

VET-CERT



## OUTLINE FOR THE DEVELOPMENT OF COMPETENCE PROFILES AND IMPLEMENTATION RESULTS

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## Outline for the development of competence profiles and implementation results

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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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## 1. INTRODUCTION

One activity within the framework of the VET-CERT project is to develop a framework curriculum for quality managers in the school-based VET sector. These quality managers are actors at school, provincial and federal level who are active in the operational or strategic areas as part of QIBB. *öibf* had the task to outline competence profiles as the basis for curriculum development. At the beginning of the development activities, the following parameters were specified:

- The objective is to develop competence profiles for all functions held in the quality management system of the school-based VET sector (QIBB)<sup>1</sup>.
- These competence profiles have to apply to all school types.
- In terms of methodology, the competence profiles have to build on practical reality (inductive approach).
- The competence profiles need to be matched with existing school type-specific task and/or role descriptions.

The procedure for competence profile development as chosen by *öibf* builds on Gianni Ghisla's CoRe model - a well established method of VET research for curriculum development<sup>2</sup>. This model provides for four modelling phases:

- modelling of the action field;
- identification of situations of occupational action, of everyday life and of resources;
- definition of competences and the competence profile;
- development of the educational plan.

The following sections explain how the CoRe model has been implemented and adapted.

## 2. PHASE I: MODELLING OF THE ACTION FIELD

The (occupational) action field denotes “the specific activity areas of an occupation”<sup>3</sup>. The objective within the framework of the VET-CERT project was not to develop competence profiles for a specific occupation but rather to develop competence profiles for *one* activity area (in concrete terms: the implementation of the quality management system QIBB). This activity area forms part of an existing system and is therefore well structured and described. The processes and instruments can be illustrated by using the quality control cycle (see Diagram 1).

CoRe foresees that the modelling of the occupational action field is conducted in workshops jointly with experts and validated by participants. Starting from the assumption that the experts involved in the procedure under study already know the QIBB model and act accordingly, no modelling was conducted in the group.

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<sup>1</sup> At the federal level, it was decided not to develop competence profiles for strategic actors (the heads of the units with responsibility for specific school types).

<sup>2</sup> Ghisla, Gianni (2007) “Überlegungen zu einem theoretischen Rahmen für die Entwicklung von kompetenzorientierten Curricula” [“Reflections about a Theoretical Framework for the Development of Competence-oriented Curricula”], Swiss Federal Institute for Vocational Education and Training, s.l. [N.B.: All the quotes from Ghisla's publication have been translated from German to English by the authors of this text. All the page numbers refer to the German-language publication.]

<sup>3</sup> Cf. Ghisla 2007: 26.

Diagram 1: Quality control cycle in QIBB



PLAN	
Planen	Plan
Ziele und Programm	Objectives and programme
Leitbild	Mission statement
Q-Matrix	Q-matrix
Arbeits- /Schulprogramm	Work programme/school programme
DO	
Umsetzen	Implement
Zielvereinbarung	Objective-setting discussion
Prozesse	Processes
Maßnahmen	Measures
CHECK	
Evaluieren & auswerten	Evaluate & interpret
Evaluierungsstrategie	Evaluation strategy
Indikatoren	Indicators
Evaluierungsinstrumente	Evaluation instruments
Daten & -auswertungen	Data & data evaluations
ACT	
Überprüfen & erkennen	Test & recognise
Berichte, Analysen & Schlussfolgerungen	Reports, analyses & conclusions
Qualitätsbericht	Quality report
Management- & Performance Review	Management & performance review

Source: [http://www.qibb.at/fileadmin/content/qibb/Bilder/GIF/Qualitaetskreislauf\\_gesamt.GIF](http://www.qibb.at/fileadmin/content/qibb/Bilder/GIF/Qualitaetskreislauf_gesamt.GIF) [08.06.2011].

### 3. PHASE II: IDENTIFICATION OF SITUATIONS OF OCCUPATIONAL ACTION AND OF RESOURCES

#### Object of survey

This work is based on a definition of competence which is oriented to situations and not merely to subjects:

*“First and foremost, competence is understood as the ability of individual and collective subjects to successfully master a class of situations, or a single situation if appropriate, and thus carry out an activity. To be competent in situations it is necessary to activate individual or group-bound resources, viz. knowledge, skills and attitudes” (Ghisla 2007: 20)*

This means that, according to CoRe, the preparation of competence profiles entails documentation of activities and/or actions in a situational context and of resources.

Unlike Ghisla the procedure under study puts special focus on occupational action situations.<sup>4</sup> The survey of activities aimed to collect relevant situations which illustrate the entire action field. The next task was to describe the resources (knowledge, skills, attitudes) that are necessary from the viewpoint

of the experts. These were personal resources rather than framework conditions (time or financial resources). In the group interviews, the following working definitions were used<sup>5</sup>:

- “Knowledge denotes an understanding of, or components of knowledge [...] about, a specific subject area [...]”;
- “A skill is a cognitive, social or communicative, motor or practical resource [...] which [...] enables an individual to carry out activities”;
- “An attitude denotes forms of behaviour which [...] are triggered by specific, personal preferences, values and norms”.

According to Ghisla it is also necessary to take external resources (tools, instruments, etc.) into account.

#### Scope of survey and participation

In the period between October 2011 and January 2012 seven group interviews were held with actors at school, provincial and federal level. The participants were selected with the aim of ensuring a balanced representation of all school types and provinces. The group interviews can be broken down as follows:

- four group interviews with principals and SQPMs (in Vienna, Graz, Linz), of which one group interview with representatives of part-time vocational schools;
- two group interviews with representatives of the school supervision and LQPMs (in Vienna);
- one group interview with BQPMs (in Vienna).

Table 1 provides an overview of the participant structure of the group interviews overall:

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<sup>4</sup> The CoRe model additionally foresees the description of so-called ‘everyday life situations’. This was not done for this model because of lack of time.

<sup>5</sup> Cf. Ghisla 2007: 20.

**Table 1: Participant group structure in the group interviews**

	SQPMs	Principals	LQPMs	School Inspectorate	BQPMs	Total
Colleges of business administration	1	1	1	1	1	5
Schools and colleges of social and services	4	4	1	0	0	9
Colleges of engineering	2	3	1	1	1	8
Nursery teacher training colleges and colleges of	1	3	1	1	1	7
Part-time vocational schools	4	4	1	0	0	9
<b>Total</b>	<b>12</b>	<b>15</b>	<b>5</b>	<b>3</b>	<b>3</b>	<b>38</b>

Source: in-house presentation.

