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■ **HR recruitment in European countries**

In future, the combined effects of globalisation and demographic developments will lead to highly developed economies having to compete for dwindling "human resources". In the OECD Germany and Switzerland are the countries facing the sharpest drop in future generations of school pupils (BMBF/KMK 2006; Avenir Suisse 2006). That is why competition there could be particularly stiff.

This situation has a major impact on companies' HR decisions. It raises the questions whether companies may, in future, turn more to academic curricula (cue: knowledge society), whether or how recruitment differs from country to country or between business sectors and whether divergences or convergences can be observed.

Companies, but also to a growing degree education systems and labour markets, are preparing for the expected growth in exchanges between countries. In recent years the qualification pathways have undergone major changes in Germany, Switzerland and the United Kingdom. In Germany and Switzerland school-based vocational education has grown in importance; numerous vocational training opportunities have been opened up in the tertiary sector (e.g. at colleges of advanced vocational studies and universities of the applied sciences). Furthermore, the university landscape has changed in the context of the

Bologna process. In England efforts to strengthen the apprenticeship model have been given fresh impetus. What's more, a greater orientation of university education towards employability can also be observed in all the countries examined. Companies and education stakeholders are preparing for a situation in which moves by employees between countries will be a natural option in the course of their careers. The comparability of certificates and competences will play a major role here as will connectivity between the education and employment systems.

The way in which companies adapt their recruitment behaviour – mainly on the middle qualification level – to these developments is the subject of a new, international research project at the Federal Institute for Vocational Education and Training. Based on case studies from England, Switzerland and Germany, company recruitment behaviour and decisions will be examined and compared

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Editorial team
Dr. Eckart Strohmaier and
Charlotte Schölgens (editors-in-chief),
Katharina Faßbender (editorial assistant),
Erwin Barabosch, Dr. Monika Bethscheider,
Philipp Ulmer
Tel.: 0049-228-107-1725
Fax: 0049-228-107-2967
Email: BIBBnews@bibb.de
Internet: <http://www.bibb.de>

Design
Hoch Drei GmbH, Berlin

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Fax: 0049-521-911 01-19
Email: service@wbv.de

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sity education in order to create more credit options and mobility for graduates from dual education and training.

The competence-based further development of training regulations takes place against the backdrop of continuous quality developments in the dual system of vocational education and training. A competence orientation, as part of a comprehensive understanding of quality in vocational education and training, affects all levels of the quality process:

- By drawing on the dimensions of expertise, methodological competence, HR competence and social skills in the competence model, training regulations will be oriented in future towards learning outcome.
- Competence-based training regulations also make possible the valid, practical examination of the competences of trainees in order to guarantee the greatest possible occupational success.

Furthermore, it is necessary to ensure that the training regulations keep pace with European reform processes. With the European Qualifications Framework (EQF) and the German Qualifications Framework (GQF) based on it, the qualifications and competences of citizens will be assigned for the first time to a uniform reference framework in order to promote mobility on a single European labour market. The descriptions of learning outcome and provisions in training regulations must, therefore, be compatible with the new reference framework. This is to be systematically achieved by means of a uniform understanding of competence in the regulatory framework in order to establish connectivity to the EQF and GQF.

For more information visit www.bibb.de/de/wlk29205.htm

Contacts: Barbara Lorig – lorig@bibb.de
Daniel Schreiber – schreiber@bibb.de
Dr. Kathrin Hensge – hensge@bibb.de

Occupation with a new concept: production technologist

Why this new occupation?

In the context of globalisation companies in Germany feel they are exposed to growing international competition pressure. Product diversity is on the increase whereas product lifecycles are shortening. One example is the automotive industry. What are needed are fast ramp ups for new plants and products. In order to successfully compete, intelligent production concepts are needed which are summed up under

the term production technology and are shaped by

- the most suitable technological applications,
- the use of information and communication technologies and
- anchoring in efficient organisation concepts.

The main components of this occupation

Mastery of production technology requires process competence, the characteristics of which are for instance cross-functional thinking and an interdisciplinary approach.

Job description of the production technologist:

Training profile

Designation of occupation

Production technologist (m/f)

Duration of traineeship

3 years

The location for training is the company and the professional training school (Berufsschule).

Professional qualifications

Production technologists

- Put production plants into operation, set them up and prepare for the start of the production run,
- Start new processes, conduct series of tests and document them, set up production plants, calculate process parameters and ensure that the plants are ready for production,
- Programme and parameterise production plants, including machine tools, test facilities and industrial robots or other handling systems, and conduct maintenance work,
- Organise logistical processes for products, tools, process media and residual materials,
- Simulate processes, and produce and test samples and prototypes,
- Operate production plants, monitor process sequences, conduct tests in support of processes and produce documentation,
- Recognise potential for improvement in process sequences,
- Determine and document process and quality deviations, take measures to rectify them and for this purpose, conduct systematic error analyses,
- Evaluate and analyse production plants with regard to the realisation of production orders,
- Use standard software, production and quality assurance software,
- Use norms, specifications and regulations for securing the ability to process of production plants,
- Maintain data on production planning and control, ensure that information is exchanged between the production division and other operational divisions, and coordinate with them.

Field of activity

Production technologists work in development sectors, pilot sectors and serial production lines, in application and support sectors of the production industry and in production supporting service companies.

They work with product developers and constructors, process developers, suppliers, manufacturers and clients, as well as together with colleagues in the production team.

Figure: Initial and continuing training profile Production technology



