

# QIBB Q-Matrix: Matrix of the quality objectives of school-based VET in Austria<sup>1</sup>

Quality Area	1. Teaching and Learning				
Objectives	1.1 To teach specialist and general competences	1.2 To safeguard the practice-orientation of training	1.3 To safeguard the quality and transparency of examinations	1.4 To create a positive teaching and learning environment	1.5 To safeguard professional personnel development and management
Measures	<ul style="list-style-type: none"> <li>• Development and co-ordination educational offers</li> <li>• Development of discipline- and labour market-oriented qualification profiles</li> <li>• Creation of preconditions for students to be able to acquire as many recognised VET qualifications and certificates as possible already during their training</li> <li>• Development and application of teaching methods to promote personal development, social competence and self-organisation</li> <li>• Co-ordination of curricula and programmes within the framework of regional educational planning and school autonomy</li> </ul>	<ul style="list-style-type: none"> <li>• Continuous adjustment of technical theory and practical training</li> <li>• Continuous adjustment of theoretical and practical instruction to labour market demands and changing qualification demands</li> <li>• Regular contacts with the economy and accepting institutions</li> <li>• Safeguarding of the standard for infrastructure and facilities in line with practical requirements</li> <li>• Monitoring of labour market data (trends, projections)</li> </ul>	<ul style="list-style-type: none"> <li>• Disclosure of requirements, dates and criteria of performance appraisal and assessment</li> <li>• Development and specification of standards for leaving examinations</li> </ul>	<ul style="list-style-type: none"> <li>• Dissemination of efficient information systems and early warning systems</li> <li>• Development and implementation of concepts to promote talents and to individualise programmes</li> <li>• Development and implementation of support structures for students with performance deficits</li> <li>• Promotion of social learning</li> <li>• Implementation of the principles of gender mainstreaming and gender equality in all teaching and learning processes</li> <li>• Promotion of a spirit of co-operation and active participation at all levels</li> <li>• Optimisation of framework conditions related to infrastructure and facilities</li> <li>• Use of electronic learning environments and participation in web-based forms of teaching and learning</li> </ul>	<ul style="list-style-type: none"> <li>• Safeguarding of the quality of leadership</li> <li>• Safeguarding of personnel resources and prerequisites for systematic personnel development</li> <li>• Co-ordination and safeguarding of the pedagogical and subject-specific suitability of newly recruited staff</li> <li>• Development of pedagogical, subject-specific and/or administrative competences</li> <li>• Regular co-ordination with the in-service and further training institutions of teachers</li> <li>• Promotion and recognition of the staff members' performance</li> <li>• Efficient and effective staffing</li> </ul>

<sup>1</sup> The QIBB Q-Matrix specifies the quality policy of the General Directorate for Vocational Education and Training. Due to the high degree of differentiation of IVET and VET systems, deviations in sub-fields may occur due to statutory or technical changes. Version of 16 February 2005

