

VET-CERT



Summary of Stocktaking Report for the VET-CERT Project

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Quality Management in Vocational Education and Training: Discussion, Key Actors and Qualification.

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VET-CERT

Qualifizierung als Weg zur Qualität: Zertifizierung von Personen mit Funktionen innerhalb von Qualitätsmanagementsystemen in der beruflichen Erstausbildung sowie in der Erwachsenenbildung.

Qualification as a way to quality: Certification of persons holding functions in quality management systems in initial VET and in adult education



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VET-CERT (Qualification as a Way to Quality: Certification of People with Functions within Quality Management Systems in Initial Vocational Education and Training (IVET) and Adult Education) was launched in February 2011 as an international project supported with funds of the European Commission.

This Stocktaking Report provides an overview of the status of quality discussions, followed by a first stocktaking concerning quality managers as a target group and their tasks on the one hand and concerning offers of education measures for this target group on the other. The study covers the school-based VET sector as well as company-based training and the adult education sector.

1. ESTABLISHING QUALITY DISCUSSIONS UNDER LAW

As part of an amendment to the Federal Constitution (Bundesverfassung) in 2005 it was laid down that the Austrian school is obliged to safeguard “the top education level while continually safeguarding and developing the best possible quality”.¹ Quality management has also been established by law as a task of the school supervisory board and of principals since 2011.² In the school-based VET sector there have been discussions about quality since late 2004, in particular as part of the VET quality initiative QIBB. QIBB is a strategy of the General Directorate for Vocational Education and Training (GD VET) of the Federal Ministry for Education, Arts and Culture (BMUKK) to introduce and implement a comprehensive quality management system. This builds on Deming’s Plan-Do-Check-Act quality control cycle and provides standardised workflows and varied instruments. One characteristic of QIBB is that it involves all levels (schools, the school supervisory board at regional level, and GD II of the BMUKK at federal level) and addresses the entire VET school sector. QIBB can also be considered in a European context as it contributes to implementing the Recommendation of the European Parliament and of the Council on the establishment of a European Quality Assurance Reference Framework for Vocational Education and Training (EQAVET Reference Framework), which was adopted in 2009.

Intensive discussions about quality assurance in the company-based part of apprenticeship training have only been held for a short time. Topics under debate are the understanding of quality of legal bases as well as considerations related to instruments to assess training quality, recruitment and qualification of examiners in apprenticeship-leave exams and the competence-oriented restructuring of job profiles and activity descriptions. Discussions on basic subsidisation, which is paid out to every training enterprise following a relevant application for each apprenticeship contract and each apprenticeship year independent of the quality of training measures and which makes up a substantial share of the state’s funding volume, also form a key part of the current discussion process. Discussion partners are above all the social partner organisations and the Federal Ministries of Economy, Family and Youth (BMWFJ), of Labour, Social Affairs and Consumer Protection (BMAK) and for Education, Arts and Culture (BMUKK).

As there exists no comprehensive legal basis and the Austrian CET landscape is largely organised according to private law, responsibility for quality assurance and development usually lies first and foremost in the institutional autonomy of the institutions themselves according to these circumstances. The goal of any external quality assurance (by funding authorities, for example) is, by contrast, to examine whether this responsibility is perceived in an appropriately transparent and reliable manner. As well as rather scarce legal regulations (such as in the Financing Act on the funding of adult education and public libraries from federal funds (Bundesgesetz über die Förderung der Erwachsenenbildung und des Volksbüchereiwesens aus Bundesmitteln) from 1973 or the 2006

¹ See Article 14 (5a) of the Austrian Federal Constitution (B-VG) as amended by Federal Law Gazette I 31/2005

² See § 18 of the Federal School Supervision Act or BSchAufsG as amended by Federal Law Gazette I 28/2011 dated 20.5.2011 and § 56 (2) of the School Instruction Act SchUG as amended by Federal Law Gazette I 29/2011 dated 20.5.2011.