## Securing the findings

After every group interview, the participants as well as people who had been invited but could not attend received a transcript of the findings obtained during the interviews. Therefore all the people involved had the opportunity to correct and/or supplement the secured findings. This allowed the inclusion of the views of other holders of functions in written form.

The next step was to consolidate the findings of all group interviews at the respective level (four group interviews at school level, two group interviews at provincial level).

## 4. PHASE III: FORMULATION AND STRUCTURING OF THE COMPETENCE PROFILES

### Clustering

The first step towards the competence profiles was to cluster the action situations by topic and have them validated by participants. The objective was to cluster the situations along the quality control cycle but this could not always be achieved in the group interviews (see also below). Therefore the first clustering was conducted largely separately from the action field.

### Differential analysis

QIBB comprises task and/or role descriptions for specific holders of functions (see Stocktaking Report), which have been prepared in particular by the bm:ukk units with responsibility for specific school types. To supplement the inductive approach that is based on CoRe, a matching process was carried out between the already existing task and/or role descriptions on the one hand and the findings of the group interviews on the other. The content items not analysed in the inductive approach were included in the report afterwards.

## Structuring

According to Ghisla, the competence profiles should contain the following information:

- “- short description of activity and its objectives;
- minimum contextualisation;<sup>6</sup>
- indications of the major resources required”<sup>7</sup>.

The five competence profiles were structured correspondingly in line with the findings of the group interviews (see Table 2).

**Table 2: Structure of competence profiles**

Competence area	Situations	The quality manager...	Resources
Phase of the quality control cycle	Situations within the competence area	Individual actions	Knowledge Skills Attitudes
or			
Competence area covering different phases			

Source: in-house presentation.

One requirement made on the five competence profiles to be developed was that they were structured according to uniform action categories. As it was not always possible in the course of the group interviews to cluster actions according to the phases of the quality control cycle (action field), this was done later by involving QIBB experts. In this phase, the structure of competence profiles as presented in Diagram 2 was specified. Items 1 to 4 correspond to the phases of the quality control cycle. Items 5 to 8 correspond to global competence areas which cannot be allocated to the phases of the quality control cycle and can be found in all competence profiles, with Item 8 concerning an area which can only be allocated to strategic actors.

**Diagram 2: Structure of competence profiles**

1. PLAN: Planning of quality activities
2. DO: Implementation of Q-measures and Q-projects
3. CHECK: Evaluation of Q-measures and Q-projects
4. ACT: Deduction and planning of measures from evaluation results; documentation
5. Information about QIBB and quality management
6. Motivation to carry out quality activities
7. Ensuring further and continuing training with QM focus
8. Setting up and organising structures of cooperation in the field of quality

Source: in-house presentation.

## 5. PHASE IV: CURRICULUM DEVELOPMENT

The developed competence profiles form the basis for curriculum development, which is conducted by other project partners.

<sup>6</sup> Short description of the context.

<sup>7</sup> Cf. Ghisla 2007: 36.

## SQPM (School Quality Process Manager)

No.	Competence area	Situation	The SQPM	Knowledge (K), skills (S), attitudes (A)
1	<b>PLAN: Planning of quality activities</b>	Development of the work/school programme	... helps the school management determine the school's quality focuses and school programme.	<b>K:</b> comprehensive knowledge about QIBB; knowledge about process control (developing, promoting, formulating objectives, designing measures, comparing the actual and target values) <b>S:</b> strategic and networked thinking; ability to think analytically; ability to think synthetically; vision and creativity; ability to set priorities <b>A:</b> openness; will to change, spirit of innovation; constructive critical attitude towards the system; positive basic attitude / solution orientation
			... helps the school management plan the implementation of nationwide and, if necessary, province-wide quality focuses.	
			... cooperates in checking the school's quality focuses are in line with the mission statement and the Q-matrix.	
			... helps the school management draw up the school programme / school quality report.	
2	<b>DO: Implementation of Q-measures and Q-projects</b>	Implementation of the work/school programme	... helps implement Q-measures and Q-projects and, if necessary, independently implements Q-projects which have been delegated to him/her.	<b>K:</b> knowledge about diversity management; knowledge about process control; knowledge about the school system and responsibilities (clarity regarding roles) <b>S:</b> strategic and networked thinking; ability to think analytically; ability to think synthetically; ability to set priorities; ability to inspire, motivate, convince; determination; ability to assert oneself; ability to cooperate with everyone at professional level; sense of what is feasible <b>A:</b> appreciation and respect; will to change; spirit of innovation
			... coordinates the quality activities in the expert groups and working groups and if necessary provides his/her project management know-how.	
3	<b>CHECK: Evaluation of Q-measures and Q-projects</b>	Preparation of the evaluation	... helps the school management develop the evaluation plan (federal and, if necessary, provincial and school quality focuses).	<b>K:</b> comprehensive knowledge about QIBB; in-depth knowledge about Office software; knowledge about presentation techniques; knowledge about quantitative and qualitative evaluation instruments and methods as well as their applications; basic knowledge about statistics <b>S:</b> ability to think analytically; ability to think synthetically; ability to inspire, motivate, convince determination; ability to assert oneself; perseverance; ability to organise; patience and endurance; critical faculties (giving and accepting) <b>A:</b> appreciation and respect; composure; empathy; positive basic attitude / solution orientation; willingness to help
			... coordinates the implementation of the evaluation plan and helps organise the required documents (such as TANs) and create the necessary framework conditions (such as rooms, IT equipment).	
			... if necessary, cooperates in developing quantitative and qualitative survey instruments (such as questionnaires, interview guidelines) for the school's evaluation focuses.	
		Implementation of the evaluation	... provides help to the people involved in implementing the evaluation if required.	
		Evaluation of the evaluation results	... collects data from evaluations outside the QIBB platform if necessary.	
			... cooperates in the analysis and processing of the evaluation results.	
Presentation of the evaluation results	... cooperates in the presentation and dissemination of the evaluation results.			
4	<b>ACT: Deduction and planning of measures from evaluation results; documentation</b>	Analysis of the evaluation results	... helps the school management analyse and interpret the evaluation results.	<b>K:</b> comprehensive knowledge about QIBB; knowledge about process control; knowledge about the school system and responsibilities (clarity regarding roles); knowledge about function-oriented formulations; knowledge about evaluation instruments and methods, basic knowledge about statistics; fundamentals of project management <b>S:</b> strategic and networked thinking; ability to think analytically; ability to think synthetically; sense of what is feasible; vision and creativity; ability to set priorities; consistency; patience and endurance <b>A:</b> appreciation and respect; positive basic attitude / solution orientation; frustration tolerance; openness; constructive critical attitude towards the system; willingness to work on the system; fairness
		Deduction of measures	... helps the school management elaborate proposals for Q-measures and Q-projects (such as on the basis of the evaluation results, feedback from colleagues) and examine compliance with the Q-matrix and Q-mission statement.	
			... helps the school management reach consensus on proposals for Q-measures and Q-projects.	
		Conception of Q-measures and Q-projects	... helps the school management conceive project assignments for Q-measures and Q-projects on the basis of the proposals.	
		Preparation of the work programme or school programme / the school's quality report	... participates in the development of the school programme / the school's quality report, integrating the project assignments for Q-measures and Q-projects.	
			... participates in gathering and collecting information and documents for the school's quality report.	
Documentation	... ensures documentation of the processes and results that are relevant for quality activities at school level.			
	... documents his/her own function-related activities as an SQPM.			



