

VET-CERT



CURRICULAR FRAMEWORK  
“QUALITY MANAGEMENT IN  
VOCATIONAL EDUCATION  
AND TRAINING”

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## Curricular framework “Quality management in vocational education and training”

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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

The curricular framework for the programme “Quality management in vocational education and training” (“Quality management in VET”) aims to define the objectives and contents of the training of people whose work involves - or who in the future want to deal with - issues related to quality assurance and development (or quality management for short). The curriculum provides the conceptual basis for planning and preparing training events (such as at university colleges of education, universities, adult education providers).

As part of the VET-CERT project<sup>1</sup>, which was initiated as a 2-year EU project aiming at the professionalisation of quality managers in VET, competence profiles were developed for quality managers in the Austrian VET school sector. Here VET-CERT links to the quality management system of the Austrian VET school sector (QIBB)<sup>2</sup>. This curricular framework for a training programme was developed on that basis.

Already before, as part of the VET-CERT project, öibf (Austrian Institute for Research on Vocational Training) in the “Stocktaking Report”<sup>3</sup> provided an overview of the status of quality-related discussions for the target group of quality managers in VET and took stock of training programmes for quality managers. Other publications on which this curricular framework is based are the report “Grobkonzept für eine schularten- und bundesländerübergreifende Qualitätsakademie - QIBB” (Pellert, Cendon und Aichholzer, 2008)<sup>4</sup> and the study “Der Übergang vom ‘Check’ zum ‘Act’ - von den Evaluationsergebnissen zu Veränderungsmaßnahmen” (Schmid-Waldmann, 2011)<sup>5</sup> and the recommendations derived from it (Sburny und Schmid-Waldmann, 2011)<sup>6</sup>.

The curricular framework for the programme “Quality management in vocational education and training” identifies the situations in which quality managers become active in the (school-based) education and training sector and lists possible educational objectives and competences to be acquired. The curricular framework is not a curriculum in the sense that each of the specified modules must be implemented in the suggested form. It is rather a recommendation for university colleges of education (*Pädagogische Hochschulen*), universities of applied sciences (*Fachhochschulen*), universities and adult education providers to develop a specific curriculum on its basis. Accordingly, specific legal bases, organisation, administration and calculation, which are frequently part of curricula, do not form part of this document either and need to be developed by the respective providers when they implement the curricular framework as a specific programme.

The curricular framework for the programme “Quality management in vocational education and training” aims to describe

- the target groups and activity areas of the programme graduates,
- access requirements,
- requirements to be fulfilled by people who are active in the field of quality management and quality assurance in school-based VET (competence profile),
- the didactic and methodological design of modules, particularly the linking of practical experience and competence acquisition during the training and the forms of learning outcome measurement for the assessment of performance.

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<sup>1</sup> cf. <http://www.vet-cert.at> (18.10.2012).

<sup>2</sup> QIBB - VET Quality Initiative, Qualitätsinitiative Berufsbildung, see <http://www.qibb.at> (18.10.2012).

<sup>3</sup> <http://www.vet-cert.at> (18.10.2012).

<sup>4</sup> Pellert, Ada, Cendon, Eva und Aichholzer, Verena (2008): qibb Qualitätsakademie - Grobkonzept für eine schularten- und bundesländerübergreifende Qualitätsakademie. Unpublished manuscript.

<sup>5</sup> Schmid-Waldmann, Christian (2011): Der Übergang vom ‘Check’ zum ‘Act’ - von den Evaluationsergebnissen zu Veränderungsmaßnahmen.

<sup>6</sup> Sburny, Michaela und Schmid-Waldmann, Christian (2011): Schulungsmaßnahmen zum Übergang vom “Check” zum “Act” - von den Evaluationsergebnissen zu Veränderungsmaßnahmen.

For the implementation of the training it is recommended in principle to split the programme according to the different main target groups and if they fulfil operational or strategic tasks. The curricular framework of the basic programme “Quality management in vocational education and training” for people with operational tasks therefore comprises 5 modules overall, the programme for people with strategic tasks 2 modules, with both target groups sharing the module “Quality management and QIBB”.

Diagram 1: Overview of the curricular framework

	Target group: School quality process managers, regional quality process managers, quality managers in VET, etc.	Target group: Principals, school inspectorate, heads of units, etc.
<b>Quality management in VET Basic programme</b> 12 ECTS credits  Certificate of attendance “Quality management in vocational education and training”	M 1: Quality management and QIBB M 2: Instruments and methods in quality management M 3: Change management and communication M 4: Process and project management M 5: Project work/practical phase  <b>Total: 12 ECTS credits</b>	M 1: Quality management and QIBB M 6: Quality management for principals and school inspectorate  <b>Total: 6 ECTS credits</b>

Source: Presentation by 3s

In addition, add-on further training programmes have been planned which aim to enable a professionalisation with focus on educational policy developments, academic bases, school development and advancement of teaching, as well as quality assurance in vocational adult education. These further training modules are important in particular in connection with recertification (see the VET-CERT certification concept<sup>7</sup>). Finally it is possible to develop this curricular framework further in the form of a further training programme, such as by completing four further training modules and one module on project work/practical phase.

Diagram 2: Overview of further training modules

	Target group: School quality process managers, regional quality process managers, quality managers in VET, principals, school inspectorate, heads of units, etc.
<b>further training modules: Quality management in vocational education and training - recertification</b>  Certificate of attendance for each module	<b>Overview of modules:</b> M 1: Current challenges of QM in the education sector M 2: Academic bases of quality management M 3: School development and management M 4: Conceiving and teaching quality management procedures M 5: Process management - in-depth module M 6: Quality of teaching, education standards, learning outcomes M 7: Competence measurement and performance appraisal  <b>2 ECTS credits per module</b>

Source: Presentation by 3s

<sup>7</sup> Markowitsch, Jörg und Proinger, Eva (2012): Empfehlungen zu Qualitätssicherung und Zertifizierung für die Umsetzung des Rahmencurriculums “Qualitätsmanagement in der Berufsbildung”, Vienna: 3s research laboratory.

The following document is divided into three sections. The main section describes the basic programme “Quality management in vocational education and training” (chapter 2), chapter 3 contains additional information for the target group of principals, chapter 4 outlines the further training modules which are based on it.

The development of the core elements of the programme (target group, activity field, competence profile, curriculum with modules, didactic bases) was carried out in a development team comprising different subject experts (see Annex III). Feedback loops between the core team, where contents were elaborated, and the development team, which discussed the prepared versions, aimed to safeguard economic efficiency, feasibility and the adaptation of contents to current developments in the professional field.

In an additional step, as well as the curricular framework, a certification concept was also developed, which on the one hand ensures credit transfer of competences already acquired by people active in quality management and on the other hand contributes to the higher qualification of quality managers (see VET-CERT certification concept<sup>8</sup>).

The members of the development team are listed in Annex III. Special thanks go to them for their commitment and expert knowledge, which also went into the development of the curricular framework.

## 2. BASIC PROGRAMME “QUALITY MANAGEMENT IN VOCATIONAL EDUCATION AND TRAINING”

### 2.1 Target groups and activity profile

The target groups of this curricular framework for the basic programme “Quality management in vocational education and training” are people whose work involves - or who in the future want to deal with - issues related to quality management (QM) in VET. Therefore the target group in the widest sense comprises existing and future

- quality managers at VET schools and in school administration,
- principals, heads of units, managers of school administration,
- VET trainers within the framework of apprenticeship training,
- quality managers in VET<sup>9</sup> and
- various experts on quality issues in VET (school development advisers, trainers, researchers, etc.).

In the narrower sense, the basic programme targets people who fulfil - or will in the future fulfil - operational tasks within the framework of the quality management system of the VET school system in Austria (QIBB for short: VET Quality Initiative), these are in particular

- school quality process managers (SQPMs) and
- regional quality process managers (LQPMs) of all school types.

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<sup>8</sup> *ibid.*

<sup>9</sup> In the sector of vocational adult education, internationally recognised quality management programmes which are completed with a certificate as a proof of competence have become firmly established.

In accordance with their respective position and function, graduates of the basic programme carry out the following professional activities in the field of QM:

- In their capacity as teachers at VET schools, in addition to their tasks as teachers, they help principals in the implementation of quality measures and quality projects and implement them if appropriate. This ranges from collaboration in the compilation of the school quality report or school programme, the organisation and implementation of evaluations, to the derivation of new quality measures;
- in their capacity as regional quality process managers, they help principals in the implementation of QIBB at regional level. This comprises cooperation in the implementation of the work programme at regional level, in evaluations of quality projects and measures, as well as in the derivation and planning of quality measures at regional level;
- in their capacity as VET trainers or VET managers in medium-sized and larger companies, they implement quality projects targeted at improving apprenticeship training;
- they carry out quality activities (frequently according to recognised QM procedures such as ISO, EFQM) at adult education institutions as part of their management tasks (in smaller and medium-sized organisations) or in a staff function (in larger organisations);
- as advisers, they develop quality projects jointly with training managers, conduct research on the quality in VET, or teach about quality issues in VET.

For people who work with quality issues as part of their management tasks (such as principals) see section 3.

## 2.2 Access requirements, admission and recognition

The following access requirements are recommendations which need to be adapted according to the legal situation of the respective training provider.

The prerequisites for admission are usually:

- a bachelor qualification, another equivalent initial professional higher education (HE) qualification, completion of an HE-related programme (such as teacher training college), proof of an equivalent foreign qualification OR
- proof of the general higher education entrance qualification and/or a relevant professional certificate (such as a company VET trainer qualification, an adult education certificate from the Academy of Continuing Education) and
- practice of a qualified professional activity as a teacher at a VET school, as a company VET trainer, or in vocational adult education.
- Applicants with a mother tongue other than German who have acquired their HE qualification/upper secondary school-leaving certificate at a foreign institution must additionally be able to submit proof of Level B2 of the Common European Framework of Reference for Languages (such as the Austrian language diploma - B2 Mittelstufe Deutsch [MD], Goethe Institute - Goethe certificate B2).