Carinthian Act on the promotion of continuing education and training (Kärntner Weiterbildungsförderungsgesetz), certain formal specifications are increasingly being made in the course of tenders for educational services (to a high degree by labour market administration authorities) or the awarding of individual grants (usually by the regional governments or social partner organisations). This is done either by means of casuistic rules such as concerning the equipment of training rooms, the qualification of staff, particularly of trainers, or binding certifications of the provider organisation.

2. QUALITY MANAGERS AS A TARGET GROUP

In the VET school sector, quality managers are active in the operational and strategic area at all levels as part of *QIBB*. In the operational and strategic area at school level these are school quality process managers (*SQPMs*) and principals; at regional level, these are regional quality process managers (*LQPMs*) and regional school inspectors; and at federal level, these are federal quality process managers (*BQPMs*) and heads of units responsible for the respective school types. As part of Peer Review in *QIBB* (external evaluation procedure), ‘peers’ take on tasks of relevance for quality as they act as reviewers in peer reviews.

In-house company trainers - in terms of their range from the level of skilled worker who gives instructions to the level of IVET manager in training workshops - can be considered the major providers of company-based apprenticeship training and, as a result, the key actors for quality assurance in vocational learning processes organised by companies.

Competences and responsibilities for issues of quality assurance in **adult education** differ widely depending on the institution’s organisation form and especially size. As well as quality managers with a staff function for management, there are also managers with thematic responsibilities or in many cases also team processes where the peers have responsibility. For the standardised QM systems descriptions of job profiles can be found at accredited certifying organisations but the level of detail differs considerably here.

The following table provides an overview of quality managers as a target group in the respective area.

Table 1: Quality managers as a target group by different criteria⁷⁾

	VET school sector						Company-based area	Adult education
	School level		Regional level		Federal level			
	operational	strategic	operational	strategic	operational	strategic		
Number of people	approx. 450 SQPMs ¹⁾	approx. 642 people ⁶⁾	approx. 56 LQPMs ²⁾	approx. 45 regional school inspectors (approx. 9 per school type)	5 BQPMs	1 person per BMUKK unit responsible for a school type ⁵⁾	30,600 training companies, of which some 3,600 with more than 50 employees ³⁾	approx. 1,700 institutions, of which some 170 medium-sized or larger institutions ⁴⁾
Original profession	Teachers ⁹⁾	Mostly teachers ⁹⁾	Mostly teachers ⁹⁾	Mostly teachers ⁹⁾	n/a	n/a	Mostly VET certificate acc. to Vocational Training Act; where provided, master craftsman exam	n/a
Full-time or part of professional tasks	Part of professional tasks	Part of management task ⁸⁾	Part of professional tasks	Part of management task ⁸⁾	Part of professional tasks	Part of management task	Subsidiary duties	Mostly subsidiary duties, mainly as management task
Function where applicable	Teachers	Principal	Mostly teachers	Regional school inspectors	Employees from BMUKK units resp. for school types	Heads of BMUKK units resp. for school types	IVET trainers, and particularly in larger companies IVET managers	Pedagogical heads or staff, quality managers, quality officers

¹⁾ For the school type 'Schools and colleges of engineering, arts and trades' figures are based on the assumption of one SQPM per school location, i.e. 75 people. No data are available for the school type 'Part-time vocational schools'.

²⁾ Without the school types 'Colleges of agriculture and forestry' and 'Part-time vocational schools', for which there are no LQPMs. Figures for the school type 'Schools and colleges of engineering, arts and trades' build on the assumption of two LQPMs per region.

³⁾ Number of training companies (source: WKO employment statistics in the chamber classification, December 2010)

⁴⁾ The share of institutions with more than 30 full-time employees is about 10%.

⁵⁾ Units of GD II with responsibility for a school type as well as nursery teacher training colleges and colleges of social pedagogy (BAKIP/BASOP).

⁶⁾ Assumption: one person per VET school or college (source: BMUKK, Zahlenspiegel 2010 [Table Figures 2010], http://www.bmukk.gv.at/medienpool/20210/zahlenspiegel_2010.pdf: 10).

⁷⁾ In-house compilation. For the school type partly based on information provided by contact points in BMUKK.

⁸⁾ Cf. § 56 (2) SchUG and § 18 BSchAufsG.

