Explanatory texts for questionnaire results

LEVEL 0 – LEVEL 1

Final results’ text:

The Quality level of your educational system with regards to ADHD learners achieved against the three investigated sections (Teaching methods, Training delivery and Organization) is ***below the ‘Level 1 – Minimum requirements’***.
The Quality Assurance system of your institution does not meet the minimum requirements for respecting and implementing the Quality Indicators.

For a deeper insight into your results, click here.

Discover how to improve your institution’s performance through the Guidelines and the Reference Material & Resources.

Insights’ texts:

Teaching methods

The Quality Assurance system of your institution cannot ***explicitly*** prove that your teaching methods are ***relevant*** to students with special educational needs (SEN), especially concerning ADHD.
In particular, the level of **knowledge of teachers regarding ADHD** does not meet/almost meets the minimum requirements for respecting and implementing the Quality Indicators.
The level of **knowledge of teachers in different teaching methods** with regards to ADHD students does not meet / almost meets the minimum requirements for respecting and implementing the Quality Indicators.
The level of **updating of teachers in different teaching methods** with regards ADHD students does not meet / almost meets the minimum requirements for respecting and implementing the Quality Indicators.

Training delivery

The Quality Assurance system of your institution cannot ***explicitly*** prove that your training deliveryis ***relevant*** to students with special educational needs (SEN), especially concerning ADHD.
In particular, the **quality of learning materials** especially those for ADHD learners does not meet / almost meets the minimum requirements for respecting and implementing the Quality Indicators.
The **quality of learning environments** especially those regarding ADHD learners does not meet / almost meets the minimum requirements for respecting and implementing the Quality Indicators.
The level of **updating and use of different teaching methods** in order to meet the individual needs with regards to ADHD students does not meet /almost meets the minimum requirements for respecting and implementing the Quality Indicators.

Organization

The Quality Assurance system of your institution cannot ***explicitly*** prove that your organization is ***relevant*** to students with special educational needs (SEN), especially concerning ADHD.
In particular, the level of **staff development** regarding the management of learners with SEN and with ADHD does not meet / almost meets the minimum requirements for respecting and implementing the Quality Indicators.
The level of **placement for SEN learners** and especially for ADHD learners does not meet / almost meets the minimum requirements for respecting and implementing the Quality Indicators.
The **monitoring tools and methods** with regards to SEN learners and especially to ADHD learners do not meet / almost meet the minimum requirements for respecting and implementing the Quality Indicators.

LEVEL 1

Final results’ text:

The Quality level of your educational system with regards to ADHD learners achieved against the three investigated sections (Teaching methods, Training delivery and Organization) is ***‘Level 1 – Minimum requirements’***.
The Quality Assurance system of your institution has met the minimum requirements for respecting and implementing the Quality Indicators.

For a deeper insight into your results, click here.

Discover how to improve your institution’s performance through the Guidelines and the Reference Material & Resources.

Insights’ texts:

Teaching methods

The Quality Assurance system of your institution can ***explicitly*** prove that your teaching methods are ***relevant*** to students with special educational needs (SEN), especially concerning ADHD.
In particular, the level of **knowledge of teachers regarding ADHD** meets the minimum requirements for respecting and implementing the Quality Indicators.
The level of **knowledge of teachers in different teaching methods** with regards to ADHD students meets the minimum requirements for respecting and implementing the Quality Indicators.
The level of **updating of teachers in different teaching methods** with regards ADHD students meets the minimum requirements for respecting and implementing the Quality Indicators.

Training delivery

The Quality Assurance system of your institution can ***explicitly*** prove that your training deliveryis ***relevant*** to students with special educational needs (SEN), especially concerning ADHD.
In particular, the **quality of learning materials** especially those for ADHD learners meets the minimum requirements for respecting and implementing the Quality Indicators.
The **quality of learning environments** especially those regarding ADHD learners meets the minimum requirements for respecting and implementing the Quality Indicators.
The level of **updating and use of different teaching methods** in order to meet the individual needs with regards to ADHD students meets the minimum requirements for respecting and implementing the Quality Indicators.

Organization

The Quality Assurance system of your institution can ***explicitly*** prove that your organizationis ***relevant*** to students with special educational needs (SEN), especially concerning ADHD.
In particular, the level of **staff development** regarding the management of learners with SEN and with ADHD meets the minimum requirements for respecting and implementing the Quality Indicators.
The level of **placement for SEN learners** and especially for ADHD learners meets the minimum requirements for respecting and implementing the Quality Indicators.
The **monitoring tools and methods** with regards to SEN learners and especially to ADHD learners meet the minimum requirements for respecting and implementing the Quality Indicators.

LEVEL 1 – LEVEL 2

Final results’ text:

The Quality level of your educational system with regards to ADHD learners achieved against the three investigated sections (Teaching methods, Training delivery and Organization) is ***between ‘Level 1 – Minimum requirements’ and ‘Level 2 – Expected or Good requirements’***.
The Quality Assurance system of your institution has met the minimum requirements for respecting and implementing the Quality Indicators and for some sections, even the expected or good requirements.

For a deeper insight into your results, click here.

