

QES^{plus} (2017) – Demands for Institutes of Continuing Education

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1. Trans-Sectoral Demands

Component: Understanding on leadership and fundamentals for leadership		Leader-ship 
<p>QES^{plus} - quality demands</p> <p>Developing of organization implicates quality development¹ and designs the process sceneries of an institute. Thus quality development is seen as a priority leadership task.</p> <p>Leadership principles are discussed, communicated and fixed within institute.</p> <p>Executive staff reflects the own work and educates oneself.</p> <p>Demands of AZAV</p> <p>Cp. AZAV § 2 (3) 1.; (4) 1., 2., 3., 8., 9.</p>	<p>Necessary leadership tasks and leadership measures</p> <ol style="list-style-type: none"> 1. Executive reflects own understanding of leadership and leadership actions under conditions of rising complexity and dynamic². Though the executive uses self-monitoring and self-evaluation respectively and cooperative feedback. 2. She/he deduces from those determinations for development of own leadership actions and uses suitable possibilities for continuing education (e.g. committee actions, network actions, leadership training). 3. In context of quality management she/he widens own perspectives of professional actions through development of critical-reflective and structured possibilities for intervention as well as rising organizational knowledge.³ 4. Executive steers quality development under support of a quality steering group respectively commissioner for quality on basis of agreed and communicated principles. 5. Staff is involved in preparation of decisions. Agreed decisions are made transparent and communicated convincingly⁴. 6. Strategies, aims and values of educational organization will be developed and decided in common with colleagues (e.g. development of quality understanding of own institute). Especially, argumentation of values promotes comprehension and motivation of staff, and experience of esteem. 7. Constructive feedback is desired, and will be promoted. Corresponding operations are discussed continuously with reference to suitability and practicality. Error culture and learning culture are parts of organizational culture. 8. There are possibilities for critical self-reflection – especially of executive (e.g. willingness for innovation, checking the ratio of strategic development and 'daily work'). 9. Executive gives orientations for strategic development of organization, sets priorities on basis of yearly internal audit (look also to management review), and agrees together with quality steering group or quality commissioner respectively other colleagues next steps for reaching aims (inclusive responsibilities and appointments). She/he is responsible for execution of internal audit and monitoring of quality management system documentation. 	

¹ Behrmann, D. (2004, S. 76) points to '...integrative quality development in developmental process of organization'. Behrmann, Detlef (2004): Professionalisierung unter dem Aspekt der Optimierung von Systemvoraussetzungen für das lebenslange Lernen – Erfahrungen und Erkenntnisse eines Forschungsprojekts. In: Behrmann, D.; Schwarz, B.; Götz, K. (Hrsg.): Professionalisierung und Organisationsentwicklung. Bielefeld 2004, p. 53-121.; Egler, R. (2011, S. 264) has characterized this in QES^{plus} similar: 'Quality management system QES^{plus} creates – as integrated, process orientated frame of intervention – chances for influencing of organizations, on this directed processes of activities included interfaces, steering and leading system'. Egler, Ralph (2011): Qualitätsmanagement und Organisationsentwicklung. Studien zur Implementierung des Qualitätsmanagementsystems QES^{plus} und dessen Beitrag zur Organisationsentwicklung und Professionalisierung von Führungsprozessen in Einrichtungen der Erwachsenen- bzw. Weiterbildung (Dissertation, Universität Leipzig). Leipzig.

² Cp. Leipprand, Tobias et.al. (2012): Jeder für sich und Keiner fürs Ganze? Berlin, p. 4.

³ Cp. Egler, R., a.a.O. p. 259 f.

⁴ Cp. the Sensemaking-Model by Weick, quoted by Miesbach, Bernhard (2012): Organisationstheorie, Wiesbaden, p. 109.

**Component: Quality steering group/
Commissioner for quality**

Leadership



QES^{plus} - quality demands

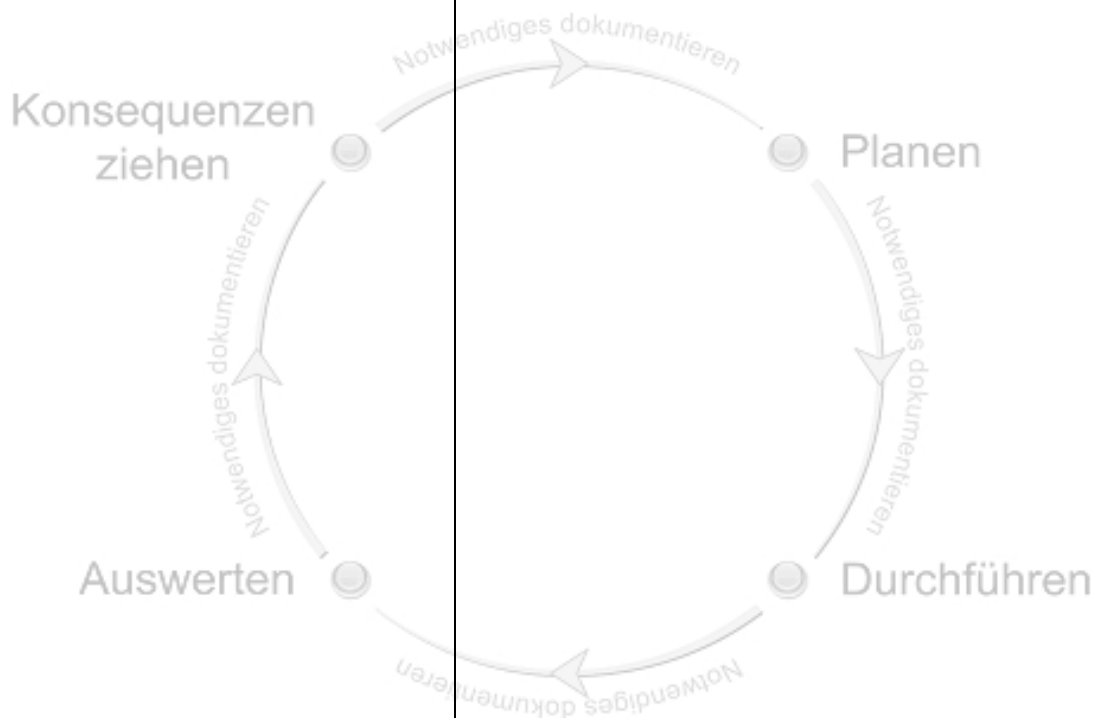
The institute installs a quality steering group respectively a commissioner for quality to support executive staff. Those develop the organization in cooperation of executive staff and employees significantly.

Demands of AZAV

Cp. AZAV § 2 (4) 2.

Necessary leadership tasks and leadership measures

1. A quality steering group respectively a commissioner for quality supports executive in coordination and documentation for measures of quality assurance and quality development.
2. The effectiveness of measures is proved in cooperation of executive staff and employees.
3. Regular exchange of information intercommunion takes place.



Component: Management review

Leadership



QES^{plus} - quality demands

Annually executive estimates quality development as well as organizational development, and reflects effect and suitability of quality management system of organization.

On basis of management review⁵, she/he documents statements about short-term and medium-term organizational orientations as well as organizational strategy. Furthermore, executive documents the adaption of quality management system.

Demands of AZAV

Cp. AZAV § 2 (4) 2
as well as recommendations of advisory council in § 182 SGB III⁶

Necessary leadership tasks and leadership measures

1. The realization of annual management review (MR) is a task of executive and is to carry out generally after internal audit of organization. In this connection, the executive proves the status of earlier (last) MR.
2. On basis of summarized statements and operating figures of internal audit, executive proves developments and process performance of organization.
3. The assessment happens via analysis of fulfilling quality aims and feedback from internal audit as well as from participants (learners) and relevant stakeholders. It is the basis for short-term and medium-term organizational orientations as well as organizational strategy.
4. Concerning the last MR, the current MR illustrates contemporary concrete developments and enables executive to decide about regulations respectively corrective operations.
5. Executive proves organization and quality management system regularly, and intervenes if necessary on basis of experiences, awarenesses and results of all levels of institute (internal audit).
6. Furthermore, leadership demands empathy in achievement of staff. Assessments of achievement as well as appraisal of orientations and efforts of staff need continuous perception, valuation and acceptance by executive for motivation and open-minded interaction.
7. Executive realizes own strengths as well as personal demands for development by analytical reflection of own leadership work in the process of MR, and deduces consequences.

⁵ Management review is a quantitative and qualitative oriented retrospection from view of executive, especially of her/his leadership responsibility, to that, what has happened in institute in evaluation time period and which decisions therefore are to make for the following month. It integrates also relative short-termed and very concrete leadership decisions for following work as continuance, break-off or change.

⁶ Beirat nach § 182 SGB III. Empfehlungen. Zentrale der Bundesagentur für Arbeit. AV 13. Bekanntmachung 15.06.2017, p. 3f. point 7.

Component: Pedagogical leadership

Leadership



QES^{plus} - quality demands

Executive protects the pedagogical and with regard contents planning, realization and evaluation of educational services.

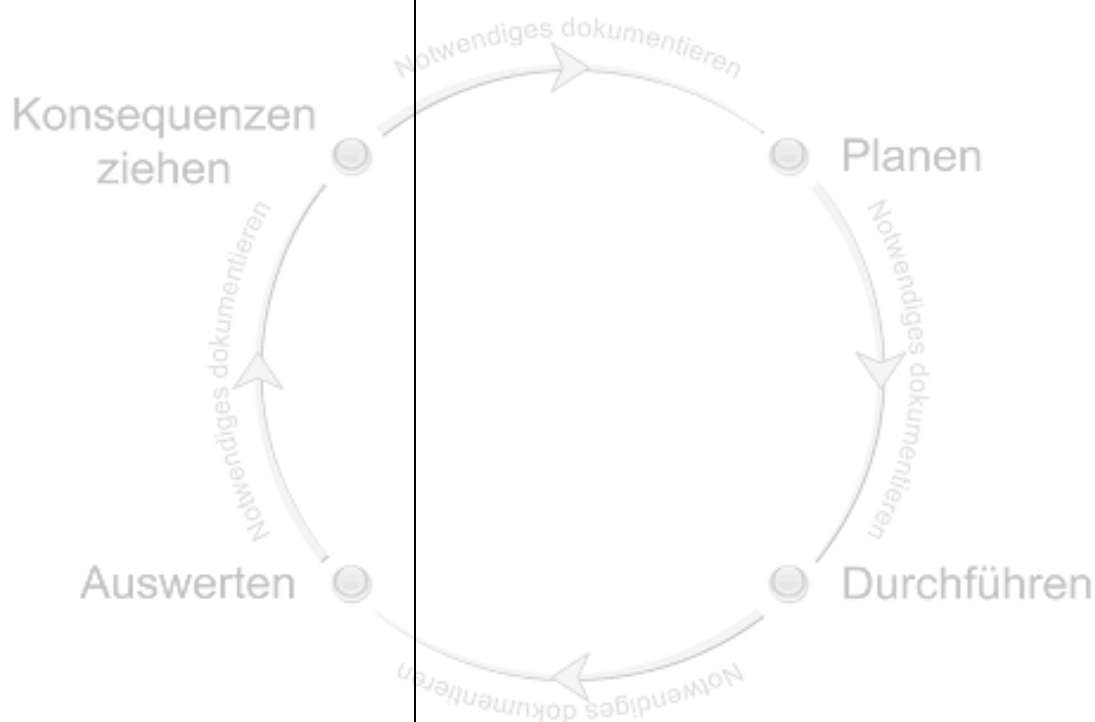
She/he enables learning directed to personality development and social participation.

Demands of AZAV

Cp. AZAV § 2 (4) 5., 6.

Necessary leadership tasks and leadership measures

1. Communication and reflection on teaching and learning processes are initiated and moderated.
2. Decisions on target groups, with regard contents focuses and format are made.
3. References to quality understanding are to illustrate.



Component: Quality understanding

Leadership



QES^{plus} - quality demands

Fundamentals of own work are explicated in quality understanding, especially understanding of teaching and learning.

The quality understanding is transparent inside and outside.