⁹⁾ N.B.: Many teachers of VET schools and colleges were (and some still are) active in business/industry before their teaching career.

3. TASKS OF QUALITY MANAGERS IN THE SCHOOL-BASED VET SECTOR

In the following the existing task and role descriptions for the school-based VET system are shown in table form.

Table 2: Overview of existing task and role descriptions

Nursery teacher training colleges and colleges of social pedagogy	Schools and colleges of business administration	Schools and colleges of social and services industries (HUM)	Colleges of agriculture and forestry (HLFS)	Schools and colleges of engineering, arts and crafts	Part-time vocational schools
Operational tasks at school level (SQPMs)					
<p><u>“Responsibility</u></p> <ul style="list-style-type: none"> • Safeguarding the information flow between SQPM and LQPM, principal, unit heads (AVs), administrator, teachers and students on the quality initiative QBA (for BAKIP/BASOP) and the school location-specific school development process • (in-house) advice for principals in the school development process • needs assessment, advice and co-designing of the schools’ internal further and in-service training for QBA • operational integration of action planning into the school’s Q-process <p><u>Tasks</u></p> <ul style="list-style-type: none"> • Regular meetings as part of cooperation with principals, AVs and if appropriate - the school development team about quality development and assurance at school location • support of principals in the planning and implementation of projects and processes conforming with the control cycle (e.g. position of experts in the school community board) • collaboration in the planning and/or moderation of QBA-relevant topics in pedagogical conferences • safeguarding of the required documentation (organisational tools) • organisation of periodical evaluation 	<p><u>“Advice</u></p> <ul style="list-style-type: none"> • Advice for school head and management team in school development issues at location • information for the school management team about current developments in the fields of organisational development, quality management approaches and quality standards, and advice in the elaboration and updating of quality policy at own school <p><u>Process responsibility and controlling</u></p> <ul style="list-style-type: none"> • Development and control of school development processes at location assumption of process responsibility for school development projects at school in cooperation with the principal and the school management team • cooperation in annual planning of new or continuation of already started school development projects to open up potential improvement options and use opportunities • agreement on competence distribution regarding planning, implementation and controlling of individual school and quality development projects conducted at location in cooperation between principals and SQPM <p><u>In-service training</u></p> <p>Cooperation in the planning and organisation of OD- and QM-relevant training programmes for all staff and</p>	<ul style="list-style-type: none"> • “Support of school management / principals in questions of QA and QD • information and communication about QIBB • application of QIBB instruments • processing of findings from evaluation • support in the preparation of the school quality report and other documentation tasks • cooperation in school development projects <p><u>Specific feature of the school type HUM:</u></p> <ul style="list-style-type: none"> • Organisation of school-based in-service training for Q-HUM” 	<ul style="list-style-type: none"> • “Support of school management / principals in questions of QA and QD • information and communication about QIBB • application of QIBB instruments • processing of findings from evaluation • support in the preparation of the school quality report and other documentation tasks • collaboration in school development projects” 	<ul style="list-style-type: none"> • “Support of school management / principals in questions of QA and QD • information and communication about QIBB • application of QIBB instruments • processing of findings from evaluation • support in the preparation of the school quality report and other documentation tasks • cooperation in school development projects <p><u>Characteristics of the school type engineering college (HTL):</u></p> <ul style="list-style-type: none"> • Cooperation with LQPM (mentioned separately) • SQPM as contact point for teachers in system-related questions about QIBB • training and advice in the application of QIBB tools and results” 	<p><u>“Short-term (2010/11):</u></p> <ul style="list-style-type: none"> • Jointly with school head: • creation of structures at school / formation of Q-school team • specification of school programme if possible, selection of topic for the pilot project which affects the entire school / teaching staff <p>Independently in agreement with the principal:</p> <ul style="list-style-type: none"> • QIBB - creation of overview - quality matrix • QIBB platform1) <ul style="list-style-type: none"> ○ IT support (formation of classes, issuing of passwords, support, etc.) ○ information / training for teaching staff (gradually, if necessary) ○ preparation of evaluations (various surveys) ○ work on federal focuses (to date: performance appraisal, individualisation) ○ student feedback (cooperation in selection of classes to be surveyed, help in the evaluation and interpretation of results) • Q-school projects • Familiarisation with requirements for <ul style="list-style-type: none"> ○ submission of applications (Q-matrix) ○ selection of topics (jointly with Q-school team) ○ assistance in planning, coordination, advice