<p><b>Output</b></p>	<ul style="list-style-type: none"> <li>• Modern, needs-oriented and business-oriented training</li> <li>• Socially responsible graduates who are able to actively participate in social and professional life</li> </ul>	<ul style="list-style-type: none"> <li>• Training programme in practical subjects adjusted to theoretical subjects</li> <li>• Teaching projects, diploma works in collaboration with and in companies</li> <li>• Completion of mandatory or voluntary work-placements</li> <li>• Renewal process in schools and know-how flow from the economy/accepting institutions to schools</li> <li>• Nation-wide standards for infrastructure and facilities</li> </ul>	<ul style="list-style-type: none"> <li>• A school community that is informed about learning objectives</li> <li>• Defined performance requirements and assessment criteria</li> <li>• Transparent requirements standardised across the country for leaving examinations</li> </ul>	<ul style="list-style-type: none"> <li>• Instruments to cope with performance problems</li> <li>• Improvement of performance through support measures</li> <li>• Promotion of the students' strengths</li> <li>• Students who show own initiative and own ideas</li> <li>• An active school community that implements the educational mission in the spirit of co-operation</li> <li>• Work- and age-compliant equipment and proper infrastructure</li> <li>• Practice-oriented IT equipment</li> <li>• Attractive and state-of-the-art teaching and learning</li> </ul>	<ul style="list-style-type: none"> <li>• Executives with the necessary competences</li> <li>• Organisation chart with clear and transparent responsibilities</li> <li>• Co-ordinated personnel development instruments</li> <li>• Teachers with subject-specific competences and pedagogical know-how</li> <li>• Teaching processes that meet state-of-the-art standards in pedagogical and subject-related terms</li> <li>• School as a learning organisation</li> <li>• Motivated employees</li> <li>• Optimal staffing in the fields of teaching and administration</li> <li>• HR management in line with gender mainstreaming principles</li> </ul>
<p><b>Indicators</b></p>	<ul style="list-style-type: none"> <li>• Curricula that meet requirements and document them</li> <li>• Employability, higher learning competence and qualification</li> </ul>	<ul style="list-style-type: none"> <li>• Availability of guidelines to match the theoretical and practical parts of the training</li> <li>• Annual planning at the level of teachers, classes and departments</li> <li>• Frequency of co-operation projects with companies</li> <li>• Share of students who have completed work-placements</li> <li>• Awareness of education and training offers in the economy</li> <li>• Frequency, type and outcomes of contacts between schools and the economy/accepting institutions</li> <li>• Schools standard regarding infrastructure and facilities</li> </ul>	<ul style="list-style-type: none"> <li>• Availability of learning objectives</li> <li>• Transparent performance assessment, perceived as fair</li> <li>• Existence of competence models for leaving examinations and selected subjects</li> </ul>	<ul style="list-style-type: none"> <li>• Availability and efficiency of support institutions</li> <li>• Excellent performance of students (e.g. also in competitions)</li> <li>• School atmosphere</li> <li>• Contribution of the students and parents towards the joint fulfilment of the educational mission</li> <li>• Share of classes without a permanent classroom and other indicators related to the utilisation of infrastructure</li> <li>• Up-to-dateness of the applied hardware and software</li> <li>• Network and hardware availability</li> </ul>	<ul style="list-style-type: none"> <li>• Requirement profiles of managers, selection procedures oriented towards management and leadership competences</li> <li>• Clearly defined responsibilities for workflows</li> <li>• High-quality education, training and instruction</li> <li>• Availability of instruments to determine need for skills training</li> <li>• Participation in in-service and continuing training measures</li> <li>• Recognition of performance in different forms (recognition instruments)</li> <li>• Smooth teaching and administration process</li> </ul>

<p>Evaluation</p>	<ul style="list-style-type: none"> <li>• Survey (curricula)</li> <li>• Interviews (graduates)</li> <li>• Statistics of the Public Employment Service Austria (PES)</li> <li>• Education statistics</li> </ul>	<ul style="list-style-type: none"> <li>• Interviews with teachers</li> <li>• Survey (e.g. co-operation with companies, waiving of requirement to complete a mandatory work-placement)</li> <li>• Assessment by students</li> <li>• Round table with representatives of the economy/accepting institutions</li> <li>• Survey and evaluation of the inventory; lists of shortcomings</li> </ul>	<ul style="list-style-type: none"> <li>• Survey (transparency instruments for learning objectives and performance assessment)</li> <li>• Survey (students and parents)</li> <li>• Survey competence models</li> </ul>	<ul style="list-style-type: none"> <li>• Survey teachers, parents and students</li> <li>• Survey of indicators related to the utilisation of infrastructure</li> <li>• Survey and evaluation of the inventory; lists of failures</li> </ul>	<ul style="list-style-type: none"> <li>• Survey (requirement profiles)</li> <li>• Survey (managers and school community)</li> <li>• Survey (workflows and responsibilities)</li> <li>• Survey on competence and the quality of teaching by means of reviews and study visits at school and at classroom as instruments for quality assurance and the professional development for teachers (also with peer review instruments Survey (CVET instruments participation))</li> <li>• Interviews with employees (motivation, staffing)</li> </ul>
-------------------	---	---	---	---	---