People who are active as school quality process managers (SQPMs) or regional quality process managers (LOPMs) or federal quality process managers (BOPMs) at the time of being admitted, or who are recommended by the principal due to other activities associated with QM, are admitted to the programme independent of their formal qualifications and previous experience.

Depending on the legal basis, admission procedures can vary, therefore the following points are understood as recommendations only:

- a letter of motivation, which – among other information – describes the applicant’s self-conception of his/her own quality management activities;
- a project outline of no more than one page, with a suggestion of a selected project which is planned to be implemented in the course of the study in agreement with the participant’s superior/supervisor;
- a CV with a list in table format that provides an overview of activities and experience of relevance in connection with the study;
- participation in a counselling interview.

Admission will be regulated according to available study places. If this number is exceeded, the following criteria will apply as to who is given priority: first of all, individuals who work as school quality process managers (SQPMs) and regional quality process managers (LQPMs) at Austrian VET schools or have been promised such a position, followed by the time of application.

The *recognition* of individual modules and individual units is possible and will be decided by the people responsible for the modules and the programme or the examination committee. The goal is to enable students to have earlier learning and working experience recognised for individual modules of the programme “Quality management in vocational education and training”, so that periods of attendance in the programme are shortened and already acquired competences used. According to the guidelines for validating non-formal and informal learning as published by CEDEFOP<sup>10</sup> successful lifelong learning strategies must comprise basic principles and procedures for the recognition of previous knowledge. These should aim at learning outcomes and should not distinguish if knowledge, skills and competences have been acquired via formal, non-formal or informal learning pathways. This means that learning which took place outside formal education and training institutions, such as at work, during leisure time activities, etc., should also be recognised appropriately. Recognition is therefore proof that a person has fulfilled the requirements of a module or a competence unit either through an earlier study (credit transfer) or through working or life experience (recognition of informally acquired competences). Annex I contains an excerpt from the European guidelines for validating non-formal and informal learning.

In detail we recommend that the following regulations be adopted:

- Credit transfer for individual or several modules as well as individual or several units is possible.
- The programme management decides about credit transfer for individual modules/units based on written proof (such as study certificates, further training certificates, letters of reference, a “qualified self-description”, etc.) and a counselling interview, if appropriate with input by the person responsible for the module.
- Credit transfer for the practical phase shall also be possible where a suitable project has been implemented less than two years ago. The preparation of a portfolio and the written work and a presentation poster (see chapter 2.9) shall be mandatory in all cases, however. This means that any assignments of other modules which are related to the practice project shall not be waived either.
- “External examination”: Credit transfer for all units and therefore direct access to the final examination should also be possible. In this case, all units/modules will be formally recognised, the candidate writes a (supervised) final thesis and takes the final examination (see also 2.9 Examination regulation).

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<sup>10</sup> CEDEFOP (2009): European guidelines for validating non-formal and informal learning, Luxembourg: Office for Official Publications of the European Communities.



The basis for the recognition procedure is the competence profile of the programme “Quality management in vocational education and training” as well as the certifiable sub-competences specified in the module descriptions. Proof of learning outcomes can be in different forms depending on the type of learning:

- **Formal learning:** final certificates, other certificates;
- **Non-formal learning:** certificates of attendance or certificates of courses/programmes, seminars, workshops;
- **Informal learning:** portfolios, letters by employers or clients confirming competences, letters of reference, job descriptions, contracts for work and services, procedures for the recognition of informally acquired competences (such as workshops, discussions, interviews, presentations, tests, examinations), questionnaires, self-assessments and external assessments;

The criteria used for determining equivalence not only comprise the content and scope of study requirements (modules), but also the type and scope of the certificate of competence as well as any other acquired credits. Accordingly, equivalence exists if there is rough correspondence in all the mentioned areas. Therefore it is necessary to submit, as well as certificates and proof, relevant descriptions of units completed successfully at educational establishments.

The goal is to keep the length of the recognition procedure as short as possible and applicants should not take longer than one day. The procedure is linked with a counselling interview in which the submitted proof is assessed and, if appropriate, additional options of furnishing proof of competences are discussed.

Annex I shows, by way of example, the possibilities of recognition of formal, non-formal and informal learning, which are meant as suggestions and will be complemented by practical recommendations after the first experiences have been made.

## 2.3 Competence profile

The concept of the curricular framework for the programme “Quality management in vocational education and training” is based on the competence profile for school quality process managers (SQPMs) and regional quality process managers (LQPMs) described below (for the detailed profiles which specify the competences for LQPMs and SQPMs separately, see Annex 2). The competence profile builds on the quality control cycle PDCA (plan-do-check-act, Deming cycle), which is also the basis of the VET Quality Initiative QIBB of the Austrian VET school system. The connections between the competence areas and the quality cycle are explained in section 2.6 (Structure and overview of modules). Specific competences for principals and further programmes are the topic of sections 3 and 4.

### Planning and development of the work/school programme

- He/she is able to formulate objectives for quality activities and realistically assess their possibility of implementation based on fundamental knowledge of the system of schools, of quality development and of quality management (as part of QIBB).
- As an SQPM he/she cooperates with principals, and as an LQPM with the school inspectorate, in the definition of quality focuses while taking regional and national quality focuses into account and in the examination of the agreement of these focuses with the mission statement and the quality matrix.
- He/she can help principals and/or the school inspectorate in the preparation of the quality report.

### **Implementation of the work/school programme: Implementation of the planned quality measures and quality projects**

- Based on fundamental knowledge of project management and process control, he/she can support the implementation of the work programme and, if necessary, independently implement quality projects assigned to him/her.
- He/she is able to arrange quality activities with relevant actors (at school and/or regional level), advise them or work in a coordinating function. In this process he/she is able to motivate these actors and, if appropriate, deal with conflict constructively.

### **Evaluation of quality measures and quality projects**

- Based on fundamental knowledge of quantitative and qualitative evaluation instruments and methods and of their applications as well as fundamental knowledge of statistics and empirical social research, he/she is able to devise evaluations to be carried out as part of QIBB.
- He/she can help principals and/or the school inspectorate in the selection of evaluation focuses and in the preparation of the evaluation plan.
- He/she can, if appropriate, cooperate in the development of survey instruments (such as questionnaires, interview guidelines).
- He/she can work in a coordinating function in the implementation of the evaluation plan, support the people involved (such as by helping organise the required documents or create the necessary framework conditions) and advise them in the implementation.
- He/she can collect data from evaluations outside the QIBB platform if necessary.
- He/she is able to cooperate in the analysis and processing of the evaluation results and in their presentation and dissemination.

### **Deduction and planning of measures from evaluation results**

- He/she can help principals and/or the school inspectorate analyse and interpret the evaluation results, develop proposals for quality measures and projects, and devise specific project orders.

### **Documentation of quality activities**

- He/she is able to cooperate in the development of the work/school programme (quality report) (such as collect relevant information, data and documents, document-related processes and results, integrate the deduced project orders).
- He/she is able to document his/her own function-related activities as well as the perceived needs, wishes and ideas of relevant actors in a transparent manner, pool and systematise them and introduce them as part of the cooperation with principals and/or the school inspectorate.

### **Information and motivation to carry out quality activities**

- He/she can help principals and/or the school inspectorate provide information about QIBB activities (such as focuses, objectives, projects, instruments, evaluation results, new developments, examples of good practice) and use target group-appropriate communication instruments in this process.
- He/she can cooperate in the organisation and implementation of meetings and discussions about quality activities (exchange and networking) with relevant actors (such as presentation at conferences, charing and/or hosting meetings).

- He/she can communicate the benefits of quality activities in a convincing and target group-appropriate way and motivate relevant actors to carry out quality activities.

#### Further and continuing training with a QM focus

- He/she can help principals and/or the school inspectorate survey the need for QM-relevant further and continuing training.
- He/she can help principals and/or the school inspectorate plan, coordinate and organise QM-relevant further and continuing training events while taking the need, possibilities and existing programmes into account.

## 2.4 General information about the curriculum

The curricular framework for the programme “Quality management in vocational education and training” has been conceived with a study duration of at least 2 semesters, is provided on a part-time basis and comprises units of a total of 12 ECTS points according to the European Credit Transfer and Accumulation System<sup>11</sup>. It should be possible to extend the training programme flexibly to 3 or 4 semesters on an individual basis.

The current curriculum builds on the competence profile of school quality process managers (SQPMs) or regional quality process managers (LQPMs), for any deviations or additions for principals see section 3. All the specified units are mandatory.

## 2.5 Didactic bases

### → Quality cycle: Plan-Do-Check-Act

The quality assurance and development process is an iterative continuous process running through four phases:

- plan,
- do (implement),
- check (evaluate and study),
- act (examine, identify need for change and act).

These steps also form the basic structure for the competence profiles and the curricular framework of the programme “Quality management in vocational education and training”. As a rule, however, competence acquisition in the individual modules relates to more than one competence area (as, for example, project management competences are not only relevant for one phase of the quality cycle but for the entire quality assurance and development process). When implementing the individual modules, reference is therefore made in each case to the quality control cycle and it is explained what the connection is to the module and which contribution competence acquisition makes in the module to fulfil the tasks in the individual phases of the quality assurance and development process (see also 2.6 Structure and overview of modules).

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<sup>11</sup>[http://ec.europa.eu/education/lifelong-learning-policy/ects\\_en.htm](http://ec.europa.eu/education/lifelong-learning-policy/ects_en.htm) and also [http://de.wikipedia.org/wiki/European\\_Credit\\_Transfer\\_System](http://de.wikipedia.org/wiki/European_Credit_Transfer_System)

### → Blended learning: Attendance phases, e-learning, learning on the job and self-study

Every module comprises both attendance phases, learning on the job, learning phases supervised by an e-tutor, and self-study phases. During the periods of attendance, the respective contents are elaborated in the programme group or in small groups supported by teachers. In the course of self-study periods (and/or small groups) between the periods of attendance, contents are analysed in more detail and reflected on in relation to the learners' own practice. Special account must be taken of the possible application of e-learning in the implementation of the specific module.