Nursery teacher training colleges and colleges of social pedagogy	Schools and colleges of business administration	Schools and colleges of social and services industries (HUM)	Colleges of agriculture and forestry (HLFS)	Schools and colleges of engineering, arts and crafts	Part-time vocational schools
<ul style="list-style-type: none"> • processing and presentation of evaluation findings • collaboration in the preparation of the quality report • documentation of own activity as an SQPM <p>The SQPM exercises his/her activity in line with a staff position of the school management.”</p>	<p>therefore collaboration in the preparation of the educational needs plan for the fields of quality management and school development</p> <p><u>Evaluation</u></p> <ul style="list-style-type: none"> • Opening up of potential improvement options and opportunities by organising evaluation measures, continual evaluation of results and specification of measures in cooperation with the school management team • examination of efficiency of measures as part of the school programme and management review • planning and organisation of audits <p><u>Information platform</u></p> <ul style="list-style-type: none"> • Regular information for all staff about the status of school development projects and fulfilment of a coordination function for these school development projects • advice about current legal and new subject-specific developments within the framework of literature studies and in-service training on the topics of organisational development and quality management; regular information for the school management team about relevant new developments <p><u>External representation</u></p> <p>Participation in external measures of quality assurance (e.g. audit, QIBB) Advice or representation for principals in their external representation tasks in questions of school development”</p>				<ul style="list-style-type: none"> • documentation • progress report as Q-officer <p>¹⁾ evaluations, federal focus, student feedback: These tasks only need to be fulfilled if they are already prescribed for the 1st semester (in schools held in course form this could apply in part).</p> <p><u>Medium-term (2011 / 2012) and long-term:</u></p> <p>The Q-officer by order of or in agreement with the principal works independently on all sub-areas.</p> <p>The individual tasks are elaborated in the medium term and implemented gradually with the objective of fulfilling the entire task profile in the long term as part of the work routine.</p> <ul style="list-style-type: none"> • continuation and expansion of the activities listed under ‘Short-term’ • coordination of school development processes • instruction / possibly training of the Q-team at the school • organisation of quality assurance • (Specify the quality areas or sub-areas as early as in the school programme for a school year!) • support for quality processes (record new developments, inform, elaborate proposals, use new Q-instruments, complaints management) • support for teaching staff in the implementation and evaluation of Q-projects • As an expert for Q-measures, analyses, evaluations and feedback: provision of help to project groups and teaching staff

Nursery teacher training colleges and colleges of social pedagogy	Schools and colleges of business administration	Schools and colleges of social and services industries (HUM)	Colleges of agriculture and forestry (HLFS)	Schools and colleges of engineering, arts and crafts	Part-time vocational schools
					<ul style="list-style-type: none"> • preparation of Q-report, maintenance of QM-documentation • responsibility for accepting and, if possible, implementing proposals for improvement in the QM area • public relations work related to Q-activities”
Strategic tasks at school level (school heads)					
<ul style="list-style-type: none"> • “Motivation of staff • medium- and short-term measures to reach objectives (by means of school programmes based on Q-HUM and cross-school objectives by regional and federal focuses) • prompting of evaluation of specified measures • decision on action plan as part of the school programme (based on evaluation findings) • submission of quality report • review and objective-setting discussion (BZG) with the school supervisory board” 	<ul style="list-style-type: none"> • “Information and motivation of staff • medium- and short-term objectives (by means of the school and annual work programme) based on the quality policy of the college of business administration (HAK) (mission statement, Q-matrix) and cross-school specifications at regional and federal level • prompting of evaluation of specified objectives (including measures) and required surveys • decisions and action planning based on evaluation findings • experience exchange about quality reports as part of conferences of principals and • discussion of consequences with the school supervisory board” 	<ul style="list-style-type: none"> • “Motivation of staff • medium- and short-term measures to reach objectives (by means of school programmes based on Q-HUM and cross-school objectives by regional and federal focuses) • prompting of evaluation of specified measures • decision on action plan as part of the school programme (based on evaluation findings) • submission of quality report • review and objective-setting discussion with the school supervisory board” 			
Operational tasks at regional level (LQPMs)					
<p><u>“Responsibility:</u></p> <ul style="list-style-type: none"> • Subject-related and process advice for the school supervisory board about quality development and assurance • supportive information about QIBB in the region in agreement with the school supervisory board • subject-related and process advice and coordination to support SQPMs • networking of SQPMs • co-designing plans for further and in-service training on quality development and assurance in the region 	<ul style="list-style-type: none"> • “Team building, quality and process management advice and regular communication with the school supervisory board • development of information measures (jointly with the school supervisory board and university colleges of education or PHs) • co-planning at PHs (in- 	<p>Regional level does not apply, as the institutions are under direct supervision of <i>BMUKK</i></p>			

