4. Students, workers and other stakeholders feel safe, and violent behavior and other forms of unacceptable behavior are effectively prevented.</p> <p>4.5. Workers and students are provided with the use of prescribed medical services.</p> <p>4.6. Workers, students and other stakeholders are familiar with emergency procedures and train them periodically.</p>	
MATERIAL CONDITIONS / RESOURCES MANAGEMENT	3
<p>4.7. Material conditions, teaching methods and participants needs are synchronized with changes in the vocational curriculum.</p> <p>4.8. The founders of vocational education institutions are providing material conditions so that all participants, including students with special educational needs, are fully engaged in the learning process according to their needs.</p> <p>4.9. The area (which includes sanitary facilities, administrative space, extra space, library, a place to gather documentation, information technology, specialized classrooms and workshops), buildings and equipment are available to all stakeholders, workers and students; it is marked and very easy to find (eg. floor plan layout of all rooms, signs on the door).</p> <p>4.10. VET institutions are ensuring the use of new material resources with technological changes.</p>	
FINANCIES	3
<p>4.11. The development and sustainability of students services are based on the responsible money use.</p> <p>4.12. Effectively keeps its accounts - in accordance with the financial and legal requirements; financial statements are discussed by the school board.</p> <p>4.13. The priorities in the consumption and use of financial resources are clearly linked to educational programs and priorities in planning and they strongly reflect objectives of VET institutions.</p>	

4.14. Workers are consulted in the preparation of the financial plan (expressing their needs).

4.15. VET institutions are effectively using their own capacities to reach additional sources of financing, and then manage them responsibly.

4.16. VET institutions are effectively using their own resources and the resources of local, national and European community (eg, participation in EU projects) for the implementation and improvement of education and practical training.

PERSONNEL POLICY 4

4.17. All workers are employed in accordance with the laws and regulations and conditions prescribed by vocational curriculum (the curriculum).

4.18. All roles and responsibilities of workers are clearly defined and everyone can understand them.

4.19. The personnel policy is in accordance with applicable regulations, and the work of all employees is effectively monitored and evaluated system of assessment and control, resulting in further planning and improvement.

4.20. The school board - in cooperation with the Teachers Council adopted a code of ethics for VET institutions.

4.21. Principal of VET institutions is appointing a person to solve problems related to interpersonal relationships.

4.22. Efficient and effective way of resolving conflicts between workers.

CONTINUOUS WORKERS TRAINING

3

4.23. It is carried out individually and in an organized professional education and training institutions (with the support of institutions for vocational education)

4.24. Policy of professional workers development includes proper way of introducing new people with a job and appropriate organization for continuous professional training.

4.25. Continuous professional development of all workers is contributing to their efficiency and allows them to be critical of their work and plan their training in accordance with the objectives of VET institutions.

4.26. Data on student's achievement is used as a source of information to determine the possible need for training and education of workers.

4.27. In line with the development objectives, data on the achievements of VET institutions is being collected, analyzed and published.

EVALUATION DECISION
Evidences which support evaluation decision

SWOT ANALISYS FOR PRIORITY FIELD 4: Material conditions and human resources –professional development and development of employees	
1. What can we offer in our institution? (key benefits, which will also be visible in the institutions long-term development plan)	
2. What are the encountered difficulties? (key gaps, which will also be visible in the institutions long-term development plan)	
3. What are our unused resources? (list all the unused resources which the institution has)	
4. What hinders us to progress? (list external obstacles that prevent our institution in progress)	
5. What can we do to be better? (specify improvements that could be carried out - compare with other providers - find examples of best practice)	
6. Who can help us in progress?	

ANNUAL PLAN FOR IMPROVEMENT OF THE PRIORITY AREA 4: Material conditions and human resources –professional development and development of employees

KEY DISADVANTAGES WHICH NEED TO BE ADDRESSED

Goals	Methods and needed activities	Necessary resources and costs	Person responsible for the activities implementation	Short-term goals with internal monitoring	Deadline for achieving objectives	Measurable indicators of objectives	Person responsible for evaluation of objectives
Procurement of new computers for classroom and library.	Insurance of funds and activities through the equipment purchase.	Specifications development by the School of Informatics (app. 80.000kn).	Computer technician, school board and director.	Collecting bids and making a decision.	15/07/2014	Buying and setting up at least part of the equipment.	Principal
Development of space for individual information.	Design and renovation of existing rooms.	Benches, chairs, cabinet; arranging wall panels.	Members of the class council and teachers.	The choice of rooms needs analysis between the school management and classroom.	15/10/2013	Teachers and parents satisfaction.	Principal, expert associate