Quality Area	2. Quality		
Objectives	2.1 To define and evaluate educational, administrative and QM processes	2.2 All members of staff make their own contribution to the overall quality of the school	2.3 To support the fulfilment of the educational mission through efficient information and organisation management
Measures	<ul style="list-style-type: none"> <li>• Definition and optimisation of administrative and organisational processes</li> <li>• Transparent decision-making processes</li> <li>• Creation of an efficient information system for school-relevant data</li> <li>• Development of curricula and leaving examinations as well as competence models for subjects</li> <li>• Evaluation of educational, management and support processes</li> <li>• Setting up of related support structures</li> <li>• Support of the fulfilment of the educational mission through efficient knowledge and organisation management</li> </ul>	<ul style="list-style-type: none"> <li>• Employees participate actively in the introduction and maintenance of the QM system</li> <li>• Training and motivation for customer-orientation, and creation of a feedback culture</li> </ul>	<ul style="list-style-type: none"> <li>• Targeted and timely transmission of information</li> <li>• Adequate organisational measures for communication and the fulfilment of tasks</li> <li>• Agreements on model for regular exchanges of information</li> </ul>
Output	<ul style="list-style-type: none"> <li>• Simplification of administration</li> <li>• Acceleration of processes</li> <li>• Reduction of the frequency of failures</li> <li>• Transparent and uniform requirements</li> <li>• Regularly implementation of evaluation and changes to processes</li> <li>• Informed actors at all administrative levels</li> <li>• Optimised communication and organisational processes</li> </ul>	<ul style="list-style-type: none"> <li>• Good school atmosphere</li> <li>• Satisfied customers</li> <li>• QM system supported by all employees</li> <li>• Teachers and administrative staff act in a customer-oriented manner</li> </ul>	<ul style="list-style-type: none"> <li>• Informed actors at all administrative levels</li> <li>• Optimised communication and organisational processes</li> </ul>
Indicators	<ul style="list-style-type: none"> <li>• Fixed, generally known, and transparent workflows</li> <li>• Application of planning instruments</li> <li>• Satisfaction of stakeholders</li> <li>• Designing of curricula with qualification profiles</li> <li>• Use of evaluation instruments</li> <li>• Introduction of quality measures on the basis of evaluation results</li> <li>• Functioning flow of information</li> <li>• Effectiveness of implemented measures</li> </ul>	<ul style="list-style-type: none"> <li>• School atmosphere</li> <li>• Customer satisfaction</li> <li>• Implemented QM system</li> <li>• Type and frequency of participation by employees</li> </ul>	<ul style="list-style-type: none"> <li>• Functioning flow of information</li> <li>• Effectiveness of implemented measures</li> </ul>
Evaluation	<ul style="list-style-type: none"> <li>• Survey (teachers, administrative staff)</li> <li>• Survey</li> </ul>	<ul style="list-style-type: none"> <li>• Survey (students, parents, teachers)</li> <li>• Survey (management and performance review, quality report)</li> </ul>	<ul style="list-style-type: none"> <li>• Survey (e.g. conferences, working groups)</li> <li>• Survey</li> </ul>

Quality Area	3. Economy und Society		
Objectives	3.1 Regular contacts with the business community/accepting institutions, educational institutions and public authorities regarding the range of courses and their implementation	3.2 Demand-driven and needs-oriented educational planning	3.3 Provision of application-oriented solutions to problems in the economy/society
Measures	<ul style="list-style-type: none"> <li>• Contacts with the social partners at the federal, provincial and regional levels</li> <li>• Establishment and use of advisory boards, support associations, etc. as consulting instruments for decisions on educational offers</li> <li>• Use of the feedback of representatives of the economy/accepting institutions within the framework of leaving examinations</li> <li>• Establishment and maintenance of contacts with companies/accepting institutions, educational establishments and social partners to implement co-operation projects</li> </ul>	<ul style="list-style-type: none"> <li>• Round table talks with managers and practitioners</li> <li>• Development of concepts and of planning and control instruments by conducting studies and projects</li> <li>• Involvement of practitioners in the development of curricula and in evaluation</li> <li>• Designing of curricula within the framework of school autonomy</li> </ul>	<ul style="list-style-type: none"> <li>• Projects (exam works, diploma works, final works) with non-school partners</li> <li>• Use of possibilities offered by partial legal capacity</li> <li>• Creation of required framework conditions for practical learning opportunities in co-operation projects with external partners</li> </ul>
Output	<ul style="list-style-type: none"> <li>• Students face practical requirements and acquire practice-oriented competences</li> <li>• Integration of graduates into the labour market and the socio-cultural environment</li> </ul>	<ul style="list-style-type: none"> <li>• Educational offers meeting the needs of the economy/accepting institutions</li> <li>• Guidelines for developing educational offers and curricula</li> </ul>	<ul style="list-style-type: none"> <li>• Acquisition of practical experiences within the framework of training</li> <li>• Teachers acquire practical experiences by working in institutions with partial legal capacity</li> </ul>
Indicators	<ul style="list-style-type: none"> <li>• Practice-orientation of training</li> <li>• Activities of advisory boards, support associations, etc.</li> <li>• Employability</li> </ul>	<ul style="list-style-type: none"> <li>• Employability</li> <li>• Satisfaction of accepting institutions</li> <li>• Availability of guidelines for the development of educational offers and curricula</li> </ul>	<ul style="list-style-type: none"> <li>• Number of co-operation projects</li> <li>• Participation of teachers in sub-contracts</li> </ul>
Evaluation	<ul style="list-style-type: none"> <li>• Feedback by accepting institutions</li> <li>• Assessment by students</li> <li>• Survey of co-operations at all levels</li> </ul>	<ul style="list-style-type: none"> <li>• Interviews (graduates, accepting institutions)</li> <li>• Statistics of the Public Employment Service Austria (PES)</li> <li>• Survey (guidelines)</li> </ul>	<ul style="list-style-type: none"> <li>• Survey</li> </ul>

