



D.5.1 Quality Label Methodology

METHODOLOGY FOR THE CREATION OF A QUALITY FRAMEWORK FOR
THE ARISA QUALITY LABEL



9 February 2024

Copyright © 2024 Artificial Intelligence Skills Alliance. The project resources contained herein are publicly available under the [Creative Commons license 4.0 B.Y.](https://creativecommons.org/licenses/by/4.0/)

Disclaimer

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



How to cite

ARISA. (2024). D.5.1 Quality Label Methodology. [URL]

Project information

The Artificial Intelligence Skills Alliance (ARISA) fast-tracks the upskilling and reskilling of employees, job seekers, business leaders, and policymakers into AI-related professions to open Europe to new business opportunities. It is a four-year transnational project funded under the EU's Erasmus+ programme. For more information, contact info@aiskills.eu | aiskills.eu

Project Partners



List of abbreviations

AI	Artificial Intelligence
ARISA	Artificial Intelligence Skills Alliance
D	Deliverable
EC	European Commission
EQAVET	European Quality Assurance in Vocational Education and Training
EQF	European Qualification Framework
ESG	Standards and Guidelines for Quality Assurance in the European Higher Education Area
GC	General Criteria
HE	Higher Education
HEI	Higher Education Institution
LOs	Learning Outcomes
QA	Quality Assurance
SAR	Self Assessment Report
SSC	Subject-Specific Criteria
VET	Vocational Education and Training
WP	Work Package

Terms and Definitions¹

Accreditation	<p>For Programmes: Process of quality assurance through which a programme of education or training is officially recognised and approved by the relevant legislative or professional authorities following assessment against predetermined standards.</p> <p>For Education Providers: Process of quality assurance through which an education or training provider is officially recognised and approved by the relevant legislative or professional authorities following assessment against predetermined standards.</p> <p>Source: CEDEFOP</p>
Guidelines	<p>Guidelines refer to recommended principles, instructions, or directions that provide a flexible framework for achieving and maintaining quality standards in educational programmes and institutions. Unlike strict standards, guidelines offer suggestions and best practices rather than</p>

¹ Sources have been added where possible.

	<p>mandatory requirements, allowing for adaptability to diverse educational contexts.</p>
Micro-Credentials	<p>'Micro-credential' means the record of the learning outcomes that a learner has acquired following a small volume of learning. These learning outcomes will have been assessed against transparent and clearly defined criteria. Learning experiences leading to micro-credentials are designed to provide the learner with specific knowledge, skills and competences that respond to societal, personal, cultural, or labour market needs. Micro-credentials are owned by the learner, can be shared and are portable. They may be stand-alone or combined into larger credentials. They are underpinned by quality assurance following agreed standards in the relevant sector or area of activity.</p> <p>Source: Proposal for a Council Recommendation on a European approach to micro-credentials for lifelong learning and employability" of the Council of the European Union.</p>
Quality Label	<p>A quality label is a seal awarded to an institution, educational programme, or micro-credential that meets predefined standards of excellence.</p> <p>A quality label suggests adherence to specific (quality) standards and the award of the label may involve an external evaluation of a different degree. It can be granted by various entities and may be focused on particular aspects.</p>
Recognition	<p>Recognition refers to the official acknowledgment and acceptance of the educational standing, qualifications, or credentials of an institution, training provider, programme, or individual by relevant authorities or accrediting bodies. Recognition ensures that educational entities meet established standards and criteria, validating the quality and legitimacy of their offerings.</p>
Standards	<p>In education and training, a standard (sic) is a statement approved and formalised by a recognised body, which defines the rules to follow in a given context or the results to be achieved. A standard may be expressed in quantitative terms, stating absolute or relative figures or using indicators, or in qualitative terms, using specific and accurate wording.</p> <p>Source: CEDEFOP</p>