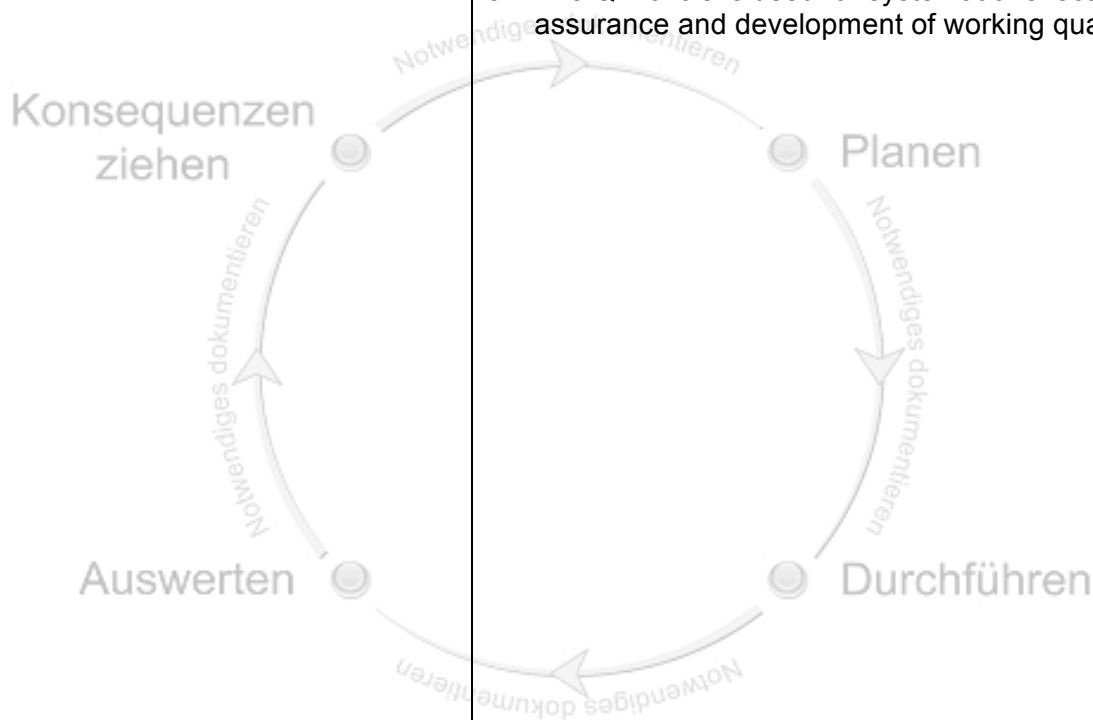
The quality of work is protected and developed systematically (QD-circle)⁷.

Demands of AZAV

Cp. AZAV § 2 (4) 1., 4.


Necessary leadership tasks and leadership measures

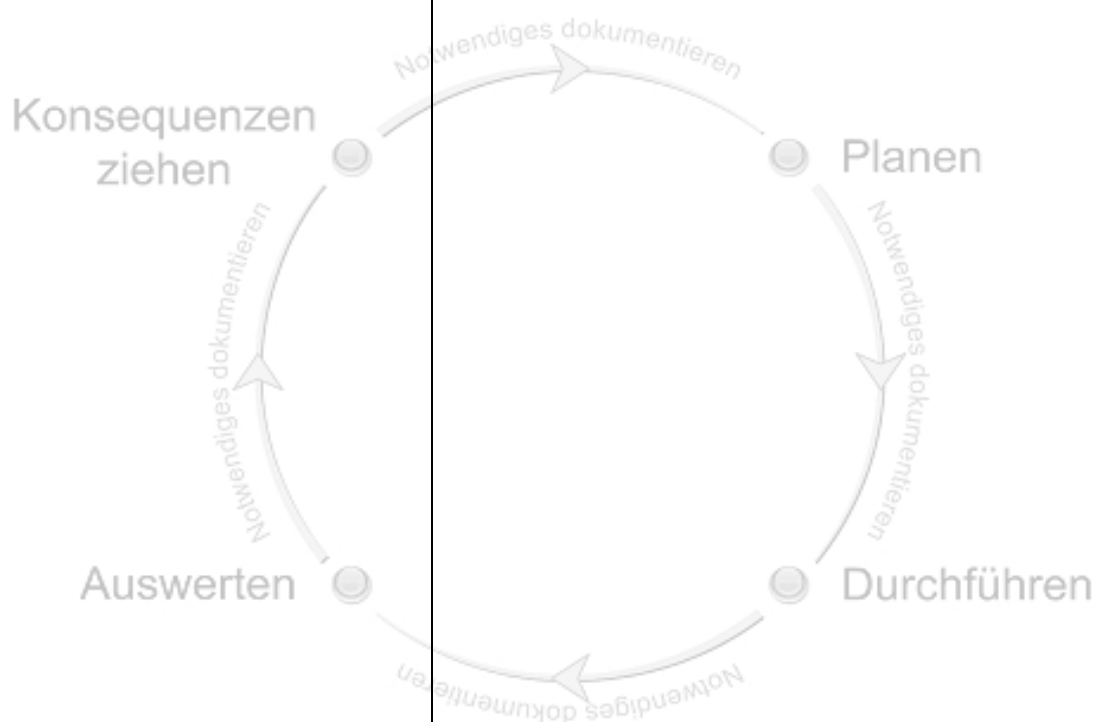
1. Executive moderates the communication on values of common work immanently, and protects agreements.
2. She/he moderates the discussions about understanding of teaching and learning taking into account respective target groups, and secures agreements.
3. She/he secures discussions and agreements about strategic aims of organization under inclusion of staff, and communicates aims of organization.
4. Quality understanding is communicated to participants (learner), stakeholders and purchasers.
5. The QD-circle is used for systematic reflection, assurance and development of working quality.



⁷ QD-circle: quality developing circle, compare Deming-circle as well as PDCA-Circle (Plan-Do-Check-Act)

2. Demands in Sector Institute

Component: Structural organization Sector: Institute Field of action: Organization 	
<p>QES^{plus} - quality demands</p> <p>Structure of institute is regulated with responsibility and authorization for work areas and functional areas and it is transparent.</p> <p>Demands of AZAV</p> <p>Cp. AZAV § 2 (1) 2.; (4) 2.</p>	<p>Necessary leadership tasks and leadership measures</p> <ol style="list-style-type: none"> 1. Activities, responsibilities and authorization of whole staff are analyzed and the task areas as well as functional areas are related. 2. Structural organization described as organization chart with necessary task areas and functional areas. 3. Organizational chart has to be updated regularly. 4. Staff is informed about changes of structural organization.



Component: **Process organization**

Sector: **Institute**

Field of action: **Organization**



QES^{plus} - quality demands

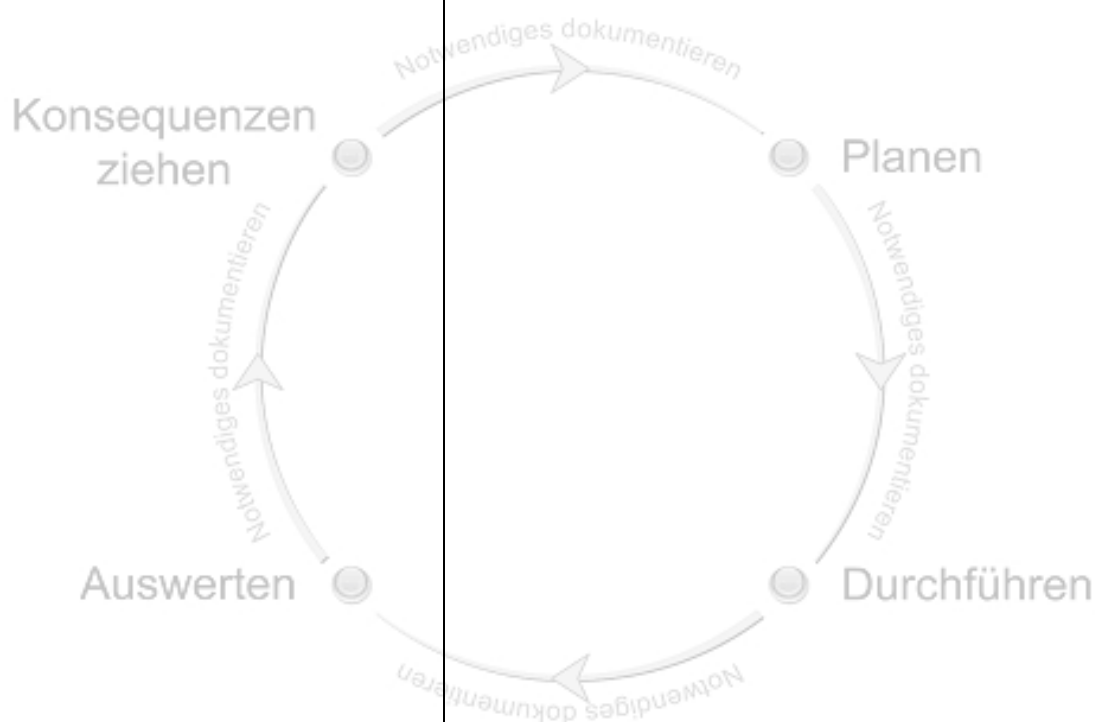
The institute has defined and documented its core processes, management processes and supporting processes ('process scenery').

Demands of AZAV

Cp. AZAV § 2 (1) 1. - 4.; (4) 2.

Necessary leadership tasks and leadership measures

1. Processes are identified and documented in cooperation with staff (e.g. via flow diagram, responsibility matrix and task matrix).
2. Responsibility and authority have to be defined and documented.
3. Staff is informed about relevant regulations for process organization.
4. Information flow has to be analyzed and documented (information flow diagram).
5. Processes are proved regularly, if applicable processes are changed.



Component: Controlling

Sector: **Institute**

Field of action: **Organization**



QES^{plus} - quality demands

Institute acts on basis of fundamentals, regulations and procedures for handling of finances.

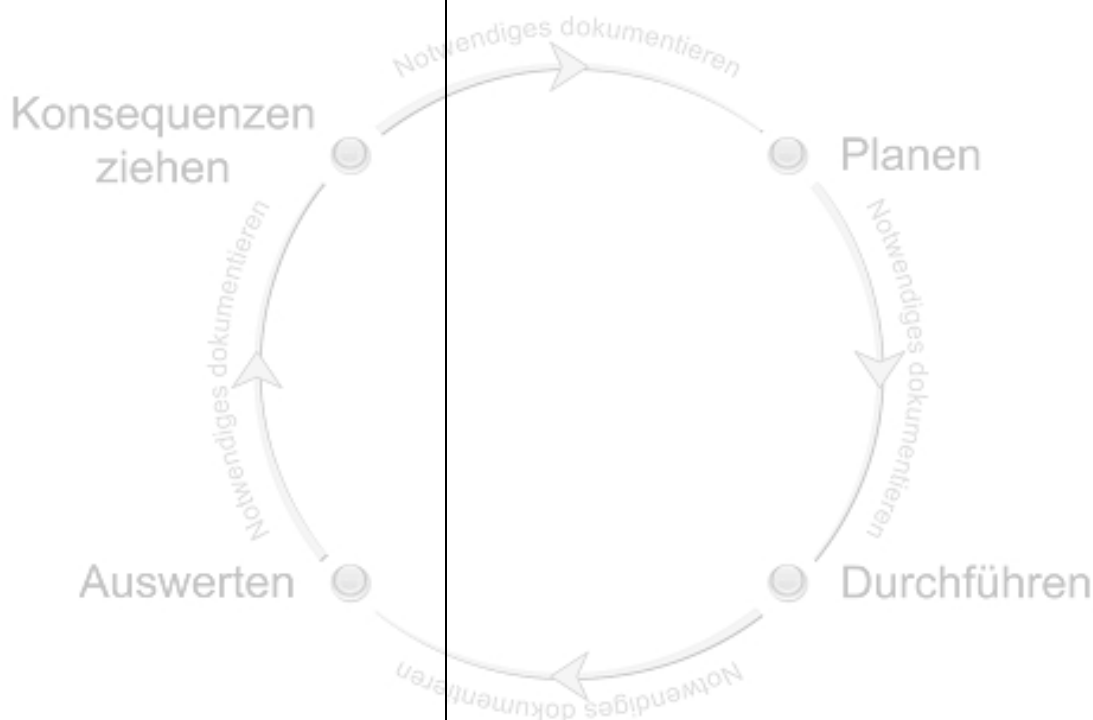
Executive staff of institute use measures for planning, steering and control of institute and its services.

Demands of AZAV

Cp. AZAV § 2 (1); (4) 2., 4.

Necessary leadership tasks and leadership measures

1. On basis of institutional aims, testable aims⁸ are deduced.
2. Suitable operating figures are fixed and documented (e.g. satisfaction of participants, turn over, target groups, presence of participants, drop out quote, realization quote, transfer success, placement rate).
3. Risk factors/constraints are analyzed and valued.
4. Suitable measurements for analysis, decision, presentation and valuation are provided respectively developed.
5. Target-performances comparison is made.
6. Work flow and resource management is proved regularly. If necessary, it is adapted.