### → Practice-oriented teaching and learning: practical phase and practice project

A key didactic principle is the linking of theory and practice in the individual units/modules. The goal is to link as much as possible to the participants' previous knowledge, experience and practice. Theoretical contents, for example, are presented by case studies and participants are encouraged to introduce their current professional practice or other relevant previous experience, which can be reflected on jointly in the units.

The implementation of a project work forms an integral part of the programme and is a key prerequisite for the acquisition of the certificate. The topic of the project must preferably be selected in agreement with the participant's superior/supervisor. It must relate to the programme contents and requires coordination with the responsible teacher (project supervisor). It can be a project from the participants' current quality activities or it is possible to devise and implement a new QIBB project.

The topic of the project is already suggested in the course of the admission procedure and specified if possible by the beginning of the practice module (Module 5). This module should extend across the entire duration of the programme and not only be held at the end of the programme. During an early first meeting (usually in combination with Module 1) it is possible to discuss fundamental considerations and issues, in a second meeting the topic is laid down in concrete terms and the project scope defined. In all the other modules, reference is made as much as possible to the topics of the participants' project work, for example by encouraging the participants (such as in the form of work orders) to reflect on the contents of the individual modules in relation to their project. For this purpose, small groups are formed who work together during the entire programme to support peer feedback and peer learning.

Participants document the project work in the form of a portfolio and reflect on the results in a short written work (of some 15 pages or 5,000 words). In addition, the project and the results are presented and discussed in a final presentation in the programme (see also the examination regulation).

### → Community of practice

As well as teaching and acquisition of knowledge, the programme promotes networking and exchange among participants. Collaborative learning and "professional community building" are strengthened by discussing and working on examples from practice, most of which are derived from the participants' current practice. Special attention must be paid to the potential of blended learning, such as in the form of the electronic support of collaborative learning by participants. The goal is that the individual participants can use as a resource the emerging network of experts in quality activities in the school sector including after completing the programme. The network can be maintained and regular exchange can be ensured by activities such as attendance of further training modules. Participation in further training modules additionally aims to ensure the recruitment of disseminators and trainers for the basic programme.

## 2.6 Structure and overview of modules

At the centre of the entire programme there is the work with quality management at VET schools. Building on a basic module (Fundamentals of quality management and QIBB), in-depth competences at the operational level of the QIBB process are taught in four other modules (Instruments and methods in quality management, Change management and communication, Process and project management, Practical phase). The acquired competences are strengthened and applied in the course of the practical phase and project work. The practical phase forms a key element of the entire programme as each module links theory and practice with tasks from professional practice. More details can be found in sections 2.5 Didactic bases and 2.8 Practical phase.

The length of the curricular framework for the programme “Quality management in vocational education and training” is (at least) 2 semesters. It is recommended to split each module into two block units to be able to examine and present the tasks and activities in the second block which were assigned in the first block. One block unit can, for example, be held on a weekend (Friday evening, Saturday whole day, Sunday morning) with a total of 16 hours. Overall it can be expected that attendance periods total 150 to 180 hours.

### Overview of modules

Module 1: Fundamentals of quality management and QIBB, ECTS credits 3

Module 2: Instruments and methods in quality management, ECTS credits 2,5

Module 3: Change management and communication, ECTS credits 2

Module 4: Process and project management, ECTS credits 2

Module 5: Project work/practical phase, ECTS credits 2,5

The following diagram illustrates the rough structure of the curriculum and the implementation of the didactic approach. At the centre there is the quality control cycle (PDCA) and practical experience with the implementation of quality-related tasks. The different competence areas (see 2.3) can be roughly assigned to the individual steps of the quality control cycle (inner ring). The assignment of the individual modules to the steps of the quality control cycle and the corresponding competence areas is not possible as the modules have been conceived in a more encompassing manner and will usually contribute to the development of several competence areas. Therefore the “outer ring” can be interpreted as dynamic compared to the inner ring and core.

Diagram 3: Overview of quality control cycle, competence areas and training modules of the basic programme “Quality management in vocational education and training” for SQPMs, LQPMs, principals, etc.



Source: Presentation by 3s,

Note: Two competence areas (“Information and motivation to carry out quality activities” and “Further and continuing training with a QM focus”), which cross-cut PDCA, are not shown in the diagram.

## 2.7 Modules

### 2.7.1 Overview of modules

M1	PM	ECTS credits	Type of unit	Shares of attendance phases (in ECTS)	Self-study/ project work (in ECTS)	ECTS credits
<b>Module 1: Fundamentals of quality management and QIBB</b>			VO/ SE/ UE			ECTS credits
Quality management systems		1,5	SE	0,75	0,75	
QIBB and the VET school system		1,5	UE	0,75	0,75	
<b>Sum total M1</b>		<b>3</b>		<b>1,5</b>	<b>1,5</b>	
M2	PM	ECTS credits	Type of unit	Shares of attendance phases (in ECTS)	Self-study/ project work (in ECTS)	ECTS credits
<b>Module 2: Instruments and methods in quality management</b>			VO/ SE/ UE			ECTS credits
Instruments and methods in quality management		1,5	SE	1	0,5	
Evaluation instruments and methods of empirical social research		1	UE	0,75	0,25	
<b>Sum total M2</b>		<b>2,5</b>		<b>1,75</b>	<b>0,75</b>	
M3	PM	ECTS credits	Type of unit	Shares of attendance phases (in ECTS)	Self-study/ project work (in ECTS)	ECTS credits
<b>Module 3: Change management and communication</b>			VO/ SE/ UE			ECTS credits
Organisational and school development, planning of continuing training with a QM focus		0,75	SE	0,5	0,25	
Fundamentals of change management (implementation from check to act)		0,75	UE	0,5	0,25	
Introduction to conflict management and diversity management		0,5	UE	0,25	0,25	
<b>Sum total M3</b>		<b>2</b>		<b>1,25</b>	<b>0,75</b>	
M4	PM	ECTS credits	Type of unit	Shares of attendance phases (in ECTS)	Self-study/ project work (in ECTS)	ECTS credits
<b>Module 4: Process and project management</b>			VO/ SE/ UE			ECTS credits
Implementation of projects		0,5	SE	0,25	0,25	
Documentation and reports		0,5	UE	0,25	0,25	
Introduction to process management		0,5	UE	0,25	0,25	
Event organisation and PR methods, moderation and presentation techniques		0,5	UE	0,25	0,25	
<b>Sum total M4</b>		<b>2</b>		<b>1</b>	<b>1</b>	

M5	PM	ECTS credits	Type of unit	Shares of attendance phases (in ECTS)	Self-study/ project work (in ECTS)	ECTS credits
Module 5: Project work/practical phase			VO/ SE/ UE			
Project work		2,5	PR	0,5	2	2,5
Sum total M5		2,5		0,5	2	2,5

Legend: ECTS credits ... Credit points according to the European Credit Transfer and Accumulation System, PM ... Compulsory module, WM ... Optional module, WP ... Elective module, SE ... Seminar, UE ... Exercise, VO ...Lecture



## 2.7.2 Module descriptions in detail

<b>Abbreviation:</b> M1		<b>Module topic:</b> Fundamentals of quality management and QIBB				
Programme: Quality management in vocational education and training		Responsible for the module:				
Study year: 1.		ECTS credits: 3			Semesters: 1	
Duration and frequency of module:		Level:				
Category: Compulsory module x		Elective module			Optional module	
Basic module x		Add-on module				
Connection to other modules:						
Prerequisite for participation: Fulfilment of admission requirements						
<b>Educational content:</b> 1. Quality management systems Introduction to quality management Comparison of quality management systems Implementation of QM as an intervention in the system of schools 2. QIBB and the VET school system Responsibilities and functions in the school system Fundamentals of QIBB Basic terms related to QIBB (mission statement, quality control cycle, quality matrix, working/school programme, key processes, quality report)						
<b>Certifiable (sub-) competences (educational objectives):</b> <i>He/she can exchange ideas with experts about the fundamentals and developments of quality management.</i> <i>He/she has an overview of common quality management systems in the education sector.</i> <i>He/she can state reasons for using quality management and quality assurance to improve the VET institution and the necessary framework conditions.</i> <i>He/she is familiar with the VET Quality Initiative (QIBB) and its basic terms and knows the responsibilities and functions in the school system.</i> <i>He/she can name the different tasks and roles of actors within QIBB and present the related complex structures in a simplified way.</i> <i>He/she is able to formulate objectives for quality activities and realistically assess their possibility of implementation based on fundamental knowledge of the system of schools, of quality development and of quality management (as part of QIBB).</i> <i>He/she can reproduce and teach the individual steps of the quality control cycle for checking quality activities.</i> <i>He/she can design measures to implement quality focuses by applying strategic and analytical thinking and setting priorities in the work process.</i>						
<b>Bibliography:</b> Literature in line with the lecturer's information.						
<b>Forms of teaching and learning:</b> Input, group activities (discussions), working in the form of seminars, guided self-study, short presentations.						
<b>Proof of competence:</b> Documentation of the practical work/portfolio work, written exam.						
<b>Language(s):</b> German						
M1	PM	ECTS credits	Type of unit	Shares of attendance phases (in ECTS)	Self-study/project work (in ECTS)	ECTS credits
Module 1: Fundamentals of quality management and QIBB			VO/ SE/ UE			
Quality management systems		1,5	SE	0,75	0,75	
QIBB and the VET school system		1,5	UE	0,75	0,75	
Sum total M1		3		1,5	1,5	