Table of contents

1. EXECUTIVE SUMMARY	5
1.1. INTRODUCTION.....	5
1.2. OBJECTIVE	5
1.3. METHODOLOGICAL APPROACH	5
1.4. RESULTS	6
1.5. CONCLUSIONS.....	6
1.6. USE OF THIS DOCUMENT	6
2. INTRODUCTION	7
3. THE QUALITY LABEL FRAMEWORK	8
3.1. OBJECTIVES OF THE QUALITY LABEL FRAMEWORK	8
3.2. STRUCTURE OF THE QUALITY LABEL FRAMEWORK	8
4. OUTLINE OF THE PROCESSES, ACTIVITIES, AND ACTORS INVOLVED IN AWARDING THE ARISA QUALITY LABEL	8
4.1. THE REVIEW/AUDIT PROCESS	8
4.2. THE ARISA QUALITY LABEL AND THE QUALITY LABEL COMMISSION	10
4.2.1. <i>The ARISA Quality Label</i>	10
4.2.2. <i>Establishing an ARISA Quality Label Commission</i>	10
4.3. TIMELINES, PERIODIC REVIEW AND RENEWAL	11
5. QUALITY ASSURANCE STANDARDS AND CRITERIA.....	13
5.1. DEVELOPMENT OF GENERAL CRITERIA	13
5.1.1. <i>Role and Function of the General Criteria</i>	13
5.1.2. <i>Development of the General Criteria</i>	14
5.2. DEVELOPMENT OF SUBJECT-SPECIFIC CRITERIA (SSC)	14
5.2.1. <i>Role and Function of Subject-Specific Criteria</i>	15
5.2.2. <i>Defining Subject-Specific Criteria</i>	15
6. SUSTAINABILITY.....	15
7. CONCLUSION	15

List of figures

<i>Figure 1. The full Quality label procedure (without existing accreditation or certification at institutional or programme level)</i>	<i>8</i>
<i>Figure 2. The shortened Quality Label procedure (with existing accreditation or certification at institutional or programme level)</i>	<i>10</i>

1. Executive Summary

1.1. Introduction

This Quality Label Methodology serves to outline the framework that will be applied to assess the quality of the programmes/micro-credentials that are developed within the ARISA project.

1.2. Objective

This QA methodology is developed as part of the ARISA project deliverables (Work Package 5.1.) and will be implemented in the external QA of a number of pilot programmes/micro-credentials. The results will be documented in audit reports based on the outcomes of QA procedures. The objective is to state whether and to which degree the pilot programmes/micro-credentials fulfil the respective standards and criteria and, based on this assessment, whether to grant the ARISA Quality Label.

The ARISA Quality Label framework aims to provide a foundation for a comprehensive quality assurance process, so that the programmes/micro-credentials that are developed in this project can be recognized as quality products by learners, teachers, other providers and institutions, and the professional field.

This methodology provides instructions and support for providers and project stakeholders² to understand the QA process and successfully complete the Quality Label procedure.

1.3. Methodological approach

The Quality label framework consists of the development of General Criteria (GC) as well as Subject-Specific Criteria (SSC). The GC are based on established European descriptive indicators and standards and guidelines for the Vocational Education and Training (VET) and Higher Education HE sectors. The SSC will be developed based on the defined Learning Outcomes (LOs) of the programmes/micro-credentials created in the ARISA project and should reflect the Artificial Intelligence (AI) industry's needs for knowledge, skills, and competencies in learners that have completed the these programmes/micro-credentials.

The procedure to obtain the ARISA Quality Label consists of

- Providing training for the providers on the Quality Label framework, how to write a self-assessment report, and how to collect evidence
- Provision of a Self-Assessment Report (SAR) by the providers based on a collection of relevant evidence that demonstrates compliance with the General and Subject-Specific Criteria
- A review audit carried out by a team of external experts/peers, i.e. a review of the Self-Assessment Report and (virtual) interviews with the different stakeholders of the programme/micro-credential.
- A preliminary audit report to be written and sent to the provider for comments.