## SQPM (School Quality Process Manager)

No.	Competence area	Situation	The SQPM	Knowledge (K), skills (S), attitudes (A)
5	Information about QIBB and quality management	Provision of information and communication	... helps the school management inform the school community about QIBB (priorities, objectives, projects, etc.).	<b>K:</b> comprehensive knowledge about QIBB; knowledge about other QM systems; knowledge about process control; knowledge about the school system and responsibilities (clarity regarding roles); knowledge about presentation techniques; knowledge about moderation techniques; knowledge about communication and PR techniques; knowledge about active listening techniques; knowledge about rhetoric <b>S:</b> ability to think synthetically; patience and endurance; ability to inspire, motivate, convince; ability to switch perspectives; ability to present and explain difficult circumstances appropriately for the target group; ability to cooperate with everyone at professional level; organising skills; ability to establish networks <b>A:</b> appreciation and respect; openness; loyalty; authenticity; willingness to help; awareness of own needs and consideration of the needs of other people
			... informs colleagues about the status of Q-measures and Q-projects.	
			... transfers the knowledge he/she has acquired in QM training courses to the school level by further developing materials and documents and/or presenting short reports at conferences.	
			... pools, documents and systematises the questions about quality management and school development which have been submitted to him/her by colleagues, elaborates proposals and submits them to the school management.	
		Expert knowledge about quality management	... supports the school management and colleagues in expert issues related to the school's quality management.	
			Networks and exchange	
... participates in organising events aiming at QM-related exchanges with colleagues (such as continuing training for teachers, conferences).				
... cooperates with regional quality project managers (LQPMs).				
... takes part in networking meetings of SQPMs at provincial level, if necessary.				
6	Motivation to carry out quality work	Motivation to carry out quality work	... demonstrates the benefit of quality activities and helps the school management motivate colleagues.	<b>K:</b> knowledge about conflict management; comprehensive knowledge about QIBB; knowledge about active listening techniques <b>S:</b> ability to inspire, motivate, convince; ability to act appropriately in different situations; strategic and networked thinking; communication skills; vision and creativity; ability to present and explain difficult circumstances appropriately for the target group; ability to deal with conflicts; perseverance; patience and endurance; consistency; stress resistance <b>A:</b> positive basic attitude/solution orientation; appreciation and respect; fairness; frustration tolerance; authenticity; empathy
7	Ensuring further and continuing training with QM focus	Need for further and continuing training at school level	... helps the school management collect and identify the colleagues' need for further and continuing training on QM-related topics.	<b>K:</b> comprehensive knowledge about QIBB; knowledge about other QM systems <b>S:</b> organising skills; ability to switch perspectives; anticipation skills <b>A:</b> willingness to learn and take part in further training activities; curiosity; awareness of own needs and consideration of the needs of other people
			... cooperates in the planning and organisation of training programmes with QM focus which are tailored to the school's requirements.	
		Participation in further and continuing training measures	... takes part in further and continuing training on topics of quality management.	

