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Part 1: Status of the introduction of EQARF Recommendation in (Partner Country)

1. Developments at national level

What are the developments at national level, regarding the below European initiatives?

The initiatives are the following:

The European Framework of Key Competences

The European Qualification Framework for lifelong learning (EQF)

In October 2006, the Federal Ministry of Education and Research (BMBF) and the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder (KMK) agreed to work jointly to develop a German Qualifications Framework for Lifelong Learning (Deutscher Qualifikationsrahmen, DQR). The starting point was the Recommendation of the European Parliament and of the Council on the Establishment of the European Qualifications Framework (EQF) which entered force on 23 April 2008.

The BMBF and the KMK took the EU Recommendation forward by appointing a joint “Federal Government-Federal State Coordination Group for the German Qualifications Framework” (B-L-KG DQR), which was entrusted with steering the process of drawing up a German national qualifications framework. A large number of other actors are involved in this process.

In February 2009, the DQR Coordination Group (B-L-KG DQR) and the DQR Working Group (AK DQR) put forward an initial draft German Qualifications Framework for discussion. Its contents make it possible to assign levels to all qualifications acquired in Germany – including qualifications from general education. The DQR matrix contains eight levels, within which the learning outcomes (clustered into competences) are described in generic terms, i.e. without citing specific qualifications. As a matter of principle, all levels should be attainable by means of different educational pathways. For levels 5 to 8, parallel descriptions were chosen so that both academic and vocational qualifications could be assigned to them.

In a phase of development begun in May 2009, the functionality of this discussion proposal was tested by assigning levels to a trial set of qualifications. Sample qualifications in four occupational fields and work areas were aligned with the full range of reference levels in order to gain more meaningful data across all sectors of the education system. The chosen thematic and occupational areas were metal/electrical, IT, commerce and health. Members of the expert groups were either appointed directly, as acknowledged experts from all sectors of education and training (e.g. university researchers, practitioners from the continuing vocational education sector), or were nominated by institutions and associations. These groups consisted of around 16 to 20 experts.

The aim of this development phase was to review the structures of the DQR matrix and to draw possible conclusions on the validity of the description categories. The expert groups were asked to make the arguments for their chosen alignments explicit, and to describe any alignment difficulties that indicated a need for revision of the matrix descriptors.

The European Quality Assurance Reference framework for Vocational Education and Training (EQAVET)

In 2008, DEQA-VET, the German Reference Point for Quality Assurance in Vocational Education and Training at the Federal Institute for Vocational Education and Training (BIBB) was established in Bonn, on behalf of Federal Ministry of Education and Research (BMBF).

DEQA-VET actively engages in networking VET actors and institutions in Germany. As a point of contact and service office for questions relating to all aspects of quality assurance and quality development in vocational education and training (VET), DEQA-VET...

- * pulls together information and expertise
- * instigates projects and initiatives, and
- * organises events relevant to the theme.

The European Credit Transfer and Accumulation System (ECTS)

Number of recognized higher education institutions - 355

The Diploma Supplement (DS)

The Diploma Supplement has been introduced in the year 2000 by corresponding decisions of the Conference of Ministers of Education and Cultural Affairs (KMK) and by the Rectors' Conference (HRK). Since 1 January 2005 all students automatically receive the Diploma Supplement in English at no charge.

The German Diploma Supplement follows the template recommended by the UNESCO/Council of Europe/European Commission Working Group.

The European Credit system for Vocational Education and Training (ECVET)

DECVET pilot initiative: A credit points system in vocational education and training in Germany. The aim of the DECVET initiative that is currently being piloted is to bring about the mutual comparability of the knowledge, skills, and competencies acquired at different kinds of institutions in Germany. DECVET pursues the aim of developing and testing a credit points system in the German context. In the VET system, learning outcomes and competencies should be documented, transferred and credited from one to another subarea in a better way. DECVET aims to increase both horizontal and vertical permeability, i.e. between different parts of the system and between different levels of educational attainment.

Europass

The NEC in Germany was established in 2005 and since January 2007, the National Agency for Education for Europe at BIBB has been responsible for this function. Since then, over 100,000 learning stays in other European countries have been certified with the Europass Mobility document in Germany alone (<http://www.europass-info.de/EN/start.asp> , cited: February 2012).

The National Academic Recognition Information Centres (NARIC)

In Germany there are the institutions appointed as national centers.

2. Legislation

Is there any legislation or legal framework that governs Quality assurance in education and/or VET?