² The project or programme/micro-credential stakeholders, in the context of Quality Assurance in education, are defined as parties that have a vested interest in the quality of the programme/micro-credential such as learners, teachers, other providers and institutions, employers, and other industry representatives.

- A final audit report including the results and conclusions of the audit team, as well as possible requirements or recommendations for improvement. The final report will also include a recommendation for the Quality Label Commission to award the Quality Label.
- The Quality Label Commission will make a final decision to award the Quality Label.

1.4. Results

The results of the Quality Label Methodology are a transparent Quality Assurance process and a clear path for providers to obtain the ARISA Quality Label. The ARISA Quality Label signifies compliance with certain criteria and a high standard of quality education. The aim of the Quality Label is to instill confidence and trust in the programme/micro-credential provider by learners, teachers, industry, and the wider public.

1.5. Conclusions

This document provides a transparent Quality Label framework that adheres to European Quality Assurance best practices and industry standards. This methodology will clear the path to wider recognition after the project timeline and ensures its longevity.

1.6. Use of this document

This document will first introduce the Quality Label framework and the different elements that are part of it. Next, the processes, activities, and actors involved in awarding the ARISA Quality Label will be described, including the organisation of the Quality Label Commission, timelines involved, and the principle of continuous improvement. The next section will elaborate on the two main elements of the Quality Label framework, which is the General Criteria and the Subject-Specific Criteria, and especially their role and function. The methodology paper is concluded with considerations regarding the sustainability of the ARISA Quality Label after the end of the ARISA project.

2. Introduction

This document serves to provide the rationale and methodology behind the external³ quality assurance (QA) process of the ARISA programmes/micro-credentials in the field of Artificial Intelligence (AI). The programmes/micro-credentials will be developed based on defined Learning Outcomes (LOs) that result from a needs analysis in the professional field of Artificial Intelligence. The external QA procedure, in turn, is assessing to which extent the programmes/micro-credentials actually comply with LOs and contribute to their achievement.

To this end, the external QA process includes a framework with a set of general and subject-specific standards and criteria, and – as a rule – an auditing procedure to assess the quality of the programmes/micro-credentials.

This document will first elaborate on the objectives of this methodology, including the rationale and purpose of a QA framework and the intended outcome of the QA procedure, which is an ARISA Quality Label. The next section will explain the different components of the QA framework (named the Quality Label framework in this document), including the General Criteria (GC) and the Subject-Specific Criteria (SSC). While the GC deal with the general conditions and requirements underlying the quality of programmes/micro-credentials, the SSC are a subset of criteria that are primarily based on the intended LOs relevant for the respective programme/micro-credential. They both have a specific function and position within the Quality Label framework, which will be elaborated on. The question of sustainability of this QA framework beyond the scope of the ARISA project will be discussed last.

This QA methodology is developed as part of the ARISA project deliverables (Work Package 5.1.) and will be implemented in the external QA of a number of pilot programmes/micro-credentials. The results will be documented in audit reports based on the outcomes of QA procedures. The objective is to state whether and to which degree the pilot programmes/micro-credentials fulfil the respective standards and criteria and, based on this assessment, whether to grant the ARISA Quality Label. The aim is to tailor the ARISA Quality Label framework and the Quality Label in such manner that it can be officially recognised by relevant authorities within both the European Vocational Education and Training (VET) as well as the Higher Education (HE) sectors.

³ “External quality assurance” refers to quality assurance processes that involve a recognised accreditation or certification authority. “Internal quality assurance” refers to the quality assurance processes that are adopted by an education provider in order to ensure a continuous cycle of quality improvement of the programme and the institution itself.