## LQPM (Regional Quality Process Manager)

No.	Competence area	Situation	The LQPM	Knowledge (K), skills (S), attitudes (A)
1	<b>PLAN:</b> Planning of quality activities	Development of the work programme at provincial level / of the province's quality report	... helps the school supervisory board specify province-wide quality focuses if necessary.	<b>K:</b> comprehensive knowledge about QIBB; knowledge about process control (developing, promoting, formulating objectives, designing measures, comparing the actual and target values) <b>S:</b> strategic and networked thinking; ability to think analytically; ability to think synthetically; vision and creativity; ability to set priorities <b>A:</b> openness; will to change, spirit of innovation; constructive critical attitude towards the system; positive basic attitude / solution orientation
			... helps the school supervisory board plan the implementation of nationwide quality focuses at provincial level.	
			... if necessary, helps the school supervisory board examine compliance of the province-wide quality focuses with the possibly existing mission statement of the province and/or the mission statement of the specialist pedagogical department of BMUKK and the Q-matrix.	
			... helps the school supervisory board develop the work programme at provincial level / the province's quality report.	
2	<b>DO:</b> Implementation of Q-measures and Q-projects	Implementation of the work programme at provincial level / of the province's quality report	... helps the school supervisory board implement the quality activities at provincial level and, if necessary, makes available his/her know-how on project management.	<b>K:</b> comprehensive knowledge about QIBB; fundamentals of project management; knowledge about diversity management; knowledge about the school system and responsibilities (clarity regarding roles) <b>S:</b> strategic and networked thinking; ability to set priorities; ability to inspire, motivate, convince; determination; ability to cooperate with everyone at professional level; sense of what is feasible <b>A:</b> appreciation and respect; will to change, spirit of innovation
			... exchanges his/her views about quality activities at schools with the school supervisory board.	
			... supports SQPMs in the implementation of quality activities at schools if necessary.	
3	<b>CHECK:</b> Evaluation of Q-measures and Q-projects	Preparation of the evaluation	... helps the school supervisory board prepare the evaluation plan at provincial level (nationwide and, if necessary, province-wide quality focuses).	<b>K:</b> comprehensive knowledge about QIBB; in-depth knowledge about Office software; knowledge about presentation techniques; knowledge about quantitative and qualitative evaluation instruments and methods as well as their applications; basic knowledge about statistics <b>S:</b> ability to think analytically; ability to think synthetically; ability to inspire, motivate, convince; determination; ability to assert oneself; perseverance; critical faculties (giving and accepting) <b>A:</b> appreciation and respect; composure; empathy; positive basic attitude / solution orientation; willingness to help
			... if necessary, helps the school supervisory board select province-wide quality focuses as part via the evaluation of the QIBB-platform and/or, if necessary, develop own survey instruments (outside the QIBB-platform).	
			... helps the school supervisory board inform schools about planned evaluations.	
		Implementation of the evaluation	... helps schools organise and implement evaluation measures as scheduled.	
		Evaluation of the evaluation results	... helps the school supervisory board evaluate the evaluation results (nationwide and, if necessary, province-wide quality focuses).	
		Presentation of the evaluation results	... cooperates in the presentation and dissemination of the evaluation results at provincial level.	
4	<b>ACT:</b> Deduction and planning of measures from evaluation results; documentation	Analysis of the evaluation results	... helps the school supervisory board analyse and interpret the evaluation results at provincial level.	<b>K:</b> comprehensive knowledge about QIBB; knowledge about process control; knowledge about the school system and responsibilities (clarity regarding roles); knowledge about function-oriented formulations; knowledge about evaluation instruments and methods, basic knowledge about statistics; fundamentals of project management <b>S:</b> strategic and networked thinking; ability to think analytically; ability to think synthetically; sense of what is feasible; vision and creativity; ability to set priorities; consistency; patience and endurance <b>A:</b> appreciation and respect; positive basic attitude / solution orientation; frustration tolerance; openness; constructive critical attitude towards the system; willingness to work on the system; fairness
		Deduction of measures	... helps the school supervisory board elaborate proposals for Q-measures and Q-projects and examine compliance with the possibly existing mission statement of the province and/or the mission statement of the specialist pedagogical department of BMUKK and the Q-matrix.	
			... helps the school supervisory board reach consensus on proposals for Q-measures and Q-projects at provincial level with principals.	
			... helps the school supervisory board conceive project assignments for Q-measures and Q-projects at provincial level on the basis of proposals.	
		Conception of Q-measures and Q-projects	... helps the school supervisory board conceive project assignments for Q-measures and Q-projects at provincial level on the basis of proposals.	
		Development of the work programme at provincial level / of the province's quality report	... participates in the development of the work programme at provincial level / the province's quality report, integrating the project orders for Q-measures and Q-projects.	
			... participates in gathering and collecting information and documents for the province's quality report.	
		Documentation	... ensures documentation of the processes and results that are relevant for quality activities at provincial level.	
... documents his/her own function-related activities as an LQPM.				
... documents the perceived needs, requests and ideas of holders of functions at school level and introduces them into the work with the school supervisory board.				

## LQPM (Regional Quality Process Manager)

No.	Competence area	Situation	The LQPM	Knowledge (K), skills (S), attitudes (A)
5	Information about QIBB and quality management	Provision of information and communication	... informs about QIBB activities, instruments, objectives and the latest developments, evaluation results and good-practice examples in his/her own province and acts as point of contact for issues with QM relevance.	<p><b>K:</b> comprehensive knowledge about QIBB; knowledge about other QM systems; knowledge about presentation techniques; knowledge about moderation techniques; knowledge about communication and PR techniques; knowledge about active listening techniques; knowledge about rhetoric</p> <p><b>S:</b> ability to think synthetically; ability to inspire, motivate, convince; ability to present and explain difficult circumstances appropriately for the target group; ability to cooperate with everyone at professional level; organising skills; ability to establish networks</p> <p><b>A:</b> appreciation and respect; loyalty; authenticity; willingness to help; awareness of own needs and consideration of the needs of other people</p>
			... organises information events for principals and SQPMs about Q-related issues in agreement with the school supervisory board.	
			... helps the school supervisory board in its communication practice (coordination, filtering of information, type of transmission, development of information measures, etc.) and in the procurement of information.	
		Expert knowledge about quality management	... helps the school supervisory board and SQPMs in expert issues related to QM.	
		Networks and exchange	... takes part in nationwide networking meetings of LQPMs.	
... prepares the topics and organisation of LQPM/SQPM networking meetings in agreement with the school supervisory board, accepts the chair if necessary, and thus creates the basis for experience exchange about the latest developments and tools in quality management.				
... holds speeches and presentations about Q-related topics in nationwide and province-wide networking meetings.				
6	Motivation to carry out quality activities	Motivation to carry out quality activities	... demonstrates the benefit of quality activities and helps principals and SQPMs.	<p><b>K:</b> knowledge about conflict management; comprehensive knowledge about QIBB; knowledge about active listening techniques</p> <p><b>S:</b> ability to inspire, motivate, convince; ability to act appropriately in different situations; strategic and networked thinking; communication skills; vision and creativity; ability to present and explain difficult circumstances appropriately for the target group; ability to deal with conflicts; perseverance; patience and endurance; consistency; stress resistance</p> <p><b>A:</b> positive basic attitude/solution orientation; appreciation and respect; fairness; frustration tolerance; authenticity; empathy</p>
7	Ensuring further and continuing training with QM focus	Need for further and continuing training at provincial level	... helps the school supervisory board identify the schools' need for further and continuing training on QM-related topics.	<p><b>K:</b> comprehensive knowledge about QIBB; knowledge about other QM systems; knowledge about the structures and programmes provided by university colleges of teacher education</p> <p><b>S:</b> organising skills; ability to switch perspectives; anticipation skills</p> <p><b>A:</b> willingness to learn and take part in further training activities; curiosity; awareness of own needs and consideration of the needs of other people</p>
			... helps the school supervisory board coordinate and design further and continuing training on QM-related topics in the respective province.	
	Participation in further and continuing training measures	... takes part in further and continuing training on topics of quality management.		

