

PETER DEHNBOSTEL, SABINE SEIDEL

## Assessing competence and progress in vocational education

With the growing importance of lifelong learning and the changing nature of work and qualification, increasing significance attaches to methods and instruments for the assessment of competence and progress. The article examines the underlying issues, presents a preliminary overview of methods for assessing competence and progress, and concludes by setting out some perspectives for further implementation.

BARBARA LORIG, MIRIAM MPANGARA, GUNDA GÖRMAR

## Competence-based examinations – which aspects are fundamental?

The model of competence-orientation plays a key role in the development of training regulations and the design of examinations in the German dual system. But what is meant by competence-based examining? The article focuses on the interim results of a research project carried out at BIBB to extrapolate the fundamental aspects of competence-based examinations.

ANNETTE GÖNNENWEIN, ALEXANDER NITZSCHKE, ANNALISA SCHNITZLER

## Assessing specialist competence in industrial initial vocational training, with reference to the recognised training occupation of Mechatronics Fitter

Development of specialised psychometric tests.

One objective of a cooperation project between BIBB and the University of Stuttgart is to develop valid and reliable measurement instruments to assess specialist competence for the recognised training occupation of Mechatronics Fitter. The article presents the construction of the test, which is administered mid-way through the initial vocational training programme.

HANS-JOACHIM MÜLLER, CHRISTIANE REUTER

## Development of process-oriented examination tasks

Work-process and business-process orientation are accepted as guiding principles of initial vocational education and training. But how can competencies acquired in the course of real business process be reflected adequately in an examination? A joint project by BIBB and the University of Kaiserslautern developed and piloted planning aids and examination tasks for the textiles industry, which are presented in this article.

INES WILKENS, GABRIELE EILERT-EBKE, ARTUR STEINBERG

## Evaluation of competence development in advanced foreign languages training at the firm Henkel AG

The firm Henkel AG & Co. KGaA has accomplished a paradigm shift from conventional language classes to process-oriented communication training. The article describes the structure and delivery of advanced foreign languages training, one of the essential factors in which is the qualification of the trainers employed.

TORSTEN GRANTZ, SVEN SCHULTE

## Assessing the learning success of participants in work-process-based continuing education in the building trade

Evaluation approach and findings of the project "Vila-b"

In the project "Virtual learning on the building site (Vila-b)" a continuing education concept was developed and piloted with a total of 16 participants, after which the success of learning was evaluated. The article reports on the learning success of participants and on other potential contexts in which this evaluation approach could be used.

MARISA KAUFHOLD, VOLKER HOMBURG

## The LERNSTÜCK® method

Certification of competencies acquired in the work process

The article introduces LERNSTÜCK® as a method whereby the knowledge and skills acquired in the course of the work process are documented and then translated into certification. It proceeds to report the results of an evaluation of its implementation, and outlines the concrete use of the method within a temporary employment agency.

SANDRA BOHLINGER

## The assessment of learning in Canadian vocational education

The article provides an overview of methods for the assessment and validation of learning in Canada, and focuses on initial vocational training for the "Red Seal Program" trades. Despite similar challenges and difficulties in the assessment of learning, a key difference from German recognition procedures is found in the logic behind the implementation of assessment in Canada.

DANIEL SCHREIBER, ROBIN WEBER-HÖLLER

## Forms of evidence for admission to the German Externenprüfung

For the recognition of vocational competence acquired outside of formal learning contexts, Germany's Externenprüfung (admission of mature staff to the apprentices' qualifying examination) is gaining in significance. The article presents the initial results of a BIBB research project in which mature examination candidates and chamber representatives were interviewed regarding the admission criteria for this qualifying examination.

MAJA RICHTER, JÜRGEN LAUBERSHEIMER

## Improving progression between vocational training preparation and dual-system initial vocational training

Competence assessment in the DECVET project at Deutsche Bahn AG

To improve progression between vocational training preparation and initial vocational training, the German rail operator Deutsche Bahn AG took part in the DECVET pilot initiative of the Federal Ministry of Education and Research (BMBF). The article describes how the definition of units of learning outcomes and the use of a competence assessment process make it possible to validate the attainment of learning outcome units.

WOLFGANG MÜSKENS, ANJA EILERS-SCHOOF

## On course for the open university

Further development of procedures for the standardised and the personalised awarding of academic course credit for vocational competences

Up to half of the credits on a university degree programme can be replaced by competencies acquired outside of the university setting, according to a resolution passed by Germany's Standing Conference of the Ministers of Education and Cultural Affairs of the Länder (KMK) in 2002. The article presents credit transfer procedures which were developed within the "Open University of Lower Saxony" pilot project and which might be transferable to the entire spectrum of university provision at first-degree level.

DIETER EULER, IRMGARD FRANK

## Courage or audacity? – Modularisation and competence orientation as key points of initial vocational training reform in Luxembourg

Luxembourg's system of initial and continuing vocational education and training was comprehensively modernised in the law of 19 December 2008 implementing the vocational training reform. This article focuses on the two central concepts of this reform, namely modularisation and competence orientation. Apart from clarifying how their meaning should be understood, the article explains how the concepts were previously incorporated in the regulatory bases.