3. The Quality Label Framework

Within the field of QA in VET or HE education, a QA framework is a structured and standardised set of criteria, guidelines, and procedural principles that defines the quality requirements for a respective institution, programme, or micro-credential. In the context of the ARISA project, the “Quality Label framework” is designed to accommodate the external QA processes of programmes/micro-credentials in both Higher Education Institutions (HEIs) and VET providers.

3.1. Objectives of the Quality Label Framework

This framework functions as a system for assessing and assuring that VET programmes/micro-credentials and HE programmes/micro-credentials meet specific predetermined standards of excellence. The primary goal is to establish a QA process that allows the ARISA Quality Label to be awarded to programmes/micro-credentials that meet those criteria.

3.2. Structure of the Quality Label Framework

The following components are part of the Quality Label framework and will be discussed in more detail in section 4:

Figure 1. The full Quality label procedure (without existing accreditation or certification at institutional or programme level)

4. Outline of the Processes, Activities, and Actors involved in awarding the ARISA Quality Label

The external quality assurance process for awarding the Quality Label involves a structured series of steps to ensure a comprehensive quality assessment of the programme/micro-credential. The process begins with informing the partners about the logic of the Quality Label procedure, its interconnection with the provider’s internal Quality Assurance system, and its value and recognition beyond the ARISA project.

4.1. The Review/audit process

The review process of a programme/micro-credential would typically begin by training the provider on

1. How the QA process works
2. The rationale of the General and Subject-Specific Criteria,
3. How to write a self-assessment report (SAR) that demonstrates the compliance with the said criteria
4. How to collect evidence documents that are submitted together with the SAR.

The partners will receive continuous support from ASIIN project managers while writing their SARs, for example by organising Q&A sessions.

The SAR

A template will be provided for the creation of the SAR. The SAR itself could and should be confined to the most relevant information in terms of compliance with the standards and criteria. Once a SAR has been finished, ASIIN can provide a preliminary check to see if the report is complete and meaningful or if any improvements or added documents are necessary

Audit Teams and the Review Process

Regular procedure

For a regular QA procedure, audit teams are typically composed of external experts or 'peers' and are nominated and selected by the to be established Quality Label Commission. These would be lecturers/teaching staff in the relevant discipline, a student, and industry representatives. As long as conflict-of-interest principles are adhered to, the experts can be chosen from within the project partnership or outside of it. Their task is to review the SAR and accompanying documents (the 'evidence') and conduct (virtual) interviews with, for example, the management of the provider or programme/micro-credential, administrative staff, technical staff, teachers and learners. ASIIN will assist in training the experts to carry out this task.

The purpose of the interviews is to discuss and clarify any issues, which in the opinion of the peers have not yet been (sufficiently) addressed in the self-reporting.

After the interviews and internal discussions among the peers, a preliminary audit report (without a final judgement) will be sent to the provider for comments (correcting factual errors, presenting opposing views, adding relevant information, etc.) before the report will be finalised.

The outcome of the audit will be a consolidated final audit report containing the final judgement and findings of the peers, as well as possible improvement *requirements* and/or *recommendations*. If there are improvement requirements, the provider will have a period of time (depending on the scope of the requirements) in which they can implement these improvements to obtain a positive result of the audit. In case of recommendations, the provider is encouraged to use these to plan and implement beneficial changes to the programme/micro-credential. If the provider has objections to the outcome of the audit, there will be an appeals procedure in place, which will be handled by the Quality Label Commission.

Shortened procedure

In case of an existing formal accreditation or certification (of the provider or the programme/micro-credential), the self-assessment and audit procedure can be simplified to lighten the burden. In this case, the GC will regularly be considered fulfilled, leaving only the SSC to comply with. The list of documents for evidence can thus be reduced to a shortened list (see figure below), requiring only the most essential documents (a document evidencing the equivalence of the LOs of the programmes/micro-credentials with the SSC, respective course descriptions, sample final exams (if available), and a description of feedback processes with stakeholders in order to monitor and further develop the programmes/micro-credentials). The audit process itself can be reduced to a desktop review of the documents and discussion among the selected experts. Normally, interviews with representatives of the provider will be foregone in the shortened procedure - except of rare cases, in which experts find issues that need further clarification.