## BQPM (Federal Quality Process Manager)

No	Competence area	Situation	The BQPM ...	Knowledge (K), skills (S), attitudes (A)
1	<b>PLAN: Planning of quality activities</b>	Development of the work programme of the specialist pedagogical department	... helps the management of the specialist department plan the implementation of the nationwide quality focuses.	<b>K:</b> comprehensive knowledge about QIBB; knowledge about process control (developing, promoting, formulating objectives, designing measures, comparing the actual and target values) <b>S:</b> strategic and networked thinking; ability to think analytically; ability to think synthetically; vision and creativity; ability to set priorities <b>A:</b> openness; will to change, spirit of innovation; constructive critical attitude towards the system; positive basic attitude / solution orientation; loyalty
			... helps the management of the specialist department examine compliance of the nationwide quality focuses with the mission statement of the specialist pedagogical department and the Q-matrix.	
			... cooperates in planning the work programme of the specialist pedagogical department.	
2	<b>DO: Implementation of Q-measures and Q-projects</b>	Implementation of the work programme of the specialist pedagogical department	... helps the management of the specialist department implement the quality activities at federal level and, if necessary, makes available his/her know-how on project management.	<b>K:</b> comprehensive knowledge about QIBB; knowledge about other QM systems; fundamentals of project management; knowledge about process control <b>S:</b> strategic and networked thinking; ability to set priorities; ability to inspire, motivate, convince; determination; sense of what is feasible; ability to present and explain difficult circumstances appropriately for the target group; ability to act appropriately in different situations <b>A:</b> appreciation and respect; will to change, spirit of innovation; composure; positive basic attitude / solution orientation; awareness of own needs and consideration of the needs of other people
			... helps the management of the specialist department adapt and (further) develop QIBB instruments at federal, provincial and school level.	
			... participates in the implementation of the planned Q-projects and Q-measures at federal level.	
3	<b>CHECK: Evaluation of Q-measures and Q-projects</b>	Preparation of the evaluation	... helps the management of the specialist department prepare the evaluation plan at federal level (nationwide quality focuses).	<b>K:</b> comprehensive knowledge about QIBB; in-depth knowledge about Office software; knowledge about presentation techniques; knowledge about quantitative and qualitative evaluation instruments and methods as well as their applications; basic knowledge about statistics <b>S:</b> strategic and networked thinking; ability to think analytically; ability to think synthetically; ability to inspire, motivate, convince; determination; ability to assert oneself; perseverance; patience and endurance; critical faculties (giving and accepting) <b>A:</b> appreciation and respect; composure; empathy; positive basic attitude / solution orientation
			... helps the management of the specialist department select quality focuses specific for the specialist department as part of the evaluation via the QIBB-platform and/or, if necessary, externally order the development of own survey instruments (outside the QIBB-platform).	
			... helps the management of the specialist department inform schools about planned evaluations.	
		Implementation of the evaluation	... observes the participation of schools in the evaluation of the nationwide quality focuses.	
		Evaluation of the evaluation results	... helps the management of the specialist department evaluate the nationwide evaluation results.	
Presentation of the evaluation results	... cooperates in the presentation and dissemination of the evaluation results at federal level.			
4	<b>ACT: Deduction and planning of measures from evaluation results; documentation</b>	Analysis of the evaluation results	... helps the management of the specialist department analyse and interpret the evaluation results at federal level.	<b>K:</b> comprehensive knowledge about QIBB; knowledge about process control; knowledge about evaluation instruments and methods, basic knowledge about statistics; knowledge about function-oriented formulations; fundamentals of project management <b>S:</b> strategic and networked thinking; ability to think analytically; ability to think synthetically; sense of what is feasible; vision and creativity; ability to set priorities; consistency; patience and endurance; organising skills <b>A:</b> appreciation and respect; positive basic attitude / solution orientation; frustration tolerance; openness; constructive critical attitude towards the system; willingness to work on the system; fairness
		Deduction of measures	... helps the management of the specialist department elaborate proposals for Q-measures and Q-projects and examine compliance with the mission statement of the specialist pedagogical department and the Q-matrix.	
		Conception of Q-measures and Q-projects	... helps the management of the specialist department conceive project assignments for Q-measures and Q-projects at federal level on the basis of proposals.	
		Development of the work programme of the specialist pedagogical department (pFA) / the pFA's federal quality report	... participates in the development of the pFA's work programme / the pFA's federal quality report, integrating the project orders for Q-measures and Q-projects.	
			... participates in gathering and collecting information and documents for the federal quality report.	
		Interface between BMUKK and the provincial level	... prepares meetings of the BMUKK's specialist pedagogical department with the provincial level and documents them.	
Documentation	... ensures documentation of the processes and results that are relevant for quality activities at federal level.			
	... documents his/her own function-related activities as a BQPM.			
	... documents the perceived needs, requests and ideas of holders of functions at provincial level and introduces them into the work of the specialist pedagogical department.			

## BQPM (Federal Quality Process Manager)

No	Competence area	Situation	The BQPM ...	Knowledge (K), skills (S), attitudes (A)
5	Information about QIBB and quality management	Provision of information and communication	... acts as point of contact at federal level.	<b>K:</b> comprehensive knowledge about QIBB; knowledge about other QM systems; knowledge about presentation techniques; knowledge about moderation techniques; knowledge about communication and PR techniques; knowledge about active listening techniques; knowledge about rhetoric <b>S:</b> strategic and networked thinking; ability to think synthetically; ability to inspire, motivate, convince; ability to present and explain difficult circumstances appropriately for the target group; ability to set up networks and work in them <b>A:</b> appreciation and respect; loyalty; authenticity; willingness to help; awareness of own needs and consideration of the needs of other people
			... represents the standpoint of the BMUKK's specialist pedagogical department.	
			... prepares school type-specific information about QIBB and presents it before different target groups at provincial and school level.	
			... reflects on the communication structures between the federal and provincial levels and introduces suggestions for improvement.	
	Expert knowledge about quality management	... helps the management of the specialist department and LQPMs in expert issues related to QM.		
	Activities in networks and experience exchange	... creates the basis for networks and fosters exchanges of experience between the specialist pedagogical department and holders of functions in QIBB.		
6	Motivation to carry out quality activities	Motivation to carry out quality activities	... demonstrates the benefit of quality activities and helps the school supervisory board and LQPMs.	<b>K:</b> knowledge about conflict management; comprehensive knowledge about QIBB; knowledge about active listening techniques <b>S:</b> ability to inspire, motivate, convince; ability to act appropriately in different situations; strategic and networked thinking; communication skills; vision and creativity; ability to present and explain difficult circumstances appropriately for the target group; ability to deal with conflicts; perseverance; patience and endurance; consistency; stress resistance <b>A:</b> positive basic attitude/solution orientation; appreciation and respect; fairness; frustration tolerance; authenticity; empathy
7	Ensuring further and continuing training with QM focus	Conception of further and continuing training events	... conceives further training events if necessary and organises them.	<b>K:</b> comprehensive knowledge about QIBB; knowledge about other QM systems; knowledge about the structures and opportunities provided by university colleges of teacher education <b>S:</b> organising skills; ability to switch perspectives; anticipation skills <b>A:</b> willingness to learn and take part in further training activities; curiosity; awareness of own needs and consideration of the needs of other people
		Need for further and continuing training at federal level	... helps university colleges of teacher education plan and organise further training events about QIBB (school type-specific).	
		Participation in further and continuing training measures	... takes part in further and continuing training on topics of quality management.	