PRIORITY FIELD 5: Human relations in the VET institution – cooperation with other stakeholders –promotion of the institution	
QUALITY AREAS AND ITS CRITERIA	
SCHOOL BOARD	3
<p>5.1. The school board provides active support and is involved in the development and the quality of the educational process and other services provided by vocational education institutions.</p> <p>5.2. The school board effectively supports the workers of the institution in the protection of labor rights.</p> <p>5.3. The school board, by 31 August for the next school year, develops parts of vocational curriculum in line with the National Curriculum Framework, and local and regional needs.</p> <p>5.4. It promotes equal opportunities of workers and students, and avoids discrimination in all activities.</p> <p>5.5. The school board appointed a quality committee.</p>	
DIRECTOR OF THE INSTITUTION	4
<p>5.6. Performs tasks according to the Institutions Act.</p> <p>5.7. Performs work as a quality school leader.</p> <p>5.8. Ensures the development of institutions, professional training of institutions workers, team approach and stimulates working environment.</p> <p>5.9. Director regularly monitors the work of teachers, professional associates and professional committees.</p> <p>5.10. Director regularly conducts self-evaluation of their work.</p>	
BUISSNES COMMUNICATION	4
<p>5.11. There are ensuring procedures for all students, employees and stakeholders to understand and be aware of the mission and vision of VET institutions.</p> <p>5.12. Rights and obligations of students and workers are clearly defined by the institutions statute.</p> <p>5.13. All the relevant participants are familiar with the rights and obligations of students and workers.</p>	

5.14. All the institutions achievements are available to the students and teachers and they are regularly published.

5.15. There are procedures to identify and successfully solve new problems in communication.

5.16. Activities are being taken to improve interpersonal relationships of workers and students.

INFORMATION SYSTEM

3

5.17. Information system is used regularly to inform students, employees and stakeholders.

5.18. VET institutions are ensuring collection of useful, relevant informations and their entry into the information system.

5.19. The school board, principal, staff and students use the information system.

5.20. Information on activities, success and achievements is regularly collected, updated, stored and analyzed by the institution.

5.21. Information on the institution, workers and students are stored in accordance with applicable regulations.

PARTNERSHIP

3

5.22. Partnerships are developed with external stakeholders, and regularly improved.

5.23. Information on the current and future needs of the relevant stakeholders are systematically collected and used to improve the educational process.

5.24. Developing partnerships with other institutions for vocational education in order to improve the educational process.

5.25. Partnership projects contribute to local development.

Promoting vocational education institutions and education programs

4

5.26. There are effective methods and procedures to promote VET institutions at local, regional and wider level.

5.27. VET institutions are promoting values and principles of the mission and vision.

5.28. Educational programs and services for vocational education institutions are promoted in collaboration with stakeholders through meetings, trade shows, conferences and participation in events at the local and wider level.

5.29. All VET institutions achievements are being promoted by the workers and students.

5.30. VET institution has a web site which is constantly updated.

EVALUATION DECISION
Evidences which support evaluation decision

SWOT FOR PRIORITY AREA 5: Human relations in the VET institution – cooperation with other stakeholders –promotion of the institution	
1. What can we offer in our institution? (key benefits, which will also be visible in the institutions long-term development plan)	
2. What are the encountered difficulties? (key gaps, which will also be visible in the institutions long-term development plan)	
3. What are our unused resources? (list all the unused resources which the institution has)	
4. What hinders us to progress? (list external obstacles that prevent our institution in progress)	
5. What can we do to be better? (specify improvements that could be carried out - compare with other providers - find examples of best practice)	
6. Who can help us in progress?	

ANNUAL PLAN FOR IMPROVEMENT OF THE PRIORITY AREA 5: Human relations in the VET institution – cooperation with other stakeholders – promotion of the institution							
Goals	Methods and needed activities	Necessary resources and costs	Person responsible for the activities implementation	Short-term goals with internal monitoring	Deadline for achieving objectives	Measurable indicators of objectives	Person responsible for evaluation of objectives
Increase the flow of information from the morning to the afternoon shift.	Introduce new techniques and methods of information flow.	Buying LCD or plasma TV. 10.000 kn.	Director and librarian.	Buying new TV	15/07/2014	Students and teachers satisfaction	Director and librarian.
Improve communication between teachers and external stakeholders in the field of hospitality.	Express opinions and correct instructions on the field.	Manager engagement of practical training.	Leaders of practical training, cooks and waiters.	Students satisfaction	20/11/2013	Students feedback	Practical lessons teacher