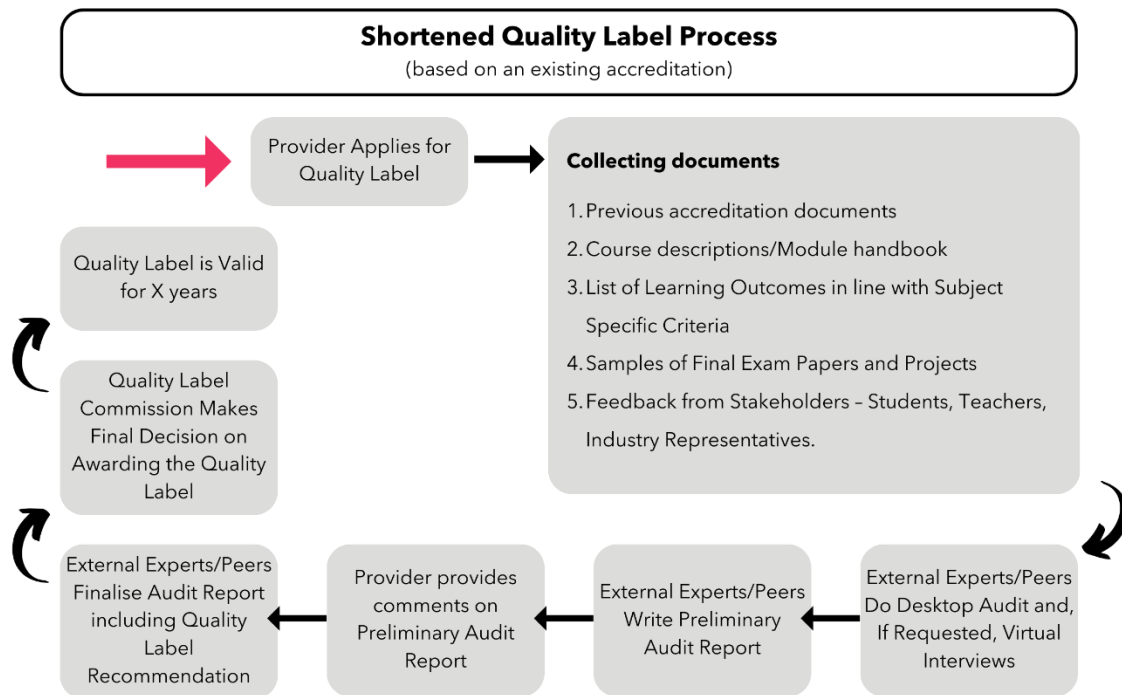


Figure 2. The shortened Quality Label procedure (with existing accreditation or certification at institutional or programme level)

Planning the audit

ASIIN's project managers will assist the project partners in planning the audit procedure by organising dates, agendas for the interviews or desk review discussions, selection of the peers/experts, collecting feedback, etc.

4.2. The ARISA Quality Label and the Quality Label Commission

4.2.1. The ARISA Quality Label

Upon successful completion of the external QA process, i.e. a final audit report with a positive outcome and recommendation to award the Quality Label, it is up to the Quality Label Commission to have the final say. As a general matter, the Quality Label would honour the recommendation of the audit panel and proceed to award the Quality Label.

The Quality Label can be awarded in the form of a certificate and logo (to be decided and designed within the ARISA project at a later stage) and serves to signify as a mark of adherence to the established criteria and thus assurance of quality for learners, employers, and other stakeholders.

4.2.2. Establishing an ARISA Quality Label Commission

The Quality Label Committee would oversee all procedures related to the awarding of the Quality Label for programmes/micro-credentials in the AI field. The project partners will design nomination criteria and a selection procedure for committee members.