## Principal

No	Competence area	Situation	The principal	Knowledge (K), skills (A), attitudes (A)
1	<b>PLAN:</b> Planning of quality activities	Development of the work/school programme	... lays down the school quality focuses with the SQPM's help and, if required, in consultation with colleagues.	<b>K:</b> comprehensive knowledge about QIBB; knowledge about other QM systems; knowledge about process control (developing, promoting, formulating objectives, designing measures, comparing the actual and target values) <b>S:</b> strategic and networked thinking; ability to think analytically; ability to think synthetically; vision and creativity; ability to set priorities; decision-making skills <b>A:</b> openness; will to change, spirit of innovation; constructive critical attitude towards the system; positive basic attitude / solution orientation; loyalty
			... plans the implementation of nationwide and, if appropriate, province-wide quality focuses.	
			... examines compliance of school quality focuses with the mission statement and the Q-matrix.	
			... develops the school programme with the SQPM's help and, if required, in consultation with colleagues.	
2	<b>DO:</b> Implementation of Q-measures and Q-projects	Implementation of the work/school programme	... communicates the school programme and initiates its implementation.	<b>K:</b> comprehensive knowledge about QIBB; knowledge about organisational development and change management; fundamentals of project management; knowledge about diversity management <b>S:</b> strategic and networked thinking; ability to think synthetically; ability to set priorities; ability to inspire, motivate, convince; determination; ability to assert oneself; sense of what is feasible; ability to present and explain difficult circumstances appropriately for the target group; ability to act appropriately in different situations; ability to assume responsibility for decisions <b>A:</b> appreciation and respect; will to change, spirit of innovation; composure; positive basic attitude / solution orientation
			... initiates and ensures the implementation of Q-measures and Q-projects as scheduled.	
3	<b>CHECK:</b> Evaluation of Q-measures and Q-projects	Preparation of the evaluation	... prepares the evaluation plan (federal and, if necessary, provincial and school quality focuses).	<b>K:</b> comprehensive knowledge about QIBB; knowledge about presentation techniques; knowledge about evaluation instruments and methods, basic knowledge about statistics <b>S:</b> ability to think analytically; ability to think synthetically; ability to inspire, motivate, convince; determination; ability to assert oneself; perseverance; patience and endurance; critical faculties (giving and accepting) <b>A:</b> appreciation and respect; composure; empathy; positive basic attitude / solution orientation
			... decides, if necessary, about additional questions as part of the evaluation of the QIBB-platform and/or, if required, initiates the development of own survey instruments (outside the QIBB-platform).	
			... informs colleagues about planned evaluations.	
		Implementation of the evaluation	... observes participation in the evaluations and calls for more intensive participation if necessary.	
			... ensures that evaluations are implemented as scheduled.	
Evaluation of the evaluation results	... guarantees the evaluation of the evaluation results and takes part if necessary.			
Presentation of the evaluation results	... presents and disseminates the evaluation results (at conferences, for example).			
4	<b>ACT:</b> Deduction and planning of measures from evaluation results; documentation	Analysis of the evaluation results	... analyses and evaluates the evaluation results.	<b>K:</b> comprehensive knowledge about QIBB; knowledge about organisational development and change management; knowledge about process control; knowledge about evaluation instruments and methods, basic knowledge about statistics; knowledge about communication and negotiation techniques; knowledge about function-oriented formulations; knowledge about conflict management; fundamentals of project management <b>S:</b> strategic and networked thinking; ability to think analytically; ability to think synthetically; sense of what is feasible; vision and creativity; ability to set priorities; consistency; patience and endurance; ability to deal with conflicts; ability to assume responsibility for decisions; courage <b>A:</b> appreciation and respect; positive basic attitude / solution orientation; frustration tolerance; openness; constructive critical attitude towards the system; willingness to work on the system (leadership); fairness
		Deduction of measures	... elaborates proposals for Q-measures and Q-projects (such as on the basis of the evaluation results or feedback from colleagues) and examines their compliance with the Q-matrix and Q-mission statement.	
			... reaches consensus on proposals for Q-measures and Q-projects with colleagues if necessary.	
		Conception of Q-measures and Q-projects	... conceives project assignments for Q-measures and Q-projects based on proposals.	
		Preparation of the work programme or school programme / the school's quality report	... develops the school programme / the school quality report, integrating the project assignments for Q-measures and Q-projects.	
... examines if the resources required for implementing the next school programme are available.				
Review and objective-setting discussion	... discusses the school programme / the school quality report with the school supervisory board and agrees on objectives and measures for the next reporting period.			