⁸ SMART – significant, measurable, accepted, realistic, time-phased

Component: Development of offerings

Sector: **Institute**

Field of action: **Organization**



QES^{plus} - quality demands

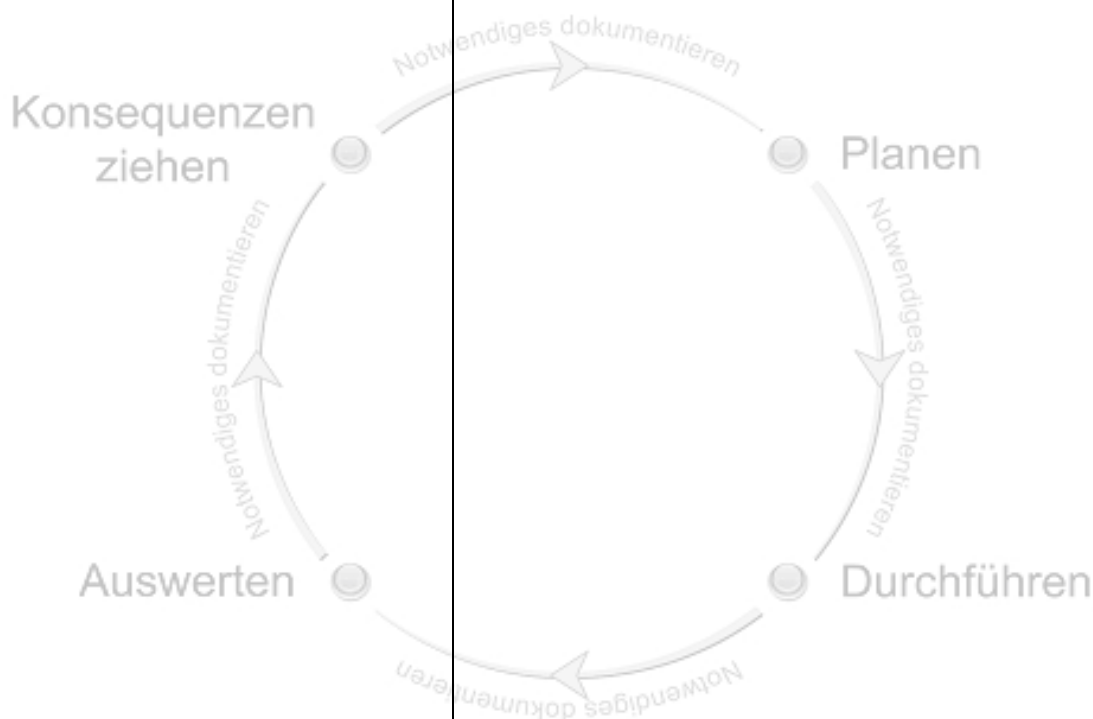
The institute develops service offerings on basis of needs analysis as well as developments on employment market and education market.

Demands of AZAV

Cp. AZAV § 2 (4) 5.; § 3 (1) 1., 2.; (2) - (6); § 4 (1) - (2)

Necessary leadership tasks and leadership measures

1. Results of employment market analysis and education market analysis, surveys of participants and surveys of purchaser as well as needs analysis are considered for development of education and counsellor offerings.
2. Staff of pedagogical and administrative areas is participated systematically.
3. Executive secures the development of offerings with following specifications: aim, content, duration, if applicable preconditions for admission, and number of participants.



**Component: Personnel recruitment/
Development**

Sector: **Institute**
Field of action: **Staff**



QES^{plus} - quality demands

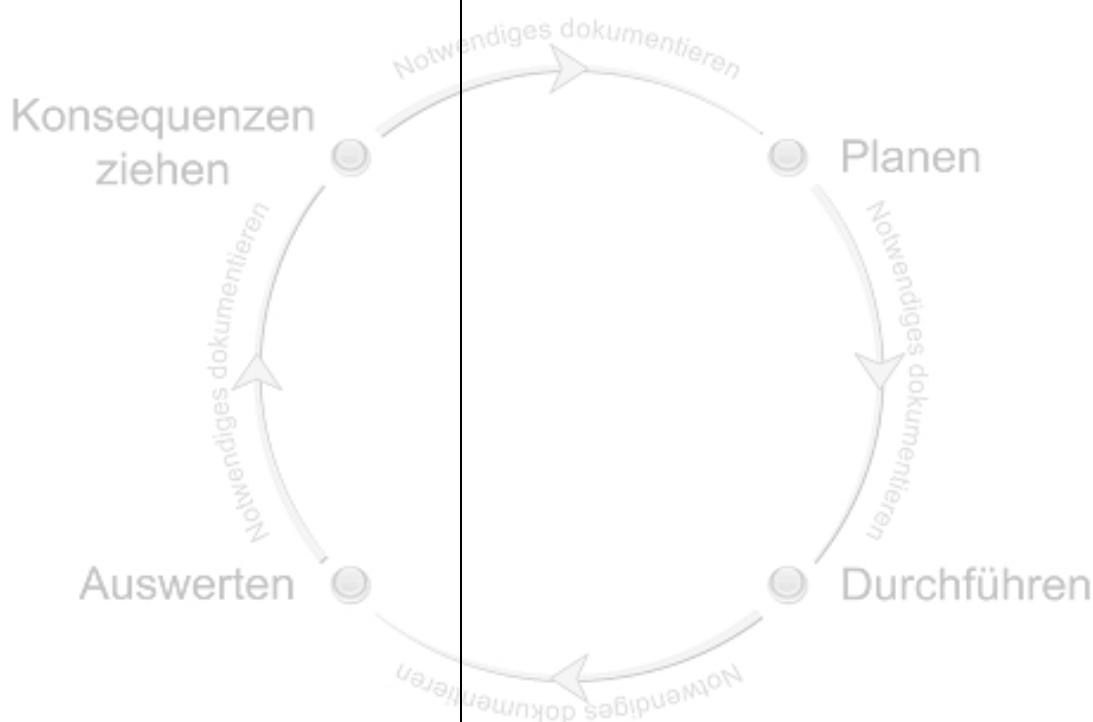
Executive secures measures for acquisition, promotion and development of staff.

Demands of AZAV

Cp. AZAV § 2 (3) 1. - 3.; (4) 3.

Necessary leadership tasks and leadership measures

1. Demands for staff (e.g. competence, qualification) are determined.
2. Existing and necessary personnel resources are determined continuously.
3. Staff is recruited on basis of market-orientated approach.
4. Regulations are arranged for employment and training of the employees.
5. Capability and motivation are estimated within appraisal interviews under using current evaluation results at least once a year. Possibilities for development are estimated (e.g. target agreement).
6. Continuing education of staff is promoted - coordinated, enabled, estimated and documented.



Component: Job description

Sector: **Institute**
Field of action: **Staff**



QES^{plus} - quality demands

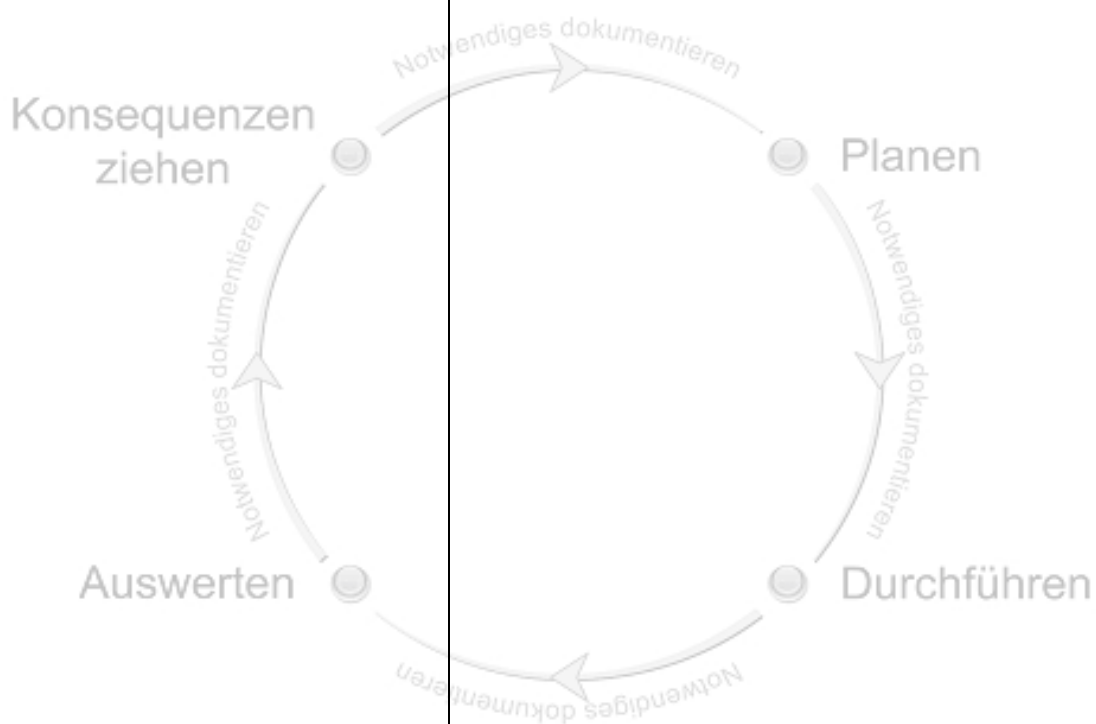
Tasks, demands, responsibilities and authorizations are described for permanent employees.


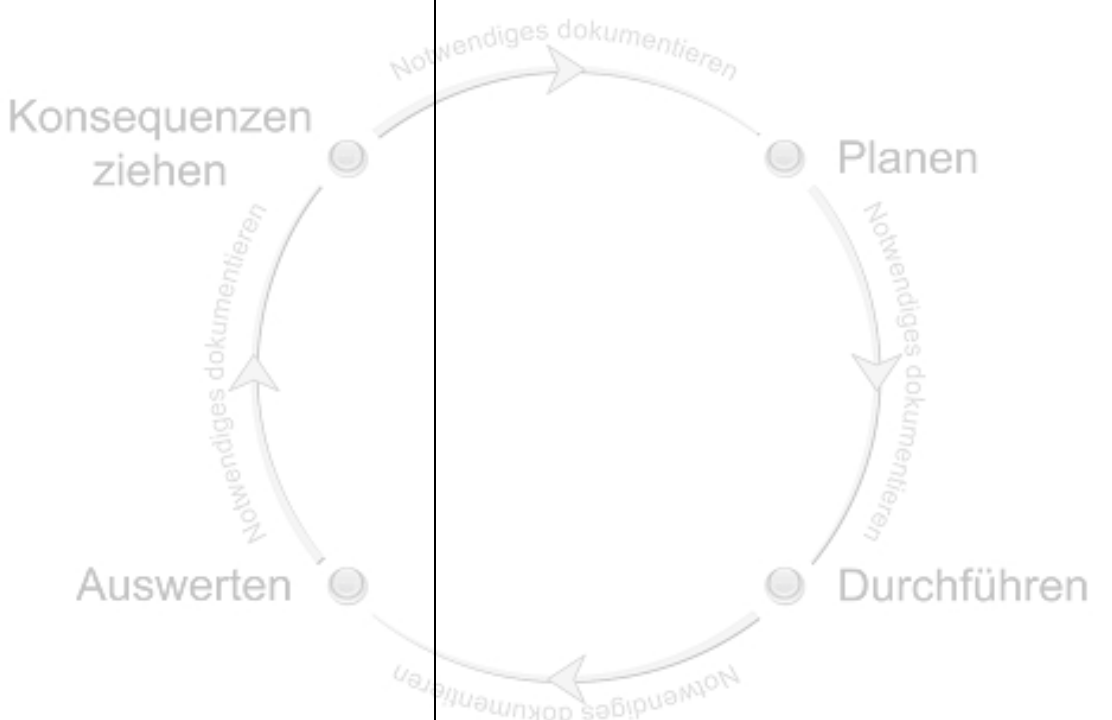
Demands of AZAV

Cp. AZAV § 2 (1) 2.; (4) 2.

Necessary leadership tasks and leadership measures

1. From the structural organization (organizational chart) job description is derived and documented.
2. Each job description contains information about
 - job title,
 - tasks and time shares,
 - demands,
 - responsibilities and authorizations,
 - substitute regulations.
3. The developed job descriptions are documented and discussed with staff, on both sides signed and handed over.



