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Vocational education and training in Germany – current developments and structural challenges
Berufsbildung in Deutschland – Aktuelle Entwicklungen und strukturelle Herausforderungen

Berufsbildung in Wissenschaft und Praxis – BWP 38 (2009) 3, p. 5

The debate on the modernisation of vocational education and training has grown in intensity over the course of recent years. Although there is a broad consensus that structural changes are urgently required, there is very little unity in respect of the pathways via which this is to be achieved.

The present paper outlines the implementation of recommendations relevant to regulatory work. Its main focus is on drawing examples from the activities and programmes used by BIBB to support and shape the further development of vocational training. This demonstrates that the future challenge lies in doing things right as well as doing the right things.

VERENA EBERHARD, SELINA SCHOLZ, JOACHIM GERD ULRICH

Image as a career choice criterion

Significance for occupations where there is a shortage of up-and-coming skilled workers

Image als Berufswahlkriterium

Bedeutung für Berufe mit Nachwuchsmangel

Berufsbildung in Wissenschaft und Praxis – BWP 38 (2009) 3, p. 9

Future conditions on the labour market will be determined by two opposing developments. The number of young people will fall and the number of workers exiting the labour market for age-related reasons will grow. The resultant gap will become a problem for companies, which will need to compete increasingly fiercely for young people interested in pursuing training. There is, however, a danger that this will turn into an unequal struggle. Occupations saddled with a bad image will find it particularly difficult to attract potential trainees in future. The present paper investigates the reasons for this and attempts to find solutions which will increase the attractiveness of occupations which have previously been unpopular.

GERALD A. STRAKA, GERD MACKE

Occupational competence: the ability, desire and authority to act

On the clarification of an ambivalent concept

Berufliche Kompetenz: handeln können, wollen und dürfen

Zur Klärung eines diffusen Begriffs

Berufsbildung in Wissenschaft und Praxis – BWP 38 (2009) 3, p. 14

Occupational competence may on the one hand be considered to comprise a combination of knowledge, applied knowledge, skills, competences, motives, emotives and moral power of judgement (the desire and ability to act) and may on the other hand be defined as a socially determined responsibility for tasks and/or functional areas (the authority to act). The aim of the present paper is to delineate these two definitions in terminological terms and bring them together under the umbrella of a third definition. This terminological clarification shows that regulatory means for training can only stipulate achievable targets in a limited manner.

KATHRIN HENSGE, BARBARA LORIG, DANIEL SCHREIBER

Competence orientation in vocational education and training – pathways for the establishment of competence based training regulations
Kompetenzorientierung in der Berufsausbildung – Wege zur Gestaltung kompetenzbasierter Ausbildungsordnungen

Berufsbildung in Wissenschaft und Praxis – BWP 38 (2009) 3, p. 18

The debate surrounding competence oriented further development of curricula is in full swing in both general education and in initial and continuing vocational education and training. The aim is to use a competence model developed at BIBB to highlight proposals for a competence oriented structuring of training regulations. The present paper takes four selected occupations from within the dual system as a basis for presenting examples of the results from the piloting of the competence model.

SILVIA ANNEN, HANNELORE PAULINI-SCHLOTTAU

Codified additional qualifications in recognised training occupations

Initial implementation in the training occupation of specialist music retail assistant
Kodifizierte Zusatzqualifikationen in anerkannten Ausbildungsberufen
 Erstmalig im Ausbildungsberuf Musikfachhändler/-in umgesetzt

Berufsbildung in Wissenschaft und Praxis – BWP 38 (2009) 3, p. 23

Additional qualifications may assist in raising the attractiveness of training and occupations. Since the reform of the Vocational Training Act in 2005, the

integration of such qualifications in training regulations in the form of so-called codified additional qualifications has been permitted.

The present paper deals with various forms of additional qualifications and highlights the associated benefits and drawbacks. It takes the revised occupation of specialist music retail assistant as an example to portray how codified additional qualifications can be implemented within an occupation and to show the structural opportunities which will emerge in the future.

JULIA FLASDICK, LUTZ GOERTZ, HEIKE KRÄMER

Media content production: multifarious skills requirements in a new field of activity

Results of a current study

Mediale Content-Produktion: Vielfältige Qualifikationsanforderungen in einem neuen Tätigkeitsfeld

Ergebnisse einer aktuellen Studie

Berufsbildung in Wissenschaft und Praxis – BWP 38 (2009) 3, p. 27

Over the course of recent years, extensive digitalisation and the networking of production have brought fundamental changes to the way in which media content is created. This has given rise to a new field of activity which may be designated as “content production”. A study commissioned by BIBB has investigated the change in fields of activity within the media branch and issues relating to skills and organisation of work. The present authors take this as a basis for the formulation of recommendations on how differentiated training provision can be deployed to meet the specific skills requirements.

MARCUS KNAUF, VOLKER PAUL

Assembly activities in the craft trades – new qualifications requirements and additional training opportunities

Montagetätigkeiten im Handwerk – Bedarf für neue Qualifikationen und zusätzliche Qualifizierungsmöglichkeiten

Berufsbildung in Wissenschaft und Praxis – BWP 38 (2009) 3, p. 32

Assembly activities in the craft trades have grown in significance over recent years. Nevertheless, companies operating in the sector and individual employer associations perceive that there is a deficit in the qualification opportunities for such activities and are calling for the establishment of a separate training occupation. This paper presents the findings from two studies which have surveyed qualitative and quantitative skills requirements in assembly. These serve as the basis for the portrayal of prospective ways in which advanced and continuing training provision and appropriate provision within initial training could meet the skills requirements.

REINER SCHLAUSCH, GERT ZINKE

Technical production training occupations – an expression of change within technical vocational training

Produktionstechnologische Ausbildungsberufe – Ausdruck eines Wandels in der gewerblich-technischen Berufsbildung

Berufsbildung in Wissenschaft und Praxis – BWP 38 (2009) 3, p. 40

Recent years have seen the emergence of technical industrial production occupations which can no longer be clearly aligned as metal, electrical or IT occupations. These occupations have their basis in a technical production approach which needs to be viewed as an entity comprising technology, information technology and organisation/logistics. The present paper explains the development of “technical production training occupations” and indicates the consequences for regulatory work and vocational training at the various learning venues.

RAINER BRÖTZ, MICHAEL BEHLING

Tool box for the design of employability oriented examination tasks
Werkzeugkasten zur Erstellung von handlungsorientierten Prüfungsaufgaben

Berufsbildung in Wissenschaft und Praxis – BWP 38 (2009) 3, p. 44

Autonomous planning, execution and monitoring form an object of training and need to be demonstrated in the final examination. Investigations conducted by BIBB show that although there is an expectation of employability orientation within the examination area on the part of stakeholders, action is still required in respect of written examination tasks in particular. This paper presents a BIBB project which involved the development of an Internet based application for the design of employability oriented examination tasks.