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**Standards as instruments of quality management in the educational sector
Standards als Instrumente des Qualitätsmanagements im Bildungsbereich**

Berufsbildung in Wissenschaft und Praxis - BWP 35 (2006) 6, p. 5

The terms 'quality management' and 'standards' have become firmly established concepts in educational policy, cultural administration or within other institutions dealing with educational issues. The attractiveness they enjoy is perfectly understandable in light of the fact that they are viewed as control instruments expected to bring about improvements in performance within the educational system.

The opportunities of implementing and operating these instruments in an effective way is dependent on the extent to which the key conceptual points are appropriately reconstructed and 'translated' to the respective areas of deployment. A further issue is the inter-relation of standards and quality management in accordance with the concept in order to maximise the control potential. The aim of the present remarks is to make a contribution to the process of addressing these tasks.

MARIA GUTKNECHT-GMEINER

**Evaluation via peer review fosters quality of training
Evaluierung durch Peer Review fördert die Qualität der Ausbildung**

Berufsbildung in Wissenschaft und Praxis - BWP 35 (2006) 6, p. 11

This article presents peer review as a new procedure for the evaluation of schools involved in initial vocational education and training which can be viewed as both complementing existing approaches as well as representing an independent, external evaluation process. After a brief review of peer review within the higher education area, various applications within the schools sector are outlined. This is followed by a description of the most important elements of the "European Peer Review Procedure" developed as part of the European project "Peer Review in initial VET". Finally, the author elaborates on the potential benefit of peer review for professionalisation and networking within vocational education and training.

DANIELA ANTON

**Pedagogical quality development between structural and cultural change
Pädagogische Qualitätsentwicklung zwischen Strukturveränderung und Kulturwandel**

Berufsbildung in Wissenschaft und Praxis - BWP 35 (2006) 6, p. 16

Last year Hamburg launched a reform process in vocational education and training, the main focus of which is quality development within vocational schools. Parallel to this, agreements took place with trade and industry for radical and nationwide one-off structural changes stipulating the involvement of trade and industry and company representatives in the management of vocational schools. This article describes the opportunities available and identifies the framework conditions which will enable the perspective of quality development formulated by all those involved to take full effect alongside the attendant structural changes.

KARIN REIBER

**Competence as an overarching category in terms of the quality of vocational education and training
Kompetenz als Leitkategorie für die Qualität beruflicher Bildung**

Berufsbildung in Wissenschaft und Praxis - BWP 35 (2006) 6, p. 20

The object of this article is the concept of "competence" as the main term of reference for vocational education and training, representing an idea both of current interest and of central importance. After an initial presentation of results of VET research relating to competence development, the author draws cross connections with quality development. Within this context, the concept of competence is presented as an object for debate, and steps of quality development are outlined. This is followed by a look at the phases and stages of competence development in order to derive the principle of structuring vocational education and training so as to accord it a logical development. These remarks are subsequently re-referenced to the theme of quality development. This process enables the formulation of initial indications as to the contribution which can be made in terms of quality by the concept of vocational education and training as a process of competence development.

RALF DORAU, GABRIELA HÖHNS

Success on the labour market of those completing VET as a yardstick for the quality of training

Erfolg der Absolventen auf dem Arbeitsmarkt als Maßstab für die Qualität der Ausbildung

Berufsbildung in Wissenschaft und Praxis - BWP 35 (2006) 6, p. 24

One of the criteria for the quality of training is the success enjoyed on the labour market of those completing it. Consideration of the point in time at which a qualification was achieved or of progression into employment of one kind or another is, however, insufficient in terms of evaluating occupational integration. The decisive factor is development within the initial (occupational) years. A BIBB project has monitored the career paths of those completing a course of dual VET over a period of three years, using a sequential pattern analysis to compare them. Consideration was also accorded to forms of employment which were potentially precarious in nature. This article presents selected results and highlights research requirements.

ANDREAS KREWERTH, HELMUT KUWAN

**Continuing education providers in the "quality labyrinth"
Weiterbildungsanbieter im „Qualitätslabyrinth“**

Berufsbildung in Wissenschaft und Praxis - BWP 35 (2006) 6, p. 28

Continuing education providers are currently being confronted with a range of different approaches, the aim of which is to secure and improve the quality of their working processes and results. Alongside familiar instruments such as quality management systems and regional quality cooperation associations, more recent times have seen the arrival on the scene of the continuing education tests conducted by the consumer association Stiftung Warentest. The article uses various empirical surveys as a basis for demonstrating which approaches are really pursued by the providers in the light of this plethora of instruments and which effects they ascribe to the continuing education tests. The article begins, however, by shedding light on the economic situation of the providers, this representing an important framework condition for quality endeavours within the field of continuing education.

MICHAEL CORDES

Benefits and lack of benefits on the education market

Experiences gained from the continuing education tests conducted by the consumer association Stiftung Warentest

Nippes und Nutzen im Bildungsmarkt

Erfahrungswerte durch Weiterbildungstests der Stiftung Warentest

Berufsbildung in Wissenschaft und Praxis - BWP 35 (2006) 6, p. 34

The continuing education department of the consumer association Stiftung Warentest has been conducting investigations into the provision of extra-company vocational education and training for about four years. The aim of these tests is to increase the level of transparency within the confused continuing education market, to uncover deficits in quality and thus provide consumers with guidance and assistance in making decisions. This article outlines the starting points, premises and approaches of comparative continuing education tests and describes the main results of these investigations.

GISELA WIESNER, HEIDI HÄBLER

QES^{plus} – a practical quality management system for (continuing) educational establishments

QES^{plus} – ein praktikables Qualitätsmanagementsystem für (Weiter-) Bildungseinrichtungen

Berufsbildung in Wissenschaft und Praxis - BWP 35 (2006) 6, p. 38

QES^{plus} is a quality management system specifically developed for the continuing education sector. It enables a certification to be made whilst encouraging initial confinement to self-evaluation. QES^{plus} supports the quality development process by providing clear quality requirements, test criteria and action recommendations. Electronic, self-directed learning material is available to enable the system to be implemented and used in a cost-effective way. QES^{plus} was developed and piloted at the Technical University of Dresden and the University of Leipzig in conjunction with continuing educational establishments in Saxony. This article presents QES^{plus}, its various components and the aids for implementation it provides.