Discover how to improve your institution’s performance through the Guidelines and the Reference Material & Resources.

Insights’ texts:

Teaching methods

The Quality Assurance system of your institution can ***explicitly*** prove that your teaching methods are ***relevant*** to students with special educational needs (SEN), especially concerning ADHD/ can demonstrate that your teaching methods are ***selected*** on the basis of ***content, outcome and effectiveness*** with regards to students with special educational needs (SEN), especially concerning ADHD.
In particular, the level of **knowledge of teachers regarding ADHD** meets the minimum/expected or good requirements for respecting and implementing the Quality Indicators.
The level of **knowledge of teachers in different teaching methods** with regards to ADHD students meets the minimum/expected or good requirements for respecting and implementing the Quality Indicators.
The level of **updating of teachers in different teaching methods** with regards ADHD students meets the minimum/expected or good requirements for respecting and implementing the Quality Indicators.

Training delivery

The Quality Assurance system of your institution can ***explicitly*** prove that your training deliveryis ***relevant*** to students with special educational needs (SEN), especially concerning ADHD/ can demonstrate that your training delivery is ***selected*** on the basis of ***content, outcome and effectiveness*** with regards to students with special educational needs (SEN), especially concerning ADHD.
In particular, the **quality of learning materials** especially those for ADHD learners meets the minimum/expected or good requirements for respecting and implementing the Quality Indicators.
The **quality of** **learning environments** especially those regarding ADHD learners meets the minimum/expected or good requirements for respecting and implementing the Quality Indicators.
The level of **updating and use of different teaching methods** in order to meet the individual needs with regards to ADHD students meets the minimum/expected or good requirements for respecting and implementing the Quality Indicators.

Organization

The Quality Assurance system of your institution can ***explicitly*** prove that your organizationis ***relevant*** to students with special educational needs (SEN), especially concerning ADHD/ can demonstrate that your organization is ***arranged*** on the basis of ***content, outcome and effectiveness*** with regards to students with special educational needs (SEN), especially concerning ADHD.
In particular, the level of **staff development** regarding the management of learners with SEN and with ADHD meets the minimum/expected or good requirements for respecting and implementing the Quality Indicators.
The level of **placement for SEN learners** and especially for ADHD learners meets the minimum/expected or good requirements for respecting and implementing the Quality Indicators.
The **monitoring tools and methods** with regards to SEN learners and especially to ADHD learners meet the minimum/expected or good requirements for respecting and implementing the Quality Indicators.

LEVEL 2

Final results’ text:

The Quality level of your educational system with regards to ADHD learners achieved against the three investigated sections (Teaching methods, Training delivery and Organization) is ***‘Level 2 – Expected or Good requirements’***.
The Quality Assurance system of your institution has met the expected or good requirements for respecting and implementing the Quality Indicators.

For a deeper insight into your results, click here.

Discover how to improve your institution’s performance through the Guidelines and the Reference Material & Resources.

Insights’ texts:

Teaching methods

The Quality Assurance system of your institution can demonstrate that your teaching methods are ***selected*** on the basis of ***content, outcome and effectiveness*** with regards to students with special educational needs (SEN), especially concerning ADHD.
In particular, the level of **knowledge of teachers regarding ADHD** meets the expected or good requirements for respecting and implementing the Quality Indicators.
The level of **knowledge of teachers in different teaching methods** with regards to ADHD students meets the expected or good requirements for respecting and implementing the Quality Indicators.
The level of **updating of teachers in different teaching methods** with regards ADHD students meets the expected or good requirements for respecting and implementing the Quality Indicators.

Training delivery

The Quality Assurance system of your institution can demonstrate that your training deliveryis ***selected*** on the basis of ***content, outcome and effectiveness*** with regards to students with special educational needs (SEN), especially concerning ADHD.
In particular, the **quality of learning materials** especially those for ADHD learners meets the expected or good requirements for respecting and implementing the Quality Indicators.
The **quality of learning environments** especially those regarding ADHD learners meets the expected or good requirements for respecting and implementing the Quality Indicators.
The level of **updating and use of different teaching methods** in order to meet the individual needs with regards to ADHD students meets the expected or good requirements for respecting and implementing the Quality Indicators.

Organization

The Quality Assurance system of your institution can demonstrate that your organization is ***arranged*** on the basis of ***content, outcome and effectiveness*** with regards to students with special educational needs (SEN), especially concerning ADHD.
In particular, the level of **staff development** regarding the management of learners with SEN and with ADHD meets the expected or good requirements for respecting and implementing the Quality Indicators.
The level of **placement for SEN learners** and especially for ADHD learners meets the expected or good requirements for respecting and implementing the Quality Indicators.
The **monitoring tools and methods** with regards to SEN learners and especially to ADHD learners meet the expected or good requirements for respecting and implementing the Quality Indicators.

LEVEL 2 – LEVEL 3

Final results’ text:

The Quality level of your educational system with regards to ADHD learners achieved against the three investigated sections (Teaching methods, Training delivery and Organization) is ***between ‘Level 2 – Expected or Good requirements’ and ‘Level 3 – Excellent requirements’***.
The Quality Assurance system of your institution has met the expected or good requirements for respecting and implementing the Quality Indicators and for some sections, even achieved the excellent requirements.