PRIORITY FIELD 6: Managing (institution and quality)	
QUALITY AREAS AND ITS CRITERIA	
QUALITY MANAGEMENT	4
<p>6.1. The school board and the director are actively involved in quality assurance due to the institutions development and improvement.</p> <p>6.2. Director develops and mission and vision of cooperation with institutions workers and students.</p> <p>6.3. Medium and long term development plan for the institution are in accordance with local, regional and national development strategies of vocational education.</p> <p>6.4. VET institution has developed a school action plan that all relevant stakeholders familiar with.</p> <p>6.5. VET institution has developed an ethical conduct code.</p> <p>6.6. Vocational education institutions are appointing Quality Committee which is directly responsible for the institutions and education quality.</p> <p>6.7. The implementation of procedures of quality management is being ensured by the appointed manager or quality coordinator.</p> <p>6.8. Director ensures that all the teachers, other employees and stakeholders are involved in the quality assurance implementation, according to their own responsibilities.</p> <p>6.9. Recommendations for quality improvement of all key stakeholders are discussed with the Quality Committee.</p>	
QUALITY PROCEDURES INTERNAL MONITORING	3
<p>6.10. The institution has a strategy that ensures internal monitoring of quality control.</p> <p>6.11. The quality system is monitored at least once a year.</p> <p>6.12. The measures and procedures for quality ensurement are monitored and evaluated regularly.</p> <p>6.13. There are methods which resolve discrepancies and implement corrective action (if necessary).</p> <p>6.14 There are methods and procedures that ensure quality and systematic procedures for teaching control and control of learning processes, in order to improve the success of students and appeal procedures and complaints.</p>	

6.15. There is a procedure for making recommendations for improving the quality of the procedures which ensure that quality improvement is implemented and monitored.

SELF-EVALUATION PROCESS

4

6.16. The process of self-evaluation is a transparent, systematic, conducted once a year with all involved workers, and includes influence of opinions of all involved internal and external stakeholders.

6.17. All relevant stakeholders have been informed about the measures of self-evaluation and they understand them.

6.18. All types of organizations, including educational programs and other services provided by the institution, are subject for self-evaluation.

6.19. The quality system has a mechanism for regular collection (at least annually) of feedback and data, about the level of satisfaction of participants and other relevant internal and external stakeholders on all aspects of the organization.

6.20. Certain instruments (eg, questionnaires, interviews and focus groups, etc.) are used to assess the institutions success.

6.21 The work institutions work is been revised by the internal and external key performance indicators.

6.22. Self-evaluation leads to the prioritization and planning of further activities for quality improvement (eg, SWOT / CHALK - decision-making process).

6.23. VETIS and other systems and procedures for the collection of statistical data are used for the development of the self-evaluation process and writing a self-assessment report.

6.24. Procedures for internal control and monitoring of critical judgments are established.

6.25. VET institution has prepared the self-evaluation report and external control will supervise the process and the report of the institutions self-evaluation.

DEVELOPMENT PROCESS

4

6.26. The established procedures are build on existing strengths, they are addressing the deficiencies and implementing improvements, and the results of this self-evaluation process is used to influence the future development.

6.27. Plans for improvement are dealing with all established shortcomings, including those that have not been addressed in the previous cycle, and the areas that were selected for improvement, were selected on the basis of identified strengths and weaknesses of VET institutions.

6.28. Plans for improvement include clearly defined objectives, priorities, tasks, responsibilities, deadlines and success criteria are specific, measurable and achievable.

6.29. Implementation of the improvements action plans and corrective measures will be monitored and evaluated.

6.30. All institutions employees are involved in the continuous quality improvement.

6.31. All employees share and receive feedback on the results of the self-evaluation process and improvement plan.

6.32. Certain workers are informed about the authorities' findings and they implemented corrective measures.

6.33. External Control monitors and confirms the plan of VET institutions improvement.

Evaluation decision
Evidences which support evaluation decision

SWOT ANALIZA ZA PRIORITETNO PODRUČJE 6: Managing (institutions and quality)	
1. What can we offer in our institution? (key benefits, which will also be visible in the institutions long-term development plan)	
2. What are the encountered difficulties? (key gaps, which will also be visible in the institutions long-term development plan)	
3. What are our unused resources? (list all the unused resources which the institution has)	
4. What hinders us to progress? (list external obstacles that prevent our institution in progress)	
5. What can we do to be better? (specify improvements that could be carried out - compare with other providers - find examples of best practice)	
6. Who can help us in progress?	

ANNUAL PLAN FOR IMPROVEMENT OF THE PRIORITY AREA 6: Managing (institutions and quality)							
KEY DISADVANTAGES WHICH NEED TO BE ADDRESSED							
Goals	Methods and needed activities	Necessary resources and costs	Person responsible for the activities implementation	Short-term goals with internal monitoring	Deadline for achieving objectives	Measurable indicators of objectives	Person responsible for evaluation of objectives
Inclusion of external partners in meeting of the Schools expert authorities.	Associates motivation.	Sending information via e-mail to all participants.	Director, professional service and librarian.	Associates greater involvement	30/12/2013	external collaborators satisfaction	School staff.