The Committee would be responsible for the following tasks:

- Maintaining and further developing the GC and SSC as well as the procedural principles guiding the external QA procedures leading to the award of the ARISA Quality Label
- Appointment of external experts/peers for conducting the audit procedures.
- Decision on the award of the ARISA Quality Label based on the judgment and recommendation of the audit reports.

In case of setting up this committee, the ARISA project consortium will decide on:

- The process of selecting, nominating, and appointing members of the Committee;
- The role of the Committee in assuring and promoting quality standards in AI education;
- The role of the Committee in promoting quality AI education beyond the project's lifetime, and
- The procedure of awarding the ARISA Quality Label.

4.3. Timelines, Periodic Review and Renewal

The timeline for completing the audit process would depend on the extensiveness of the required self-assessment. As an indication, here below are some possible timelines to consider. These refer to average time that a provider or QA agency needs to complete the step, not to be viewed as full working day or weeks:

1. Full audit process without prior accreditation that includes SAR and (virtual) audit interviews:
 - a. SAR: 6-8 weeks to prepare
 - b. Submission of SAR to experts: 3 weeks before audit
 - c. Audit & interviews: 1 day
 - d. Writing preliminary report: 2-3 weeks
 - e. Collecting provider comments and writing final report: 2 weeks
 - f. Result from Quality Label Commission: 2-3 weeks
2. Shortened audit process based on a prior accreditation:
 - a. SAR: 2-3 weeks
 - b. Submission of SAR to experts: 2-3 weeks
 - c. Desktop Review and Peer discussion: 2 weeks
 - d. Writing preliminary report: 2 weeks
 - e. Collecting provider comments and writing final report: 1-2 weeks
 - f. Result from Quality Label Commission: 2 weeks

In total, the full audit process could take around 4 months, while the shortened audit process could be completed in about 2.5 months. These indicated timelines will be fine-tuned with the partners at a later stage.

Periodic Reviews and Renewal

Typically, a formal accreditation or Quality Seal in education would be granted for 5-6 years⁴, which could be the guideline for the ARISA Quality Label. Periodic reviews could be implemented as well, to ensure that providers maintain their compliance with evolving criteria.

Continuous Improvement Principle

The Quality Label framework is designed to foster a culture of continuous improvement of the learning programme/micro-credential. The process to obtain the ARISA Quality Label should not

⁴ 5-6 years is the industry standard for Higher Education accreditation validity, whereas 3 years would be a standard for CEDEFOP Certifications. The validity period for the ARISA Quality Label will be decided at a later stage.

only be viewed as a 'hard check' on compliance with the established criteria, it should also function to encourage continuous commitment to improve the quality of the programme/micro-credential.

The ASIIN project managers will support providers with this by offering training, advice, and expertise. The audit experts will support this principle by offering recommendations for areas of improvement. The Quality Label framework supports continuous improvement by proposing a brief periodic review half-way through the Quality Label cycle.

Quality Assurance as a general matter should be cyclic and continuous, in the interest of the learners, future employers, the provider, and to society as a whole. The Quality Label framework is therefore designed to include these hard and soft checks and balances.

5. Quality Assurance Standards and Criteria

The most important element of any QA framework is the set of criteria. The providers that are part of this project will develop the programmes/micro-credentials with these criteria in mind.

The Quality Label framework followed here includes a combination of both the [indicative descriptors](#) for QA in VET (the so-called EQAVET Framework⁵) and the [Standards and Guidelines for Quality Assurance in the European Higher Education Area \(ESG\)](#) developed specifically for programmes in HE. As both sets of standards have a substantial equivalency, the present Quality Label methodology builds on this in the design of the ARISA General Criteria (GC). The ARISA GC will thus be broad and flexible enough to address the conditions and needs of VET and HE educational providers adequately. These GC elaborate on and reframe their broad overlap and will contribute considerably to the recognisability of the programmes/micro-credentials and thus promote their industry relevance beyond the scope of the ARISA project.