- The Vocational Training Act (BBiG) forms the basis for VET in Germany.
- The Continuing Training Recognition and Admission Ordinance (AZWV)

3. Regulatory and institutional arrangements

Which are the regulatory bodies or institutions that govern or regulate Quality assurance in education and/or VET?

- The German Federal Ministry of Education and Research (BMBF),
- The Federal Institute for Vocational Education and Training (BIBB);
- Die AZWV (Anerkennungs- und Zulassungsverordnung Weiterbildung)

4. Stakeholders involvement

Who are the key players/institutions that are involved in Quality assurance in education and/or VET?

Various levels:

a). Federal government

The German Federal Ministry of Education and Research (BMBF) is the policy and coordination ministry for vocational education and training in the German federal government and is thus responsible for vocational education and training legislation as well as for overarching and fundamental issues. These include, for instance:

- * the Vocational Training Act (BBiG);
- * the Upgrading Training Assistance Act (AFBG);
- * preparation of the annual Report on Vocational Education and Training;
- * legal supervision and financing of **the Federal Institute for Vocational Education and Training**

(BIBB);

- * running programmes to improve vocational education and training.

The Vocational Training Act (BBiG) contains an extensive range of instruments to ensure the quality of vocational education and training. It extends from the definition of uniform, nationwide standards for training and examinations in the ordinances from the German federal government regarding vocational basic and advanced training all the way to the duty of the competent authorities to ensure the professional aptitude of trainers in companies.

Qualification of the specialists and managers of tomorrow is a key factor determining Germany's innovative strength and ability to compete. One of the BMBF's core tasks is therefore promoting education and lifelong learning. The respective specialist ministries are responsible for recognition of the individual training occupations. **The German Federal Ministry of Economics and Technology (BMWi)** is responsible for the vast majority of training occupations. Approval must be obtained from the BMBF in all cases, however. The BMBF is thus responsible for coordination and management of vocational education policy for all training occupations. It is also responsible for advanced training ordinances and trainer aptitude.

b). Länder level

Each state in Germany is responsible for forming and implementing its own educational policy.

There is an "Ordinance on Establishment of a State Institute for School Quality and Educational Research" (from 18 March 2005). The State Institute for School Quality and Educational Research (ISB) is a central institution for advising and supporting all those involved in creating good schools. It provides impulses for ensuring continual further development in the quality of the Bavarian school system.

c). Social partners

Employers / Employees

The partnership between employers and unions manifests itself at federal level through cooperation in the main committee of the BIBB, at Land level in the competent ministry's VET committee, and at regional level in the Chambers' VET committees and examination committees. The VET committees are responsible for important tasks in the implementation and supervision of pre-vocational training, and of vocational training, further training and retraining. The social partners have responsibilities at four levels:

1. National level: participation in developing training programmes/standards, recommendations in all areas and aspects of VET.

2. Regional level:

a) Land level – recommendations in all areas of VET in respect of coordination between school and enterprise;

b) level of the competent bodies – advice, supervision of training provision in enterprises, implementation of examinations, award of qualifications.

3. Sectoral level: negotiations on provision of training places; collective agreements on remuneration of training.

4. Company level: planning and implementation of in-company training.

Some actors: Federal Association of German Employer Associations (BDA), Association of German Chambers of Industry and Commerce (DIHK), German Confederation of Trade Unions (DGB), Industrial metal workers' trade union (IG Metall).

d) Associations on the federal and land levels.

DVWO - Umbrella Association of the Continuing Training Organisations. The aims of the DVWO are to improve the quality of teaching and learning in continuing vocational training, increase transparency for consumers and to develop clear occupational and training criteria for continuing training providers and agreed quality criteria for continuing training work.

German Adult Education Association (DVV) e.V. The quality assurance work undertaken by the DVV (which is not confined to vocational education and training) relates to the following dimensions: planning quality, programme quality, implementation quality, qualification quality, teaching quality, service quality.

Participation in funding programmes at federal and at federal state level requires external certification of a quality assurance system in many cases. For this reason, many adult education centres have implemented quality management systems in recent years. Taking differing regional starting conditions and requirements into account, adult education centres have introduced various quality models into their institutions (LQW, ISO, EFQM, AZWV etc.).