For a deeper insight into your results, click here.

Discover how to improve your institution’s performance through the Guidelines and the Reference Material & Resources.

Insights’ texts:

Teaching methods

The Quality Assurance system of your institution can demonstrate that your teaching methods are ***selected*** on the basis of ***content, outcome and effectiveness*** with regards to students with special educational needs (SEN), especially concerning ADHD/ can demonstrate that your teaching methods used within the curriculum ***reflects*** the ***current state of art in teaching and training*** to students with special educational needs (SEN), especially concerning ADHD.
In particular, the level of **knowledge of teachers regarding ADHD** meets the expected or good/excellent requirements for respecting and implementing the Quality Indicators.
The level of **knowledge of teachers in different teaching methods** with regards to ADHD students meets the expected or good/excellent requirements for respecting and implementing the Quality Indicators.
The level of **updating of teachers in different teaching methods** with regards ADHD students meets the expected or good/excellent requirements for respecting and implementing the Quality Indicators.

Training delivery

The Quality Assurance system of your institution can demonstrate that your training deliveryis ***selected*** on the basis of ***content, outcome and effectiveness*** with regards to students with special educational needs (SEN), especially concerning ADHD /can demonstrate that your training delivery used within the curriculum ***reflects*** the ***current state of art in teaching and training*** to students with special educational needs (SEN), especially concerning ADHD.
In particular, the **quality of learning materials** especially those for ADHD learners meets the expected or good/excellent requirements for respecting and implementing the Quality Indicators.
The **quality of learning environments** especially those regarding ADHD learners meets the expected or good/excellent requirements for respecting and implementing the Quality Indicators.
The level of **updating and use of different teaching methods** in order to meet the individual needs with regards to ADHD students meets the expected or good/excellent requirements for respecting and implementing the Quality Indicators.

Organization

The Quality Assurance system of your institution can demonstrate that your organization is ***arranged*** on the basis of ***content, outcome and effectiveness*** with regards to students with special educational needs (SEN), especially concerning ADHD/ can demonstrate that your organization used within the curriculum ***reflects*** the ***current state of art in teaching and training*** to students with special educational needs (SEN), especially concerning ADHD.
In particular, the level of **staff development** regarding the management of learners with SEN and with ADHD meets the expected or good/excellent requirements for respecting and implementing the Quality Indicators.
The level of **placement for SEN learners** and especially for ADHD learners meets the expected or good /excellent requirements for respecting and implementing the Quality Indicators.
The **monitoring tools and methods** with regards to SEN learners and especially to ADHD learners meet the expected or good/excellent requirements for respecting and implementing the Quality Indicators.

LEVEL 3

Final results’ text:

The Quality level of your educational system with regards to ADHD learners achieved against the three investigated sections (Teaching methods, Training delivery and Organization) is ***‘Level 3 – Excellent requirements’***.
The Quality Assurance system of your institution has achieved the excellent requirements for respecting and implementing the Quality Indicators.

For a deeper insight into your results, click here.

For additional supporting materials, you may browse on the Guidelines and the Reference Material & Resources.

Insights’ texts:

Teaching methods

The Quality Assurance system of your institution can demonstrate that your teaching methods used within the curriculum ***reflects*** the ***current state of art in teaching and training*** to students with special educational needs (SEN), especially concerning ADHD.
In particular, the **level of knowledge of teachers regarding ADHD** achieves the excellent requirements for respecting and implementing the Quality Indicators.
The level of **knowledge of teachers in different teaching methods** with regards to ADHD students achieves the excellent requirements for respecting and implementing the Quality Indicators.
The level of **updating of teachers in different teaching methods** with regards ADHD students achieves the excellent requirements for respecting and implementing the Quality Indicators.

Training delivery

The Quality Assurance system of your institution can demonstrate that your training delivery used within the curriculum ***reflects*** the ***current state of art in teaching and training*** to students with special educational needs (SEN), especially concerning ADHD.
In particular, the **quality of learning materials** especially those for ADHD learners achieves the excellent requirements for respecting and implementing the Quality Indicators.
The **quality of learning environments** especially those regarding ADHD learners achieves the excellent requirements for respecting and implementing the Quality Indicators.
The level of **updating and use of different teaching methods** in order to meet the individual needs with regards to ADHD students achieves the excellent requirements for respecting and implementing the Quality Indicators.

Organization

The Quality Assurance system of your institution can demonstrate that your organization used within the curriculum ***reflects*** the ***current state of art in teaching and training*** to students with special educational needs (SEN), especially concerning ADHD.
In particular, the level of **staff development** regarding the management of learners with SEN and with ADHD achieves the excellent requirements for respecting and implementing the Quality Indicators.
The level of **placement for SEN learners** and especially for ADHD learners achieves the excellent requirements for respecting and implementing the Quality Indicators.
The **monitoring tools and methods** with regards to SEN learners and especially to ADHD learners achieve the excellent requirements for respecting and implementing the Quality Indicators.