Abbreviation: <b>M2</b>		Module topic: <b>Instruments and methods in quality management</b>	
Programme: Quality management in vocational education and training		Responsible for the module:	
Study year: 1.		ECTS credits: 2,5	Semesters: 1
Duration and frequency of module:		Level:	
Category: Compulsory module x	Elective module	Optional module	
Basic module x	Add-on module		
Connection to other modules: Previous attendance of Module 1 required			
Prerequisite for participation: Fulfilment of admission requirements			
Educational content:			
<p>1. <b>Instruments and methods in quality management</b>  Overview of objectives and functions of the QM instruments in the QIBB quality control cycle  Planning instruments (such as mission statement, school programme, quality matrix, evaluation plans)  Instruments of analysis and evaluation  Follow-up instruments (quality reports, review and objective-setting discussions, planning of QM measures based on the evaluation results)</p> <p>2. <b>Evaluation instruments and methods of empirical social research</b>  Overview of evaluation instruments (system feedback, individual feedback, external evaluation)  Designing survey instruments (such as interviews, questionnaires)  Data collection, evaluations, processing and presentation of data, analysis and interpretation  QIBB applications (such as the QIBB evaluation platform)</p>			
<b>Certifiable (sub-) competences (educational objectives):</b> <i>He/she has basic general knowledge of the methods of empirical social research and is able to apply it to design evaluations as part of QIBB.</i> <i>He/she is able to select appropriate methods to analyse and interpret evaluation results and help the people involved and/or principals or the school inspectorate use them.</i> <i>He/she is able, if necessary, to cooperate in the development of survey instruments (such as questionnaires for external evaluation, interview guidelines) by also applying the fundamentals of questionnaire design.</i> <i>He/she is able to carry out surveys in written form (paper) and online by using appropriate instruments and tools, such as online tools.</i> <i>Using his/her empirical methodological knowledge, he/she is able to cooperate in the evaluation of surveys.</i> <i>He/she is able to help make decisions and state reasons related to the selection of evaluation focuses and the preparation of the evaluation plan in cooperation with principals and/or the school inspectorate.</i> <i>Based on his/her fundamental knowledge of quantitative and qualitative evaluation instruments and methods, he/she is able to appraise their possible uses as part of school-based quality activities and select suitable evaluation procedures for the evaluation objectives and prospects by stating reasons.</i> <i>He/she knows the QIBB evaluation platform and is able to apply QIBB evaluation instruments.</i> <i>He/she is able to design evaluation plans and advise principals and/or the school inspectorate in formulating objectives.</i> <i>He/she has knowledge about evaluation measures in quality management and is able to prepare and carry out self-evaluations.</i> <i>He/she knows the phases of an external evaluation and can cooperate in it in a supportive capacity.</i> <i>He/she knows the framework conditions of the individual feedback method and knows about its quality criteria.</i> <i>He/she is able to develop appropriate instruments for individual feedback (if necessary, in groups of learners and teachers), evaluate the feedback and give feedback on the outcomes.</i> <i>He/she is able to cooperate in the analysis and processing of the evaluation results and in their presentation and dissemination.</i>			
<b>Bibliography:</b> Literature in line with the lecturer's information.			
<b>Forms of teaching and learning:</b> Input, group activities (discussions), working in the form of seminars, guided self-study, short presentations.			
<b>Proof of competence:</b> Documentation of the practical work/portfolio work, written exam.			
<b>Language(s):</b> German			

M2	PM	ECTS credits	Type of unit	Shares of attendance phases (in ECTS)	Self-study/ project work (in ECTS)	ECTS credits
Module 2: Instruments and methods in quality management			VO/ SE/ UE			
Instruments and methods in QM and their application in QIBB		1,5	SE	1	0,5	1,5
Evaluation instruments and methods of empirical social research		1	UE	0,75	0,25	1
Sum total M2		2,5		1,75	0,75	2,5

<b>Abbreviation:</b> M3		<b>Module topic:</b> Change management and communication					
Programme: Quality management in vocational education and training		Responsible for the module:					
Study year: 1.		ECTS credits: 2			Semesters: 2		
Duration and frequency of module:		Level:					
Category: Compulsory module x		Elective module			Optional module		
Basic module x		Add-on module					
Connection to other modules: Previous attendance of Module 1 required							
Prerequisite for participation: Fulfilment of admission requirements							
Educational content:							
<ol style="list-style-type: none"> <li><b>Organisational and school development, planning of continuing training with a QM focus</b> Methods and instruments of school and organisational development Surveying need for further training and planning need-oriented further training</li> <li><b>Fundamentals of change management (implementation from check to act)</b> Instructing and accompanying change processes Developing and implementing new measures in quality activities</li> <li><b>Introduction to conflict management and diversity management</b> Conflict and crisis management Communication culture Gender competence Managing diversity</li> </ol>							
<b>Certifiable (sub-) competences (educational objectives):</b> <i>He/she can reproduce the methods and instruments of school and organisational development in the context of QIBB and his/her own organisation and teach these in role-specific settings (colleagues, discussion forums, networking meetings).</i> <i>He/she knows the methods for surveying educational requirements and can use them in cooperation with principals and/or the school inspectorate or coordinate them.</i> <i>He/she is able to cooperate in the planning and organisation of training programmes related to QM.</i> <i>Using the fundamentals of change management, he/she is able to regularly adapt strategies of quality activities to change processes in cooperation with principals and/or the school inspectorate.</i> <i>He/she is able to help principals and/or the school inspectorate develop proposals on quality measures and quality projects.</i> <i>He/she is able to teach an appreciative communication culture within diverging groups.</i> <i>He/she is able to reduce the potential for conflict by acting proactively and, if appropriate, initiates conflict-solving processes.</i> <i>He/she knows the fundamentals of gender mainstreaming and is able to implement a gender-appropriate organisational culture (such as gender-appropriate formulations, gender-appropriate teaching).</i>							
<b>Bibliography:</b> Literature in line with the lecturer's information.							
<b>Forms of teaching and learning:</b> Input, group work (discussions), simulation games, exercises, short presentations.							
<b>Proof of competence:</b> Documentation of the practical work/portfolio work, group examination, regular cooperation.							
<b>Language(s):</b> German							
M3	PM	ECTS credits	Type of unit	Shares of attendance phases (in ECTS)	Self-study/project work (in ECTS)	ECTS credits	
<b>Module 3:</b> Change management and communication			VO/ SE/ UE				
Organisational and school development, planning of continuing training with a QM focus		0,75	SE	0,5	0,25		0,75
Fundamentals of change management (implementation from check to act)		0,75	UE	0,5	0,25		0,75
Introduction to conflict management and diversity management		0,5	UE	0,25	0,25		0,5
<b>Sum total M3</b>		<b>2</b>		<b>1,25</b>	<b>0,75</b>	<b>2</b>	

<b>Abbreviation:</b> M4		<b>Module topic:</b> Process and project management				
Programme: Quality management in vocational education and training		Responsible for the module:				
Study year: 1.		ECTS credits: 2			Semesters: 2	
Duration and frequency of module:		Level:				
Category: Compulsory module x		Elective module			Optional module	
Basic module x		Add-on module				
Connection to other modules: Previous attendance of Module 1 required						
Prerequisite for participation: Fulfilment of admission requirements						
Educational content: <ol style="list-style-type: none"> <li><b>Implementation of projects</b> Project work in the activity field of school and at the regional level Management of projects and teams</li> <li><b>Documentation and reporting</b> Preparation of documentation (projects, work processes) Development of school and regional quality reports</li> <li><b>Introduction to process management</b> Objectives and elements of process management Planning, implementation and monitoring of processes</li> <li><b>Event organisation and PR methods, moderation and presentation techniques</b> Designing events (target groups, objectives, structure, duration, evaluation) Promoting events Target group-appropriate preparation of presentations and speeches including media application</li> </ol>						
Certifiable (sub-) competences (educational objectives): <i>He/she knows the basic terms of quality process management and is able to apply practice-oriented process management.</i> <i>He/she is able to conceive specific project proposals and/or help principals or the school inspectorate with the conception in the school environment or at regional level.</i> <i>He/she is able to plan and manage project orders and appropriately integrate them into the school programme and/or work programme at regional level.</i> <i>He/she is able to work in teams, assess tasks, delegate them, and instruct for quality work in a motivating way.</i> <i>He/she is able to conceive and promote events on topics of quality assurance in a target group-oriented way.</i> <i>He/she is able to prepare presentations and speeches in a target group-appropriate way and present and explain complex circumstances in the field of quality assurance and management in a simplified way.</i> <i>He/she can make decisions and state reasons related to the use of different media in presentations and apply these media competently.</i>						
Bibliography: Literature in line with the lecturer's information.						
Forms of teaching and learning: Input, group activities (discussions), exercises, guided self-study, short presentations.						
Proof of competence: Documentation of the practical work/portfolio work, presentation (oral exam).						
Language(s): German						
M4	PM	ECTS credits	Type of unit	Shares of attendance phases (in ECTS)	Self-study/project work (in ECTS)	ECTS credits
Module 4: Process and project management			VO/ SE/ UE			
Implementation of projects		0,5	SE	0,25	0,25	
Documentation and reporting		0,5	UE	0,25	0,25	
Introduction to process management		0,5	UE	0,25	0,25	
Event organisation and PR methods, moderation and presentation techniques		0,5	UE	0,25	0,25	
Sum total M4		2		1	1	

Abbreviation: M5		Module topic: Project work/practical phase					
Programme: Quality management in vocational education and training		Responsible for the module:					
Study year: 1.		ECTS credits: 2,5			Semesters: 1-2		
Duration and frequency of module:		Level:					
Category: Compulsory module x		Elective module			Optional module		
Basic module x		Add-on module					
Connection to other modules: Connected to all the other modules (M1, M2, M3, M4); Modules 1, 2 and 4 are the prerequisites for graduation							
Prerequisite for participation: Fulfilment of admission requirements							
Educational content: Planning, preparation, implementation and documentation of an own project with inclusion of the contents of individual modules: <ul style="list-style-type: none"> <li>• Fundamentals of quality management and QIBB</li> <li>• Instruments and methods in quality management</li> <li>• Change management and communication</li> <li>• Process and project management</li> </ul> <p>Planning: Phases of the project and a model of the course of the project, deadlines, tasks and resource planning Preparation: Project organisation, project team Implementation: Regular reflection (lessons learned), derivation of recommendations, measures, objectives Written form: Final thesis based on academic criteria</p>							
Certifiable (sub-) competences (educational objectives): <i>He/she can select an appropriate project and plan it by allocating deadlines, tasks and resources to defined project phases. He/she can reflect on the project work process and derive the relevant "lessons learned". He/she is able to document the project work and draw up a report (in compliance with academic criteria, citation rules, etc.).</i>							
Bibliography: Literature in line with the lecturer's information.							
Forms of teaching and learning: Self-study, tutorial and/or guided learning, project work							
Proof of competence: Documentation of the practical work/portfolio work, presentation (oral exam).							
Language(s): German							
M5	PM	ECTS credits	Type of unit	Shares of attendance phases (in ECTS)	Self-study/project work (in ECTS)	ECTS credits	
Module 5: Final thesis / project work			VO/ SE/ UE				
Project work		2,5	UE	0,5	2		2,5
Sum total M5		2,5		0,5	2		2,5

## 2.8 Practical phase

The curricular framework for the programme “Quality management in vocational education and training” pursues a work-based (dual) approach which puts practical professional experiences and their reflection into the centre. The implementation of a project work, which comprises both a practical and a written section, is mandatory for all students. This work also forms the basis for the final examination (see 2.9 below).