5. Methods and practices developed

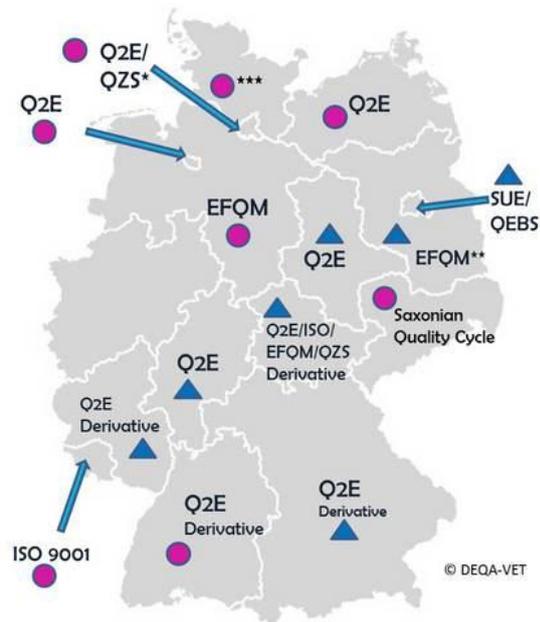
What are the good practices or methods that can be reported in your country?

Quality management in vocational schools in Bavaria (QmbS)

The object of the project “Quality management in vocational schools in Bavaria” (QmbS) is the development and testing of an integrated quality management system. The QmbS system is targeted at vocational schools and was trialled with the 18 schools of the PROFIL 21 pilot project. QmbS is based on the “Quality through evaluation and development” (Q2E) model, which is taken further by integrating the existing Bavarian elements of “internal evaluation” and “external evaluation”. The aim is to motivate as many vocational schools as possible to engage in continuous internal quality improvement on the basis of this system. From the beginning of the school year 2009/2010, 21 vocational schools every year – amounting to five cohorts in total – are being supported with the introduction of QmbS.

Further information and extensive materials on the project can be found on the QmbS website at www.qmbs-bayern.de

Quality Assurance Systems in Germany (vocational schools), based on the quality cycle



▲ = Pilot Project

● = Area-wide

* The QM-systems are to correspond to the „Orientation framework of school quality“.

** The Orientation framework „School Quality in Brandenburg“ is based amongst others on EFQM.

*** Schleswig-Holstein: Minimum requirement: PDCA-Cycle

The evaluation process at schools consists of two elements: external and internal evaluation. Since 2008 all state-approved schools are obliged to undergo external evaluation.

The evaluation team analyses the results of the standardized questionnaires from teachers, learners, and parents and the data provided by the school (observation of the lessons, interviews with school managers) in order to get an overall picture of the quality at school.

There are 4 fields of quality analyzed, which are divided in 16 under fields. The under fields

The quality fields „Framework requirements“ and „Results“ will be only described in the evaluation report. This description is a basis for the self-reflection for the school. In the quality fields “Process quality of lessons” and “Process quality of school” are deeply analyzed according to the given criteria.

The process quality of school consists of

- * School management
- * good cooperation

* School development

* School culture

The evaluation team consists of three school evaluators and one non-school evaluator. The school evaluators are represented by the teachers working at school. They have an experience in the field of school management, lesson's development und school development. Non- school evaluators are representatives e.g. of companies or parents. The evaluation teams are assigned to the each school. The content and process work of the team is supervised by the Quality Agency.

The evaluators should possess appropriate competences and knowledge (vgl. BayEUG Art. 113c und Gesetzesbegründung):

- Knowledge of the current issues of school and education policy
- Knowledge of Evaluation as methodology
- Knowledge about characteristic of a good school and its indicators
- Knowledge about the characteristic of good lessons and current methods of learning and teaching
- communication competences
- Team work competences
- Education and further education
- Ability to discretion

The education of school evaluators is based on one week basis qualification course and two half week further qualification modules (in the first year of the evaluation), those courses are carried out by the Quality Agency and institute of further education for teachers (Akademie für Lehrerfortbildung und Personalführung).

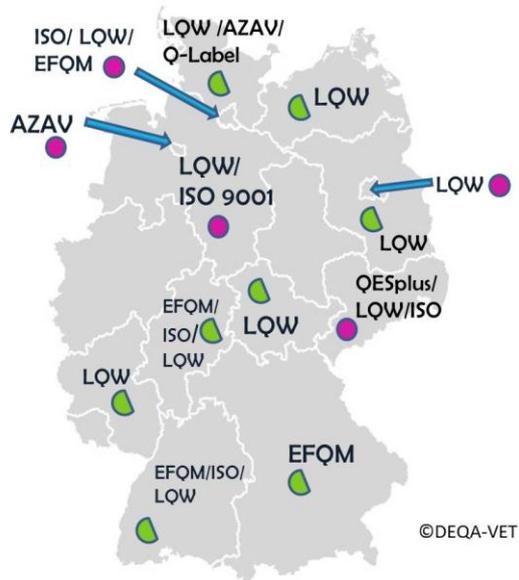
Assistance for the evaluation teams.