Nursery teacher training colleges and colleges of social pedagogy	Schools and colleges of business administration	Schools and colleges of social and services industries (HUM)	Colleges of agriculture and forestry (HLFS)	Schools and colleges of engineering, arts and crafts	Part-time vocational schools
<p>Tasks:</p> <ul style="list-style-type: none"> • Collaboration in the preparation of the regional quality report • Administrative implementation of the preparation of quality work <ul style="list-style-type: none"> ○ support of on-time workflows ○ coordination of the information flow ○ support in the organisation of periodical evaluation measures • elaboration of proposals for a standardised documentation structure • stocktaking and publication of good-practice models • participation in nationwide exchange with LQPMs • documentation of own activity • cooperation in region-specific, quality-relevant steering groups <p>The <i>LQPM</i> acts as internal advisor and exercises his/her activity as subject-specific/process promoter in collaboration with the responsible regional school inspector.”</p>		<ul style="list-style-type: none"> • service training of principals and SQPMs) • creation of basis for experience exchange of SQPMs • stocktaking and dissemination of good-practice examples • administrative implementation of the preparation of quality work <ul style="list-style-type: none"> ○ guarantee of timely performance of workflows ○ safeguarding of the information flow (use of platform, possibly the learning platform Moodle) ○ support in the organisation of the evaluation • Collaboration in the preparation of the regional quality report • proposals for documentation • coordination function to support SQPMs • nationwide exchange with LQPMs (mainly via the quality forum at hum.at)” 			
Strategic tasks at regional level (regional school inspectors)					
		<ul style="list-style-type: none"> • “Quality development specific for region (round table talk at regional level, etc.) • selection and support of LQPMs and educational advisors • motivation of school heads • specification of objectives related to the federal focus/focuses 	Regional level does not apply, as the institutions are under direct supervision of <i>BMUKK</i>		

Nursery teacher training colleges and colleges of social pedagogy	Schools and colleges of business administration	Schools and colleges of social and services industries (HUM)	Colleges of agriculture and forestry (HLFS)	Schools and colleges of engineering, arts and crafts	Part-time vocational schools
		<ul style="list-style-type: none"> • medium- and short-term measures to reach the objectives • objective-setting discussion with principals • prompting of evaluation • preparation of quality report • implementation of evaluation talks with principals, LQPMs (e.g.: BZG, etc.) • implementation of round table talk at regional level at least once a year” 			
Operational tasks at federal level (BQPMs)					
	<ul style="list-style-type: none"> • Advice, coordination and communication within the GD and with subordinate offices and LQPMs • development and implementation of information measures • cooperation with university colleges of education • creation of basis for experience exchange • information about good-practice examples • cooperation in the development and provision of evaluation instruments • administrative implementation of preparation of quality work <ul style="list-style-type: none"> ○ guarantee of timely performance of workflows ○ safeguarding of the information flow ○ implementation of the unit-related evaluation • collaboration in the preparation of the quality report • documentation 	<ul style="list-style-type: none"> • “Advice, coordination and communication within the GD and with subordinate offices and LQPMs • development and implementation of information measures • cooperation with university colleges of education (PHs) about Q-HUM /Q-HLFS • creation of basis for experience exchange (e.g. www.hum.at) • information about good-practice examples • cooperation in the development and provision of evaluation instruments • administrative implementation of preparation of quality work <ul style="list-style-type: none"> ○ guarantee of timely performance of workflows ○ safeguarding of the information flow ○ implementation of the unit-related evaluation • cooperation in the preparation of the quality report of HUM and HLFS schools and colleges • documentation • documentation of data and KPIs of relevance for the development” 			