A separate module is designated for this practical part (see 2.7 - Module 5). This part of the curriculum comprises 3 ECTS credits, it is usually a project that is implemented at the workplace (the implementation of an evaluation, the preparation of parts of a school programme, the planning of a quality project, etc.) and requires coordination with the superior (principal, regional education board, etc.). The module lasts for the entire training period and must be divided into at least three dates - at the beginning, towards the middle, and at the end of training. The topic/project and supervisors should be specified as early as possible during training. The proposal for a possible project already forms part of the admission procedure (see chapter 2.2 )

The practical relevance of the training is not limited to this one module. If possible, all units should allow students to have practical relevance with their project. This should be reflected in assignments, exercises, etc., such as in the implementation of moderation and presentation tasks (a part of Module 3) or the preparation of questionnaires (a part of Module 2) with reference to the students’ respective project. Students are only allowed to refrain from this training principle in justified individual cases, for example if the project at hand/professional practice does not allow this practical relevance; in this case, teachers are obliged to set alternative tasks.

The documentation of the practical phase is in the form of a portfolio (to document performance) which should contain work materials, pictures, etc. and a written section. The written part puts practical experience into an academic and theoretical context, comprises at least 15 pages and must comply with the criteria of academic final theses (citation rules etc.).

If students can prove comprehensive relevant practical work experience, this practical section can be waived. In this case it shall be mandatory to write the written part about a project which is not older than two years.

## 2.9 Examination regulation

The general examination regulation of the study commission of the respective provider (such as a university college of education) shall apply and we recommend that the master course “Education management and school development” of the Upper Austria University College of Education be followed largely.

### General:

- The performance assessment shall be based on the educational objectives and content of the respective modules as well as the competence profile
- The performance assessment shall be carried out by observing the students’ contributions in units, by checking fulfilment of assignments, portfolios etc. and/or examinations. Positive performance shall be assessed with “very good” (“sehr gut”, 1), “good” (“gut”, 2), “satisfactory” (“befriedigend”, 3) or “sufficient” (“genügend”, 4), while negative performance shall be assessed with “insufficient” (“nicht genügend”, 5).<sup>12</sup> In addition, in duly justified cases,

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<sup>12</sup> (3) Performance shall be assessed with “very good” if it goes well beyond the described requirements and where independent suitable solutions are presented. Performance shall be assessed with “good” if it goes beyond the

it shall be possible to apply an assessment method other than numeric assessment and assess positive success with “participated with success” (“mit Erfolg teilgenommen”) and negative success with “participated without success” (“ohne Erfolg teilgenommen”).

- At the beginning of the first unit of a module, the programme management will inform students with written proof about the objectives, contents, any assignments as well as forms of exams, assessment requirements and assessment criteria.

**The following people are entrusted with the implementation of performance assessments:**

- The examination and/or assessment of modules shall be conducted by the teachers of the individual sub-areas.
- If a module is assessed in a final exam about the entire module, this exam must be organised by the person responsible for the module in consultation with the programme management.
- The overall assessment shall be given by the person responsible for the module. (For details on the appointment of assessors for the final thesis/project work, see below.)

**The modules can be assessed in the following ways:**

- by taking final exams about the entire module or
- individual assessments of the module sections (oral and/or written and/or practical exams, assessment of assignments, portfolios, exercises, etc.).
- Each sub-assessment must be positive.

**Assessment of the final thesis and practical phase**

- The final thesis shall comprise at least 15 pages (without diagrams, annexes or similar), shall be written based on academic criteria (academic citation rules, etc.) and as a rule aims to document a practice project (see section 2.8).
- The final thesis shall contain the author’s name, the title of the work plus programme, the name of the supervisor, and a statutory declaration that the work was written independently.
- The assessment of the final thesis shall be conducted by the supervisor.
- The final thesis shall be submitted in one written copy and electronically in the file format \*.pdf.
- The presentation of the final thesis shall be done in the form of a poster presentation (poster format A0). The assessment shall be conducted jointly by the supervisor and programme manager in the course of an inspection. The minimum duration of the presentation and assessment shall be 20 minutes. The presentation shall be made publicly accessible for an interested audience and the date announced at least two months in advance.
- The overall assessment shall comprise the assessment of the final thesis and the poster presentation.

As the minimum qualification for supervisors of project and final theses we recommend an academic title in accordance with the 2nd or 3rd cycle specified in the Bologna process, therefore about a master’s or doctor’s degree and/or at least 5 to 10 years of relevant professional experience. It is recommended that the supervisors of the practical work are members of the team of teachers. This helps integrate the practical work in the programme.

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described requirements and where at least independent solutions are presented. Performance shall be assessed with “satisfactory” if it completely fulfils the described requirements in the major areas. Performance shall be assessed with “sufficient” if it largely fulfils the described requirements in the major areas. Performance shall be assessed with “insufficient” if it does not fulfil the requirements for an assessment with “sufficient”.



### 3. BASIC PROGRAMME “QUALITY MANAGEMENT IN VOCATIONAL EDUCATION AND TRAINING FOR PRINCIPALS AND THE SCHOOL INSPECTORATE”

School principals have different training options in Austria. The curricular framework proposed here comprises two modules and aims to enable principals and the school inspectorate to fulfil their strategic role in school-related quality management in as little time as possible. The training can be attended both as a single additional qualification or as part of a more comprehensive school management training programme. For details on the possibilities of credit transfer in the latter case, see further below.

The access requirement for principals and the school inspectorate shall apply in analogy to the criteria formulated in 2.2. A letter of application and CV as well as proof of fulfilment of the access requirements shall suffice for admission. It shall not be necessary to take part in an application interview nor to submit a project proposal. Any ranking shall follow the same principle as for SQPMs and LQPMs, therefore first of all individuals who work as principals or in the school inspectorate in the Austrian VET school system or have been promised such a position, followed by the time of application. The detailed competence profiles of principals and the school inspectorate can be found in Annex 2.

Principals and the school inspectorate attend a basic module jointly with SQPMs, LQPMs and others as well as a module tailored to their specific needs. They are awarded a corresponding sub-certificate “Quality management in vocational education and training – basic programme for principals (or the school inspectorate)”, which specifies attendance in the two modules. The examination regulation shall be in analogy to 2.9, with assessment conducted separately for the two modules.

Modules for principals and the school inspectorate:

**Module 1: Fundamentals of quality management and QIBB,**  
ECTS credits: 3 (see 2.7 )

**Module 6: Quality management for principals and the school inspectorate,**  
ECTS credits: 3

M6	PM	ECTS credits	Type of unit	Shares of attendance phases	Self-study/ project work	ECTS credits
<b>Module 6: Quality management for principals and the school inspectorate</b>			VO/ SE/ UE			
	Development of the mission statement and school programme	1	UE	0,5	0,5	1
	Interpretation of evaluation results and derivation of measures	0,5	UE	0,25	0,25	0,5
	QM resource management	0,5	SE	0,25	0,25	0,5
	Process management	0,5	SE	0,25	0,25	0,5
	Management concept and role understanding	0,5	SE	0,25	0,25	0,5
	<b>Sum total M6</b>	<b>3</b>		<b>1,5</b>	<b>1,5</b>	<b>3</b>

Legend:

ECTS credits ... Credit points according to the European Credit Transfer and Accumulation System, PM ... Compulsory module, WM ... Optional module, WP ... Elective module, SE ... Seminar, UE ... Exercise

Module description in detail:

Abbreviation: <b>M6</b>		Module topic: <b>Quality management for principals and the school inspectorate</b>	
Programme: Quality management in vocational education and training		Responsible for the module:	
Study year: 1.		ECTS credits: 3	Semesters: 2
Duration and frequency of module:		Level:	
Category: Compulsory module x	Elective module	Optional module	
Basic module x	Add-on module		
Connection to other modules:			
Prerequisite for participation: Fulfilment of admission requirements			
Educational content: <ol style="list-style-type: none"> <li>1. <b>Development of the mission statement, school profile and school programme</b> Methods for developing a mission statement, development of the school profile and school programme</li> <li>2. <b>Interpretation of evaluation results and derivation of measures</b> Interpreting evaluation results, formulating objectives Deriving suitable measures for attaining objectives</li> <li>3. <b>QM resource management</b> Planning of time and resources</li> <li>4. <b>Introduction to process management</b> Objectives and elements of process management Planning, conducting and supervision of processes</li> <li>5. <b>Management concept and role understanding</b> Requirements of management position, management concepts Own role understanding, personal need for development</li> </ol>			
<b>Certifiable (sub-) competences (educational objectives):</b> <i>He/she is able to inform the involved persons in a timely manner about planned evaluations and the required resources.</i> <i>He/she is able to prepare an evaluation plan according to federal and/or if necessary regional and school quality focuses and interpret the results.</i> <i>He/she is able to ensure implementation of evaluations and comply with time and resource planning.</i> <i>He/she is able to develop proposals for quality measures and quality projects (among other things, based on the evaluation results or feedback from colleagues) in accordance with the quality matrix and quality mission statement.</i> <i>He/she is able to communicate the proposals for quality measures and quality projects and, if necessary, coordinate them with colleagues.</i> <i>He/she is able to apply methods to develop the school programme/school quality report and derive the results.</i> <i>He/she is able to assess the necessary resources for implementing the school programme and draw up a resource plan.</i> <i>He/she is able to plan cooperation with SQPMs and/or LQPMs in terms of time and content and to specify the structures of cooperation.</i> <i>He/she is able to discuss the requirements of a management position taking into account the fundamentals of management, different management styles and management models. He/she is able to reflect on his/her own management behaviour and identify his/her own need for development and/or adjust his/her own personal management concepts.</i>			
<b>Bibliography:</b> Literature in line with the lecturer's information.			
<b>Forms of teaching and learning:</b> Input, group activities (discussions), working in the form of seminars, guided self-study, exercises.			
<b>Proof of competence:</b> Portfolio work, written examination			
<b>Language(s):</b> German			