<p>Component: Participation</p>	<p>Sector: Institute</p> <p>Field of action: Participants/ Stakeholders</p> 
<p>QES^{plus} - quality demands</p> <p>The institute involves participants/stakeholders in its work and it leans on the cooperation of the participant/stakeholder support.</p> <p>Demands of AZAV</p> <p>Cp. AZAV § 2 (2) 1., 4.; (4) 8.</p>	<p>Necessary leadership tasks and leadership measures</p> <ol style="list-style-type: none"> 1. Stakeholders are integrated in strategic decisions (e.g. cooperation arrangements, planning conferences, workshops). 2. Demands and suggestions of participants/ stakeholders are proved, and if applicable implemented. 

Component: Contracting

Sector: **Institute**

Field of action: **Participants/
Stakeholders**



QES^{plus} - quality demands

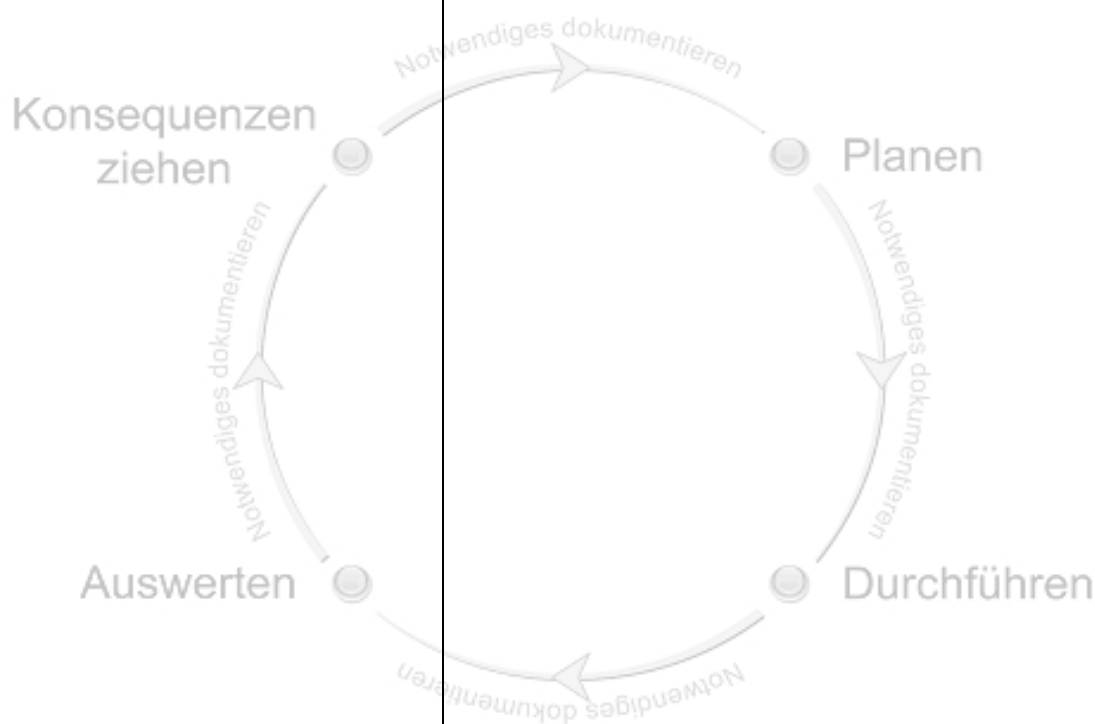
Suitable forms of agreement and explicit contract regulations, in particular rights to cancel and rights of withdrawal are available.

Demands of AZAV

Cp. AZAV § 2 (5)
as well as
§ 178 SGB III licensing of educational institute

Necessary leadership tasks and leadership measures

1. Contracts are to be checked for legal security, and to rework if necessary.
2. Responsibilities and testing mechanisms for conclusions of a contract, contract amendments actualization and safekeeping of contracts are fixed and documented (taking into account privacy protection).
3. Staff is informed about effective forms of agreement.
4. Rights to cancel and rights of withdrawal are checked (legal demands and specific demands for institute).
5. Contracts with participants for admitted continuing educational services according to AZAV are checked for necessary regulations to the participant certificate.



Component: Internal information management

Sector: **Institute**

Field of action: **Communication**



QES^{plus} - quality demands

Quality understanding is communicated in the institute.

The institute uses suitable communication forms for guarantee a participative organization development.

Reflection has a high significance in the communication.

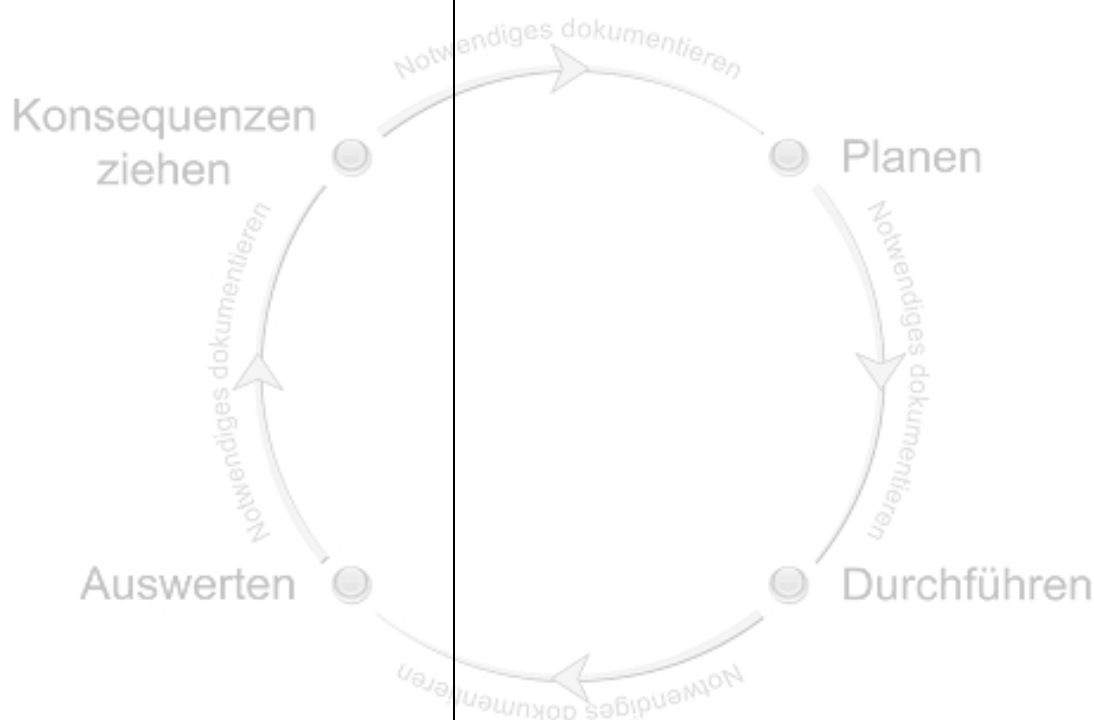
The access to information and the contact with documents are regulated.

Demands of AZAV

§ 178 SGB III licensing of educational institute

Necessary leadership tasks and leadership measures

1. The appreciation on quality understanding is enabled for whole staff as meaningful orientation.
2. Possibilities for the reflection of the quality of the work are offered.
3. Horizontal and vertical communication ways are used respectively created. With the vertical communication ways are complementary top-down and bottom-up processes.
4. Feedback routines are established at all hierarchy levels.
5. Access to information has to be determined.
6. Handling with documents has to be defined (e.g. regulations about updating, filing, archiving, segregation of documents).



Component: **Networking**

Sector: **Institute**

Field of action: **Communication**



QES^{plus} - quality demands

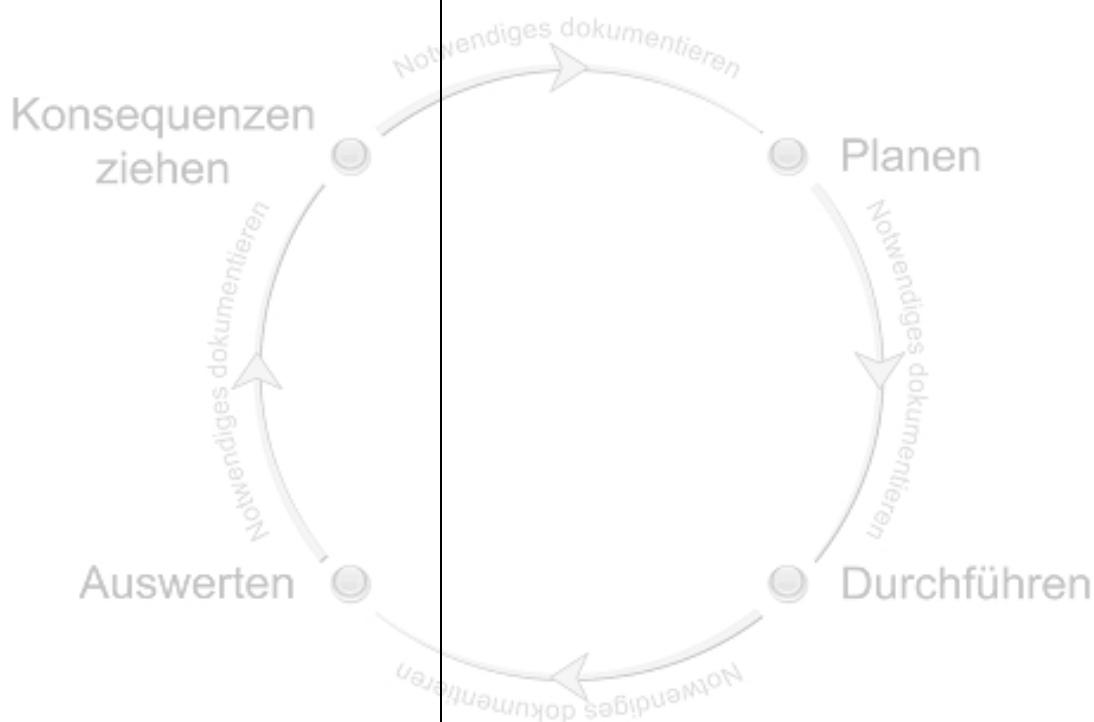
The institute cooperates with other protagonists at the educational market and job market.

Demands of AZAV

Cp. AZAV § 2 (2) 1.; (4) 8.

Necessary leadership tasks and leadership measures

1. Network structures of the institute are analyzed.
2. Performance profile and readiness for cooperation of potential partners are to be determined.
3. Frame conditions of networking are to be fixed.
4. Resources are provided for network activities.



Component: **Education marketing**

Sector: **Institute**

Field of action: **Communication**



QES^{plus} - quality demands

The institute considers social, economic, political and individual needs respectively wants as well as developments on the job market or educational market for the development of the program.

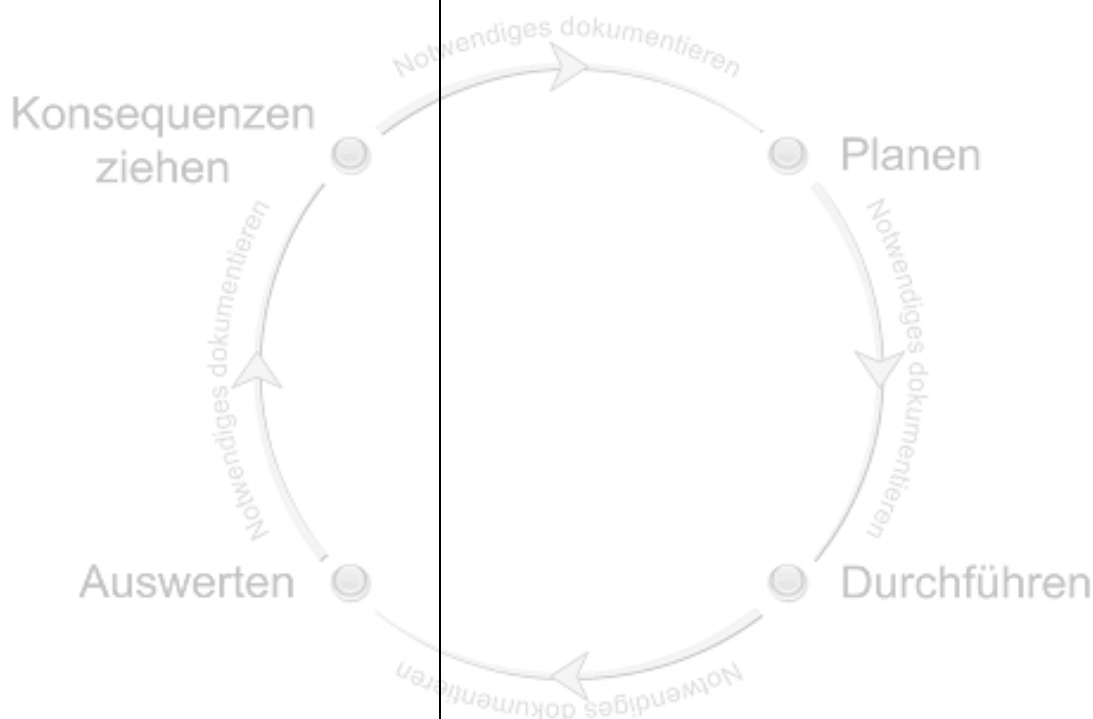
The institute plans, develops and checks suitable marketing measures.