While the GC cover the personnel, material and procedural aspects of the quality of the programmes/micro-credentials under review, the set of Subject-Specific Criteria (SSC) focuses on the quality in terms of contents and intended LOs. The SSC are inextricably linked to the LOs of the programmes/micro-credentials and therefore the subject-specific quality is ensured. The role and function of the General Criteria and the Subject-Specific Criteria will be discussed below.

5.1. Development of General Criteria

In developing a set of GC that is accepted by both VET and HE communities, reference has been made to the existing QA standards for both sectors. The European Quality Assurance in Vocational Education and Training (EQAVET) indicative descriptors are the basis for QA procedures in VET education, while the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) provide the foundation for accreditation and certification procedures in the European Higher Education Area.

The purpose of both EQAVET indicators and ESG is to enhance the quality and effectiveness of VET and HE across Europe. Both frameworks aim to promote a common understanding of quality and quality assurance practices, thus fostering transparency, comparability, and mutual trust in education and education providers across European countries.

5.1.1. Role and Function of the General Criteria

The purpose of the GC is to allow for an informed judgment to be made on the extent to which the education programmes/micro-credentials under review ensure that the intended LOs are and can be achieved by the provider. This includes not only the programmes/micro-credentials themselves, but also their personnel, financial and physical resources.

The GC are the set of primary criteria that are applied by a team of external experts/peers to evaluate the quality of the programmes/micro-credentials with respect to the mentioned aspects of assessment. They are considered to be a set of minimum requirements that education and training providers should meet in order to present their capacity to ensure the quality of their programmes/micro-credentials.

⁵ Available on the internet: <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A32020H1202%2801%29> (Access: 31.01.2024)

In case of an existing accreditation or certification, the audit process would consider the General Criteria to be fulfilled and focus more on the Subject-Specific Criteria, which will be discussed in section 5.2.

5.1.2. Development of the General Criteria

The development of the GC within the ARISA project will make use of the substantial similarities between the EQAVET and the ESG descriptive indicators/criteria by inferring an appropriate set of standards. This covers common quality dimensions of VET and HE learning programmes/micro-credentials *and* leaves sufficient room to consider the specifics of each type of education and training provider at the same time

The guiding principles and key purposes shared by both frameworks include:

- **Quality Assurance Principles:** Both frameworks outline fundamental principles of quality assurance, emphasizing the importance of a systematic approach to quality enhancement, continuous improvement, and the involvement of stakeholders.
- **Transparency:** Both frameworks promote transparency in quality assurance processes, making information about the quality and standards educational providers accessible and understandable for all stakeholders, including students and the wider public.
- **Accountability:** Both frameworks stress the importance of educational and training providers being accountable for the quality of their programmes and services. This involves being transparent about their objectives, methodologies, and outcomes in terms of teaching, learning, research, and support services.
- **Institutional Autonomy:** Both frameworks recognise the importance of institutional autonomy in educational matters while highlighting the need for responsible decision-making and quality assurance mechanisms to ensure the integrity of the respective educational system.
- **Learner Involvement:** Both frameworks emphasise the active involvement of learners in quality assurance processes. This involvement ensures that the learner perspective is considered in the evaluation and enhancement of educational provision.
- **Quality Enhancement:** Both frameworks place a strong emphasis on the continuous enhancement of quality in teaching and learning. Quality assurance processes are not just about compliance but are seen as tools for ongoing improvement.
- **Compatibility with the European Vocational Education & Training and Higher Education Area:** Both Frameworks are designed to be compatible with the goals and principles of the European Vocational Education & Training and Higher Education Area, fostering consistency and comparability in quality assurance of teaching and learning across participating countries.