M6	PM	ECTS credits	Type of unit	Shares of attendance phases	Self-study/ project work	ECTS credits	
<b>Module 6: Quality management for principals and the school inspectorate</b>			VO/ SE/ UE			ECTS credits	
Interpretation of evaluation results and derivation of measures		0,5	UE	0,25	0,25		0,5
Development of the mission statement, school profile and school programme		1	UE	0,5	0,5		1
QM resource management		0,5	SE	0,25	0,25		0,5
Process management		0,5	SE	0,25	0,25		0,5
Management concept and role understanding		0,5	SE	0,25	0,25		0,5
Sum total M6		3		1,5	1,5		3

Combination with school management training programmes:

Depending on the provider and cooperation interests, we recommend the integration of the above modules and mutual recognition. The following table lists examples of coherent modules of other educational programmes:

Table 1: Overview of coherent educational programmes by modules

<p>“Qualitätsmanagement in der Berufsbildung - Basislehrgang für SchulleiterInnen und Schulaufsicht“ (6 ECTS)</p> <p>(Quality management in VET - basic programme for principals and the school inspectorate)</p>	<p>“Mit Qualitätsmanagement in die Bildungszukunft“, PH NÖ (12 ECTS)</p> <p>Into the future of education with quality management, Lower Austria University College of Education )</p>	<p>„Bildungsmanagement und Schulentwicklung“, PH OÖ (120 ECTS)</p> <p>(Education management and school development, Upper Austria University College of Education )</p>	<p>“Schulmanagementlehrgang für BezirksschulinspektorenInnen“, PH OÖ (28 ECTS)</p> <p>(School management programme for the district school inspectorate, Upper Austria University College of Education )</p>	<p>“Schulmanagement“, PH Tirol (12 ECTS)</p> <p>(School management, Tyrol University College of Education )</p>
<p>Module 1: Fundamentals of quality management and QIBB (3 ECTS)</p>	<p>Module 1: Quality management systems (1 ECTS)</p> <p>Module 1: Process and project management (3 ECTS)</p>		<p>Module: Quality management and evaluation (1,5 ECTS)</p>	<p>Basic module 2: School and quality development I + II (2 ECTS)</p>
<p>Module 6: Quality management for principals and the school inspectorate (3 ECTS)</p>		<p>Compulsory module: Organisation management (10 ECTS)</p>	<p>Module: Communication, guidance and management (2 ECTS)</p>	<p>Basic module 1: School and service legislation (1 ECTS)</p> <p>Management and communication (1,5 ECTS)</p> <p>Conflict management (1,5 ECTS)</p>

Source: Presentation by 3s

An example:

In relation to current training programmes we recommend, for example, that the following parts of the programme "School management" of the Tyrol University College of Education be credited for the programme "Quality management in VET - Basic programme for principals and the school inspectorate":

Basic module 2 (2 ECTS) - creditable for Module 1

Contents: School and quality development I + II (2 ECTS)

Basic module 1 (4 ECTS) - creditable for Module 6

Contents: School and service legislation (1 ECTS), management and communication (1,5 ECTS), conflict management (1,5 ECTS)

## 4. FURTHER TRAINING MODULES

The further training modules relating to the curricular framework “Quality management in VET” enable graduates of the basic programme to deepen their expert knowledge about quality-related topics. At the same time, completion of the further training modules serves the purpose of recertification for graduates of the basic programme.<sup>13</sup>

The objectives of further training comprise the following points which exceed the competences described in 2.3 :

- Expand academic-reflective competences;
- Enable graduates to further develop the quality system of the VET school sector in an academically-founded and practice-oriented way;
- Guarantee the possibility to obtain in-depth subject-related competences;
- Enable graduates to pass on and teach subject-related knowledge;
- Teach innovations and knowledge update.

The access requirement is completion of the basic programme or proof of qualifications to be considered equivalent (which needs to be specified in the course of the certification concept). In the following, some possible CET modules are suggested, the requirement and potential demand of which still need to be examined, however.

### Overview of modules:

- Module 1: **Current challenges of QM**  
in the education sector, 2 ECTS credits
- Module 2: **Academic bases**  
in quality management, 2 ECTS credits
- Module 3: **School development and management,**  
2 ECTS credits
- Module 4: **Designing and teaching quality management processes,**  
2 ECTS credits
- Module 5: **Process management - in-depth module,**  
2 ECTS credits
- Module 6: **Quality of teaching, education standards, learning outcomes,**  
2 ECTS credits
- Module 7: **Competence assessment and performance appraisal,**  
2 ECTS credits
- (Module 8: **Practical phase / project work, 4 ECTS credits**)<sup>14</sup>

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<sup>13</sup> Markowitsch, Jörg und Proinger, Eva (2012): Empfehlungen zu Qualitätssicherung und Zertifizierung für die Umsetzung des Rahmencurriculums “Qualitätsmanagement in der Berufsbildung”, Vienna: 3s research laboratory.

<sup>14</sup> Only if several further training modules are combined to form one further training course.

M1	PM	ECTS credits	Type of unit
<b>Module 1: Current challenges of QM in the education sector</b>			VO/SE/UE
Social developments and trends in European education policy		1	VO
New models and trends of quality assurance and control in the education context		1	SE
<b>Sum total M1</b>		<b>2</b>	

M2	PM	ECTS credits	Type of unit
<b>Module 2: Academic bases of quality activities</b>			VO/SE/UE
Evaluation and accompanying research		1	SE
External evaluation		1	SE
<b>Sum total M2</b>		<b>2</b>	

M3	PM	ECTS credits	Type of unit
<b>Module 3: School development and management</b>			VO/SE/UE
Developing and initiating school development measures		1	SE
HR management		1	UE
<b>Sum total M3</b>		<b>2</b>	

M4	PM	ECTS credits	Type of unit
<b>Module 4: Conceiving and teaching quality management processes</b>			VO/SE/UE
Development of theoretical concepts in QM, selection of best practice models		1	SE
Conceptual implementation of development ideas and development opportunities		1	UE
<b>Sum total M4</b>		<b>2</b>	

M5	PM	ECTS credits	Type of unit
<b>Module 5: Process management - in-depth module</b>			VO/SE/UE
Identification of core processes and support processes		1	SE
Process modelling		1	SE
<b>Sum total M5</b>		<b>2</b>	

M6	PM	ECTS credits	Type of unit
<b>Module 6: Quality of teaching, education standards, learning outcomes</b>			VO/SE/UE
Educational standards and didactics, competence-oriented teaching and learning		1	SE
Learning outcome orientation and learning objectives		1	UE
<b>Sum total M6</b>		<b>2</b>	

M7	PM	ECTS credits	Type of unit
<b>Module 7: Competence measurement and performance appraisal</b>			VO/SE/UE
Competence and performance appraisal in VET		1	SE
Procedures of competence diagnostics		1	UE
<b>Sum total M7</b>		<b>2</b>	

M8	PM	ECTS credits	Type of unit
<b>Module 8: Practical phase</b>			VO/SE/UE
Project work		3	UE
<b>Sum total M8</b>		<b>3</b>	

## Outlook for further training programme

Another possibility is to integrate the further training modules into one further training programme. One option for a further training programme is the following: Participants complete four modules, 2 ECTS each, which are selected from the list of modules (above), and one module on project work with 4 ECTS. In total, further training amounts to 12 ECTS, the minimum study duration is two semesters, but an extension to up to four years should be possible. Its didactic principle, practical phase and exam forms are the same as in the basic programme. The final thesis must comprise at least 30 pages.

Graduates of the further training programme are able, for example, to independently develop elements of QIBB, act as experts on issues of quality in school-based VET at the international level and present QIBB to international experts, for instance, cooperate as tutors in the basic programme, carry out active interface management in QIBB, or develop approaches of quality management in dual training. Graduates of the further training programme are also qualified for management positions and can obtain credits for parts of the training for programmes in the field of school management (see Annex I).

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## Annex I - Recommendations for the recognition of qualifications and previous knowledge

The recognition procedure aims to help students use learning experiences they acquired before for the programme “Quality management in vocational education and training”. This will not only lead to time and cost savings for students but also promote heterogeneity in the group, which can trigger exchanges of experience.