Nursery teacher training colleges and colleges of social pedagogy	Schools and colleges of business administration	Schools and colleges of social and services industries (HUM)	Colleges of agriculture and forestry (HLFS)	Schools and colleges of engineering, arts and crafts	Part-time vocational schools
	<ul style="list-style-type: none"> documentation of data and KPIs of relevance for the development 				
Strategic tasks at federal level (heads of units responsible for school types)					
	<ul style="list-style-type: none"> Coordination of nationwide quality development and management of steering body (inclusion of important officials) motivation of the school supervisory board and the staff of Unit II/3 specification of federal focuses at GD level coordination of the evaluation at GD level specification of objectives related to the federal focus/foci in cooperation with the school supervisory board medium- and short-term measures to reach the objectives review and objective-setting discussions with the school supervisory board content-related planning of the quality report objectives, measures, evaluation of the unit's internal quality work 	<ul style="list-style-type: none"> “Coordination of nationwide quality development and management of steering body (inclusion of important officials) motivation of the school supervisory board and HLFS principals and the staff of Unit II/4 specification of federal focuses at GD level coordination of the evaluation at GD level specification of objectives related to the federal focus/foci in cooperation with the school supervisory board medium- and short-term measures to reach objectives review and objective-setting discussions with the school supervisory board / in the area of HLFS establishments with principals content-related planning of the quality report of HUM and HLFS institutions objectives, measures, evaluation of the unit's internal quality work“ 			

Methodical note: The table was prepared - where available - on the basis of submitted task and role descriptions. For those areas where no relevant information was submitted or is available, the descriptions contained in the quality manuals were used.

Source: In-house presentation based on role and task descriptions which were prepared by the units with responsibility for specific school types of the BMUKK General Directorate II (and BAKIP/BASOP) (partly with the involvement of external institutions such as 2 Move for LQPMs in BAKIP/BASOP and in the business school area) and quoted here between inverted commas. Descriptions in italics have been taken from the respective quality manuals.

4. QUALIFICATION PROGRAMMES FOR QUALITY MANAGERS

For the school-based VET sector qualification programmes have been documented which meet the following criteria:

- Topic: quality assurance and *Q/BB* (or sub-aspects of these). Here the educational measures are described which aim to support quality managers in their work (e.g. evaluation, soft skills insofar as there is a relation to the quality work, information on *Q/BB*);
- Programme period: in school years 2010/2011 (unless cancelled) and 2011/2012;
- Type of school: school-based VET sector, if appropriate as part of programmes across school types;
- Target groups: *SQPMs*, *LQPMs*, *BQPMs*, other staff of VET schools and colleges, the school supervisory board, or the *BMUKK*.

In the following the research findings are presented in table format.

Table 3: Key features of qualification programmes for quality managers in the school-based VET sector (school years 2010/2011 and 2011/2012)

	Number of programmes	Duration (from - until)	Specification of programme contents	Providers	Addressed target groups
In-service training	111	2-28 periods of instruction	Programme design by providers, taking into account the pedagogical focuses of GD II of <i>BMUKK</i> and detailed focuses of the units responsible for specific school types	<ul style="list-style-type: none"> • PHs • church-run PHs • University of Agrarian and Environmental Pedagogy • private university college of education, Burgenland Foundation 	<ul style="list-style-type: none"> • <i>SQPMs</i> (partly limited to one school type) • <i>LQPMs</i> (partly limited to one school type) • managers of VET schools and colleges (some with focus such as: 'esp. HTL') and principals • (VET school and college) teachers • (part-time vocational school) teachers • school management • peers • in-service teacher training • stakeholders in <i>Q/BB</i> • administrators
Programmes (with the topic of quality management)	12	n/a	Programme design by providers, taking into account the pedagogical focuses of GD II of <i>BMUKK</i> and detailed focuses of the units responsible for specific school types	<ul style="list-style-type: none"> • PHs • church-run PHs 	<ul style="list-style-type: none"> • <i>SQPMs</i> • teachers • principals • quality officers • inspectors
Other programmes	n/a	n/a	Commissioned by the <i>Q/BB</i> steering group responsible for all school types or <i>BMUKK</i> units responsible for specific school types	External providers	<ul style="list-style-type: none"> • <i>SQPMs</i> • principals • <i>LQPMs</i> • regional school inspectors