5.2. Development of Subject-Specific Criteria (SSC)

Developing the SSC is an integral part of the Quality Label framework as they tailor the assessment procedure to the unique characteristics and multifaceted qualification portfolio of the ARISA pilot programmes. These criteria provide a subject-specific dimension to the Quality Label framework, aligning the GC with the distinct field-specific standards and expectations within the Artificial Intelligence (AI). Their formulation will be based on the LOs of the respective programmes/micro-credentials and involves collaboration with experts and stakeholders in the AI disciplines, ensuring that the review process benefits from specialised knowledge, industry insights, and emerging trends. As already mentioned, the SSC will be a more concretised answer to the question (which is part of the GC) if the LOs have been defined in a specific field and at an appropriate level.

5.2.1. Role and Function of Subject-Specific Criteria

The SSC serve as a benchmark for assessing whether the ARISA programmes/micro-credentials effectively equip learners with the knowledge and skills demanded by the field of AI at a certain qualification level. They are crucial in maintaining and enhancing the quality of education by addressing qualification requirements of specific AI roles/professions at different qualification levels. This will be achieved by defining exemplary subject-specific LOs, which guide providers toward staying current with (technological) advancements in the AI field.

The development and continuous revision of the SSC foster a quality culture for those providers, encouraging collaboration and shared governance. The project partners will consider ways to revise and, possibly, update the SSC beyond the lifetime of the project. This collaborative effort ensures that the criteria remain rigorous, relevant, and recognized by the VET and HE community as well as the wider public.

5.2.2. Defining Subject-Specific Criteria

The SSC define the qualification requirements in considering the curricular design and the programme-related LOs (knowledge, skills and competences) viewed as “state of the art” for a number of specific AI roles/professions. Their definition will make immediate use of the LOs of the AI programmes developed in the ARISA framework on the assumption that those LOs comprise an agreed standard of required skills and competences in different AI roles/professions.

ASIIN and the ARISA partners will create the SSC for the [European Qualification Framework \(EQF\)](#) level 5, 6 and 7 programmes/micro-credentials. Based on the curricula and related programme LOs developed in ARISA, the SSC will be defined and formulated in draft documents, preferably with the support of external expertise coming from

- the field of AI
- AI VET Education
- ASIIN’s Technical Committee Informatics/Computer Sciences,
- ASIIN’s Certification Commission,
- the European Quality Assurance Network for Informatics Education (EQANIE)
- the Council of European Professional Informatics Societies (CEPIS)
- Informatics Europe.

6. Sustainability

The longevity of the programmes/micro-credentials developed in ARISA is closely related to their quality in terms of adequate learning outcomes to be achieved at an appropriate qualification level. In that sense, quality assurance (internal within the institution/organisation and external as part of the Quality Label framework) could be a strategic pathway to transform the ARISA project results/programmes beyond the time limits of the project. As internal and external QA jointly work towards encouraging providers to adapt to the needs of the market and the scientific and/or technological developments in the field, they contribute significantly to the continuous relevance of the programmes/micro-credentials developed within ARISA.

7. Conclusion

With the design of this ARISA Quality Label Framework, the ARISA Quality Label is embedded in a recognised and comprehensive framework that ensures adequate quality of the VET

programmes/micro-credentials and HE programmes. To serve both VET and HE providers, both the EQAVET descriptive indicators and the European Standards and Guidelines for Higher Education (ESG) have been combined to be included in this framework.

One of the key elements of the Quality Label Framework is the General Criteria, including the subset of Subject-Specific Criteria that focus on the achievement of the intended Learning Outcomes. An ARISA programme or micro-credential will be assessed to see to what degree it adheres to these criteria.

The audit procedure described in this document is meant to organise the path from ARISA Quality label application all the way to the awarding of the Quality Label. Quality Label Commission will play a key part in this process and ensure a sustainable model that can mature past the lifetime of this project.



Artificial Intelligence Skills Alliance

www.aiskills.eu

info@aiskills.eu



Co-funded by
the European Union