The employees of the Quality agency support and control the work of the evaluators

Evaluation website

The registered users can have an access to the platform, which provides information and updates regarding quality assurance and evaluation development. There the evaluators can find various instruments for evaluation for download.

Quality Assurance in Adult Education (Adult Education Centres / VHS)



- = Area-wide
- = Aim: Area-wide

Quality management in vocational training:

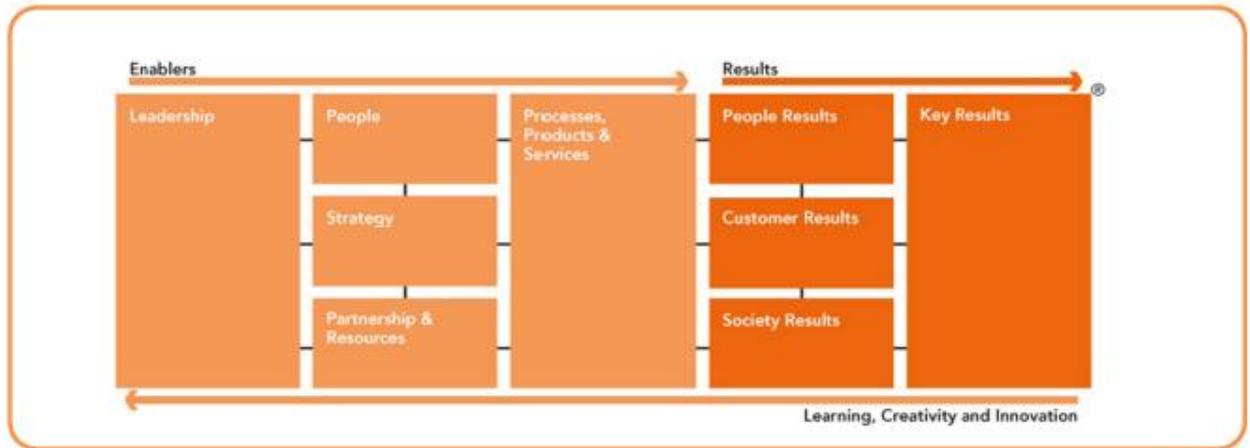
- EFQM model for excellence and its implementation
- Quality assurance in further education, quality management system – recognition and licensing of training

Quality management (QM) is as a central factor of the model of private economy enterprises like also of public institutions.

Two procedures are applied: the quality assurance and the quality development as a continuous improvement.

Total Quality Management (TQM)-the entire institution

What hides behind the EFQM? The process of the EFQM expresses itself in the Excellence model.



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Nine criteria are used to evaluate the organisation as a whole.

There are two possibilities of the evaluation: the self-assessment and the external assessment.

Quality management system	basic assumptions, core elements and logic underlying this system	Purpose	Actors	Report to	Common uses and comments	Results
EFQM	<p>The EFQM model is based on 9 criteria:</p> <ul style="list-style-type: none"> - Leadership - People - Policy & Strategy - Partnership & Resources - Processes - People Results - Customer Results - Society Results - Key Performance Results <p>Five of these nine criteria are "Enablers" and four are "Results". The "Enabler" criteria cover what the organisation does. The "Results" criteria cover what the organisation achieves. "Results" are caused by "Enablers" and "Enablers" are improved using feedback from "Results".</p>	Continuous Improvement Process (CIP) to increase the quality level of the organisation	The members in and users of the organisation, external assessors	Internal and external assessors. Annual follow-up by an officially accredited Excellence Assessor.	The EFQM international standards are used and accepted in all professional sectors. The definitions are binding. The commitment to EFQM enables the organisation to face increased quality expectations of the market. Comparability with other market participants Benefit for clients, members, partners management and staff.	All activities of the organisation are involved in the continuous improvement process and fit in with the international standards.

The 10 principles of the excellence

1. Gender Mainstreaming
2. Intercultural competence
3. VHS-related social responsibility
4. Result orientation
5. Orientation towards the customers
6. Leadership and aim consequence
7. Management by processes & facts
8. Employee development and participation
9. Studying continuously, innovation & improvement
10. Development of partnerships

EFQM – optimisation and orientation at the customers' needs e.g complaints are collected structurally and evaluated in certain intervals. Slips from the results of these evaluations become concrete improvement measures and new aims.