Source: Summary of the findings of the preliminary study "Qualification as a way to Quality"³ and in-house desktop research (following inspection by *PHs* where feedback was provided).

³ Dorner, Doris/Hintenberger-Meister, Elke/Lichtensteiner, Astrid (2011): Qualification as a Way to Quality. Project report. Commissioned by ARQA-VET. Unpublished manuscript.

In the **company-based part of dual training**, the majority of quality managers have completed basic training to acquire the IVET trainer qualification. But quality assurance is not an explicit thematic area of the IVET trainer examination or courses⁴. Initiatives in the field of CET offers for IVET trainers include the following:

Table 4: CET offers for IVET trainers (key date: June 2011)

Type of CET	Initiatives and providers	Target group	Notes on contents
IVET trainer colleges	<ul style="list-style-type: none"> • Vorarlberg College for Apprenticeship Training • Tyrol Trainer Forum • Upper Austrian Trainer College • Vienna Trainer College • Styrian Apprenticeship College 	People who have successfully passed the IVET trainer exam or IVET trainer course with expert interview (or an equivalent exam)	The IVET trainer colleges' programmes include elements of relevance for quality but not elements geared explicitly to systematic quality assurance or quality development.
Training programme for apprentices' coach	Vocational Training Institute of Carinthia (bfi Kärnten)	IVET trainers and vocational school teachers	Training programme for apprentices' coach with focus on the acquisition and deepening of soft skills, such as motivation, communication and leadership, conflict management, and the integration and promotion of youth
	Vocational Training Institute of Lower Austria (bfi Niederösterreich)	IVET trainers and IVET managers	
IVET trainer networks	Tyrol Trainer Forum		Get-togethers for IVET trainers, also on quality topics (such as 'Qualitative training - by cooperation of company and school' or 'How to organise a successful IVET system?').
	Association of Upper Austrian Training Managers (VAÖÖ)		

Source: Summary of findings of Lenger/Dornmayr/Weiß 2011³

In terms of qualifications in the **adult learning sector** a distinction must be made in principle whether the analysed institutions have implemented standard or even standardised quality management procedures. Differing requirements are made for the respective procedures such as on internal or external auditors (or evaluators), system administrators or managers. The majority of these programmes are developed and organised by the bodies which are responsible for the respective QM systems or have been accredited by the Federal Ministry of Economy, Family and Youth (BMWFJ) for the certification of individuals.

Depending on the person's intended scope of responsibilities (internal auditor, quality officer), relatively compact programmes of mostly several (as a rule three to five) days are offered which in many cases are completed with a certification for a limited period. This certification can be renewed or extended as required by means of proof of CET participation (methodical seminars, for example) and/or proof of relevant activity.

Training programmes as part of the offer of the cooperative system as a joint initiative of major Austrian adult education associations and the St. Wolfgang Federal Institute for Adult Education (*bifeb*) are provided. They aim at the professionalisation and quality development of adult education for full-time, part-time and voluntary staff from adult education institutions across different associations. Especially in programmes for educational managers there are modules about the topics of 'quality management' or also 'evaluation of education measures'; quality management mostly in connection with leadership tasks. Here the duration is also about four days.

⁴ Lenger, Birgit/Dornmayr, Helmut/Weiß, Silvia (2011): Quality assurance in company-based apprenticeship training. Final report. Vienna

www.vet-cert.at

Projektkoordination

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