

VET-CERT



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

(within the framework of the VET-CERT project)

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Vienna, April 2012

## VET-CERT

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

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



Lifelong Learning Programme

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

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## Introduction

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

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

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

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

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

## Phase I: Modelling of the action field

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

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

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

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

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

Diagram 1: Quality control cycle in QIBB



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

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

## Phase II: Identification of situations of occupational action and of resources

### Object of survey

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

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

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

Unlike Ghisla the procedure under study puts special focus on occupational action situations.<sup>4</sup> The survey of activities aimed to collect relevant situations which illustrate the entire action field. The next task was to describe the resources (knowledge, skills, attitudes) that are necessary from the viewpoint of the experts. These were personal resources rather than framework conditions (time or financial resources). In the group interviews, the following working definitions were used<sup>5</sup>:

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

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

### Scope of survey and participation

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

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

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

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

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

Source: in-house presentation.

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

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

## Securing the findings

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

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

## Phase III: Formulation and structuring of the competence profiles

### Clustering

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

### Differential analysis

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

### Structuring

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

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

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

**Table 2: Structure of competence profiles**

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

Source: in-house presentation.

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

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

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

**Diagram 2: Structure of competence profiles**

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

Source: in-house presentation.

## Phase IV: Curriculum development

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