Demands of AZAV

Cp. AZAV § 2 (1) 4.; (2) 1., (4) 5.
§ 3 (1) 1., 2.; § 4 (2)

Necessary leadership tasks and leadership measures

1. Determinations about marketing strategy have to be formulated.
2. Outward communication about work has to be ensured (e.g., activities to the public relations, advertising measures).
3. The ratio of cost and benefit of the public relations and advertising measures has to be reflected, and to be optimized accordingly of the possibilities.
4. Means and ways for recognizing of education needs and education wants have to be checked and protected (e.g. participant surveys, direct marketing, evaluation of job market data and statistics, information of interest groups and networks).
5. Support possibilities and other financing options have to be checked.



Component: **Room setup**

Sector: **Institute**

Field of action: **Frame conditions**



QES^{plus} - quality demands

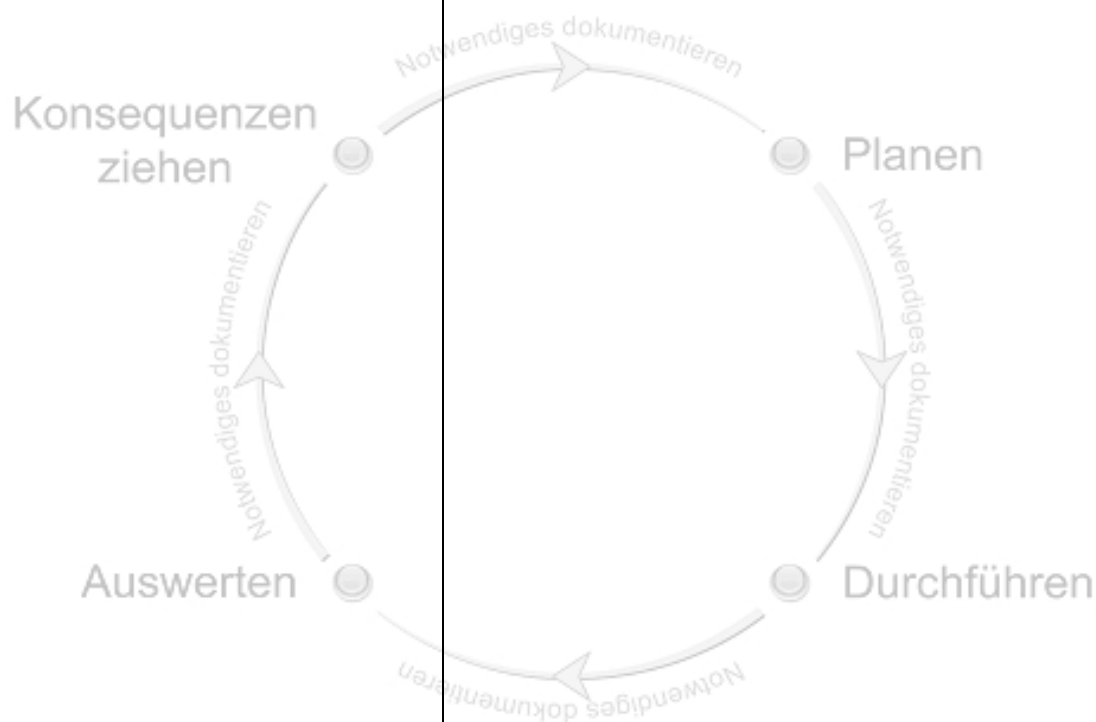
An adequate room set up exists.

Demands of AZAV

Cp. AZAV § 2 (1) 3.

Necessary leadership tasks and leadership measures

1. Room set up and room planning have to be ensured regarding to participants.
2. A direction sign system is arranged, and has to be updated.
3. There are teachers' lounges for working and communication.
4. Tools for room planning are used (e.g. terminal diagram, administration program).



Component: **Multimedia facilities**

Sector: **Institute**

Field of action: **Frame condition**



QES^{plus} - quality demands

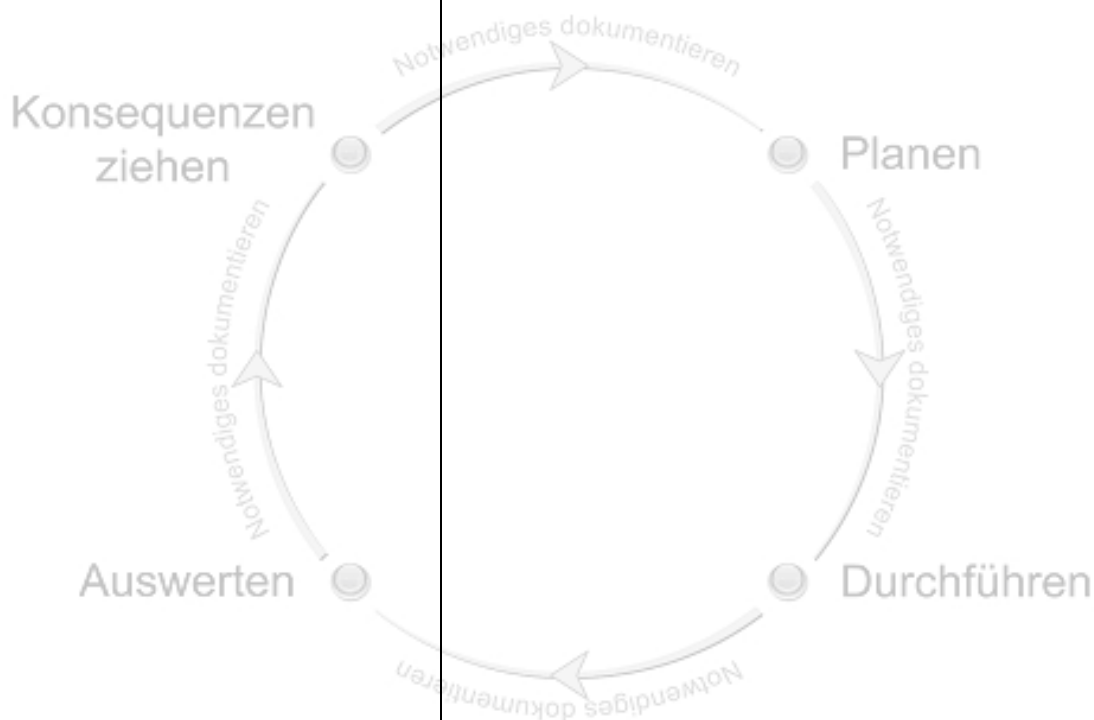
Adequate multimedia facilities exist.

Demands of AZAV

Cp. AZAV § 2 (1) 3.

Necessary leadership tasks and leadership measures

1. Multimedia facilities for presentation and instruction of teaching/learning contents have to be provided.
2. Maintenance and actualization of media are secured by responsible person.



Component: **Safety/Healthy**

Sector: **Institute**

Field of action: **Frame condition**



QES^{plus} - quality demands

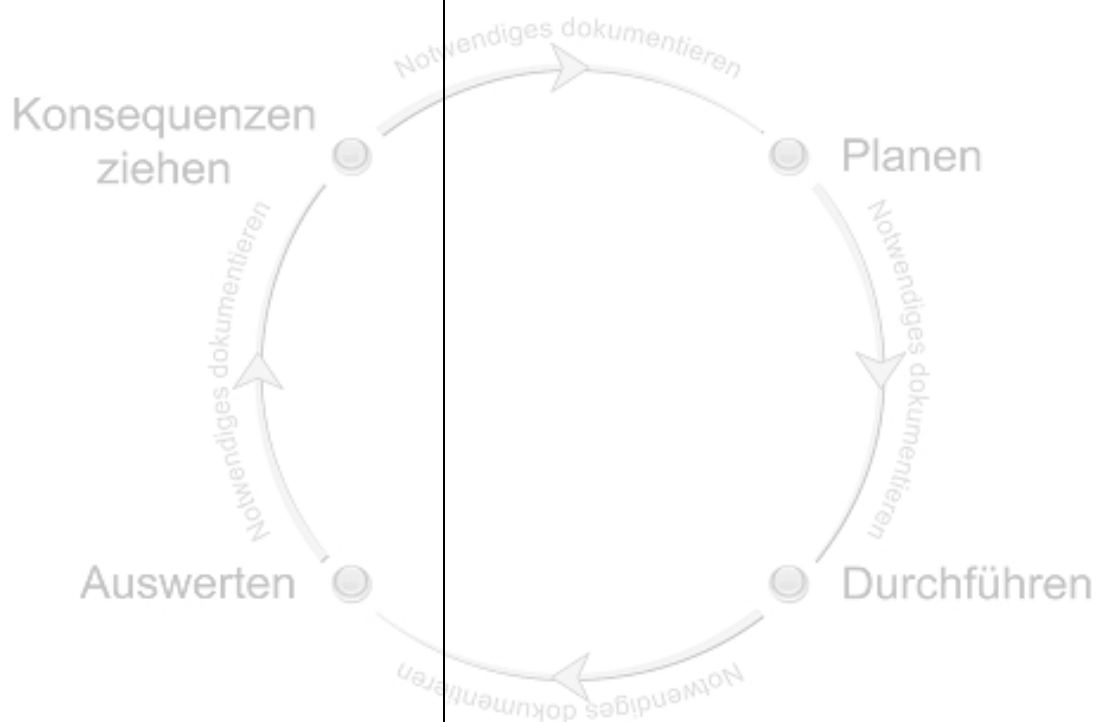
Institute protects healthy and safety of staff, participants, freelance teachers, part-time teachers as well as volunteers.

Demands of AZAV

Cp. AZAV § 2 (1) 3.

Necessary leadership tasks and leadership measures

1. Handling with personnel data has to be regulated taking into account data privacy act.
2. It is necessary to determine, to document and to communicate instructions for safety at work, health protection and fire prevention taking into account laws.



Component: **Internal evaluation**

Sector: **Institute**
Field of action: **Evaluation**



QES^{plus} - quality demands

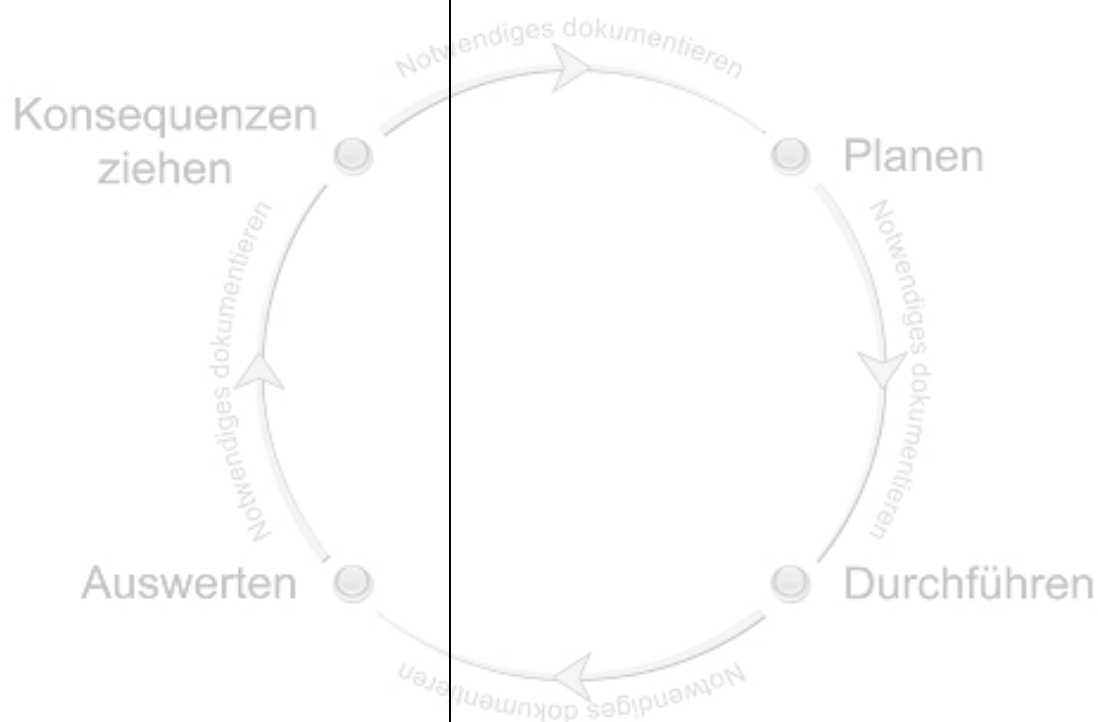
Institute checks utility and effectivity of selected work processes (proceeding audit) or whole organization (system audit) annually.