Quality Area	4. Internationality		
Objectives	4.1 To take into account the European and international dimension in training	4.2 To co-ordinate VET development between national and European levels	4.3 To support the mobility of students, teachers and graduates
Measures	<ul style="list-style-type: none"> <li>Teaching and promotion of orientational knowledge on other cultures</li> <li>Teaching and promotion of proficiency in English as a technical and vehicular language at a high level</li> <li>Promotion of acquisition of a second/third foreign language (preferably of the neighbouring countries)</li> <li>Promotion of the teachers' foreign language competences</li> </ul>	<ul style="list-style-type: none"> <li>Participation and representation of the Austrian interests in international and European decision-making and advisory bodies consulting bodies</li> <li>Promotion of the agreed European principles, guidelines and instruments to be used at the national level</li> <li>Promotion of participation in international and European support programmes</li> </ul>	<ul style="list-style-type: none"> <li>Promotion of participation in mobility programmes and applying transparency instruments</li> <li>Safeguarding of the recognition of competences and qualifications and their transfer to education and training programmes/qualifications in other Member States</li> </ul>
Output	<ul style="list-style-type: none"> <li>International references form part of teaching and learning processes</li> <li>Partnerships with foreign institutions</li> <li>High communication level of students in English</li> <li>Basic competence in a second foreign language</li> </ul>	<ul style="list-style-type: none"> <li>Harmonisation of European and national framework conditions and instruments</li> </ul>	<ul style="list-style-type: none"> <li>Teachers and students with international experience</li> <li>Sustainable international partnerships</li> <li>Application of the European Europass instruments</li> <li>Orientation of educational offers towards a European transfer system</li> </ul>
Indicators	<ul style="list-style-type: none"> <li>Frequency of international references in teaching</li> <li>Frequency of foreign-language sources/language of instruction/cross-border contacts/international events/project partnerships</li> <li>Curriculum references to the Common European Framework of Reference for Languages</li> <li>Number of acquired foreign language certificates</li> <li>Number of sequences in which "English as working language" is used in VET</li> <li>Examinations taken in English within the framework of leaving examinations</li> <li>Participation of students in classes in a second/third foreign language</li> </ul>	<ul style="list-style-type: none"> <li>Presence and co-determination in international and European bodies</li> <li>Participation of VET institutions and individuals in international and European support programmes</li> <li>Return on European funds to Austria</li> </ul>	<ul style="list-style-type: none"> <li>Number of work-placements abroad/international and European projects</li> <li>Number of issued Europass instruments</li> <li>Instruments to evaluate and transfer competences and qualifications</li> </ul>
Evaluation	<ul style="list-style-type: none"> <li>Survey</li> </ul>	<ul style="list-style-type: none"> <li>Survey</li> </ul>	<ul style="list-style-type: none"> <li>Survey</li> </ul>