### Formal learning:

Parts of the curricular framework of the programme “Quality management in vocational education and training” can be compared to parts of already existing courses and programmes in teacher training. Therefore the objective is give people who have already completed programmes with a related content the opportunity of credits for modules of comparable content for the curricular framework. In addition, graduates of the programme “Quality management in vocational education and training” can be awarded credits for parts of the training for other (further) educational programmes. The following table provides an overview of a selection of comparable contents of other educational programmes:

Table 2: Selected examples of coherent educational programmes by modules

“Qualitätsmanagement in der Berufsbildung“ für SQPMs und LQPMs (12 ECTS credits) (Quality management in VET for SQPMs and LQPMs )	“Mit Qualitätsmanagement in die Bildungszukunft“, PH NÖ (12 ECTS credits) (Into the future of education with quality management, Lower Austria University College of Education )	“Bildungsmanagement und Schulentwicklung“, PH OÖ (120 ECTS credits) (Education management and school development, Upper Austria University College of Education )	„Schulmanagementlehrgang für BezirksschulinspektorInnen“, PH OÖ (28 ECTS credits) (School management programme for the district school inspectorate, Upper Austria University College of Education )	„Schulmanagement“, PH Tirol (12 ECTS credits) (School management, Tyrol University College of Education )
Module 1: Fundamentals of quality management and QIBB (3 ECTS credits)	Module 1: Quality management systems (1 ECTS credit)		Module: Quality management and evaluation (1.5 ECTS credits)	Basic module 2: School and quality development I + II (2 ECTS credits)
Module 2: Instruments and methods in quality management (2 ECTS credits)				
Module 3: Change management and communication (2 ECTS credits)	Module 1: Quality activities in small groups and change management (2 ECTS credits)	Compulsory module 1: Organisation management (10 ECTS credits)	Module: Communication, guidance and management (2 ECTS credits)	Basic module 1: Management and communication (1,5 ECTS credits)
	Module 2: Quality activities in large groups and change management (2 ECTS credits)	Compulsory module 2: HR management (10 ECTS credits)	Module: Conflict management (2.5 ECTS credits)	Basic module 1: Conflict management (1,5 ECTS credits)
	Module 2: Improvement management (2,5 ECTS credits)	Optional module 1: School development (10 ECTS credits)		
Module 4: Process and project management (2 ECTS credits)	Module 1: Process management (3 ECTS credits)	Compulsory module 1: Organisation management (10 ECTS credits)	Module: HR and organisational development (2 ECTS credits)	
			Module: Media and the public (0.5 ECTS credits)	

Source: Presentation by 3s

By way of example, the following options for credit transfer for the programme “Quality management in VET” are recommended:

**Module 1** Fundamentals of quality management and QIBB (3 ECTS credits) could allow credit transfer for the following modules from other educational programmes:

- Programme “Into the future of education with quality management”:  
Module 1 Quality management systems (1 ECTS credit)
- Programme “School management for the district school inspectorate”:  
Module Quality management and evaluation (1,5 ECTS credits)
- Programme “School management”:  
Basic module 2: School and quality development I + II (2 ECTS credits)

**Module 3** Change management and communication (2 ECTS credits) could allow credit transfer for the following modules from other educational programmes:

- Programme “Into the future of education with quality management”:  
Module 1 Quality activities in small groups and change management (2 ECTS credits) OR  
Module 2 Quality activities in large groups and change management (2,5 ECTS credits) OR  
Improvement management (2,5 ECTS credits)
- Programme “School management for the district school inspectorate”:  
Module Communication, guidance, management (2 ECTS credits) OR  
Module Conflict management (2,5 ECTS credits)
- Programme “School management”:  
Basic module 1 Management and communication (1,5 ECTS credits) OR  
Basic module 1 Conflict management (1,5 ECTS credits)

**Module 4** Process and project management (2 ECTS credits) could allow credit transfer for the following modules from other educational programmes:

- Programme “School management for the district school inspectorate”:  
Module HR and organisational development (2 ECTS credits) OR  
Module Media and the public (0,5 ECTS credits)
- Programme “Into the future of education with quality management”:  
Process management (3 ECTS credits)

Graduates of the programme “Into the future of education with quality management” could be awarded credits for the following parts of the programme “Quality management in VET”:

- Module 1: Fundamentals of quality and process management as the basis of dynamic change (6 ECTS credits) - creditable for Modules 1 and 3
- Module 2: Introducing quality management systems and the philosophy of continuous improvement (6 ECTS credits) - creditable for Modules 1 and 3

Graduates of the master programme “Education management and school development” could be awarded credits for the following modules of the programme “Quality management in VET”:

Compulsory modules:

- Organisation management (10 ECTS credits) - creditable for **Module 4**
- HR management (10 ECTS credits) - creditable for **Module 3**
- Management of teaching and learning (10 ECTS credits) - creditable for the **Further Training Module 6**
- Education research (10 ECTS credits) - creditable for the **CET Module 6**

Elective modules:

- School development (10 ECTS credits) - creditable for **Module 3**
- Current trends in the European education system (10 ECTS credits) - creditable for the **Further Training Module 1**
- Mediation and conflict resolution in schools (10 ECTS credits) - creditable for **Module 3**

**Non-formal learning:**

These are competences which have been acquired in educational units outside formal education and training establishments, particularly in adult education institutions (participation in courses/programmes, seminars, workshops, etc.). As a rule, graduates are awarded certificates of attendance or other certificates, which in many cases do not contain any performance assessment however.

Examples of credit transfer for non-formal learning:

**Peer training for the Peer Review in QIBB<sup>15</sup>**

Duration: 3 days

- Introduction to the Peer Review, evaluation and quality management
- Tasks and roles of peers
- Qualitative methods
- Questioning - roadmap - preparation of the interviews - conducting interviews
- Analysis, interpretation and appraisal
- Oral feedback and reporting
- Social and personal competences

Inclusion in the QIBB Peer Reviewer Database<sup>16</sup> requires certain previous experience. This preliminary knowledge together with participation in the Peer Review programme can be credited for Module 1 and parts of Module 2.

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<sup>15</sup> Gutknecht-Gmeiner, Maria (2009): Kompetenzprofil und Vermittlungskonzept für Peers. Zur Unterstützung der Implementierung von Peer Review im Rahmen von QIBB, commissioned by ARQA-VET, Austrian Institute for Research on Vocational Training: Vienna.

<sup>16</sup> <http://www.peer-review-in-qibb.at> [18.10.2012]

## BFI - Training for certified quality coaches<sup>17</sup>

Duration: 40 periods of instruction

Contents:

- Fundamentals of management systems
  - Process management: documentation, control, measurement of process efficiency, improvement
  - Bases of ISO 9001
  - Converting an existing system to a current standard
  - Quality management documentation
  - Teamwork and moderation
  - Planning and implementation of in-house audits

Qualification: Personal certificate "Quality coach" based on ISO 17024. Creditable for Modules 2 or 4 (or parts thereof), depending on professional experience and practical quality work.

## SystemCERT - Training for certified TQM managers<sup>18</sup>

Duration: 120 periods of instruction

Contents:

Module "Quality coach"

- - Fundamentals of management systems- Process management
- Fundamentals of the ISO 9000 family of standards
- Moderation of improvement projects
- Carrying out in-house audits
- Accreditation and certification

Qualification: Personal certificate "Quality coach" based on ISO 17024

Module "Application of methods in quality management"

- Customer orientation and methods to measure satisfaction
- Problem-solving process: systematic procedures and creativity tools
- Quality management tools: seven tools and seven new tools
- Quality management methods: quality function deployment (QFD), failure mode and effects analysis (FMEA), benchmarking, assessment
- Statistics in quality management

Qualification: Personal certificate "Quality officer" based on ISO 17024

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<sup>17</sup> <http://www.bfi-wien.at/kurssuche/kurs/Fachausbildung%20Qualit%C3%A4tscoach//5695/CD/> [18.10.2012]

<sup>18</sup> <http://www.systemcert.at/component/content/article/8-kompetenz/189-tqm-managerin.html> [18.10.2012]

### Module "Strategic quality management"

- Strategy, customer orientation, staff orientation, management by objectives, balanced scorecard
- Supplier management
- Total quality management (TQM)
- Quality management and logistics- Economic benefit of quality management systems: ISO 10014
- Six Sigma and statistics in quality management
- Product liability and CE marking

Qualification: Personal certificate "TQM manager" based on ISO 17024

The certificate "TQM manager" includes the certificates "Quality coach" and "Quality officer" and is creditable for Modules 2, 3 and 4 (or parts thereof).

### WIFI programme "Quality assistant"<sup>19</sup>

Duration: 24-32 units of instruction (50 minutes each) programme + 8 units certification

Contents:

- Tasks of a quality assistant in the company
- Basic knowledge of OENORM EN ISO 9001:20093
- Introducing a QM system- Management and improvement processes
- Organisation and implementation of in-house audits
- Audit situation with role play and analysis

Creditable for Modules 2, 3 OR 4 (or parts thereof), depending on professional experience and practical quality work.

### Quality Austria programme "System manager for quality"<sup>20</sup>

Duration: 19 days (including examination and certification)

Contents:

- Integrated management systems - requirements (4 days)
- Quality management systems (3 days)
- Integrated management systems - methods and tools (3 days)
- Integrated management systems - strategy and organisational development (3 days)
- Statistical methods of decision-making (4 days)

Creditable for Module 2 (or parts thereof), depending on professional experience and practical quality work.

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<sup>19</sup> [http://www.wifi.at/DE/Zertifizierungen/Qualit%C3%A4tsassistentin/zertifizierung\\_qualitaetsassistentinnen.aspx](http://www.wifi.at/DE/Zertifizierungen/Qualit%C3%A4tsassistentin/zertifizierung_qualitaetsassistentinnen.aspx) [18.10.2012]

<sup>20</sup> <http://www.qualityaustria.com/index.php?id=2304> [18.10.2012]

## TÜV Austria training for certified quality managers<sup>21</sup>

Duration: 120 periods of instruction

Contents:

- Module "QMS": Successful introduction and further development of a QMS
- Module "ISO": Implementation of the requirements for a management system
- Module "TQM": On the way towards personal and business excellence
- Module "Methods": Methods for quality management
- Module "Audits": Testing the efficiency of management systems

Creditable for Modules 2, 3 and/or 4, depending on professional experience and practical quality work.

### Informal learning:

Informal learning covers competences which cannot be proven by certificates of attendance from education and training events or final certificates. Proof can be furnished, for example, in the form of letters by employers or clients confirming competences, letters of reference, job descriptions, contracts on work and services, preparation of a portfolio, observation, simulation of work processes, participation in procedures for the recognition of informally acquired competences (such as in workshops, discussions, interviews, presentations, tests, exams), questionnaires, self-assessments and external assessments (such as a qualified self-description) or preparation of an academic paper.

Examples of the recognition of informally acquired competences:

*Letter of reference, job description, certificates of attendance:*

Person X is active in adult education as a trainer/coach and before that was employed at a company in the field of media management as a communications expert. In his/her 8 years at the company he/she has carried out communication seminars for many different companies and organised coaching for managers. He/she has attended several continuing training measures in the field of gender and diversity. Person X submits a letter of reference including a job description and certificates of attendance from the training programmes. Due to his/her previous experience, Person X can be credited Module 3 of the programme "Quality management in VET".