Demands of AZAV

Cp. AZAV § 2 (2) 4.; (3) 3.; (4) 2.; 7.; 9.

Necessary leadership tasks and leadership measures

1. Aims, procedures, competency and responsibility have to be planed (evaluation concept).
2. Results of internal evaluation are reflected and documented in team work. The results are integrated in the management review.
3. Results of internal audit have to submit to responsible certifying body annually.
4. Reflection and revision of evaluation methods and evaluation tools have to be ensured.



Component: **Complaint management**

Sector: **Institute**

Field of action: **Evaluation**



QES^{plus} - quality demands

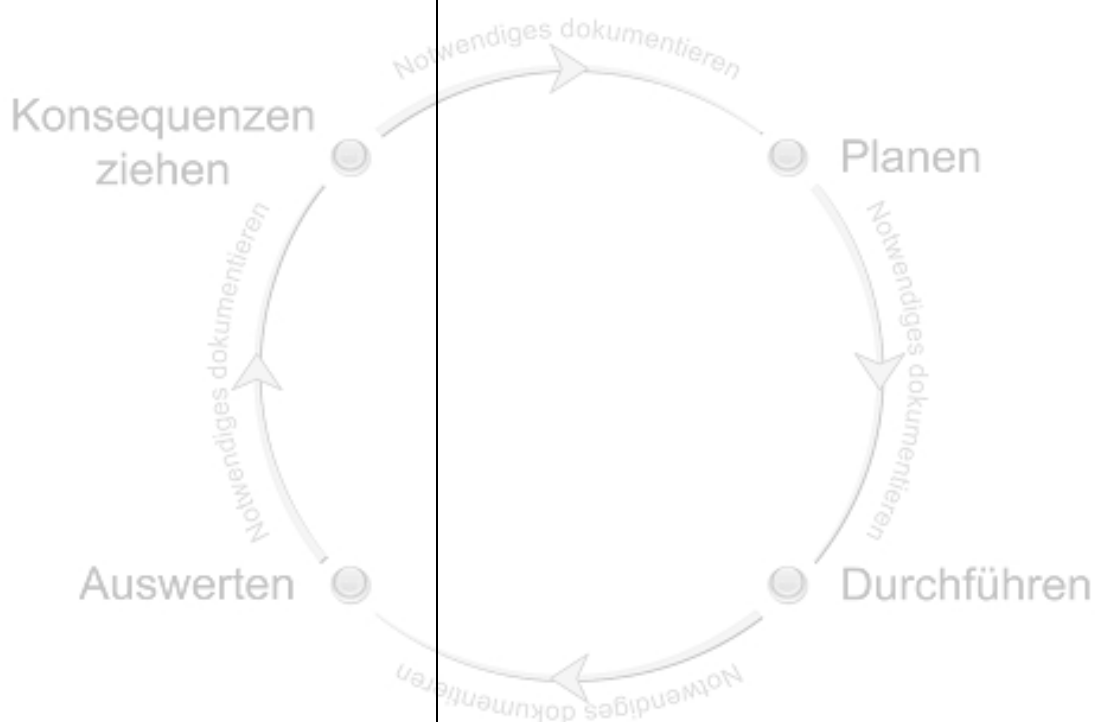
The institute regulates handling complaints.

Demands of AZAV


Cp. AZAV § 2 (2) 4., (3) 3.; (4) 2., 7., 9.

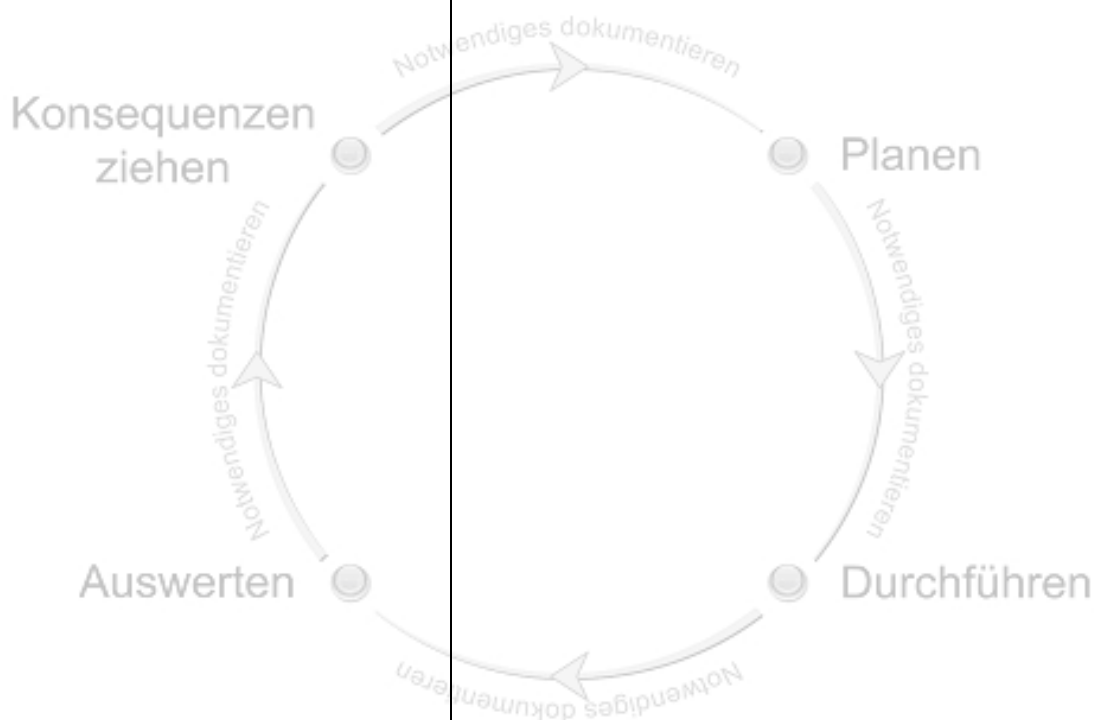
Necessary leadership tasks and leadership measures

1. Constructive feedback is supported.
2. It is necessary to determine agreements for handling complaints (procedures, responsibilities).
3. Results of participant surveys are involved systematically.



3. Demands in Sector Educational Service

Component: Pedagogical concept Sector: Educational service Field of action: Organization 	
<p>QES^{plus} - quality demands</p> <p>Proved pedagogical concepts for educational and counselling offerings exist.</p> <p>Demands of AZAV</p> <p>Cp. AZAV § 2 (4) 5., 6.; § 3 (1), (6) and § 179 SGB III licencing of measures (1) 1.</p>	<p>Necessary leadership tasks and leadership measures</p> <ol style="list-style-type: none"> 1. Existence of pedagogical concepts (e.g. plans, curricula, respectively syllabus) has to be secured for educational and counselling offerings. 2. If applicable external demands have to be checked. 3. A check for educational concepts has to be arranged with regard to <ul style="list-style-type: none"> - target group, - educational objective - contents, - methods and media as well as - duration.



**Component: Event/Course
management**

Sector: **Educational service**

Field of action: **Organization**



QES^{plus} - quality demands

The costs are calculated for any educational services. Fundamentals of economic efficiency are taken into account. Remunerations respectively fees for participants (learners) or purchasers are determined.

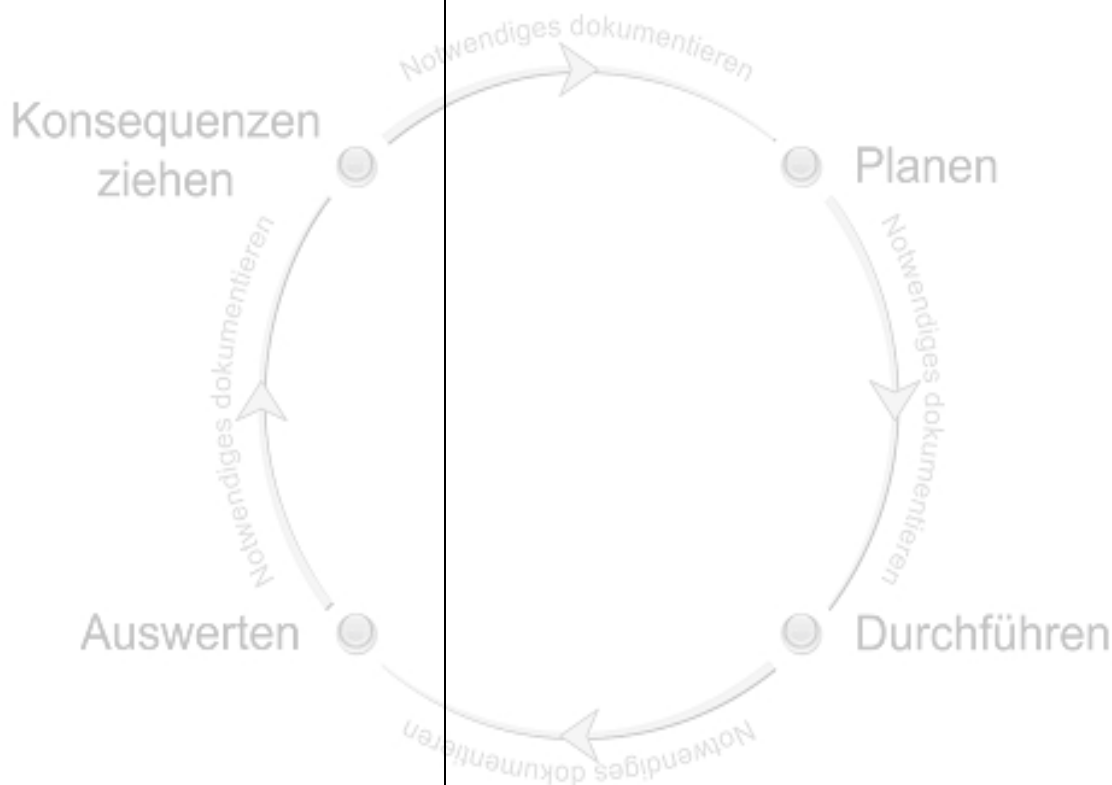
Organizational preparation of events/courses is ensured.

Demands of AZAV

Cp. AZAV § 2 (5); § 3 (2) - (4); § 4 (2)
and § 179 SGB III licensing of
measures (1) 2., 3.

**Necessary leadership tasks and leadership
measures**

1. A calculation of educational services has to be ensured, and it is structured in cost types.
2. The participant management has to be maintained.
3. The development of informative attestations, certificates and testimonials has to be ensured.
4. Preparations of rooms and media, which are determined in pedagogical concept, have to be secured.