## Principal

No	Competence area	Situation	The principal	Knowledge (K), skills (A), attitudes (A)
5	Information about QIBB and quality management	Provision of information and communication	... informs the school community about QIBB (priorities, objectives, projects, etc.).	<b>K:</b> comprehensive knowledge about QIBB; knowledge about presentation techniques; knowledge about moderation techniques; knowledge about communication and PR techniques; knowledge about active listening techniques <b>S:</b> strategic and networked thinking; ability to think synthetically; ability to inspire, motivate, convince; ability to switch perspectives; ability to present and explain difficult circumstances appropriately for the target group; ability to set up networks and work in them <b>A:</b> appreciation and respect; openness; authenticity
			... communicates the school's quality activities to the school community and stakeholders.	
		Networks and exchange	... participates in the QM-related experience exchange with various groups (other principals, experts, etc.).	
6	Motivation to carry out quality activities	Motivation to carry out quality activities	... motivates colleagues to carry out quality activities, supporting the SQPM's work.	<b>K:</b> knowledge about conflict management; comprehensive knowledge about QIBB; knowledge about active listening techniques <b>S:</b> ability to inspire, motivate, convince; ability to act appropriately in different situations; strategic and networked thinking; communication skills; vision and creativity; ability to present and explain difficult circumstances appropriately for the target group; ability to deal with conflicts; perseverance; patience and endurance; consistency; stress resistance <b>A:</b> positive basic attitude/solution orientation; appreciation and respect; fairness; frustration tolerance; authenticity; empathy
			... is aware of his/her model function in the implementation of QIBB.	
			... motivates the school community in day-to-day school life by making visible the advantages / benefit of quality activities, discussing problems and managing conflict.	
7	Ensuring further and continuing training with QM focus	Need for further and continuing training at school level	... surveys the staff's need for QM-related further and continuing training and enables their participation. ... plans and organises training programmes with QM focus which are tailored to the school's requirements.	<b>K:</b> comprehensive knowledge about QIBB; knowledge about other QM systems; knowledge about the structures and opportunities provided by university colleges of teacher education <b>S:</b> organising skills; ability to switch perspectives; anticipation skills <b>A:</b> awareness of own needs and consideration of the needs of other people; willingness to learn and take part in further training activities; appreciation and respect
		Participation in further and continuing training measures	... takes part in further and continuing training on topics of quality management.	
8	Setting up and organising structures of cooperation in the field of quality	Cooperation with SQPMs	... appoints the SQPM.	<b>K:</b> comprehensive knowledge about QIBB; knowledge about other QM systems; knowledge about organisational development and change management; fundamentals of project management <b>S:</b> ability to deal with conflicts; strategic and networked thinking; ability to inspire, motivate, convince; ability to assert oneself; organising skills; ability to set up networks and work in them; courage; sense of what is feasible; understanding of human nature; delegation skills; decision-making skills; ability to set priorities <b>A:</b> appreciation and respect; willingness to be (self-)critical
			... establishes the SQPM's place and role within the group of colleagues and the site-specific structures.	
			... lays down time structures of cooperation with the SQPM (such as a monthly jour fixe meeting).	
		Setting up additional structures in the Q-area if necessary	... if necessary, sets up a body comprising several people to carry out quality activities and determines the body's composition.	
... sets up one or several working groups for the implementation of Q-measures and Q-projects if required and lays down the objectives, schedule and roles/responsibilities. ... formulates work orders and assigns them to the bodies or working groups which may have been set up.				

## School Inspectorate

No	Competence area	Situation	The School Inspectorate...	Knowledge (K), skills (S), attitudes (A)
1	<b>PLAN: Planning of quality activities</b>	Development of the work programme at provincial level / of the province's quality report	... lays down province-wide quality focuses if appropriate.	<b>K:</b> comprehensive knowledge about QIBB; knowledge about process control (developing, promoting, formulating objectives, designing measures, comparing the actual and target values) <b>S:</b> strategic and networked thinking; ability to think analytically; ability to think synthetically; vision and creativity; ability to set priorities; decision-making skills <b>A:</b> openness; will to change, spirit of innovation; constructive critical attitude towards the system; positive basic attitude / solution orientation; loyalty
			... plans the implementation of nationwide quality focuses at provincial level.	
			... if necessary, examines compliance of the province-wide quality focuses with the possibly existing mission statement of the province and/or the mission statement of the specialist pedagogical department of BMUKK and the Q-matrix.	
			... develops the work programme at provincial level / the province's quality report with the support of the LQPM.	
2	<b>DO: Implementation of Q-measures and Q-projects</b>	Implementation of the work programme at provincial level / of the province's quality report	... manages the quality activities in his/her own province with a view to forthcoming deadlines and tasks.	<b>K:</b> comprehensive knowledge about QIBB; knowledge about other QM systems; knowledge about organisational development and change management; fundamentals of project management; knowledge about diversity management; knowledge about process control <b>S:</b> strategic and networked thinking; ability to think analytically; ability to set priorities; ability to inspire, motivate, convince; determination; ability to assert oneself; sense of what is feasible; ability to present and explain difficult circumstances appropriately for the target group; ability to act appropriately in different situations; ability to assume responsibility for decisions <b>A:</b> appreciation and respect; will to change, spirit of innovation; composure; willingness to work on the system (leadership); positive basic attitude / solution orientation; awareness of own needs and consideration of the needs of other people
			... initiates quality projects and measures at provincial level and implements them.	
			... supports schools in the implementation of their Q-measures and Q-projects and advises them if necessary.	
		Support for BMUKK in the further development of QIBB	... supports BMUKK in the further development of QIBB instruments.	
			... reflects on the QM-system and provides feedback to BMUKK.	
3	<b>CHECK: Evaluation of Q-measures and Q-projects</b>	Preparation of the evaluation	... develops the evaluation plan at provincial level (nationwide and, if appropriate, province-wide quality focuses).	<b>K:</b> comprehensive knowledge about QIBB; knowledge about presentation techniques; knowledge about evaluation instruments and methods, basic knowledge about statistics; knowledge about communication and negotiation techniques; knowledge about conflict management <b>S:</b> ability to think analytically; ability to think synthetically; ability to inspire, motivate, convince; determination; ability to assert oneself; perseverance; patience and endurance; critical faculties (giving and accepting) <b>A:</b> appreciation and respect; composure; empathy; positive basic attitude / solution orientation
			... decides, if necessary, about province-wide quality focuses as part of the evaluation via the QIBB-platform and/or, if required, initiates the development of own survey instruments (outside the QIBB-platform).	
			... informs schools within his/her sphere of competence about planned evaluations.	
		Implementation of the evaluation	... ensures that evaluations are implemented as scheduled.	
			... observes the schools' participation in the evaluation of nationwide and province-wide quality focuses and, if necessary, calls on them to participate more intensively.	
		Evaluation of the evaluation results	... evaluates the evaluation results of nationwide and, if appropriate, province-wide quality focuses.	
		Presentation of the evaluation results	... presents and disseminates the evaluation results at provincial level.	
		Implementation of review and objective-setting discussions with principals	... prepares discussions based on school quality reports.	
			... holds discussions, talks about the (evaluation) results and if necessary decides with principals on related measures.	
... documents the discussions.				