*Contract on work and services:*

Person Y was employed in market research for several years, after that he/she worked as a teacher at a college of business administration (HAK) following graduation from teacher training. In market research, Person X has designed and conducted various studies independently. As there is no letter of reference, Person X submits his/her contracts for work and services, which show that he/she was responsible for designing, conducting and evaluating several social science studies over a period of two years and is therefore familiar with methods of empirical social research, and also carried out data collections and surveys and is familiar with the evaluation and interpretation of evaluation results. As a result, Person X can obtain credits for parts of Module 2 of the programme "Quality management in VET".

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<sup>21</sup> <http://www.tuv-akademie.at/kursprogramm/detail/back/13/p/108.003/Bereich/qualitaetsmanagement/event/ausbildung-zumr-zertifizierte-12.html> [18.10.2012]



Essentially the following guidelines (Cedefop, 2009) must be observed when carrying out recognition procedures:

- Individuals (learners) are central to the validation process and should be involved in dialogue about the process, which means that self-assessment, reflection, self-realisation constitute major parts of the process;- The shift to learning outcomes-based approaches within curricula and qualifications systems is facilitating introduction of validation and use of common standards within the formal recognition system;
- Ethical principles should be respected and data should be protected;
- Successful assessment methodologies usually combine several techniques but use of portfolios often has a key role;
- Quality assurance of validation and recognition procedures is key for creation of common trust and credibility.

In addition, the following key aspects must be observed for identifying and validating non-formal and informal learning to guarantee comparability and transparency of validation approaches and methods<sup>22</sup>:

- **Individual entitlements:** Identifying and validating non-formal and informal learning should be voluntary, there should be equal access and equal and fair treatment for all individuals, the privacy of the individual is to be respected;
- **Stakeholder obligations:** Stakeholders should establish systems and approaches for identifying and validating non-formal and informal learning, including quality assurance mechanisms;
- **Confidence and trust:** The processes and procedures for identifying and validating non-formal and informal learning must be fair and transparent and underpinned by quality assurance mechanisms;
- **Credibility and legitimacy:** The systems and approaches used should respect the interests and ensure the balanced participation of the relevant stakeholders.

The guidelines and recommendations for an effective practice in validation comprise guidance and orientation as especially important aspects, mainly in terms of individuals. Previous experience indicates that potential candidates mainly require access to impartial and informed advice and a recognition system tailored to the needs of the individual. To make it easier for potential candidates to make a decision about seeking recognition of learning outcomes, information about the following questions must be made available:

- What is the added value of the recognition procedure?
- What standards have to be met?
- What form can evidence of learning outcomes take?
- In addition, information is needed about timelines, fees, the procedure, available support and appeals processes.

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<sup>22</sup> cf. Cedefop (2009) p. 12.

## Annex II - Competence profiles<sup>23</sup>

### SQPM (School Quality Process Manager)

No.	Competence area	Situation	The SQPM
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.
			... 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.
			... 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).
			... 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.
		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.		

<sup>23</sup> Excerpts from: Irmer, Manon und Wieser; rENGINE (2012): Konzept zur Entwicklung von Kompetenzprofilen und Umsetzungsergebnisse - im Rahmen des Projekts VET-CERT, Austrian Institute for Research on Vocational Training: Vienna. [http://www.vet-cert.at/fileadmin/VET-CERT/Kompetenzprofile\\_gesamt.pdf](http://www.vet-cert.at/fileadmin/VET-CERT/Kompetenzprofile_gesamt.pdf) [18.10.2012]

## SQPM (School Quality Process Manager)

No.	Competence area	Situation	The SQPM
		Preparation of the work programme or school programme / the school's quality report	<p>... participates in the development of the school programme / the school's quality report, integrating the project assignments for Q-measures and Q-projects.</p> <p>... participates in gathering and collecting information and documents for the school's quality report.</p>
		Documentation	<p>... ensures documentation of the processes and results that are relevant for quality activities at school level.</p> <p>... documents his/her own function-related activities as an SQPM.</p>
5	<b>Information about QIBB and quality management</b>	Provision of information and communication	<p>... helps the school management inform the school community about QIBB (priorities, objectives, projects, etc.).</p> <p>... informs colleagues about the status of Q-measures and Q-projects.</p> <p>... 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.</p> <p>... 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.</p>
		Expert knowledge about quality management	... supports the school management and colleagues in expert issues related to the school's quality management.
		Networks and exchange	<p>... organises regular meetings with colleagues about the quality activities conducted at the school.</p> <p>... participates in organising events aiming at QM-related exchanges with colleagues (such as continuing training for teachers, conferences).</p> <p>... cooperates with regional quality project managers (LQPMs).</p> <p>... takes part in networking meetings of SQPMs at provincial level, if necessary.</p>
6	<b>Motivation to carry out quality activities</b>	Motivation to carry out quality work	... demonstrates the benefit of quality activities and helps the school management motivate colleagues.
7	<b>Ensuring further and continuing training with QM focus</b>	Need for further and continuing training at school level	<p>... helps the school management collect and identify the colleagues' need for further and continuing training on QM-related topics.</p> <p>... cooperates in the planning and organisation of training programmes with QM focus which are tailored to the school's requirements.</p>
		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
1	<b>PLAN: Planning of quality activities</b>	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.
			... 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: Implementation of Q-measures and Q-projects</b>	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.
			... 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: Evaluation of Q- measures and Q- projects</b>	Preparation of the evaluation	... helps the school supervisory board prepare the evaluation plan at provincial level (nationwide and, if necessary, province-wide quality focuses).
			... 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).
		Implementation of the evaluation	... helps the school supervisory board inform schools about planned evaluations.
			... helps schools organise and implement evaluation measures as scheduled.
			... 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: Deduction and planning of measures from evaluation results; documentation</b>	Analysis of the evaluation results	... helps the school supervisory board analyse and interpret the evaluation results at provincial level.
		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.
		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.

## LQPM (Regional Quality Process Manager)

No.	Competence area	Situation	The LQPM
		Development of the work programme at provincial level / of the province's quality report	<p>... 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.</p> <p>... participates in gathering and collecting information and documents for the province's quality report.</p>
		Documentation	<p>... ensures documentation of the processes and results that are relevant for quality activities at provincial level.</p> <p>... documents his/her own function-related activities as an LQPM.</p> <p>... 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.</p>
5	<b>Information about QIBB and quality management</b>	Provision of information and communication	<p>... 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> <p>... organises information events for principals and SQPMs about Q-related issues in agreement with the school supervisory board.</p> <p>... 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.</p>
		Expert knowledge about quality management	... helps the school supervisory board and SQPMs in expert issues related to QM.
		Networks and exchange	<p>... takes part in nationwide networking meetings of LQPMs.</p> <p>... 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.</p> <p>... holds speeches and presentations about Q-related topics in nationwide and province-wide networking meetings.</p>
6	<b>Motivation to carry out quality activities</b>	Motivation to carry out quality activities	... demonstrates the benefit of quality activities and helps principals and SQPMs.
7	<b>Ensuring further and continuing training with QM focus</b>	Need for further and continuing training at provincial level	<p>... helps the school supervisory board identify the schools' need for further and continuing training on QM-related topics.</p> <p>... helps the school supervisory board coordinate and design further and continuing training on QM-related topics in the respective province.</p>
		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	<b>The BQPM ...</b>
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.
			... 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.
			... 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).
			... 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.
		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.

## BQPM (Federal Quality Process Manager)

No.	Competence area	Situation	The BQPM ...
		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.
		Interface between BMUKK and the provincial level	... participates in gathering and collecting information and documents for the federal quality report.
		Documentation	... prepares meetings of the BMUKK's specialist pedagogical department with the provincial level and documents them.
			... 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.			
5	<b>Information about QIBB and quality management</b>	Provision of information and communication	... acts as point of contact at federal level.
			... 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	<b>Motivation to carry out quality activities</b>	Motivation to carry out quality activities	... demonstrates the benefit of quality activities and helps the school supervisory board and LQPMs.
7	<b>Ensuring further and continuing training with QM focus</b>	Conception of further and continuing training events	... conceives further training events if necessary and organises them.
		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
1	<b>PLAN: Planning of quality activities</b>	Development of the work/school programme	... lays down the school quality focuses with the SQPM's help and, if required, in consultation with colleagues.
			... 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: Implementation of Q-measures and Q-projects</b>	Implementation of the work/school programme	... communicates the school programme and initiates its implementation.
			... initiates and ensures the implementation of Q-measures and Q-projects as scheduled.
3	<b>CHECK: Evaluation of Q- measures and Q- projects</b>	Preparation of the evaluation	... prepares the evaluation plan (federal and, if necessary, provincial and school quality focuses).
			... 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: Deduction and planning of measures from evaluation results; documentation</b>	Analysis of the evaluation results	... analyses and evaluates the evaluation results.
		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
5	<b>Information about QIBB and quality management</b>	Provision of information and communication	... informs the school community about QIBB (priorities, objectives, projects, etc.).
			... 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	<b>Motivation to carry out quality activities</b>	Motivation to carry out quality activities	... motivates colleagues to carry out quality activities, supporting the SQPM's work.
			... 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	<b>Ensuring further and continuing training with QM focus</b>	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.
		Participation in further and continuing training measures	... takes part in further and continuing training on topics of quality management.
8	<b>Setting up and organising structures of cooperation in the field of quality</b>	Cooperation with SQPMs	... appoints the SQPM.
			... 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	<b>The School Inspectorate...</b>
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.
			... 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.
			... 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).
			... 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.			

Competence area	Situation	The School Inspectorate...
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.
	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.
		... 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.
		... is aware of its model function in the implementation of QIBB.

Competence area	Situation	The School Inspectorate...
7 <b>Ensuring further and continuing training with QM focus</b>	Speeches about QIBB	... holds speeches about QIBB as part of education and further training measures and moderates discussions about this topic if necessary.
	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 <b>Setting up and organising structures of cooperation in the field of quality</b>	Cooperation with LQPMs	... appoints the LQPM.
		... 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.		

## Annex III - Members of the development team

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