**Component: Pedagogical competence
in adult education**

Sector: **Educational service**

Field of action: **Staff**



QES^{plus} - quality demands

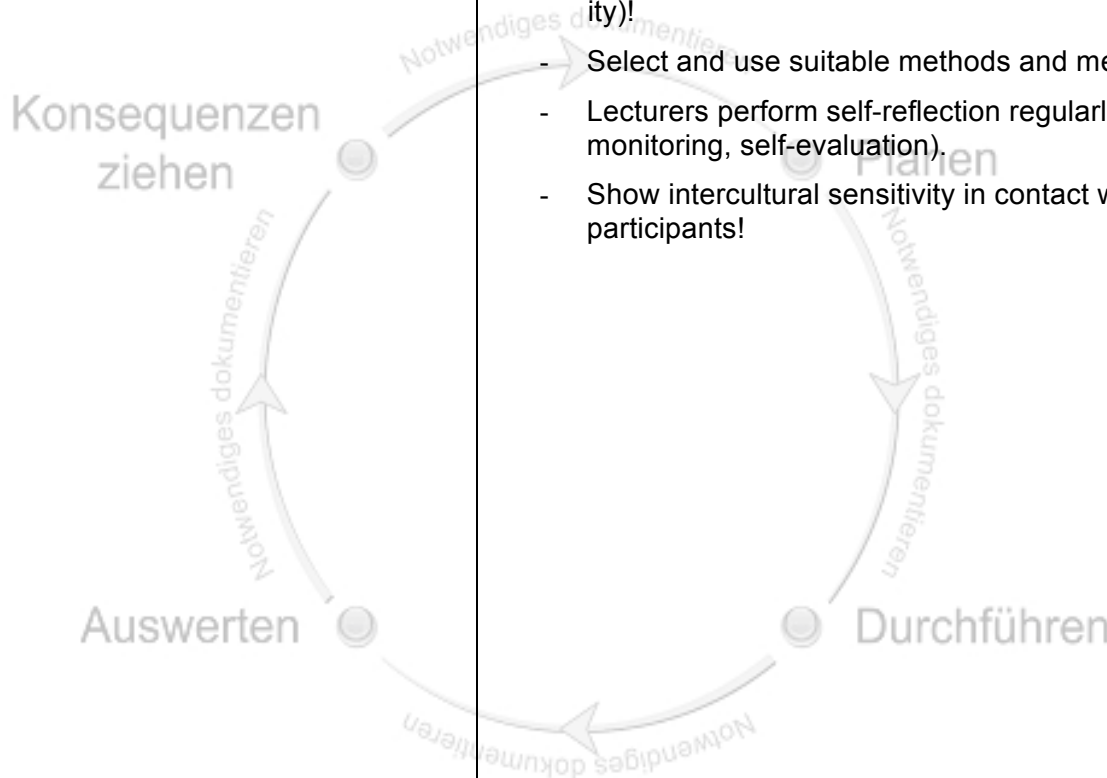
Lecturers dispose of professional, pedagogic-didactic, social and personal/reflexive competencies for planning, designing and evaluation of teaching-learning processes for adults with reference to a concrete educational service.

Demands of AZAV

Cp. AZAV § 2 (3) 1., 2., 3.

Necessary leadership tasks and leadership measures

1. The understanding of teaching and learning in the field of adult education in institute has to be cleared in institute. Useful procedures for realization of selected fundamentals have to be determined.
2. Selected fundamentals are:
 - Participants have to be accepted and treated as equal actors.
 - Use experiences, needs and wishes of participants!
 - Give possibilities for reflection and feedback!
 - Design interactive learning processes!
 - Formulate comprehensible learning targets and teaching aims!
 - Apply didactic principles and rules (e. g. didactic reduction, clearness, comprehensibility)!
 - Select and use suitable methods and media!
 - Lecturers perform self-reflection regularly (self-monitoring, self-evaluation).
 - Show intercultural sensitivity in contact with participants!



Component: Acquisition of lecturers

Sector: **Educational service**

Field of action: **Staff**



QES^{plus} - quality demands

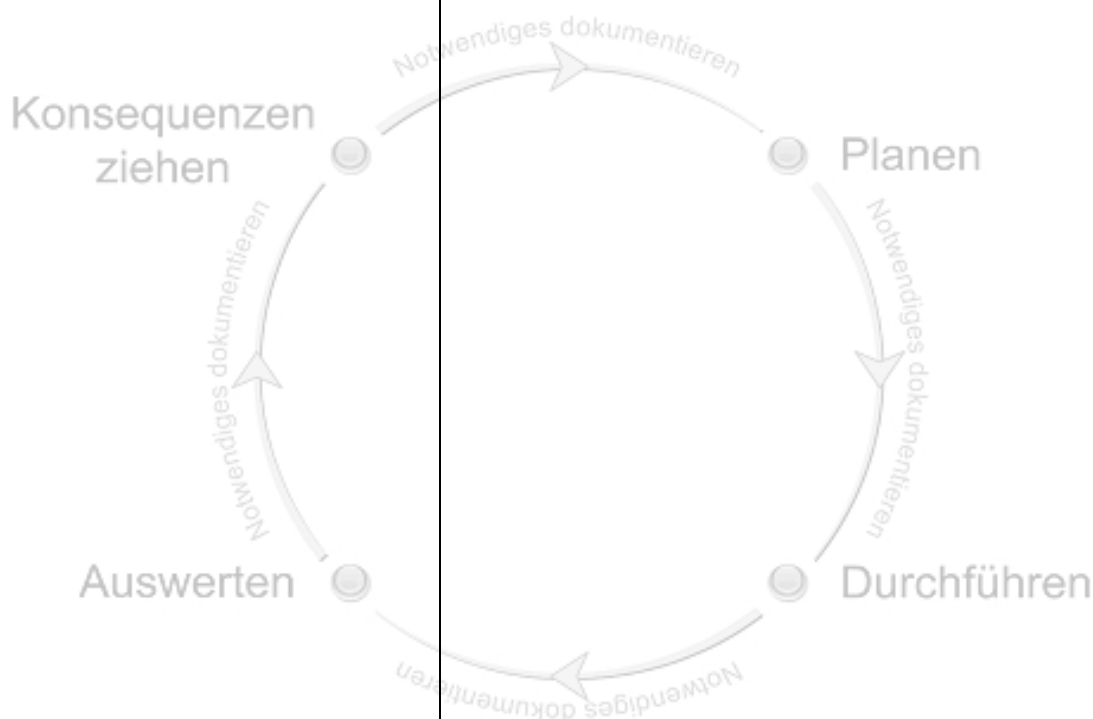
Executive ensures measures for acquisition, facilitation and development of lecturers.

Demands of AZAV

Cp. AZAV § 2 (3); (4) 3.

Necessary leadership tasks and leadership measures

1. Executive ensures that current need of lecturers is identified.
2. Suitable marketing measures for acquisition and commitment of lecturers are initiated.
3. The choice of the lecturers occurs on the basis of internal or external demands.
4. Contracts with the lecturers have to be ensured.
5. Achievements and development potentials of lecturers are valued regularly (at least once a year).
6. Cooperative feedbacks are initiated for lecturers.



Component: **Point of departure**

Sector: **Educational service**

Field of action: **Participants/
Stakeholders**



QES^{plus} - quality demands

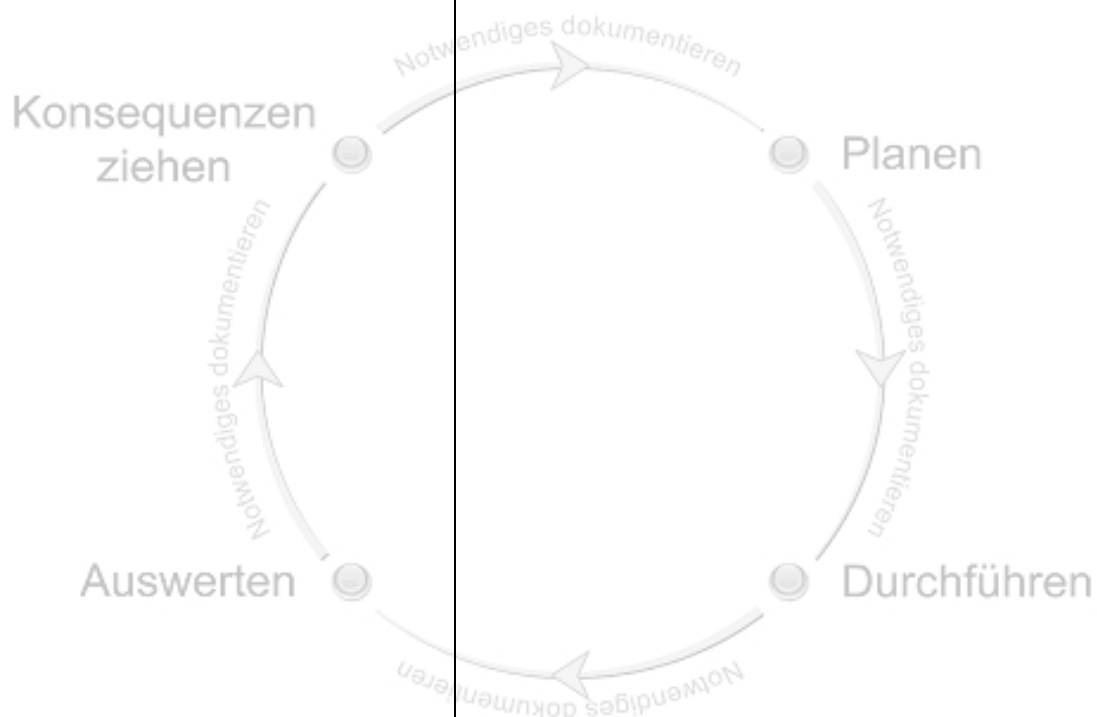
Lecturers know needs, learning conditions and expectations of participants. They include this knowledge into the implementation of educational services.

Demands of AZAV

Cp. AZAV § 2 (4) 5., 6.

Necessary leadership tasks and leadership measures

1. Entrance requirements have to be determined on the basis of internal or external guidelines.
2. Needs, learning prerequisites and expectations of participants are identified.
3. Learning targets are formulated on the basis of goal of educational service.



Component: Participation

Sector: **Educational service**

Field of action: **Participants/
Stakeholders**



QES^{plus} - quality demands

Participants are engaged in design of learning content. It depends on their experiences and preconditions as well as goal of educational services.

Participants get possibilities for reflection and feedback.

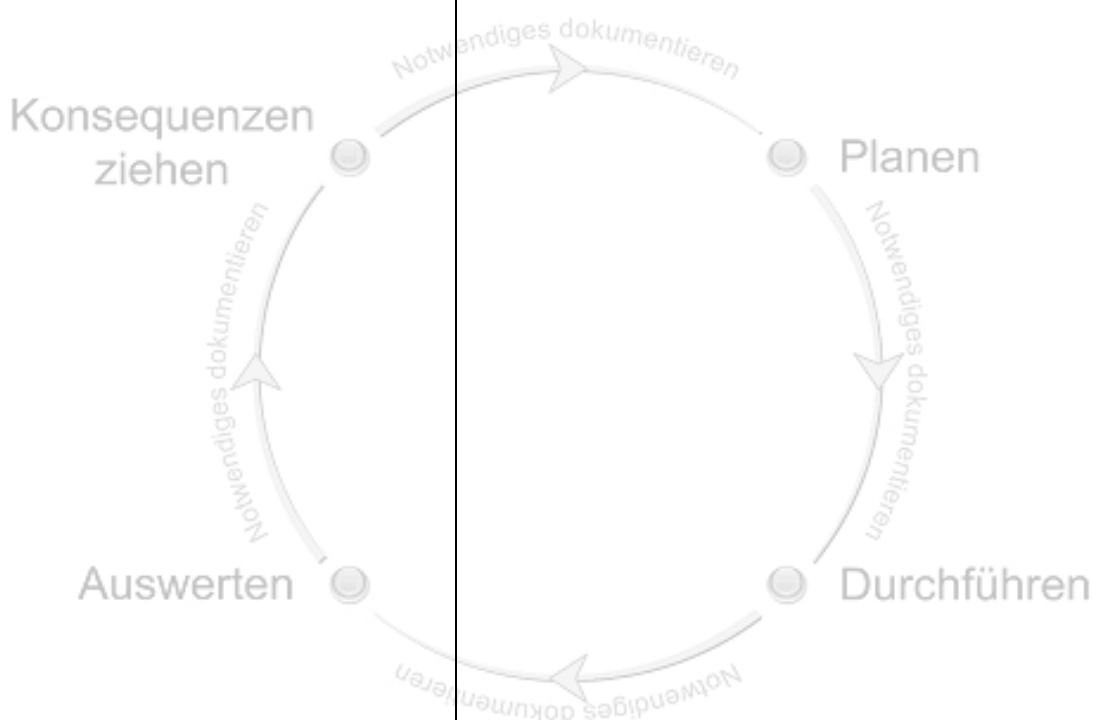
If it is possible, stakeholders have to be involved (e.g. practical experiences of professionals and politicians).

Demands of AZAV

Cp. AZAV § 2 (2) 4.; (3) 3.; (4) 2., 7., 9.

Necessary leadership tasks and leadership measures

1. Proposals, tips, expectations and assessments of the participants about the creation of educational service have to be collected, and have to be included as far as possible.
2. Reflections of participants are supported, and are guided if applicable.
3. Senior experts are involved as far as possible.



**Component: Learning support
by lecturer**

Sector: **Educational service**
Field of action: **Communication**



QES^{plus} - quality demands

Lecturers attend participants' learning processes.