EFQM - self-assessments are carried out in regular distances (2 -3 years). One employee each per hierarchy level as well as the quality representative takes part in it. With the EFQM self-assessment tools (grids, questions) all elements of the institution VHS are judged individually by every member of the self-assessment team. The results are then discussed and leveled out (average values made) in a common meeting (approx. ¾ day).

the eQMS - an IT supported system which fulfils all requirements of QM system.

The eQMS also fulfils the requirements of the newly developed DIN ISO 29990. The comparability of the quality is also possible with national and international education service providers.

Construction of the eQMS-bvv Handbook:

- Process descriptions
- Work instructions
- Forms
- Checklists
- Enclosures
- Laws, guidelines, ordinances
- Examples

6. Results and future trends

What are the results of such methods and practices in your country and what are the foreseen future trends?

The system of quality assurance introduced at vocational schools is under further development. It is foreseen that the QmbS will be further used at schools.

The EFQM system introduced in adult education sector was adapted to the needs of institutions active in the field of adult and vocational education. The Bavarian Association of adult education centres (BVV) adapted to EFQM to the local / regional needs of the centres, QMS handbook based on EFQM system was developed and introduced at all Bavarian centres. The key fields of the centres (languages, vocational training, health, culture, society) are managed according to the 9 EFQM criteria. In case of adult education centres the clear description and definition of the qualification specific for quality assurance is missing. Currently the working group assigned by the Federal Ministry of Education and Research (BMBF) for development of validation and recognition of competences acquired in non-formal context within NQF works on the description of the quality assurance qualification in the context of learning outcomes units (Documentation materials, DQR 2013, national working group).

Part 2: Qualifications relevant for the quality manager in VET institutions in the partner countries.

1. A list of qualifications specific quality assurance qualifications

What are the qualifications related to quality management that can be reported in your country (i.e. Quality management standards, National Quality Assurance Qualifications' Framework etc)?

In the context of the quality assurance in vocational schools (QmbS) the following list of qualifications or rather competences is required:

- The high awareness of the role as management leader to assure the quality
- Knowledge of the quality circle structure
- Competence to identify success criteria, methods of evaluation in order to assure the quality.

For the managers / teachers responsible for quality assurance in the vocational schools the further training are organized, most of the trainings last 1 or 2 days, there are the courses for further development in the field and also those for the beginners.

<http://fortbildung.schule.bayern.de/>

2. A list of qualifications from education and training, business and administration that may be relevant to VET quality managers

What are the QA qualifications related to training and education that can be reported in your country?

According to the EFQM system the following competences are required for the quality assurance manager or assessor

1. Understand the EFQM Excellence Model® and score consistently (system for quality assurance applied in the institution)
2. Understand organisation and is able to take an overall view of performance
3. Interact positively as a member of a high performing international team.
4. Can gather, assimilate and analyse evidence to make insightful judgments
5. Can produce/give clear, accurate and useful feedback.

Additionally, the following experience is needed in the context of EFQM system:

- A career in management - preferably with some international dimensions and at minimum to middle management 'level'.
- A broad knowledge and experience of management processes.
- Written and verbal fluency in the English language
- An achiever in respect of business objectives
- Having undergone and passed an EFQM European Assessor Training® Competency Assessment.

3. A list of units of learning outcomes that can be transferred.

What are the units of learning outcomes (i.e. Quality assurance courses in all levels of training) that can be transferred while practicing Quality Assurance?

Examples of the learning units on the QmbS training for the vocational schools

“Führungskräftequalifizierung” Akademie für Lehrerfortbildung und Personalführung Dillingen.

The training consists of three modules, the last module C is based on the exchange experiences and coaching activities. The available training program is quite general, therefore it does not allow to describe it in the form of learning outcomes.

Module A Prequalification (10 days)

Knowledge on the institution (school) structure

Assessment exercises to measure potential of the institution

Leading

Communication / dealing with conflicts

Institutional development / project management

Time management / self-management

Quality management and evaluation

Moderation and presentation

School administration and school organization

Module B Training (12,5 days)

Management of the institution / administration of the institution / law

Human resources management / communication

Quality assurance / development of the institution

Module C (10 days)

Management tools

Communication in conflict situation

Staff development

Teaching quality and evaluation

Team development

Public relation

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