## School Inspectorate

No	Competence area	Situation	The School Inspectorate...	Knowledge (K), skills (S), attitudes (A)
4	<b>ACT: Deduction and planning of measures from evaluation results; documentation</b>	Analysis of the evaluation results	... analyses and evaluates the evaluation results at provincial level.	<b>K:</b> comprehensive knowledge about QIBB; knowledge about organisational development and change management; knowledge about process control; knowledge about evaluation instruments and methods, basic knowledge about statistics; knowledge about function-oriented formulations; knowledge about communication and negotiation techniques; fundamentals of project management <b>S:</b> strategic and networked thinking; ability to think analytically; ability to think synthetically; sense of what is feasible; vision and creativity; ability to set priorities; consistency; patience and endurance; ability to deal with conflicts; ability to assume responsibility for decisions; courage <b>A:</b> appreciation and respect; positive basic attitude / solution orientation; frustration tolerance; openness; constructive critical attitude towards the system; willingness to work on the system (leadership); fairness
		Deduction of measures	... elaborates proposals for Q-measures and Q-projects at provincial level and examines their compliance with the possibly existing mission statement of the province and/or the mission statement of the specialist pedagogical department of BMUKK and the Q-matrix.	
			... reaches consensus on proposals for Q-measures and Q-projects with principals if necessary.	
		Conception of Q-measures and Q-projects	... if necessary, conceives project assignments for Q-measures and Q-projects at provincial level based on proposals.	
		Development of the work programme at provincial level / of the province's quality report	... develops the work programme at provincial level / the province's quality report, integrating the project orders for Q-measures and Q-projects.	
			... examines if the resources required for implementing the next work programme at provincial level / the province's quality report are available.	
Review and objective-setting discussions with specialist pedagogical department	... discusses the work programme at provincial level or the province's quality report with the management of the specialist pedagogical department of BMUKK and agrees on objectives and measures for the next reporting period.			
5	<b>Information about QIBB and quality management</b>	Provision of information and communication	... develops an information culture, organises exchanges of information and maintains the flows of information.	<b>K:</b> comprehensive knowledge about QIBB; knowledge about other QM systems; knowledge about presentation techniques; knowledge about moderation techniques; knowledge about communication and PR techniques; knowledge about active listening techniques; knowledge about the structures and opportunities provided by university colleges of teacher education <b>S:</b> strategic and networked thinking; ability to think synthetically; ability to inspire, motivate, convince; ability to present and explain difficult circumstances appropriately for the target group; ability to set up networks and work in them <b>A:</b> appreciation and respect; openness; loyalty; authenticity; willingness to help; awareness of own needs and consideration of the needs of other people
			... passes on information from the specialist pedagogical department of BMUKK and presents suggestions for implementation for his/her own province (such as related to implementation of the objectives at federal level).	
			... initiates, organises and heads events where Q-related topics and Q-related results are presented and reflected on (such as evaluation results at provincial level).	
			... accepts wishes and ideas from schools.	
		Networks and exchange	... maintains contact with university colleges of teacher education.	
			... promotes exchange between schools and networks between LQPMs and SQPMs and also takes part in their networking meetings if required.	
... participates in nationwide meetings of bodies representing different school types (such as conferences of provincial school supervisors) and organises nationwide networking meetings if necessary.				
6	<b>Motivation to carry out quality activities</b>	Motivation to carry out quality activities	... demonstrates the benefit of quality activities, helps principals and provides support.	<b>K:</b> knowledge about conflict management; comprehensive knowledge about QIBB; knowledge about active listening techniques <b>S:</b> ability to inspire, motivate, convince; ability to act appropriately in different situations; strategic and networked thinking; communication skills; vision and creativity; ability to present and explain difficult circumstances appropriately for the target group; ability to deal with conflicts; perseverance; patience and endurance; consistency; stress resistance <b>A:</b> positive basic attitude/solution orientation; appreciation and respect; fairness; frustration tolerance; authenticity; empathy
			... is aware of its model function in the implementation of QIBB.	

## School Inspectorate

No	Competence area	Situation	The School Inspectorate...	Knowledge (K), skills (S), attitudes (A)
7	Ensuring further and continuing training with QM focus	Speeches about QIBB	... holds speeches about QIBB as part of education and further training measures and moderates discussions about this topic if necessary.	<b>K:</b> comprehensive knowledge about QIBB; knowledge about other QM systems; knowledge about the structures and opportunities provided by university colleges of teacher education; knowledge about presentation techniques <b>S:</b> organising skills; communication skills; ability to inspire, motivate, convince; ability to present and explain difficult circumstances appropriately for the target group; ability to switch perspectives; anticipation skills <b>A:</b> awareness of own needs and consideration of the needs of other people; willingness to learn and take part in further training activities; appreciation and respect
		Need for further and continuing training at provincial level	... organises survey of the schools' need for QM-related further and continuing training within its sphere of competence, communicates the result to university colleges of teacher education and reaches consensus with them on available programmes.	
		Participation in further and continuing training measures	... takes part in further and continuing training on topics of quality management.	
8	Setting up and organising structures of cooperation in the field of quality	Cooperation with LQPMs	... appoints the LQPM.	<b>K:</b> comprehensive knowledge about QIBB; knowledge about other QM systems; knowledge about organisational development and change management; fundamentals of project management <b>S:</b> ability to deal with conflicts; strategic and networked thinking; ability to inspire, motivate, convince; ability to assert oneself; courage; organising skills; ability to set up networks and work in them; sense of what is feasible; delegation skills; decision-making skills; ability to set priorities <b>A:</b> appreciation and respect; willingness to be (self-)critical
			... establishes the LQPM's place and role.	
			... lays down time structures of cooperation with the LQPM (such as a monthly jour fixe meeting).	
		Setting up structures of cooperation of the LQPM with SQPMs	... sets up one or several working groups for the implementation of Q-measures and Q-projects if required.	
... promotes the establishment of a professional feedback culture in the working groups if necessary.				

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Projektkoordination

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