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Structuring of competence based training regulations

The basis for competence measurement and assessment

Ausgestaltung kompetenzbasierter Ausbildungsordnungen

Grundlage für Kompetenzmessung und Kompetenzbewertung

Berufsbildung in Wissenschaft und Praxis - BWP 36 (2007) 6, p. 5

Competence measurement and assessment (competence diagnostics) is gaining increasing significance for vocational training. According to the Vocational Training Act (BBiG), the purpose of the final examinations within the dual training system is to record and evaluate occupational competence. VET research faces the issue of identifying a theoretical and conceptual basis which can serve for the measurement and evaluation of competences.

The present article takes VET competence diagnostics as a starting point to address the debate surrounding competence orientation in training regulations and propose elements of a model capable of helping to map occupational competences in training regulations in a systematic manner.

THOMAS SCHEIB

Occupational competence in modern production structures

Development of competences for the production of tomorrow

Berufskompetenz in modernen Produktionsstrukturen

Entwicklung der Kompetenzen für die Produktion von morgen

Berufsbildung in Wissenschaft und Praxis - BWP 36 (2007) 6, p. 20

Modern production concepts and holistic production systems form the basis for current and future production. The main focus is on consistent process orientation and the streamlining of these processes. These developments have a direct effect on operative employees and require new and changed competences. The article concentrates on presenting these competences and further competences particularly of relevance due to the necessary teamwork involved. This "broad-based" development necessitates a widening of and a change in our understanding of occupational competence in overall terms. The article concludes by characterising a profile for occupational competence for skilled work within modern production concepts.

HANS G. BAUER

Yardsticks and objectives of learning process monitoring

Maßstäbe und Zielbilder der Lernprozessbegleitung

Berufsbildung in Wissenschaft und Praxis - BWP 36 (2007) 6, p. 24

One of the most serious implications for trainers in the task they now face in developing "competences" is the shift in role and attitude they need to undertake. Moving from instructor to learning process monitor involves significant changes in the yardsticks and objectives which have hitherto applied. The present article expounds upon these changes. It becomes apparent that the significance of an underlying sense of "learning process monitoring" extends beyond the field of initial training to encompass all aspects of (vocational) education and, for this reason, should be applied in all these areas.

GISELA WESTHOFF

New approaches towards competence development

Results from pilot projects in the "Scope for flexibility" programme

Neue Ansätze der Kompetenzentwicklung

Ergebnisse aus Modellversuchen im Programm Flexibilitätsspielräume

Berufsbildung in Wissenschaft und Praxis - BWP 36 (2007) 6, p. 28

The present article highlights the necessity of establishing links between the various contexts of debate on dealing with competence in vocational education and training, of connecting up results and of continuing to develop innovative approaches. The nationwide pilot projects on flexibility and open-structured implementation of training regulations are drawing up concepts, models and instruments for the improvement of VET practice with the assistance of vocational pedagogical action research. The aim is the development, implementations and evaluation of innovative competence models.

SANDRA SPEER, KATJA HARICH

Fostering the competence development of teaching staff

Leonardo da Vinci Project „TEVAL“

Förderung der Kompetenzentwicklung von Lehrenden

Leonardo-da-Vinci-Projekt „TEVAL“

Berufsbildung in Wissenschaft und Praxis - BWP 36 (2007) 6, p. 33

The aim of the Leonardo da Vinci Project TEVAL, Evaluation Model for Teaching and Training Practice Competences, is to initiate a joint European basis for the evaluation of teachers. The objective was to develop an evaluation approach for the assessment and monitoring of the competences of teaching staff. Teachers can use the model to reflect on their own competences and bring about systematic improvement. The project involves Germany, Estonia, France, Greece, the United Kingdom and Portugal. Using a description of the competence model as a starting point, the article goes on to present the main product of the project – a handbook for the implementation of the evaluation model.

WOLFGANG WITTWER, YVONNE STAACK

Fostering change competence in training – gender specific strategies

Entwicklung von Veränderungskompetenz in der Ausbildung fördern – Geschlechtsspezifische Strategien

Berufsbildung in Wissenschaft und Praxis - BWP 36 (2007) 6, p. 38

As part of the pilot project "Change – Chance/Fostering the employability of trainees and workers via the acquisition of change competence", interviews were conducted with 1,051 trainees in the East Westphalia-Lippe district on the way in which they dealt with change situations, particularly the transition from school to vocational training. The interviews also identified gender-specific differences. The individual strengths of the trainees also play an important role in overcoming these situations.

GÜNTER WALDEN

Dual vocational education and training in the service society

Duale Berufsausbildung in der Dienstleistungsgesellschaft

Berufsbildung in Wissenschaft und Praxis - BWP 36 (2007) 6, p. 43

The present essay uses the results of empirical analyses conducted by the Federal Institute for Vocational Education and Training (BIBB) as a basis for investigating whether the structures of the dual systems are, in fact, still operating in accordance with their historical origins. The results provide evidence that the increasing significance of the service sector initially brought about an attendant weakening of in-company training, although dual training has now made significant strides in developing in line with the service society. Work still remains to be done in respect of the more knowledge oriented service occupations. Of particular importance here is not to narrow down the debate to the competitive aspect of higher education.

MANFRED WALLENBORN

The upgrading of vocational education in development cooperation

Die Aufwertung der beruflichen Bildung in der Entwicklungszusammenarbeit

Berufsbildung in Wissenschaft und Praxis - BWP 36 (2007) 6, p. 47

The new World Bank Development Report addresses the topic of young people and the transition they make to adulthood and the world of work. The report features the term "vocational education" more frequently than has been the case for some considerable time. Are vocational education and international VET cooperation undergoing revitalisation and upgrading within development cooperation projects? A response is provided to this question against the background of the fact that German VET cooperation in particular can continue to play an important role in future by dint of its experiences and efficiency within the context of sustainable development strategies and the division of labour between bilateral and multi-lateral donors.