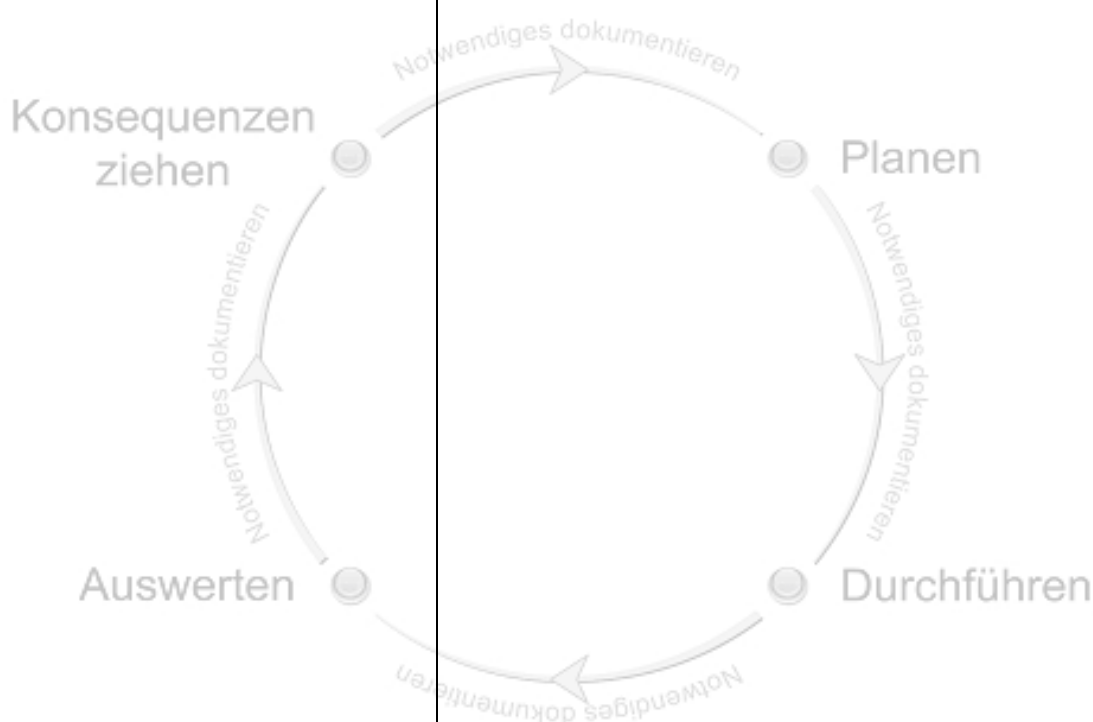
The educational institutes facilitate individual learning processes and development processes of participants with the aim of integration into education market and job market.

Demands of AZAV

Cp. AZAV § 2 (4) 5., 6.

Necessary leadership tasks and leadership measures

1. Learning difficulties, learning progress and conflicts are determined (e.g. on the basis of participant's surveys and lecturer's surveys).
2. Exchange of ideas about learning difficulties, learning progress and conflicts are extended.
3. Needs of the regional education market and job market are considered.



Component: Intercultural sensitivity

Sector: **Educational service**
Field of action: **Communication**

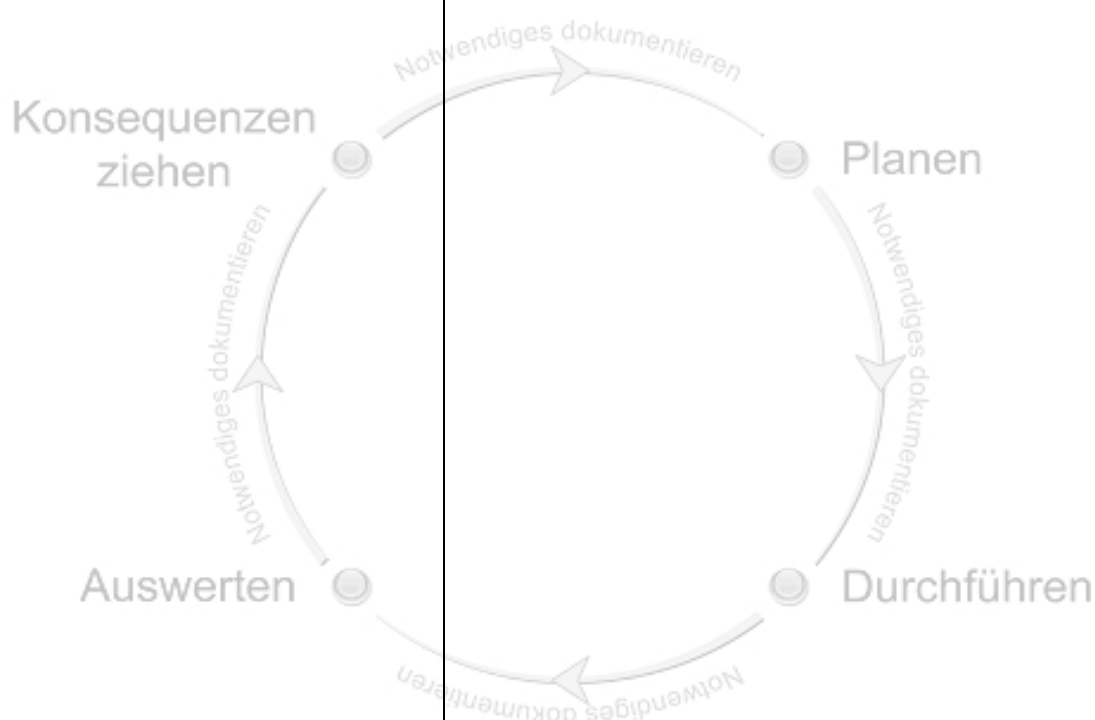


QES^{plus} - quality demands

Intercultural contexts are respected when teaching and learning.

Necessary leadership tasks and leadership measures

1. Intercultural contexts are accepted.
2. Agreement relating to cultural differences is a component of communication within institute.
3. Exchange of ideas about handling intercultural contexts is enabled for lecturers and participants. If it is necessary, obvious conclusions for didactic design of intercultural learning are drawn.



Component: **Learning environment**

Sector: **Educational service**
Field of action: **Frame conditions**



QES^{plus} - quality demands

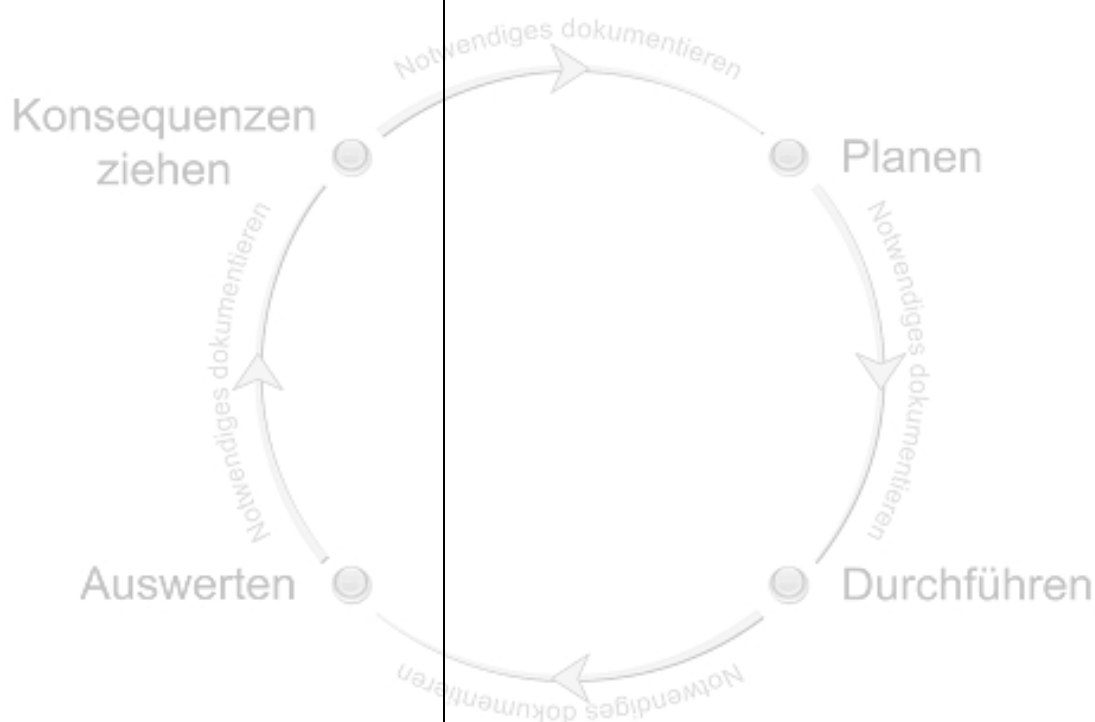
Lecturers support arrangement of suitable learning environment.

Demands of AZAV

§ 179 SGB III licensing of measures (1) 1., 2.

Necessary leadership tasks and leadership measures

1. Lecturers pay attention to a beneficial learning atmosphere (e.g. error culture, rules for communication and feedback, constructive interchange of ideas).
2. Appropriate learning materials are used taking into account modern educational technology possibilities.
3. Self-directed further learning is enabled (e.g. digital access to learning materials, digital exchange in chat).



Component: Teaching and learning

Sector: **Educational service**

Field of action: **Evaluation**



QES^{plus} - quality demands

Teaching and learning processes, learning success and competencies of the lecturers are evaluated.

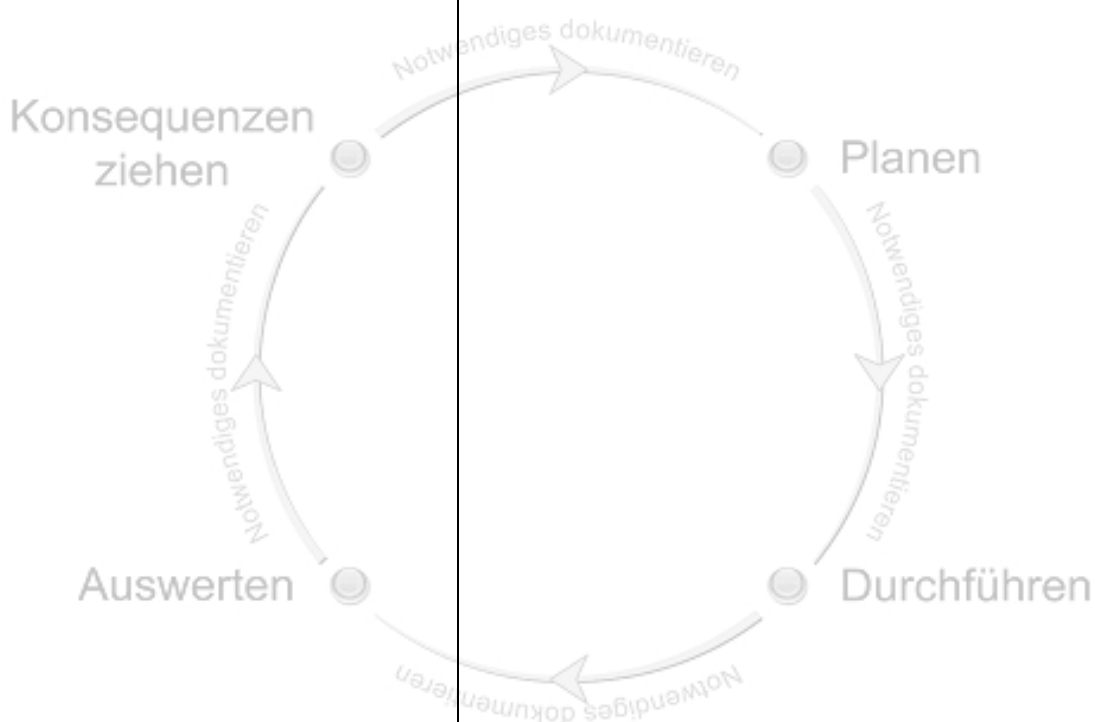
Participants and lecturers take part in evaluation.

Demands of AZAV

Cp. AZAV § 2 (2) 4.; (3) 3.

Necessary leadership tasks and leadership measures

1. Evaluation methods are defined.
2. Valid and practicable evaluation tools for participants and lecturers are developed.
3. There are communications about rules, rotation, analysis as well as documentation of evaluation. Measures are determined.
4. Participants and lecturers get feedback about evaluation results.



Component: **Transfer success**

Sector: **Educational service**

Field of action: **Evaluation**



QES^{plus} - quality demands

Statements on the transfer success are obtained from stakeholders as far as possible.

Courses, authorized by AZAV, are evaluated concerning results on job market.

Demands of AZAV

Cp. AZAV § 2 (2) 3.,4.; (4) 7.

Necessary leadership tasks and leadership measures

1. Statements on transfer success are collected and documented with stakeholders as far as possible.
2. Evaluation methods are defined and documented.
3. Valid and practicable evaluation tools are developed for participants and institutes for traineeships.
4. Rules, rotation as well as analysis of evaluation are agreed.

